



Shelby County Schools

# District Budget



**2021-2022 ADOPTED BUDGET**

**Dr. Joris M. Ray**  
Superintendent



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## Format and Organization of the District's Budget

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

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

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

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

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

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

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

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

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

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

The **Information Section** presents supplemental information about 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 2021-22 FAST FACTS

## District Facts Student Facts

### 214

School Location Sites



Schools	140
Elementary Schools	77
Middle Schools	36
High Schools	27
Alternative Programs	9
Career & Technology Centers	4
Charter Schools	56
Special Education	3
Adult	1
Virtual	1



National Board  
Certified Teachers



116

### 110,023

Student Enrollment  
(projected for 21-22)  
SCS (90,186) Charter (19,837)





### Educators

Teachers	6,408
Principals	154
Assistant Principals	201



21

2021 National  
Merit Scholarship  
Program  
Recipient

### Students' Ethnic Distribution 2019-2020 School Year

African-American	82,976
Caucasian	7,695
Hispanic	17,541
Asian-Pacific Islander	1,811

FY 2022 ALL Funds Budget **\$2.2 Billion**

\$20,077

per pupil expenditures



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June 14, 2021

Citizens and Board Members  
Shelby County Schools  
Shelby County, TN

The Shelby County Board of Education (“Shelby County Schools”, “SCS” or the “District”) is pleased to present the fiscal year 2021-22 adopted budget that upholds our commitment to improving learning and academic achievement for students. The budget reflects the investment of educating future leaders of tomorrow. In fiscal year 2021-22, the District plans to improve the lives of Memphians by investing resources in our schools, educators, students, and communities.

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

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

Despite the unique and unprecedented challenges with the current COVID-19 pandemic, the District remains committed to supporting our schools now and in the future. This includes presenting a balanced general fund budget which is aligned with our *Reimagining 901* vision with focuses on significant investments in Early (k-2) and continuing literacy, recruitment and retention, and creating equitable choices to prepare our scholars for the global workforce. To allow for the instructional and student support investments, we’ve made efficiencies including eliminating non-mission-critical spending, reducing the amount of contracted services, eliminating vacant positions, and leveraging grant opportunities.

In our budget planning process, the District strives to identify operational efficiencies and spend smarter with a focus on the highest academic return on investment. In fiscal year 2021-22, the SCS combined all funds budget is \$2.21 billion dedicated to the education of our students, which reflects an approximately \$435 million (or 24%) increase in our total operations relative to the previous year’s budget. This increase is primarily driven by our Federal Funds budget which received substantial funding from the Emergency and Secondary School Emergency Relief (ESSER) 3.0 funds. The General Fund budget totals \$1.1 billion and is \$3.8 million (or -0.3%) less than the prior years amended budget. The fiscal year 2021-22 Capital Funds budget is \$51 million. This is \$1.4 million greater (or 2.9%) than the fiscal year 2020-21 amended budget. The capital budget will address maintenance needs such as HVAC and roofing, and construction design for new schools and complete construction costs for new schools that will replace older schools in the FY 22 or 23 fiscal year. The other major fund of note is the Federal Fund which is budgeted at \$956 million which is \$444 million (or 86.8%) greater than the prior years amended budget. With the federal funds SCS will make strategic investments academics, student readiness, educators, and technology.

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

## Acknowledgments

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

## Superintendent



ASSOCIATION OF  
SCHOOL BUSINESS OFFICIALS  
INTERNATIONAL

This Meritorious Budget Award is presented to

# SHELBY COUNTY SCHOOLS

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

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



A handwritten signature in black ink, reading 'W. Edward Chabal'. The signature is written in a cursive style and is positioned above a horizontal line.

**W. Edward Chabal**  
President

A handwritten signature in black ink, reading 'David J. Lewis'. The signature is written in a cursive style and is positioned above a horizontal line.

**David J. Lewis**  
Executive Director

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# EXECUTIVE SUMMARY



## FY 2022 District Adopted Budget



## Executive Summary

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. The Plan Ahead
  - iii. Awards and Recognitions
  - iv. Budgetary Highlights: Our All Funds Budget
  - v. Budget Development and Administration
  - vi. Enrollment
  - vii. Staffing Levels
  - viii. Financial Overview
    - A. Combined Funds
    - B. Fund Balance
    - C. General Fund
    - D. Special Revenue Fund
    - E. Capital Projects Fund
    - F. Internal Service Funds
    - G. Tax Rates and Trends
  - ix. Budget Forecast





**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.





## Executive Summary

BOARD MEMBER	DISTRICT
Ms. Miska Clay Bibbs – Chair	VII
Ms. Althea Greene – Vice-Chair	II
Ms. Michelle Robinson McKissack	I
Ms. Stephanie P. Love	III
Mr. Kevin Woods	IV
Ms. Shaleah Harris	V
Ms. Shante K. Avante	VI
Mr. William “Billy” Orgel	VIII
Ms. Joyce Dorse Coleman	IX

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.

***In the spring of 2020, due to the prohibition by governmental agencies to meet in gatherings of ten or more people to lessen the spread of COVID-19 (Coronavirus), virtual online meetings were livestreamed via cable channel C19 or broadcast live via radio station 88.5 FM. The District resumed in-person meetings in March 2021.***



**II. ADMINISTRATION**

Superintendent	Dr. Joris M. Ray
Chief Internal Auditor	Leon Pattman
General Counsel and Chief Legal Officer	Kenneth M. Walker II
Chief of Staff	Patrice Thomas
Deputy Superintendent of Finance and Operations	Dr. John Barker
Chief of Academics	Jaron Carson
Deputy Superintendent of Schools and Academic Support	Dr. Angela Whitelaw
Chief of Schools	Dr. Antonio Burt
Chief of Academic Operations and School Support	Shawn Page
Chief of Business Operations	Genard Phillips
Chief of Communications	Jerica Phillips
Chief Financial Officer	Tutional Williams
Chief of Human Resources	Dr. Yolanda Martin
Chief Information Officer	Lakshmi Visvanathan
Chief of Student, Family and Community Affairs	Dr. Lori Phillips
Chief of Safety & Security	Gerald 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, predicting to serve 110,023 students in school year 2021-22. The District encompasses a portfolio of school options for students and parents, including traditional schools, charter schools, optional schools and programs, college, career, and technology education (CCTE) centers, special education (SPED) centers, and alternative schools. For School year 2021-2022, SCS increased early childhood settings to include 294 classrooms inside 76 schools, 5 head starts, and 26 community partner centers.



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 House Bill 1288, which paved the way for a segment of a larger school district to break away and form its own school district.



## Executive Summary

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. For school year 2021-22, based on historical trends ASD schools are projected to serve approximately 8,743 students in Shelby County. There were 57 charter schools authorized by Shelby County Schools in school year 2020-21; that number is projected to remain the same for school year 2021-22. COVID has created some challenges in projecting the number of students to be served. With respect to charter schools, we estimate 19,837 students will be served for school year 2021-22.

With the robust public-school competition from Charter Schools and suburban municipal schools, the District is continuously transforming to provide an array of quality school options to students and parents. SCS enrollment is expected to be 90,186 in school year 2021-22. In school year 2021-22 SCS-authorized Charter School enrollment is estimated to be 19,837 students. Therefore, SCS anticipates an overall projected enrollment, which includes Traditional, Charter, and Pre-K of 110,023.





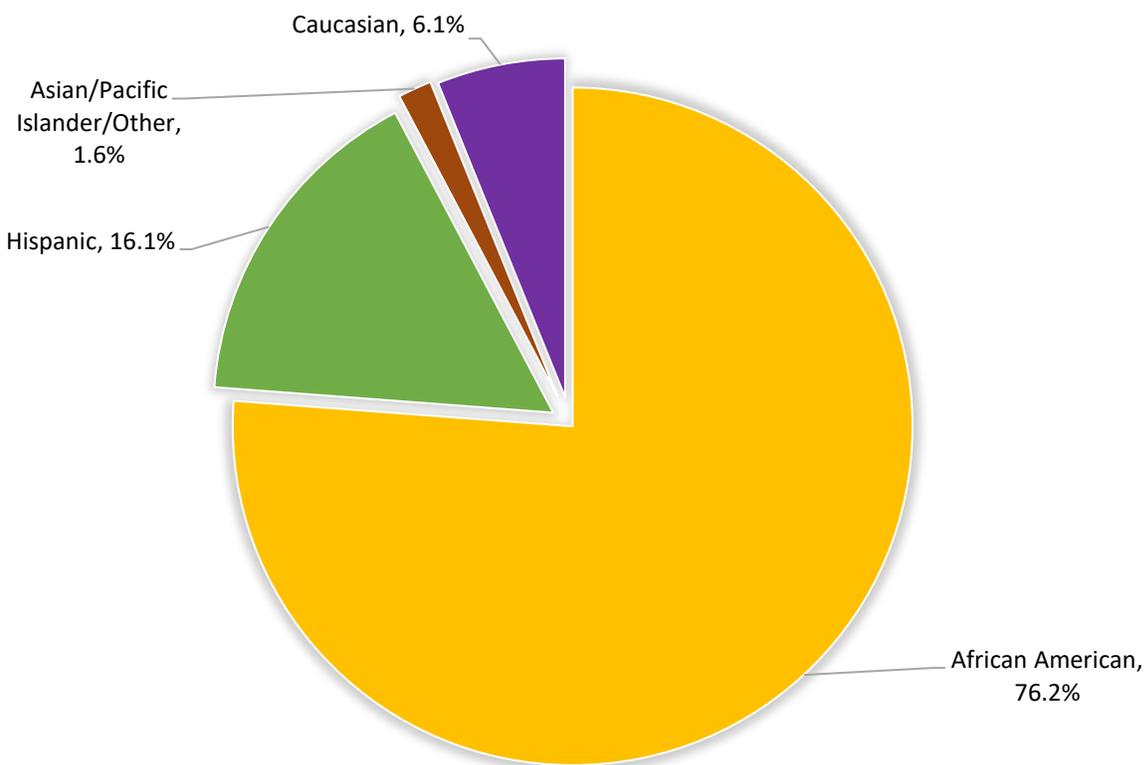
## Executive Summary

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

However, the Tennessee Department of Education Report Card website also reported in part, “Finance data, enrollment information, and basic school and district information are still available to view on the 2021 Report Card.

Based upon enrollment figures as reported by the Tennessee State Department of Education, the District’s student demographics during school year 2020-21 is 76.2% African American, 6.1% Caucasian, 16.1% Hispanic and 1.6% other races and nationalities.

The chart below represents the District’s student demographics for school year 2020-21. <sup>1</sup>



Source: Tennessee State Report Card data FY2020-21

<sup>1</sup> FY 2020-21 is the most recent data available at this time.



## Executive Summary

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

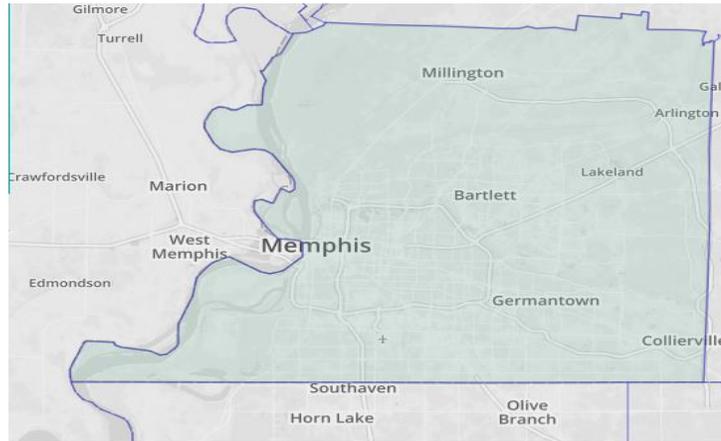
MEASURE	SHELBY COUNTY SCHOOLS			DAVIDSON COUNTY SCHOOLS			HAMILTON COUNTY SCHOOLS			KNOX COUNTY SCHOOLS		
	2017-18	2018-19	2020-21	2017-18	2018-19	2020-21	2017-18	2018-19	2020-21	2017-18	2018-19	2020-21
Enrollment*	106,381	106,377	106,988	82,424	81,407	81,407	43,830	44,376	43,273	59,364	59,224	57,991
Number of Schools	200	202	215	159	160	160	78	79	79	82	84	84
Charter Schools	51	54	56	29	28	28	4	5	5	1	1	1
Economically Disadvantaged Students (%)	60,521 (56.9%)	63,613 (59.8%)	65,584 (61.3%)	38,636 (46.9%)	36,063 (44.3%)	36,063 (44.3%)	16,452 (35.3%)	15,709 (35.4%)	15,362 (35.5%)	17,017 (28.7%)	16,346 (27.6%)	15,310 (26.4%)
English Language Learners (%)	8,191 (7.7%)	7,872 (7.4%)	12,625 (11.8%)	13,847 (16.8%)	13,676 (16.8%)	13,676 (16.8%)	2,674 (6.1%)	2,751 (6.2%)	4,284 (9.9%)	2,731 (4.6%)	2,843 (4.8%)	4,581 (7.9%)
Students with Disabilities (%)	12,253 (11.5%)	12,233 (11.5%)	12,304 (11.5%)	10,892 (13.2%)	10,583 (13%)	10,583 (13%)	5,566 (12.7%)	5,680 (12.8%)	5,539 (12.8%)	8,360 (14.1%)	8,114 (13.7%)	8,235 (14.2%)
Chronically Out of School	12.9%	18.4%	19%	18.0%	16.0%	16.0%	14.6%	12.7%	19.7%	16.4%	15.8%	16.6%
Suspension Rate	11.2%	12.5%	12.5%	9.7%	9.3%	9.3%	7.8%	7.6%	7.6%	6.3%	6.6%	6.6%
TVAAS Literacy	Level 5	Level 1	Level 1	Level 2	Level 4	Level 4	Level 5	Level 5	Level 5	Level 1	Level 5	Level 5
TVAAS Numeracy	Level 1	Level 1	Level 1	Level 1	Level 5	Level 5	Level 1	Level 5	Level 5	Level 3	Level 1	Level 1
Graduation Rate	79.6%	79.2%	77.7%	80.3%	80.2%	80.2%	84.6%	86.6%	87%	89.6%	89.8%	91%
Average ACT Score	17.8	17.8	17.8	19.0	18.9	18.9	19.9	19.9	19.9	21.1	21.4	21.4

\*Data Source: TN Department of Education, State Report Card. TN Department of Education Charter Schools [www.reportcard.tnedu.gov](http://www.reportcard.tnedu.gov)



**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 2019 population estimated at 937,166 according to the U.S. Census Bureau. The County is empowered to levy, without limit, a property tax on both real and personal property located within its boundaries.



Government, trade, healthcare services, hospitality, warehousing, transportation, and utilities are all prominent in the regional economy. Shelby County is located on the southwest corner of Tennessee at the east bank of the Mississippi River, which is within 600 miles of most major cities and commercial markets in the United States. The county is a major hub for national distribution because of its central location and access to the interstate, Mississippi River, rail, and airport. Federal Express Corporation, Methodist Le Bonheur Healthcare, Wal-Mart Stores Incorporated, and 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 54.3% and 40.9% in 2019, the latest data available from the U.S. Census Bureau. The Hispanic population was estimated to be approximately 6.6% in 2019. More than 38 languages such as Spanish, Vietnamese, and Arabic are spoken throughout Shelby County, which represents vast ethnic and cultural diversity. According to Census data, disparities between Shelby County, the State of Tennessee and the United States exist. In the case of per capita and median household income, Shelby’s income levels are lower than the state and the US. In 2019, Shelby’s overall poverty rate exceeded the state and the US. Additionally, Shelby’s child poverty rate of 26% was 9 percentage points higher than the US at 17% and 6 percentage points higher than Tennessee at 20%.

<b>KEY ECONOMIC INDICATOR 2019</b>	<b>Shelby County</b>	<b>Tennessee</b>	<b>US</b>
Per Capita Income	\$31,515	\$31,224	\$35,672
Median Household Income	\$52,614	\$56,071	\$65,712
Children below Poverty Line (%)	26%	20%	17%

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



## Executive Summary

Below are additional key economic measures for Shelby County, the City of Memphis, and the State of Tennessee, which serve as long-term markers in educating our children to drive the future workforces and economies in the County and the City. The below chart encompasses data through 2019 and the unemployment chart reflects 2020 data.

KEY ECONOMIC INDICATOR	SHELBY COUNTY		CITY OF MEMPHIS		STATE OF TENNESSEE	
	2010	2019	2010	2019	2010	2019
High School Graduates (%)	84.9%	88.4%	81.2%	86.2%	82.5%	88%
College Degree Graduates (%)	27.8%	31.7%	22.5%	25.6%	22.7%	28.7%
People below Poverty Line (%)	19.7%	16.8%	25.4%	21.7%	16.5%	13.9%

\*Data Source: Bureau of Labor Statistics, Tennessee Department of Education, US Census, 2010-2019,

KEY ECONOMIC INDICATOR	SHELBY COUNTY		CITY OF MEMPHIS		STATE OF TENNESSEE	
	2010	2020	2010	2020	2010	2020
Unemployment Rate (%)	9.75%	9.61%	10.90%	11.19%	9.68%	7.47%

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

Note that the economic well-being of students and families in our communities is strongly correlated with educational attainment. In Shelby County, the percentage of high school graduates at 88.4% was 2.2% higher than that of the City of Memphis in 2019. In the same year, the percentage of Shelby's residents who are college graduates was at 31.7% or 6.1 percentage points higher than that of the City of Memphis. The Covid-19 pandemic has brought about changes in the unemployment sector. Compared to 2010, the Shelby County unemployment rate has dropped slightly to 9.61% from 9.75%, while the City of Memphis rate has risen to 11.19% as compared to 10.90% in 2010.



## 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.



While operating under the Destination 2025 Plan, and through the pandemic, SCS and its many partners are proud of our collective efforts to adapt quickly to unprecedented challenges and respond to our community’s needs. These efforts include:

- The rapid distribution of over 95,000 devices and 13,500 hotspots to SCS students to prepare for all-remote digital learning in fall 2020
- Providing of instructional materials, online learning opportunities and meals to thousands of students during the spring and summer of 2020 in response to school closures
- The mobilization of community partners to establish “learning pods” for students whose families need childcare support during SCS’ remote learning fall semester
- The expansion of technical support call centers and user resources for families and students on our Access for All website (<http://www.scsk12.org/accessforall>)
- Achieving our highest levels of community confidence in the District since the inception of Destination 2025 with 89 percent of survey respondents agreeing that we are on track to improve student achievement in June 2020

While Shelby County Schools and its community partners have risen to the immediate challenge of re-engaging students in full-time instruction, there is significant work remaining to help students regain lost learning time and access the academic and non-academic supports they need to recover from the ongoing COVID-19 crisis. With limited performance data available, emerging priorities from our Board and Superintendent, and new student and school needs in light of this crisis, this 2020 Annual Report will serve as a bridge between SCS’ priorities and performance to this point and a revised strategic plan has been established.



## Executive Summary

In the reports below, high-level summaries of progress and performance data (where available) are provided for the five priorities of Destination 2025 as well as details on our emerging priorities to promote student equity and adapt to digital learning.

### Annual Progress: 2020

Priority 1: Strengthen Early Literacy	2019 Actual	2020 Target	2020 Actual	Change Since 2019	Target-to-Actual
By 2025, 90 percent of SCS third graders are proficient in English & Language Arts (ELA).	23%	47%	Not Available	N/A	N/A
Priority 2: Improve Post-Secondary Readiness	2019 Actual	2020 Target	2020 Actual	Change Since 2019	Target-to-Actual
By 2025, 90 percent of SCS students graduate on time.	79.3%	82%	77.7%	-1.6 points	-4.3 points
By 2025, 100 percent of college- or career-ready SCS graduates enroll in a post-secondary opportunity.	83.1%	77%	TBD <sup>2</sup>	N/A	N/A
Priority 3: Develop Teachers, Leaders & Central Office to Drive Student Success	2019 Actual	2020 Target	2020 Actual	Change Since 2019	Target-to-Actual
By 2025, 60 percent of students are proficient on TNReady assessments.	23.7% (K-8) 15.6% (HS)	44.5% (K-8) 36.3% (HS)	Not Available	N/A	N/A
Priority 4: Expand High-Quality School Options	2019 Actual	2020 Target	2020 Actual	Change Since 2019	Target-to-Actual
By 2025, SCS student market share increases by 5 percent.	64.3%	63.7%	63.4%	-0.9 points	-0.3 points
Priority 5: Mobilize Family & Community Partners	2019 Actual	2020 Target	2020 Actual	Change Since 2019	Target-to-Actual
By 2025, community confidence in SCS increases to 90 percent.	82%	84%	89%	+7 points	+5 points

<sup>2</sup> Due to the timing of available data, the post-secondary enrollment rate reflects the percentage of 2019 graduates who enrolled in a post-secondary opportunity during the past year.

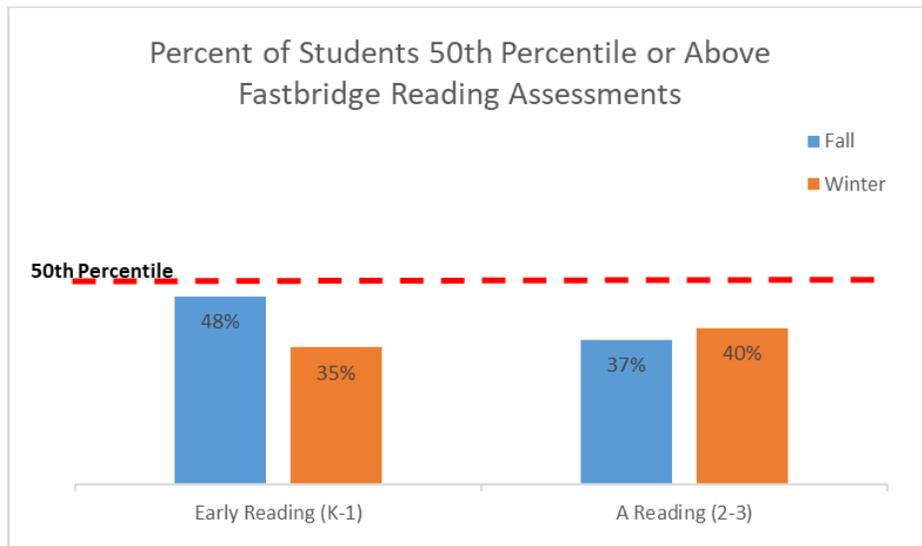


Priority 1: Strengthen Early Literacy

2025 Goal: 90 percent of SCS third graders are reading on grade level.

2020 Progress: Due to the COVID-19 pandemic, TNReady assessments were not administered in spring 2020.

Because the State canceled TNReady testing at the end of the 2019-20 school year, we are unable to update third-grade ELA proficiency results for this report. Instead, results from the District’s formative assessments administered in fall 2019 and winter 2020 serve as our best available measure of early literacy progress. In 2019-20, the District began using the Fastbridge Early Reading (K-1) and AReading (2-3) assessments to measure literacy progress for K-3 Students. Fastbridge uses national comparison data to rank student achievement scores on each assessment, and SCS uses the Early Reading 50th percentile as a benchmark for students to be considered kindergarten ready. 35 percent of K-1 students achieved the 50th percentile rank or higher on the winter assessment compared to 48 percent in the Fall, indicating a decrease in achievement. 40 percent of 2-3 grade students achieved the 50th percentile rank or higher on the Winter AReading assessment compared to 37 percent in the Fall, demonstrating an increase in reading achievement for 2nd and 3rd graders. One factor that may contribute to these upward and downward trends is that the Early Reading assessment is administered one-on-one by teachers while the AReading assessment is computer adaptive.



Key Progress

Pre-K – A key strategy of Priority 1 has been to increase the number Pre-K seats available for students with the greatest need prior to entering kindergarten. When assessed for kindergarten readiness, economically disadvantaged students who attend Pre-K consistently outperform peers of the same socioeconomic status who did not attend. In 2019-20, Pre-K enrollment increased to 5,798, exceeding the number of economically disadvantaged kindergarten students (5,500) who typically enroll in SCS. This means enough seats were filled to potentially meet the need for all eligible students who will enter kindergarten in the 2020-21 school year. During the 2019-20 school year, Pre-K students made academic gains on early literacy assessments. Every year, Pre-K students score higher in Kindergarten than many of their peers who did not attend early childhood program. Pre-K students also routinely outperform District goals for foundational skills and language.



Virtual Summer Learning Academy - The Virtual Summer Learning Academy provided a fun and enriching learning experience for 2,000 K-5 students. Participating educators received training in developmentally appropriate practices and quality programming standards primarily to reinforce instruction that occurred during the 2019-20 academic year. Students participated in a full day of literacy and math lessons via Microsoft Teams and iReady online platforms and enhanced their cognitive skills through the incorporation of curriculum that promoted communication, cooperation, and problem solving.

Third Grade Commitment – The Third Grade Commitment (3GC) is a collaborative effort to ensure that SCS students have the necessary reading skills to be successful before entering third grade. Third grade marks an academic transition in which students are no longer “learning to read” but “reading to learn.” As a part of 3GC, students must meet certain success criteria to be eligible for promotion from second grade to third grade and receive Academic Support Plans to get back on track if they miss any success criteria. The Office of Academics collaborates on an ongoing basis with internal and external partners to focus on four levers of implementation: Continuous Pathway to Learning; Quality Instruction and Support; Social and Emotional Support; Community Engagement and Awareness.

Foundational Literacy Laureates (FLLs) – All elementary and K-8 schools have a designated Foundational Literacy Laureate (FLL) who coaches and guides their K-2 colleagues in best practices for teaching foundational literacy. Additionally, FLLs engage in five to seven customized modules of professional learning in foundational literacy standards, skills and strategies and receive ongoing coaching support from Early Literacy Advisors. In 2019-20, over 90 percent of Laureates engaged in all modules and provided more than 2,700 hours of school-based foundational literacy support to their K-2 colleagues, students and parents.

Second Grade Paraprofessionals – All elementary and K-8 schools have designated at least one paraprofessional to provide instructional support to second grade students. These paraprofessionals support literacy within the classroom by asking probing questions, ensuring students understand the core instruction and/or conducting a teacher-led small group during workstations. Paraprofessionals may also support students outside of the classroom in “pull-out” settings using the Wonders curriculum. District Early Literacy staff provide paraprofessionals with monthly professional learning sessions that focus on phonics and Wonders curriculum resources. In 2019-20, over 70 percent of paraprofessionals completed every monthly session offered.

Response to Instruction & Intervention (RTI<sub>2</sub>) – The Department of Curriculum & Instruction RTI<sub>2</sub> Team worked diligently throughout the 2019-20 school year to build schools’ capacity to provide intensive, small-group support to students struggling in math and literacy. A major portion of building capacity with school teams involved providing training and support targeting the new assessment platform, Illuminate Fastbridge, used to screen and prioritize students for intervention based on academic need and monitor students’ progress during intervention. Students in grades K-8 participated in the universal screener in fall and winter during the 2019-20 school year. As schools adapted to the Fastbridge system, the percentage of eligible students who completed the RTI<sub>2</sub> placement process increased from 55 percent in the fall to 89 percent in the winter.



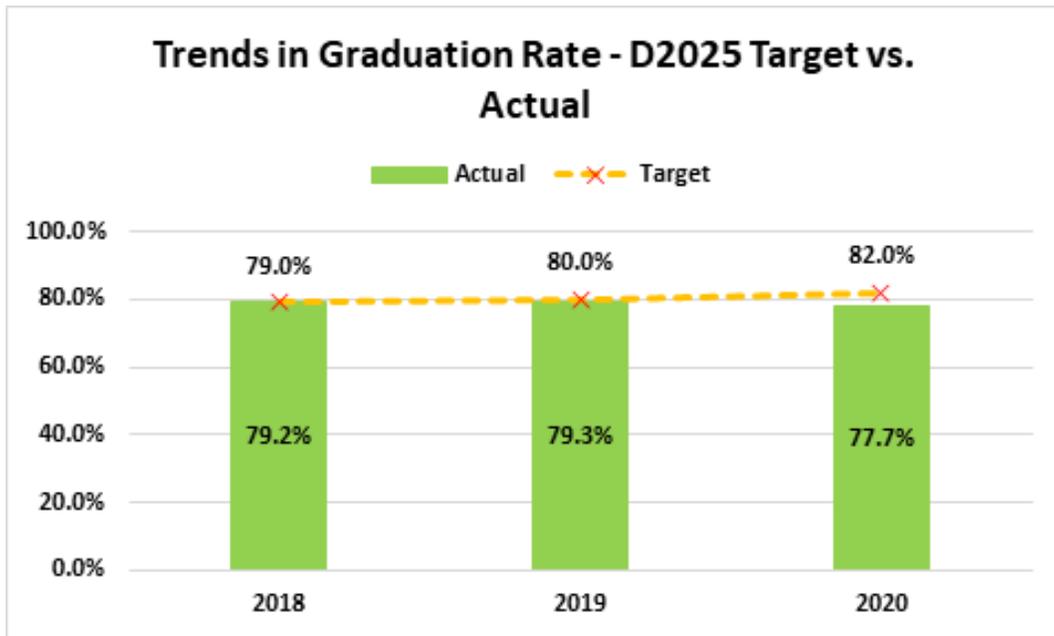
Priority 2: Improve Post-Secondary Readiness

2025 Goal: 90 percent of SCS students graduate on time, and 100 percent of college- or career-ready graduates enroll in a post-secondary opportunity.

2020 Progress: 77.7 percent of students graduated on time in 2020, and 52.1 percent of 2019 graduates enrolled in a post-secondary opportunity.

High School Graduation Rate

In 2020, 77.7 percent of SCS students graduated on time compared to 79.3 percent of students in 2019. Although the graduation rate decreased from 2019 to 2020, 53 percent of SCS high schools earned a graduation rate of at least 82 percent, meaning they are on track to meet our 90 percent on-time graduation goal by 2025. Additionally, 26 percent of SCS high schools have already achieved a graduation rate of 90 percent this year, and 29 percent maintained or improved their graduation rate from 2019 to 2020.



Ready Graduate Rate

The Tennessee Department of Education (TNDOE) considers students who meet certain college- and career-readiness criteria by the time they finish high school to be Ready Graduates.<sup>3</sup> TNDOE computes each district’s Ready Graduate rate, with a one-year lag. Thus, the latest available data are for the class of 2019, of whom 20.9 percent were Ready Graduates. This represents a 1.3-point increase from the class of 2018, whose Ready Graduate rate was 19.6 percent. Note that TNDOE computes this rate by dividing the number of Ready Graduates by the total number of students in the cohort, including non-graduates. The rate among graduates only was higher: 26.3 percent for the 2019 graduates, which was a 1.5-point increase from the rate for the 2018 graduates.

Post-Secondary Enrollment Rate

The post-secondary enrollment rate for 2020 graduates is not available yet, but 52.1 percent of all 2019 graduates have enrolled in a post-secondary school. Among students considered Ready Graduates, 83.1 percent enrolled in a post-secondary school.

<sup>3</sup> [https://www.tn.gov/content/dam/tn/education/ccte/ccte\\_ready\\_graduate\\_overview\\_2018-19.pdf](https://www.tn.gov/content/dam/tn/education/ccte/ccte_ready_graduate_overview_2018-19.pdf)



### Key Progress

**ACT Prep** – To help more students reach the Ready Graduate milestone of earning an ACT score of 21 or better, SCS developed a concerted plan to increase exam preparation opportunities. SCS’ Academics Office released the ACT Playbook—a series of strategies and initiatives from formative assessments to student performance incentives—to help schools boost students’ ACT outcomes. Additionally, Academics required all high schools provide ACT Prep courses in English and mathematics to assist students who have not yet earned a score of 21 or higher on the ACT. All ninth graders were also provided the opportunity to take the PSAT exam to help students, teachers, and leaders learn where students may need support as they prepare to take the ACT in eleventh grade. The Academics Office also held quarterly ACT workshops, making use of District teachers and subject-specific ACT preparation materials for high school students. In spring 2020, schools were given the opportunity to offer MasteryPrep’s workshop Decoding the ACT to core content teachers, and school-based ACT Bootcamp training for students to increase ACT awareness and test-taking skills. Finally, in May 2020, SCS Academics released the ACT Field Guide as an evolution of the ACT Playbook, laying out a plan for continued support in 2020-21.

**Improving Career-Readiness** – In today’s career landscape, preparing students for success after graduation is not “one size fits all.” During the 2019-20 school year, the Division of College, Career, and Technical Education (CCTE) continued to strengthen its vertical articulation opportunities that link K-12 and post-secondary education to the workforce, as students earned over 2,500 industry certifications in high-skill, high-wage, and high-demand areas. On a mission to provide students with intellectually demanding, real-world curricula that include the integration of academic, technical, and employability skills, the CCTE division opened over 50 new CCTE programs of study in 23 high schools, over 20 high school Information Technology programs, and 35 new middle school STEM and career exploration programs. CCTE continues striving to align the three stages of learning—secondary, post-secondary, and the workplace—by increasing CCTE Dual Enrollment capacity by 400 percent with over 2,000 college credit hours earned. Phase III of the CCTE Redesign also focused on further developing ways to expose students to multiple opportunities for meaningful work-based learning experiences. As a result, over 100 Signature Partnerships with area businesses and community organizations were formed. These partnerships help bridge the gap between education and career, as seen in the virtual MPLOY Summer Experience, a paid internship in which over 1,000 SCS students participated and obtained 231 work-based learning credits.

**CLUE** – During the 2019-20 school year, the Department of Exceptional Children used the Illuminate Fastbridge assessments to screen every student in kindergarten through the eighth grade to determine a potential need for gifted services. This universal screening process represents a change from the previous method of relying primarily on teacher referrals for gifted testing. The universal screening approach aligns with new best practices in gifted education to reduce the impact of bias and increase equity in identifying children for gifted services. From the universal screener, 4,500 students were identified as working above grade level and considered for placement in CLUE. By the end of the first semester, 601 students from grades K–2 were immediately placed into Primary Enrichment CLUE, because they were assessed as reading two grade levels above their current placement. In addition, more than 600 students were identified for comprehensive testing for the gifted IEP, which is still in progress because of school closures for the pandemic.

**Advanced Coursework** – The Division of Optional Schools and Advanced Academics serves all schools offering early post-secondary opportunities (EPSOs) which include Advanced Placement (AP), Dual Enrollment (DE), International Baccalaureate (IB), and Statewide Dual Credit (SDC). EPSOs are highly rigorous courses that enable students to graduate better prepared for college and careers, compete globally and have a positive impact in our community. In 2019-20, EPSOs were offered at 100 percent of SCS-managed high schools, including 129 AP courses offered in 21 high schools and Memphis Virtual School. Moreover, all District-managed high schools developed an Advanced Academics Expansion Plan to facilitate increased access to EPSOs. In addition, 95 percent of DE students earned college credit for the



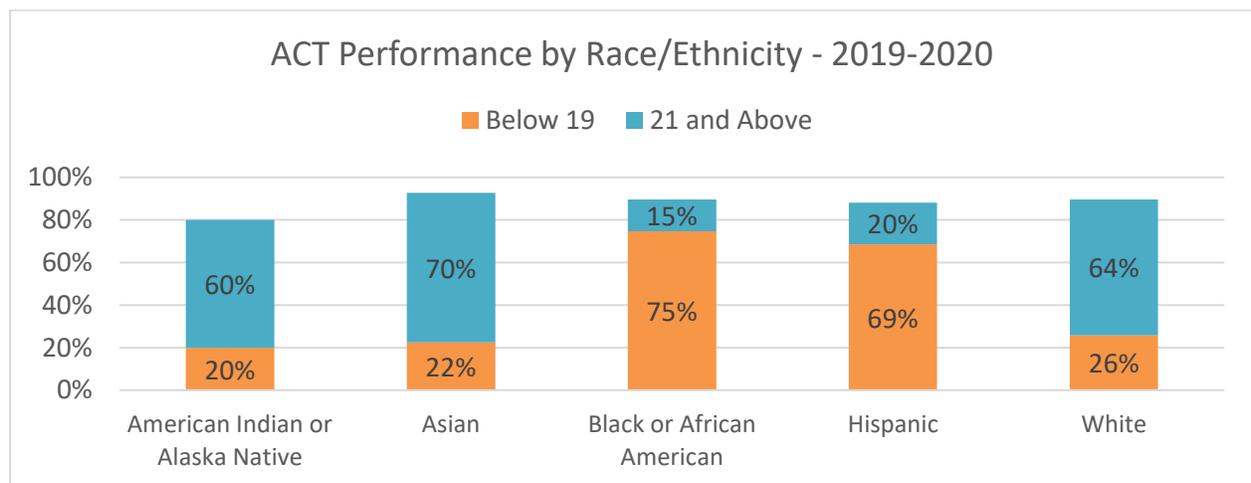
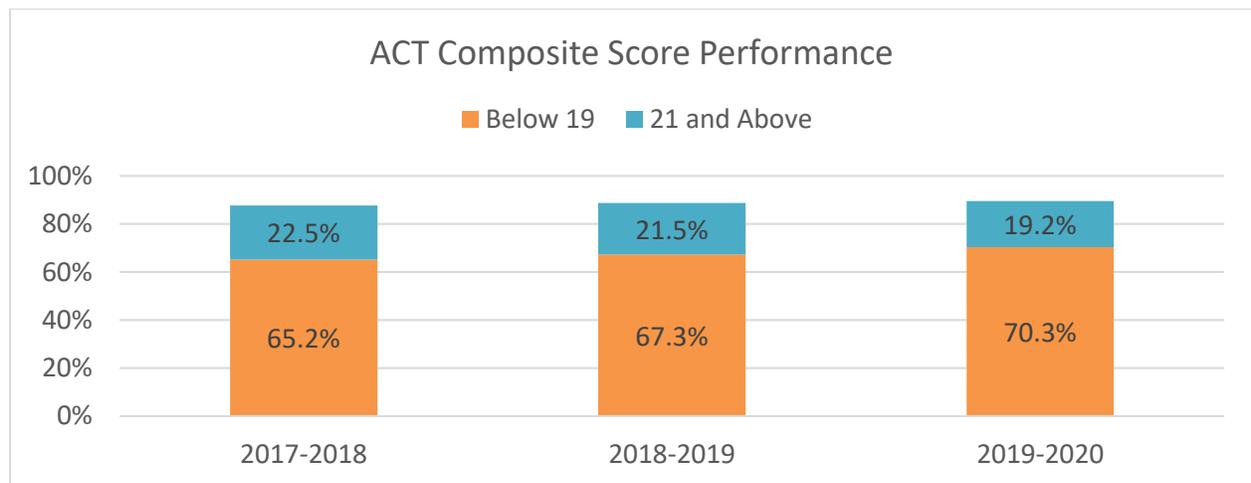
2019-20 school year. To identify students for advanced course offerings (Honors, Pre-AP, AP, IB, DE, SDC), 88 percent of ninth-grade students (included in the baseline enrollment report) in SCS-managed high schools took the PSAT 9 as a universal screener.

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

- 2025 Goal: 60 percent of students are proficient on the TNReady assessment.
- 2020 Progress: Due to the COVID-19 pandemic, State TNReady assessments were not administered in 2020.

**2019-2020 ACT Performance -**

The percentage of students scoring at 21 and above on their ACT composite score saw a decline during the 2019-20 school year compared to the previous year, continuing a trend over the last two years. By race and ethnicity, Black students had the largest percentage of students scoring below 19 (75 percent), while Asian students had the highest percentage of students scoring at 21 and above (70 percent). In terms of special populations, only four percent of English Learners and Students with Disabilities earned a score of 21 or higher, and 11 percent of all economically disadvantaged students met this benchmark.





### Key Progress

L3 Principal Pipeline – The Office of Schools and Leadership is now in its fourth year offering the SCS principal pipeline program, L3. This program is designed to prepare Vice Principals, Assistant Principals, and PLC Coaches through training and hands-on experiences on the roles and skills needed to become Principals and build the prospective candidate pool for future principal vacancies. As part of the program, L3 Fellows are provided training in current leadership research trends, operational best practices, and District policies as well as coaching and mentoring. Fellows are provided intense support, practical application opportunities, and tailored coaching to prepare for a rigorous principal selection process.

Content Cadres – To reach the goals of Destination 2025, teachers need to acquire the knowledge and skills to meet the needs of all their students. For that to happen, teachers must have dedicated time to engage in professional learning opportunities tailored to their specific needs. Content Cadres are professional learning networks of educators engaged in customized learning experiences to enhance content-area knowledge and instruction. Content Cadres launched August 2019 and continued throughout the school year providing teachers with differentiated support via the online training platform, Canvas. Over the course of the year, more than 250 Canvas courses were offered, providing teachers with the content they needed when they needed it.

Response to Instruction & Intervention for Behavior (RTI-B) – RTI-B is the behavior companion framework to RTI-A for academics. It provides a strategic systems approach to building positive school culture; high expectations for academic performance; and social-emotional development for school, career, and life. RTI2-B helps staff and students make informed choices that reduce school disruptions and keep students actively engaged in the classroom. It consists of multi-tiered systems of support provided by Behavior Specialists, School Counseling, and Mental Health professional staff. During 2018-19, 100 percent of SCS schools completed three days of training on Tier 1, which has a heavy emphasis on prevention-oriented practices and reinforcing clear behavioral expectations for all students. In 2019-20, all schools began fully implementing the Tier 1 process. In the two years of training and implementation, 2018-19 saw a 2.6-point reduction of exclusionary response rates, and 2019–20 had a further reduction of 1.7 points (adjusted for the shortened school year). Reduced expulsion and suspension rates are key goals for a fully implemented RTI2-B state framework across all schools.

Socioemotional Learning Strategies – Shelby County Schools has invested in ensuring that school and District-level staff are adequately prepared to address students' social and emotional needs in addition to academic needs. As such, the District provides training in Social Emotional Learning and ACEs (Adverse Childhood Experiences) to all teachers and administrators to increase staff's capacity to recognize and support factors outside of the classroom that can affect students' well-being and ability to learn. In 2019-20, 90 percent of teachers received ACEs training in both face-to-face sessions and virtual training platforms, and this training is also now available to parents. Additionally, as part of the move to virtual learning, the District began offering teletherapy services to students unable to receive in-person support.

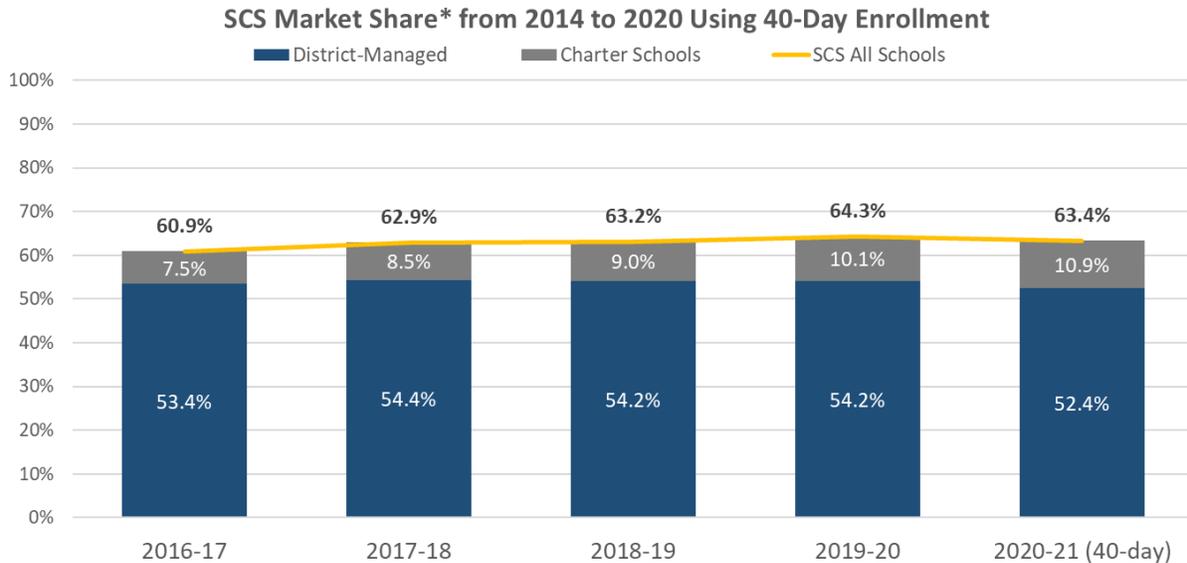
Building Capacity for Continuous Improvement – SCS' Department of Research & Performance Management (RPM) provides multiple supports to school and District leaders to improve their capacity to use data effectively and continuously improve progress toward performance goals. In 2019-20, RPM published numerous interactive dashboards to help leaders track implementation progress and outcomes for several District priorities including the Third Grade Commitment, Response to Instruction & Intervention (RTI2), Ready Graduates, student performance, teacher performance and central office department goals. RPM's Continuous Improvement team also established a quarterly District Data Week for central office and school leaders to review data trends and develop corresponding action plans, delivering 20 training sessions with total attendance exceeding 1,100 staff on various continuous improvement topics such as mapping data review processes, conducting root cause analysis, and strengthening the culture of effective data use.



Priority 4: Expand High-Quality School Options

- 2025 Goal: SCS student market share increases by 5 percentage points.
- 2020 Progress: 63.4 percent of school-aged children in Shelby County are enrolled in SCS.4

Shelby County Schools’ student market share is currently estimated to be 63.4 percent based on Pre-K-12 enrollment counts on the 40th day of the 2020-21 school year and the most recent U.S. Census estimates of the county-wide school-age population. This means that nearly two thirds of all school-aged children in Shelby County are enrolled in our District. SCS’ market share decreased since 2019-20, although this calculation may fluctuate as the Census’ school-age population estimates are revised. The overall student enrollment count decreased by roughly 2,100 students from 2019-20 to 2020-21.



**Key Progress**

iZone – SCS has invested in multiple school turnaround efforts to expand the number of high-quality options available in our District including the Innovation Zone, or iZone. The iZone is a subset of SCS schools that work to move from the bottom 5 percent of schools to the top 25 percent in student achievement in Tennessee. This turnaround work relies on additional resources for students and teachers as well as greater flexibility in curriculum and extended instructional time. iZone schools implement innovative strategies to improve academic achievement. The iZone’s goals are to support shifts in student equity by improving culture and climate, decreasing chronic absenteeism, and increasing on-track mastery in ELA and Math. Improving the learning environment provides students with consistent behavioral and academic expectations along with promoting safe and more conducive learning environments for students. With improved learning environments and more intervention opportunities, chronic absenteeism rates declined across elementary, middle and high iZone schools in 2019-20 compared to the same point in time in 2018-19.

<sup>4</sup> American Community Survey 5-year estimates are subject to change after the date of publication, which means market share is an approximation based on the best available data at a given time. The 2019-20 market share percentage was updated with the 5-year estimates date from 2019. This figure was also used for the 2020-21 market share calculation, as the Census Bureau has not yet released results for 2020.



Continuous Improvement Zone – The Continuous Improvement (CI) Zone’s top priorities are to sustain positive gains among 15 schools that were formerly part of the iZone (the lowest-performing schools in the District), but which have transitioned out of that zone due to improvements in student performance. Through job-embedded professional development, CI Zone school staff are immersed in content-specific professional development, focused on building effective instructional leadership teams, data-driven decision making, instructional leadership for standards-based instruction (Math and ELA), and leading toward student equity.

Whitehaven Empowerment Zone – The mission of the Whitehaven Empowerment Zone (WEZ) is to provide all students with great first teaching through objective-driven instruction, rigorous tasks on the table, and instructional time management that is evident in the curriculum taught at each school. WEZ schools receive targeted investments and instructional flexibility to improve student outcomes and keep schools off the State Priority List. Providing a curriculum that promotes College and Career Readiness is one of the primary foci for the schools in the Empowerment Zone. To date, two WEZ schools have exited the Priority list: A. Maceo Walker Middle School and Holmes Road Elementary School.

Charter Portfolio – As of 2020-21, SCS has authorized 57 active charter schools serving more than 17,000 students – over 15 percent of all students in the District. In 2019-20, three new schools opened, two schools closed voluntarily, and one charter school’s status was revoked. The 2019-20 school year marked the first year of implementation for the Board of Education’s recently revised charter school policy (Board Policy #1011), designed to improve the quality of the charter portfolio. The Office of Charter Schools has implemented updated practices around annual reports and site visits to strengthen schools’ commitments and goals for students. Additionally, 100 percent of schools in the charter portfolio scored at a Level 3 (Good) or above in operations based on SCS’ Operations Scorecard, indicating they are following non-academic operational requirements and using resources efficiently and ethically to serve students.

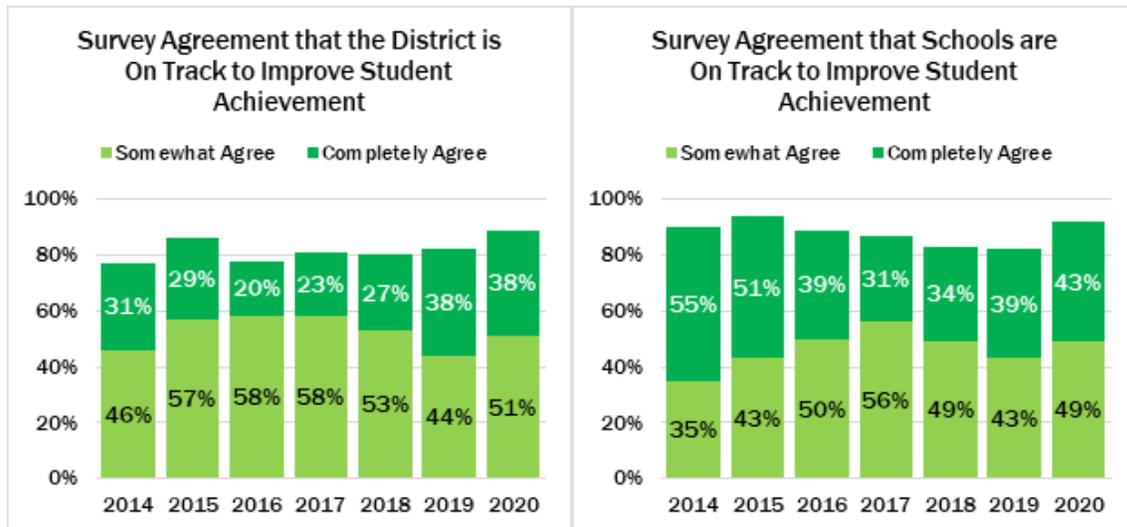
Student Based Budgeting – The District has employed student-based budgeting (SBB), a funding model that shifts budget decisions from the central office to school leadership teams. SBB empowers schools and communities to decide what is best for their students by basing resource allocations on the student population through school-level budget planning. SBB helps address inequities in academic resources by funding schools based on financial weights for different student educational needs (e.g., gifted, poverty, mobility, low academic performance) and by creating a model that allows funding to follow the students when transfers occur. With increased transparency for students, parents and community partners, educators have more flexibility to make budget decisions at their respective schools, yielding improved support tailored to students’ needs.



Priority 5: Mobilize Family & Community Partners

- 2025 Goal: Community confidence in SCS increases to 90 percent.
- 2020 Progress: 89 percent of surveyed staff and community stakeholders agree that the Superintendent and central office are on track to improve student achievement.

Based on SCS’ most recent annual survey of parents, community members, and District staff, 89 percent of stakeholders are confident in the District’s efforts to improve student achievement and progress towards our Destination 2025 goals. This increase (up from 82 percent in 2019) is the highest level of agreement in seven years. The percentage of stakeholders who agree that the District is on track grew from 44 percent in 2019 to 51 percent in 2020, while those who completely agree remained high at 38 percent. (See the first chart below.) Additionally, stakeholders’ confidence in SCS schools themselves saw a 10 percent increase to the highest level to date at 92 percent in 2020. (See the second chart below.)



Since 2017, the survey also asked SCS parents for their level of agreement on whether their children’s schools are on track to improve student achievement in addition to asking whether they believe all SCS schools are on track. This year also show a stark increase where 91 percent of parents agreed that their child’s school was on track (up from 83 percent in 2019). A larger percentage of parents completely agreed that their child’s school was on track (58 percent) compared to SCS schools in general (43 percent). The District is on the cusp of meeting the Destination 2025’s goal of 90 percent confidence, though continuing to garner support from the community remains key to that success.

Key Progress

Ongoing Communication – By maintaining strong mass communication channels, the District has delivered timely news and reliable information to our all stakeholders. The SCS social media accounts added over 23,000 new followers, topping out at over 130,000 across Twitter, Facebook, and Instagram with over 2.2 million engagements with the content, nearly double the previous year. A total of 260 stories received a combined 4.3 million views in 2019-20, which helped contribute to an overall tonality rate of 97 percent positive/neutral for all media coverage. The Voice of SCS launched three new "Voice of SCS+" streaming channels, and produced over 350 school, District, and Board videos, and listenership on 88.5 FM grew to 73,000+ listeners daily. Dr. Ray also began a weekly update series on YouTube that highlights the most important information for that week for parents and families.



Parent Welcome Center – Continuing its mantra of providing excellent service to every customer, every day, the Parent Welcome Center remained steadfast in the approach of offering superior service as the first point of contact for constituents. During the 2019-20 school year, the Parent Welcome Center (PWC) received 143,000+ calls, over 1,000 walk-ins and approximately 2,000 emails from those who requested immediate support. The Customer Service WORKS framework was developed to establish District-wide expectations for exemplary customer service. All current and newly hired employees were offered online customer service training. The creation of the Five-Star Customer Service Award was also initiated during 2019-20. This prestigious recognition was bestowed to 11 schools exemplifying the five core values of excellent customer service: welcoming environment, orderly environments, respectful and responsive communication, knowledgeable staff, and sensitive and sincere interaction.

Expanded Partnerships – In 2019-20, SCS was able to secure external partners for 100 percent of SCS schools on the State’s Priority list. The Adopt-a-School Partnership program included 692 adopters, and SCS increased school volunteers with more than 300 new volunteers. An expanded partnership with FedEx provided mentoring and a weeklong logistics training session for 50 juniors and seniors along with recruiting over 600 students and parents for employment opportunities through FedEx Cares. Additionally, the FACE Department was awarded a \$10,000 grant from Bank of America to support college and career readiness, workforce development, clothing closets, and food pantries.

Community Programing – SCS’ Family Resource Centers provided support to more than 15,000 families in the areas of Citizenship/Immigrant Information and School/Student Success. More than 5,500 grade-level appropriate books were distributed to students to assist the District’s early literacy work. Through the Mexican Consulate ID program, over 1,100 Hispanic/Latinx families received legal ID documentation. SCS hosted a student-led virtual round table, We Matter, that provided a platform for students to discuss social justice and activism in the community. SCS hosted a College, Career & Technical Education Expo to expose students to life after high school and partnered with the University of Memphis for an English as Second Language (ESL) college fair. Students gave back to their community through work with the Hospitality Hub of Memphis. Additionally, a trauma-informed center opened at Geeter K–8 that provides robust socioemotional supports to students. Lastly, SCS continued to recognize the work of our military by honoring over 400 military bound students and their families for their service.

Community Support During COVID-19 – All Shelby County schools shuttered in March 2020 due to the global pandemic. Many community partners stepped up to support students and their families during this uncertain and challenging time. The YMCA of Memphis and the Mid-South provided meal distribution throughout the spring semester as well as free childcare to essential employees. The support of community partners allowed for mobile food pantries, book giveaways, and printed learning guides for all students. During this time SCS provided public and parent information sessions, new website/subscriptions for instructional resources, planning and health and safety updates, live stream events, video lessons, and social emotional supports for students and families.

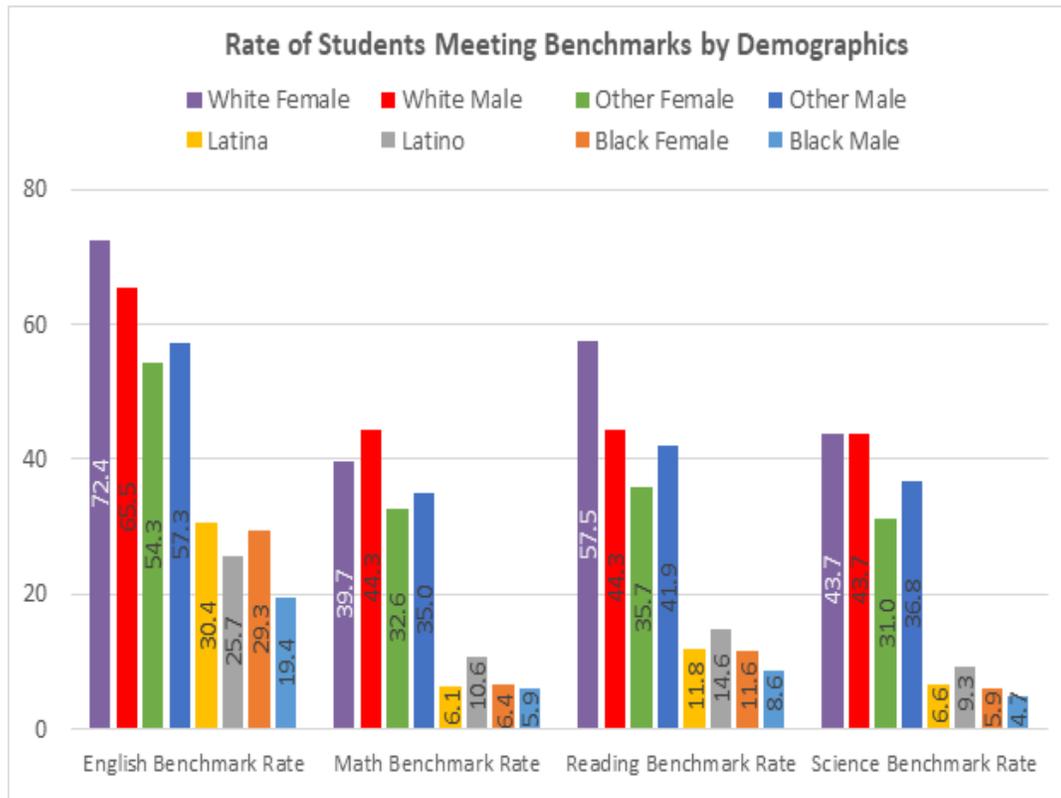


Emerging Priorities: Student Equity & Empowerment

Over 75 percent of SCS' 110,000 students are African American, 16 percent are Latinx, and over half of SCS students are economically disadvantaged (56.9 percent).<sup>5</sup> Therefore, understanding the unique needs of our student population is paramount to ensuring their success. In February 2019, our Board passed a resolution to promote equity and become a trauma-informed District. The resolution affirms the Board's belief that all students have the right to an equitable educational experience and a commitment to addressing institutional barriers such as academic rigor, educator quality, and disparities in resources that contribute to inequity. Moreover, one of Superintendent Ray's first actions during his tenure was establishing an African American Male Empowerment plan and an Office of Equity and Access to carry out this plan and lead system-wide efforts to improve student equity. Some of our areas of focus for closing the equity gap as well as the strategies the District is using to address them are discussed below.

Post-Secondary Readiness

The figure below presents the rates at which students met ACT benchmarks by demographics. Students meeting these benchmarks have 50 percent chance of obtaining a B or higher and a 75 percent chance of obtaining a C or higher in the corresponding credit-bearing courses.<sup>6</sup> The percentage of Black and Latinx students that reached ACT benchmarks in English, Math, Reading, and Science was substantially lower than that of White students and students in other groups. Additionally, Black male students had the lowest benchmark rates in every subtest out of all groups.



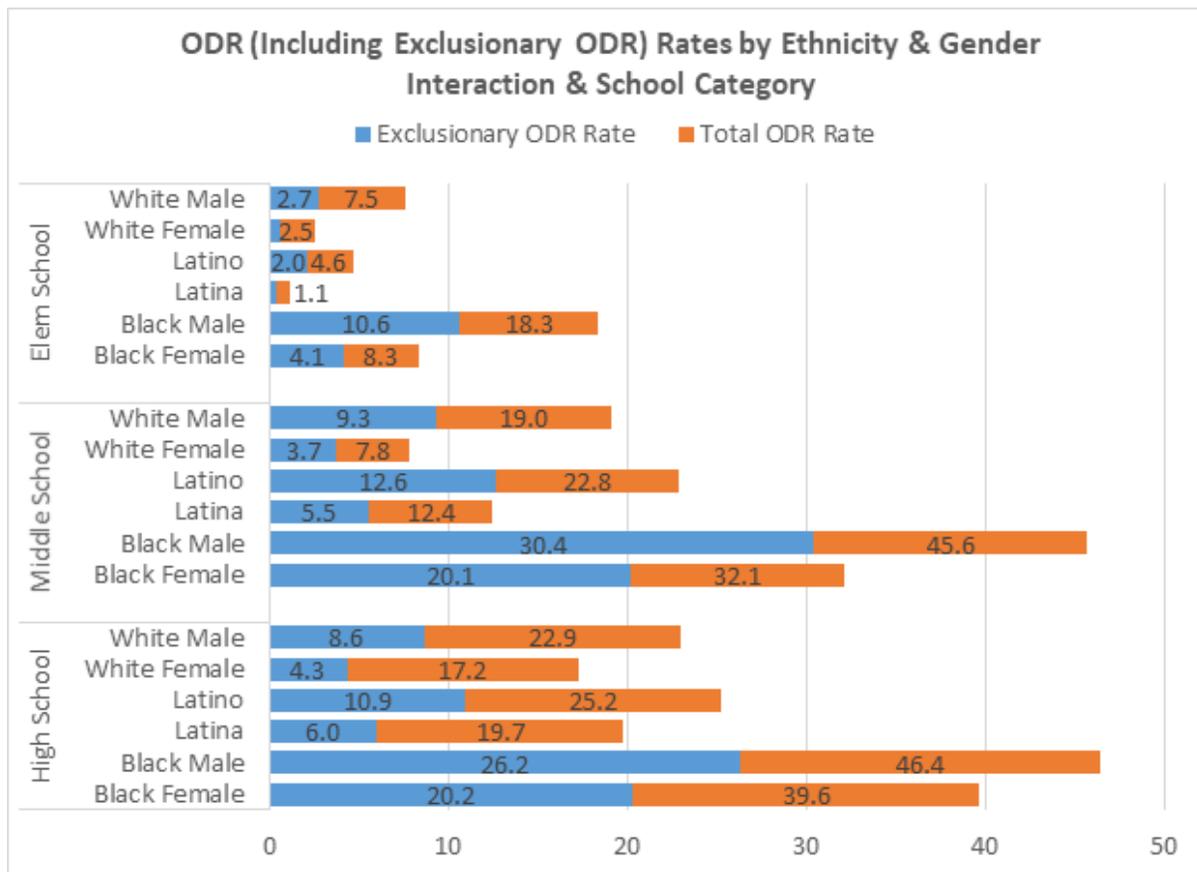
<sup>5</sup> Students are classified as economically disadvantaged if their record has any of the following flags: Direct Certified Economically Disadvantaged, Runaway, Homeless, or Migrant (TN Department of Education, 2019).

<sup>6</sup> Retrieved from <https://www.act.org/content/act/en/college-and-career-readiness/benchmarks.html>



Attendance & Discipline

Demographic disparities exist in students' attendance and disciplinary outcomes across the District. In 2019-20, 21 percent of African American students were considered chronically absent (missing 10% or more school days) compared to 13 percent of all other race/ethnicity groups. Economically disadvantaged students were over twice as likely to be chronically absent (25 percent) compared to their non-economically disadvantaged peers (11 percent). Office disciplinary referral (ODR) rates refer to the unique number of students receiving an ODR divided by the number of enrolled students within each demographic group. Exclusionary ODR rates refer to the number of students who receive an out-of-school suspension or expulsion for a referral. The figure below shows that in the 2018-19 academic year, not only were Black male students sent to the office more often than all other groups, but they were also excluded from school at higher rates for their ODRs. The largest disparities in ODR rates existed in middle school when Black male students were 8.2 times more likely than White female students and 5.6 times more likely than Latina students to be referred to the office.



Strategies & Progress

Equity Office & Advisory Committee – In 2019-20, Superintendent Ray established the Office of Equity to build a District-wide culture of equity and collaborate with internal stakeholders to enact an equity policy to serve as a foundation for this work. The Office of Equity will develop a matrix to help SCS' central office and schools prioritize equitable achievement in literacy, school climate and culture, discipline, and college and career readiness. Additionally, the District will establish an Equity Advisory Committee consisting of philanthropic, non-profit, government and business leaders to build partnerships and coordinate strategies



across sectors and geographic areas. The Committee will also work to identify and address long-term funding needs to accelerate SCS' student equity goals.

**ACT University** – In collaboration with our high school tutoring partner Peer Power, SCS has offered a six-week intensive ACT course to prepare high-need, African American male students for upcoming ACT exams. The course will focus on test-taking skills such as question evaluation, pacing strategies, and setting target scores.

**Restorative Discipline** – SCS has made concerted efforts to promote the use of restorative disciplinary practices to provide schools and students with supportive alternatives to exclusionary discipline practices wherever possible. During the onboarding process, over 2,000 new teachers, administrators, Special Education staff, behavior specialists and monitors have received training to address student behavioral challenges. Additionally, discipline & classroom management trainings occur District-wide on an ongoing basis. As a result, exclusionary suspension rates have decreased year-over-year overall and for both African American male students and students with disabilities. In 2019-20, the suspension rates for students with disabilities and for African American students decreased by 2 percentage points compared to the same point in time in 2018-19. SCS will also work more intensively with a subset of schools with low attendance and high exclusionary ODRs among African American male students and implement appropriate strategies to improve student outcomes.

**Equity Institutes** – The Equity Institute trains all educators to interrupt patterns of implicit bias, social inequality, and internalized oppression that can lead to negative outcomes for marginalized student groups. Equity Champions from each school attend four training sessions each academic year.

**Secure the Chalk Educator Fellowship** – This initiative aims to diversify SCS' teacher pipeline by providing a supportive, professional opportunity for African-American men interested in teaching with a particular focus on K-5 classrooms. As part of this effort, SCS is working to develop strategic partnerships with Man-Up, the University of Memphis, Lemoyne-Owen College, and regional historically Black colleges and universities (HBCUs) to attract and recruit more African American male educators.

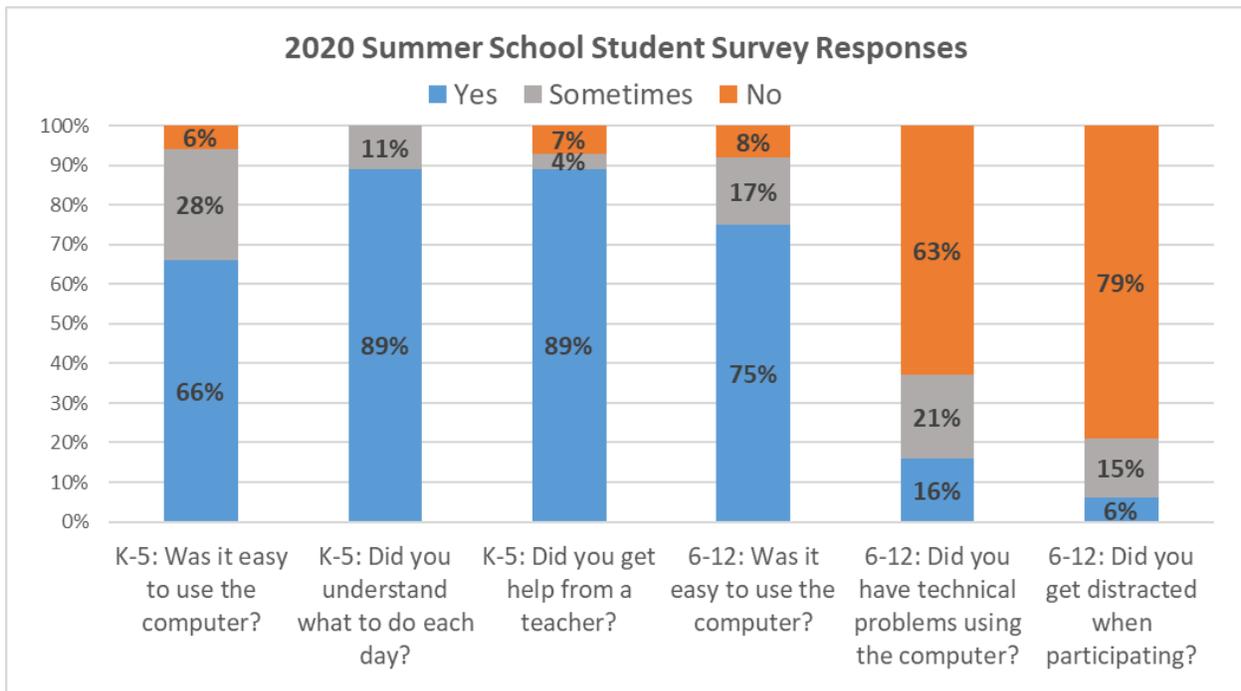
**Band of Brothers** – A mentoring program and career-planning initiative for middle and high school students, Band of Brothers offers tutoring to increase literacy as well as mentoring to champion the work of successful African American men. The career-planning initiative provides targeted employment opportunities, internships and externships at local businesses and corporations during the summer and later in high school.



Emerging Priorities: Digital Learning

In 2019, the District’s annual budget included money to begin phasing in laptops for high school students. This was one of the first steps in implementing the District’s plan of bridging the digital divide by eventually providing a digital device for every student, with the ultimate goals of expanding learning opportunities and furthering equity through technology access for all SCS students. The arrival of COVID-19 and the subsequent closure of schools in spring 2020 fast-tracked this plan when the District shifted to prepare for virtual learning. SCS acquired virtual curriculum resources in summer 2020, and the Board approved the purchase of over 95,000 devices for students funded by the Federal CARES Act, the City of Memphis, and other contributors.

In late May, select teachers and students participated in a Year-End Connect event via Microsoft Teams to bring closure to the school year, and in the summer, additional teachers and students participated in summer school conducted 100% online. SCS gathered survey feedback following two events provided opportunities to gauge the strengths and challenges of virtual learning and prepare to scale up all-digital learning for the 2020-21 school year. Feedback from teachers revealed they thought that the District’s Microsoft Teams training was helpful, that by the end of summer school they were relatively comfortable using the computer for virtual instruction, and that students were generally engaged during summer school lessons. Students reported that they could follow the teacher’s lesson on the computer, that they learned new things during summer school, and that they would like to do more schoolwork on the computer. In addition, most summer school students at all grade levels answered questions that indicated using a computer for virtual learning was manageable for them.



Both teachers and families also reported challenges including technical problems with devices and connectivity, training needed for students and parents on virtual learning and concerns about virtual communication among teachers, students, and parents. Thus, the District has developed several strategies to support virtual learning.

Strategies & Progress

Device Distribution and Internet Connectivity – During July and August, SCS distributed digital devices to all enrolled students. Students in grades Pre-K-2 received tablets, and students in grades 3-12 received



laptops. Open-air distribution sites were located throughout Shelby County and families were assigned a pick-up time according to their student's grade and school. To assist with connectivity, the District distributed internet hot spots for eligible families without access to Wi-Fi. The District also added additional IT support positions to help with any student device problems that may occur during the year.

**Teacher Training and Support** – SCS developed several professional development and learning sessions to support teachers with multiple aspects of digital instruction and learning. Sessions focused on gaining technical expertise in the various digital platforms, using the Florida Virtual School (FLVS) curriculum, and student and family use of digital devices. To further support teachers with FLVS, the Department of Curriculum & Instruction developed a series of crosswalk maps by subject and grade level that show the links and gaps between the FLVS curriculum and Tennessee state academic standards, and an FAQ reference resource.

**Parent and Student Training and Support** – Prior to the beginning of the school year, SCS offered several remote parent and student training sessions to help familiarize families with various aspects of virtual learning. These sessions have continued into the school year and include Microsoft Teams, Office 365, the SCS digital devices, digital citizenship, digital learning, the virtual curriculum, inclusive classrooms, and other relevant topics. In addition, SCS developed a device loaner handbook and a digital learning guidebook for students and parents. Finally, the District established two technical support locations to help students whose devices malfunction during the school year.

**Virtual Classroom Observations** – During the first few weeks of school, the District's Continuous Improvement team conducted weekly virtual classroom observations with the goal of identifying areas in which teachers and students needed additional support to effectively engage in virtual instruction and learning. In addition to identifying challenges, the virtual classroom observations also made note of successful strategies and techniques to share as best practices. The observations focused on teachers' use of lesson time, technical issues, student engagement, and digital citizenship. In 38 classrooms observed, 82 percent teachers used lectures/presentations at some point, 52 percent of teachers facilitated student discussions and 52 percent of teachers incorporated software or app activities. 29 percent of the observations reported no student disruptions (intentional or unintentional), 53 percent of classrooms had one to three student disruptions, and 18 percent of classes experienced four or more disruptions.

**Community Support** – To support the virtual learning experience, several community entities have stepped up in a variety of ways. For example, the YMCA coordinated with the District to create "learning pods" for students whose families are working during the school day. The learning pods allow students to attend virtual school in a small, socially distanced groups with adults to assist as needed. Additionally, WMC-TV News coordinated with SCS to solicit monetary donations for headsets students can use to help stay focused during online instruction. Numerous area businesses, foundations, sororities and sports teams have contributed to the goal of being able to provide a headset for each student.



**ii. The Plan Ahead**

As the District ends an unprecedented year of a global pandemic, we have an opportunity to not only reimagine the way students learn, but the way we engage the community and utilize our spaces to ensure every student reaches his or her fullest potential.

In spring, 2021, Shelby County Schools launched the long-anticipated Reimagining 901 Plan – a blueprint that aligns the District’s transformative education models in 21st-century spaces that will serve as the intersection of the classroom and community.

The Reimagining 901 vision is a long-term plan that expands our initial Destination 2025 to Reimagining Education, Reimagining Schools, and Reimagining Communities.

The Reimagining 901’s strategic plan is as follows:

- Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12).
- Initiative 2: Recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skill concepts, and entrench them in the community and classroom.
- Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce.

**Benchmarks and Performance Results**

The Reimagining 901 plan measures of success indicators are:

Indicator	Baseline 2018-2019*	State 2018-2019	Milepost 2024	Goal 2030
Students graduate on time	77.7%	89.7%	82%	90%
Students earn Tennessee’s Ready Graduate designation	20.9%	40.7%	45%	80%
Students read on grade level before entering middle school	Grade 3-5 ELA: 24.1%	Grade 3-5 ELA: 34.9%	40%	74%
Student math skills are on grade level before entering middle school	Grade 3-5 34.2%	Grades 3-5 39%	50%	84%



### iii. Awards and Recognitions

- SCS Director of Organizational Quality for the Office of Charter Schools, Latricea Adams was selected to serve on the White House Environmental Justice Advisory Council, which works to help improve water quality and reduce lead exposure across the U.S.
- John P. Freeman Optional School teacher Erica Stephens and Double Tree Elementary teacher Shavonne Bragg were named Shell Urban Science Educator Development Award recipients.
- John P. Freeman Optional School science teacher Dr. Melissa Collins was named a 2021 Amazon Future Engineer Teacher of the Year Award recipient.
- White Station High School Science Teacher Dr. Chikezie Madu was named a state finalist for the prestigious Presidential Awards in Math and Science Teaching - the highest honor for U.S. K-12 science, technology, engineering, mathematics, and/or computer science teachers.
- Four SCS schools earned the prestigious Tennessee STEM School Designation for 2021: Campus School, T-STEM Academy at East High School, John P. Freeman Optional School, and William H. Brewster Elementary
- Bolton High School was awarded a grant by the Tennessee Department of Education to transform the school into a nationally prominent AgriSTEM school.
- Board Chair Miska Clay Bibbs was honored by the Memphis Business Journal as a 2021 Super Woman in Business.
- Board Member Sheleah Harris was selected as a member of NewDEAL (Developing Exceptional American Leaders), a selective national network of state and local leaders working to solve America's largest challenges created and exacerbated by COVID-19.
- 14 SCS schools were ranked among the top in Tennessee, according to the U.S. News & World Report's new ranking of America's best high schools.
- Avon Lenox School Principal Margaret Bland-McKissick was named a Region-Level Semi-Finalist for the 2021-22 Tennessee Principal of the Year Award.
- Deputy Superintendent of Schools and Academic Support Dr. Angela Whitelaw was named a Region-Level Semi-Finalist for the 2021-22 Tennessee Supervisor of the Year Award.
- School Board member Sheleah Harris and General Counsel & Chief Legal Officer Kenneth M. Walker II were named to the Memphis Business Journal's "40 Under 40" list.
- Riverwood Elementary received a grant from the Tennessee Valley Authority to promote the development of Science, Technology, Engineering, and Math (STEM).
- Board member Michelle R. McKissack was elected as Secretary to the Council of Urban Boards of Education, a national position under the umbrella of the National School Board Association.
- John P. Freeman Optional School teacher Dr. Melissa Collins was selected as an inductee into the National Teachers Hall of Fame (NTHF).
- East High School Teacher Daniel Warner was named the 2019-20 West Tennessee Teacher of the Year by the Tennessee Department of Education.



## Executive Summary

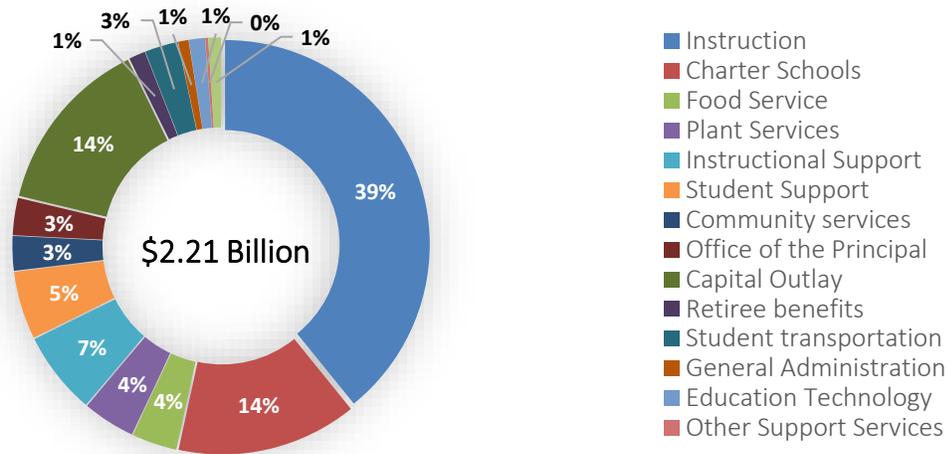
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- Shelby County Schools (SCS) Board Members Kevin Woods and William “Billy” Orgel, as well as Superintendent Dr. Joris M. Ray, were among the latest cohort recognized as the Memphis Business Journal (MBJ) Power 100 list.
- White Station High School Teacher Dr. Chikezie Madu was named the National Society of High School Scholars Teacher of the Year for 2020.
- Shelby County Schools’ Chief of Human Resources Yolanda Martin received the Human Resources Impact Award from the Memphis Business Journal
- A total of 21 SCS seniors were named 2021 National Merit Scholarship Finalists.
- Three White Station High students were named Presidential Scholar Candidates.
- The TVA Awarded STEM grants to eight SCS Schools.
- Willow Oaks Elementary ESL teacher Tanya Hill was named the 2020 West Tennessee ESL Educator of the Year by the Tennessee Teachers of English to Speakers of Other Languages organization.
- Nine SCS students scored a perfect 36 on the ACT college admissions test during the 2020-21 school year.
- The Manassas High School Interact Club was selected for the 2019-20 Rotary Presidential Platinum Award.
- Charles Hayes of Highland Oaks Elementary and Laura Koch of Richland Elementary were named Tennessee Finalists for the Presidential Award for Excellence in Mathematics and Science Teaching.
- Douglass High School was honored with the SPARK Awards 2020 Education School Award.
- More than 90 SCS schools were recognized for their excellence in implementing Tennessee’s Framework for Response to Intervention2-Behavior (RtI2-B). Thirty-one (31) schools achieved the entry-level School of Recognition, sixty (60) schools were recognized as a Model of Demonstration (MOD)-Bronze, and two (2) schools achieved MOD-Silver level recognition.
- SCS Chief Finance Officer Tutonial Williams was named among the 2020 CFO’s of the Year in the Mid-South, by the Memphis Business Journal.
- Vollentine Elementary Visual Art teacher Katie Lepo was named the 2021 Tennessee West Region Art Educator of the Year by the Tennessee Art Education Association.
- SCS Chief Academic Officer Dr. Antonio Burt was selected for the inaugural cohort of the Fellowship for Public Education Leadership, a 10-month leadership development program at The Broad Center at Yale School of Management (SOM).
- Superintendent Dr. Joris M. Ray was selected as a finalist for the Green-Garner Award, the highest award given to Superintendents of urban school districts by the Council of Great City Schools.
- The Shelby County School Board was awarded the CUBE Annual Award for Urban School Board Excellence.



**iv. Budgetary Highlights: Our All Funds Budget**

Shelby County Schools continues to make great academic strides, while becoming more efficient and being a prudent steward of public funds. The combined and adopted All Funds budget is \$2.21 billion dedicated to the education of our students. The adopted budget reflects a \$435.8 million increase in our total operations in fiscal year 2021-22 relative to the previous year amended budget. Approximately \$1.62 billion, or 73.2% of the adopted fiscal year 2021-22 total All Funds budget, is focused on educational services to our students. The \$1.62 billion excludes Student Transportation, Instructional Support, Food Services, and Capital Outlay. The chart below provides a breakdown of the fiscal year 2021-22 combined All Funds budget expenditures.



<b>Instruction:</b> \$912 million Activities directly linked to teaching students	<b>Charter Schools:</b> \$268.3 million State, local, and federal payments to charter schools	<b>Food Services:</b> \$79 million Preparation, delivery, and services of breakfasts, lunches, snacks, and other meals
<b>Plant Services:</b> \$93.4 million School maintenance, including grounds, buildings, equipment, and utilities	<b>Instructional Support:</b> \$163.2 million. Activities to facilitate and enhance instruction, including content and professional development	<b>Student Support:</b> \$114.6 million Library, guidance, health, and technical services to students, including school safety
<b>Community Services:</b> \$60.2 million. Community development programs such as early childhood development and innovation and planning	<b>Office of the Principal:</b> \$65.0 million. Activities performed by principals and assistant principals, includes school office staff	<b>Capital Outlay:</b> \$309.4 million. Capital improvements and construction for the District's schools
<b>Retiree Benefits:</b> \$28.8 million. District's contribution to 'pay as you go' retiree benefit costs	<b>Student Transportation:</b> \$58.2 million. Transportation for regular, vocational, and special education instruction	<b>General Administration:</b> \$17.9 million Commission fees, legal services, communications, and others
<b>Education Technology:</b> \$23.3 million Accounts for school and district level technology expenditures, which includes telecommunication, LAN, and WAN	<b>Other Support Services:</b> \$5.1 million. Non-instructional services to students and staff by Human Resources and Information Technology Division	<b>Business Administration:</b> \$64.4 million Accounting, budgeting, financial reporting, payroll, purchasing, and internal auditing



### v. Budget Development and Administration

Budgets are developed to support District goals, priorities, and strategic objectives. Budgets are prepared annually on a basis consistent with generally accepted accounting principles for the General Fund, Capital Projects Fund, Categorically Aided Funds and Food Service Fund. The 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 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 comply with the legal provisions of the State of Tennessee and within the annual appropriations adopted by the Board. Detailed line item budgetary reports are provided to the appropriate managers who have been delegated the responsibility for monitoring and controlling their respective budget allocations. The District's financial accounting system allows budget managers online access to their budget, expenditure, and encumbrance information. An encumbrance system is utilized to measure the uncommitted funds available. Budgets are revised throughout the year to appropriately address variances that occur in enrollment, revenues, expenditures, and unforeseen events. Budget revisions that increase the balance of a fund are taken by resolution before the Board and the Shelby County Board of Commissioners.

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

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.



Picture taken prior to COVID-19



**vi. Enrollment**

The District’s projected enrollment for school year 2021-22 is listed below. The District projects to serve 110,023 students in grades kindergarten through grade 12.

<b>Grade</b>	<b>Traditional Enrollment</b>	<b>Charter Enrollment</b>	<b>Total Enrollment</b>
Contract	540	-	540
PK	5,617	-	5,617
K	7,109	1,463	8,572
1	6,599	1,463	8,062
2	6,990	1,631	8,621
3	7,223	1,569	8,792
4	7,019	1,468	8,487
5	6,983	1,473	8,456
6	6,471	1,759	8,230
7	6,200	1,799	7,999
8	6,222	1,847	8,069
9	6,484	1,408	7,892
10	6,162	1,491	7,653
11	5,439	1,314	6,753
12	5,128	1,152	6,280
<b>Totals</b>	<b>90,186</b>	<b>19,837</b>	<b>110,023</b>

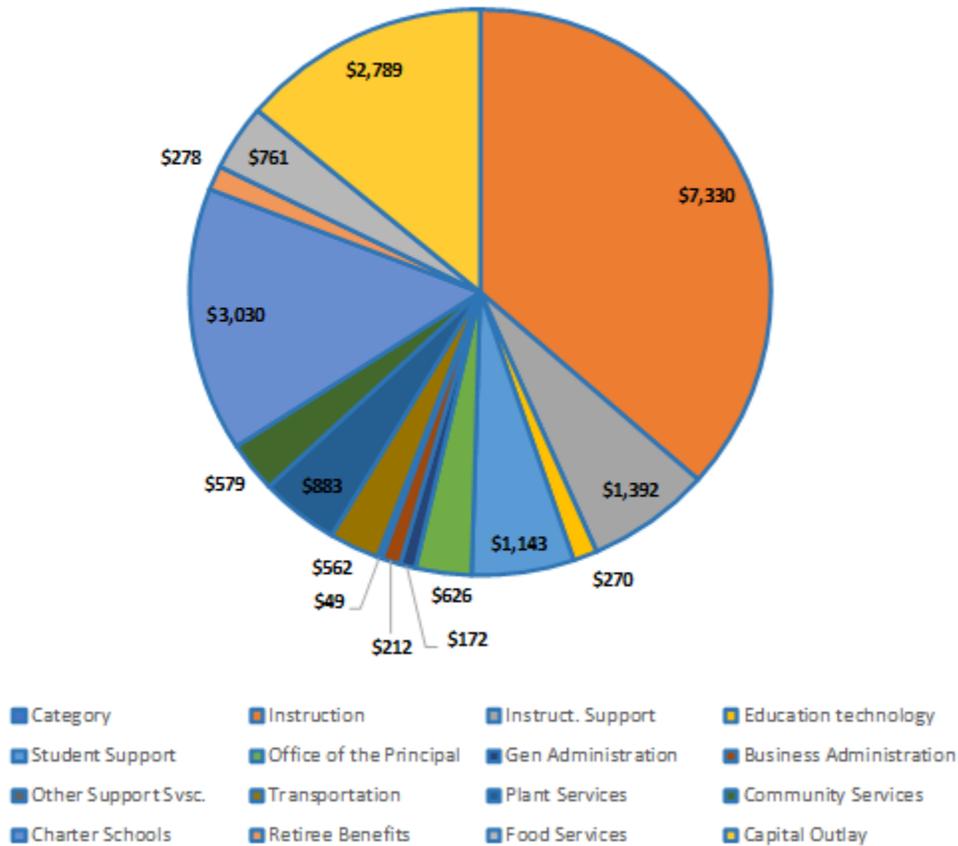
Note that the projected enrollment includes students with disabilities needs such as learning disabilities, health impairments, serious emotional problems, physical disabilities, deafness, blindness, and intellectual disabilities. To ensure the academic success of all students, school districts are required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



## Executive Summary

In fiscal year 2021-22, the per-pupil amount of the combined All Funds budget is \$20,077 as shown in the chart below.

Per Pupil Total \$20,077



Of the total \$2.21 billion District Budget All Funds expenditure budget in fiscal year 2021-22, the General Fund consists of about \$1.09 billion (or 49.33%). The General Fund serves as the primary operating fund for the District. The fiscal year 2021-22 District Budget General Fund expenditures budget reflects a \$3.8 million decrease compared with the prior year amended budget.



Picture taken prior to COVID-19

**vii. Staffing Levels**

	2017-2018 Amended Budget	2018 -2019 Amended Budget	2019 -2020 Amended Budget	2020 -2021 Amended Budget	2021 -2022 Adopted Budget	Change from 2021 Amended Budget to 2022 Budget	Percentage Change from 2021 Amended Budget to 2022 Budget
<b>Full-Time Employees</b>							
Officials/Administration/Management	215.00	215.00	256.05	253.00	250.00	(3.00)	-1.19%
Principals	160.00	157.00	157.00	154.00	155.00	1.00	0.65%
Assistant Principals, Non-Teachers	172.00	194.00	203.00	201.00	207.00	6.00	2.99%
Elementary Classroom Teachers	2,472.50	2,472.16	2,368.00	2,264.00	2,277.00	13.00	0.57%
Secondary Classroom Teachers	1,860.00	1,911.65	1,892.85	1,816.00	1,834.00	18.00	0.99%
Other Classroom Teachers	2,166.95	2,168.50	2,197.12	2,188.00	2,297.00	109.00	4.98%
Guidance	262.00	313.00	299.00	280.00	282.00	2.00	0.71%
Psychological	76.00	76.00	79.00	74.00	74.00	-	0.00%
Librarian/Audio/Visual	166.00	166.00	145.00	138.00	133.00	(5.00)	-3.62%
Consultants/Supervisors	108.00	120.00	153.00	147.00	139.00	(8.00)	-5.44%
Other Professional	538.00	600.08	747.20	786.00	828.00	42.00	5.34%
Teachers' Aides	1,600.55	1,674.89	1,749.00	1,927.00	2,379.00	452.00	23.46%
Technicians	131.15	134.00	171.00	150.00	150.00	-	0.00%
Clerical/Secretarial	665.50	729.20	688.64	696.00	692.00	(4.00)	-0.57%
Service Workers	1,002.98	1,062.75	1,211.20	1,666.00	1,667.00	1.00	0.06%
Skilled Crafts	119.00	119.00	111.00	117.00	117.00	-	0.00%
Laborers Unskilled	258.00	258.00	260.00	276.00	276.00	-	0.00%
Professional Instructional	42.00	53.00	5.00	1.00	2.00	1.00	100%
<b>Total</b>	<b>12,015.63</b>	<b>12,424.23</b>	<b>12,104.10</b>	<b>13,134.00</b>	<b>13,759.00</b>	<b>625.00</b>	<b>4.76%</b>
<b>Part-Time Staff Employees</b>							
All Other	59.00	59.00	17.00	46.00	61.00	15.00	32.61%
Part-Time	7.00	7.00	8.00	12.00	12.00	-	0.00%
<b>Total</b>	<b>66.00</b>	<b>66.00</b>	<b>25.00</b>	<b>58.00</b>	<b>73.00</b>	<b>15.00</b>	<b>25.86%</b>
<b>Total Full-Time &amp; Part-Time Staff</b>	<b>12,081.63</b>	<b>12,490.23</b>	<b>13,261.49</b>	<b>13,192.00</b>	<b>13,832.00</b>	<b>640.00</b>	<b>4.85%</b>

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

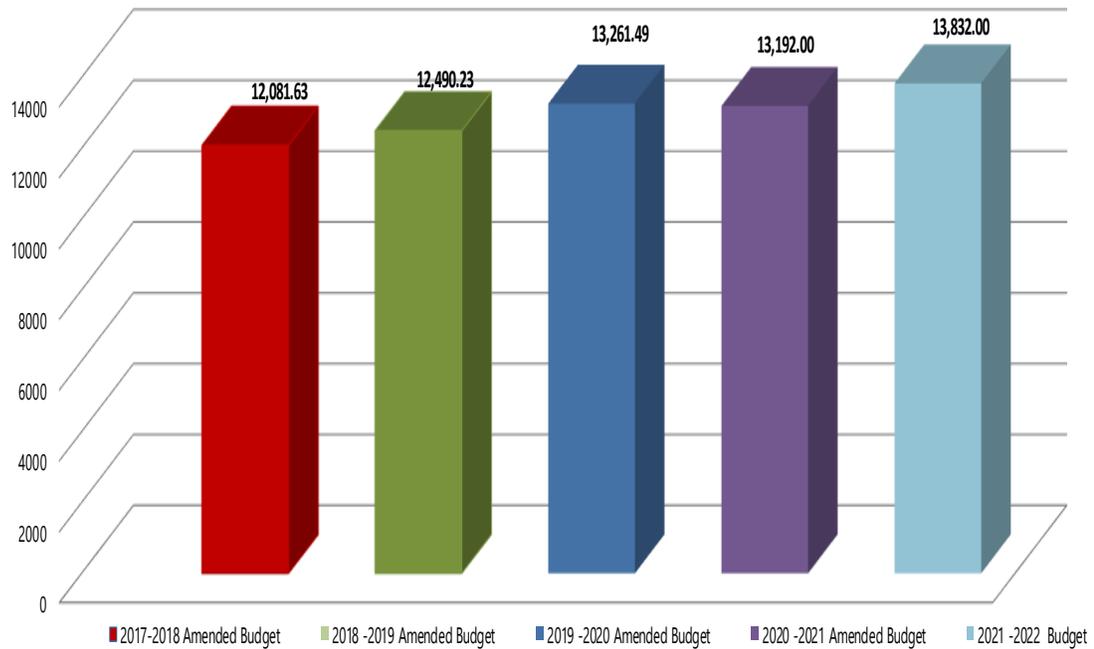
The chart above reports the District Budget All Funds budgeted staffing levels for fiscal years 2018 through 2022. The District does not budget all part-time positions, but does budget an amount for part-time salaries, particularly in the Nutrition Services Fund staffing. Budget Center Managers are responsible for restricting expenditures to remain within the allocated part-time budget.



**ALL FUNDS STAFFING LEVELS**

For fiscal year 2021-22, the District has a budget of 13,832 positions, as noted in the graphic below. School staffing position needs are calculated with a staffing formula, which determines the needs based upon changes in enrollment/Average Daily Membership (ADM), the opening/closing of schools and other relevant factors.

Personnel costs account for 46.8% of the District’s expenditures for the All Funds budget and 66.9% of the General Fund budget. The District projects a net increase of 640 positions in the fiscal year 2021-22 budget. The increase is attributed to the addition of positions in ESSER grants and to support the Clue and Pre-K expansions along with an investment in the Equity Office. These additions are offset by the movement of school-based positions, leveraging other funding sources, and the removal of non-critical vacant positions.





**viii. Financial Overview**

Shelby County Schools is the largest school district in the state of Tennessee. The all funds \$2.21 billion District Budget for fiscal year 2021-22 reflects the academic support and operations needed to serve the projected number of 110,023 students (including charter schools and Pre-K). This section provides details about the District’s primary operations; federal, state, and local-sponsored programs; nutrition service operations; capital projects; and operations supported internally.

**A. Combined Funds**

The District’s combined or All Funds budget is approximately \$2.21 billion for fiscal year 2021-22. The total expenditures for all funds reflect a \$435.8 million (or a 24.6%) increase from the prior year budget. Most of the increase is due to expenditures associated with federal funding, the Elementary and Secondary School Emergency Relief grant ((ESSER). Although some federal grants expired, new funding for ESSER 2.0 and ESSER 3.0 will provide over \$727 million in new spending opportunities.

Below is the 2021-22 financial statement of functional activities for all funds, at the state function level.

**FISCAL YEAR 2021-22 DISTRICT ALL FUNDS BUDGET**

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 5,056,774	\$ 1,529,071	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 2	0.0%
Shelby County	463,097,256	533,808,695	560,343,540	526,514,124	533,923,291	7,409,167	1.4%
State of Tennessee	514,615,844	536,497,711	550,352,588	575,057,731	603,490,867	28,433,136	4.9%
Federal Government	296,234,339	228,326,630	193,001,471	580,864,873	1,050,348,224	469,483,351	80.8%
Other Local Sources	25,343,361	27,690,212	24,446,470	24,941,897	19,605,452	(5,336,445)	-21.4%
<b>Total Revenues</b>	<b>\$ 1,304,347,574</b>	<b>\$ 1,327,852,319</b>	<b>\$ 1,329,596,325</b>	<b>\$ 1,708,711,958</b>	<b>\$ 2,208,701,169</b>	<b>\$ 499,989,211</b>	<b>29.3%</b>
<b>Expenditures</b>							
Instructions	\$ 594,703,099	\$ 581,357,898	\$ 562,863,226	\$ 816,398,882	\$ 865,210,483	\$ 48,811,601	6.0%
Instructional Support	66,731,176	75,598,615	100,256,865	148,838,312	144,585,218	(4,253,094)	-2.9%
Student Support	67,339,223	80,211,040	71,861,552	85,430,124	118,723,146	33,293,022	39.0%
Office of the Principal	62,720,477	64,531,113	63,522,590	63,338,657	65,044,567	1,705,910	2.7%
General Administration	15,438,127	17,122,132	17,100,303	18,464,098	17,889,542	(574,556)	-3.1%
Educational Technology	30,528,463	21,654,731	-	38,316,778	28,013,506	(10,303,272)	-26.9%
Fiscal Services	7,156,332	7,799,900	-	-	-	-	0.0%
Business Administration	-	-	16,879,959	18,974,173	22,055,251	3,081,078	16.2%
Other Support Services	7,192,228	9,432,726	264,806	220,945	5,121,257	4,900,312	2217.9%
Student Transportation	26,288,152	28,583,313	20,261,262	41,020,437	58,378,538	17,358,101	42.3%
Plant Services	85,201,099	107,938,188	97,385,563	97,933,874	91,764,050	(6,169,824)	-6.3%
Community Services	54,974,499	62,620,216	56,754,467	65,611,793	60,190,316	(5,421,477)	-8.3%
Charter Schools	128,231,865	143,041,477	158,835,991	184,945,609	314,710,922	129,765,313	70.2%
Retiree Health	28,784,843	28,599,681	28,084,559	28,830,403	28,830,403	-	0.0%
Food Service	72,114,567	78,686,205	65,181,209	81,790,493	309,391,831	227,601,338	278.3%
Capital Outlay	67,226,251	75,560,959	83,882,221	82,975,010	78,992,139	(3,982,871)	-4.8%
<b>Total Expenditures</b>	<b>\$ 1,314,630,401</b>	<b>\$ 1,382,738,194</b>	<b>\$ 1,343,134,573</b>	<b>\$ 1,773,089,590</b>	<b>\$ 2,208,901,169</b>	<b>\$ 435,811,581</b>	<b>24.6%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (10,282,827)</b>	<b>\$ (54,885,875)</b>	<b>\$ (13,538,248)</b>	<b>\$ (64,377,632)</b>	<b>\$ (200,000)</b>		
<b>Approved use of Fund balance</b>	<b>10,282,827</b>	<b>54,885,875</b>	<b>13,538,248</b>	<b>64,377,632</b>	<b>200,000</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>							
240,050,170	249,056,849	217,507,453	203,969,238	236,768,187			
Increase (decrease) in revenue for encumbrances	11,756,211	(40,096,222)	(11,117,201)	30,860,971	(200,000)		
Transfers To/(From)Other Funds	(3,096,202)	7,402,841	(3,057,961)	(4,731,055)	-		
Insurance Recovery	-	546,785	554,780	89,509	-		
Sale of Capital Assets	346,640	597,230	82,167	6,579,524	-		
<b>Ending Fund Balance</b>	<b>\$ 249,056,819</b>	<b>\$ 217,507,483</b>	<b>\$ 203,969,238</b>	<b>\$ 236,768,187</b>	<b>\$ 236,568,187</b>		
<b>Fund Balance Categories</b>							
Nonspendable	5,812,919	10,185,984	11,044,734	12,167,513	12,167,513		
Restricted	80,824,680	86,584,278	72,738,818	67,416,325	67,216,325		
Assigned	85,111,866	34,907,258	35,635,185	14,607,226	14,607,226		
Committed	-	1,073,244	769,670	660,211	660,211		
Unassigned	77,307,354	84,756,719	83,780,831	141,916,912	141,916,912		
<b>Total Ending Fund Balance</b>	<b>\$ 249,056,819</b>	<b>\$ 217,507,483</b>	<b>\$ 203,969,238</b>	<b>\$ 236,768,187</b>	<b>\$ 236,568,187</b>		



**Revenues**

Overall, the District combined All Fund revenues stand at \$2.21 billion for fiscal year 2021-22. Total expenditures for all funds reflect a \$435.8 million (or a 24.6%) increase from the FY21 amended budget. The largest cause of this increase is due to Federal Programs revenues, which are projected to increase by approximately \$444.7 million due to the \$224 million addition of the Elementary and Secondary School Emergency Relief (ESSER) 2.0 grant award, and the \$503 million ESSER 3.0 grant award offset by the one-time ESSER 1.0 grant award that was spent in fiscal year 2021.

**Expenditures**

The total budget for all funds shows an increase reflecting budgeted expenditures associated with ESSER revenues as noted above. All other funds (excluding Federal Funds) show moderate changes from the fiscal year 2020-2021 amended budget. Although the changes were moderate there was some expenditure realignment to gain efficiencies in the use of funding. In the General Fund, the budget plan captured Central Office efficiencies of over \$22 million. These cost savings allowed the General Fund budget to absorb investments in schools and our teachers, expand Pre-K, and contract increases associated with custodial and transportation services. The Non-Federal Funds budget is projected to decrease by \$6.4 million (or -25.2%) largely due to the transition of all Before and After Care program sites to the YMCA. The Nutrition Services Fund is expected to decrease by \$2.7 million (or-3.5%) due to one-time purchases for expansion and renovations of Nutrition sites. Additional information relative to the respective funds is presented with the budget fund information following this all-funds discussion.



Picture taken prior to COVID-19



## Executive Summary

Below is the 2021-22 District Budget for All Funds financial statement of activities by object spending category.

### FISCAL YEAR 2021-22 DISTRICT ALL FUNDS BUDGET BY SPENDING CATEGORY

	2017- 18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 5,056,774	\$ 1,529,071	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 2	0.0%
Shelby County	463,097,256	533,808,695	560,343,540	526,514,124	533,923,291	7,409,167	1.4%
State of Tennessee	514,615,844	536,497,711	550,352,588	575,057,731	603,490,867	28,433,136	4.9%
Federal Government	296,234,339	228,326,630	193,001,471	580,864,873	1,050,348,224	469,483,351	80.8%
Other Local Sources	25,343,361	27,690,212	24,446,470	24,941,897	19,605,452	(5,336,445)	-21.4%
<b>Total Revenues</b>	<b>\$ 1,304,347,574</b>	<b>\$ 1,327,852,319</b>	<b>\$ 1,329,596,325</b>	<b>\$ 1,708,711,958</b>	<b>\$ 2,208,701,169</b>	<b>\$ 499,989,211</b>	<b>29.3%</b>
<b>Expenditures</b>							
Salaries	\$ 630,306,122	\$ 655,717,461	\$ 644,962,501	\$ 721,973,987	\$ 834,000,140	\$ 112,026,153	15.5%
Benefits	184,942,127	187,449,052	187,787,962	198,395,343	199,962,151	1,566,808	0.8%
Contracted Services	132,066,679	143,519,252	84,019,949	210,091,649	426,142,292	216,050,643	102.8%
Professional Services	3,557,469	3,215,234	48,277,690	51,456,538	58,239,540	6,783,002	13.2%
Property Maintenance Services	10,900,269	14,313,617	33,469,728	38,387,395	39,163,921	776,527	2.0%
Travel	2,359,711	1,773,836	1,062,835	319,491	1,223,424	903,933	282.9%
Supplies and Materials	88,844,035	100,948,948	50,325,847	140,928,100	121,182,979	(19,745,122)	-14.0%
Capital Outlay	106,186,590	107,052,879	110,627,322	162,779,439	97,352,368	(65,427,071)	-40.2%
Other Charges	24,863,009	26,821,622	23,764,748	63,812,036	116,923,431	53,111,396	83.2%
Debt Services	4,968	-	-	-	-	-	0.0%
Charter Schools	128,231,865	143,041,477	158,835,991	184,945,609	314,710,922	129,765,313	70.2%
<b>Total Expenditures</b>	<b>\$ 1,314,630,401</b>	<b>\$ 1,382,738,194</b>	<b>\$ 1,343,134,573</b>	<b>\$ 1,773,089,590</b>	<b>\$ 2,208,901,169</b>	<b>\$ 435,811,581</b>	<b>24.6%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (10,282,827)</b>	<b>\$ (54,885,875)</b>	<b>\$ (13,538,248)</b>	<b>\$ (64,377,632)</b>	<b>\$ (200,000)</b>		
<b>Approved use of Fund balance</b>	<b>10,282,827</b>	<b>54,885,875</b>	<b>13,538,248</b>	<b>64,377,632</b>	<b>200,000</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>							
240,050,170	249,056,849	217,507,453	203,969,238	236,768,187			
Increase (decrease) in revenue for encumbrances	11,756,211	(40,096,222)	(11,117,201)	30,860,971	(200,000)		
Transfers To/(From)Other Funds	(3,096,202)	7,402,841	(3,057,961)	(4,731,055)	-		
Insurance Recovery	-	546,785	554,780	89,509	-		
Sale of Capital Assets	346,640	597,230	82,167	6,579,524	-		
<b>Ending Fund Balance</b>	<b>\$ 249,056,819</b>	<b>\$ 217,507,483</b>	<b>\$ 203,969,238</b>	<b>\$ 236,768,187</b>	<b>\$ 236,568,187</b>		
<b>Fund Balance Categories</b>							
Nonspendable	5,812,919	10,185,984	11,044,734	12,167,513	12,167,513		
Restricted	80,824,680	86,584,278	72,738,818	67,416,325	67,216,325		
Assigned	85,111,866	34,907,258	35,635,185	14,607,226	14,607,226		
Committed	-	1,073,244	769,670	660,211	660,211		
Unassigned	77,307,354	84,756,719	83,780,831	141,916,912	141,916,912		
<b>Total Ending Fund Balance</b>	<b>\$ 249,056,819</b>	<b>\$ 217,507,483</b>	<b>\$ 203,969,238</b>	<b>\$ 236,768,187</b>	<b>\$ 236,568,187</b>		



**B. Fund Balance**

Shelby County Schools projects to start fiscal year 2021-22 with a fund balance for all funds of \$236.7 million (unaudited), which is a \$32.8 million increase when compared with fiscal year 2020-2021. Of this total, the General Fund makes up 77% or \$156,132,220. 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. During fiscal year 2021-2022, SCS isn't planning to use Fund Balance to balance the budget.

**FISCAL YEAR 2020 and 2021 FUND BALANCES**

<u>Fund Name</u>	<u>Actual Balance 6/30/2020</u>	<u>Projected Balance 6/30/2021</u>	<u>FY20-21 % Change</u>
<b>General Fund</b>			
Nonspendable	\$ 5,447,433	\$ 6,833,851	25.45%
Restricted	31,750,326	35,557,540	11.99%
Assigned	35,635,185	14,607,226	-59.01%
Unassigned	83,299,275	141,104,972	69.40%
	<u>156,132,220</u>	<u>198,103,590</u>	<u>26.88%</u>
<b>Capital Projects Fund</b>	336,240	7,005,273	1983.41%
<b>Special Revenue Funds</b>			
Categorically-Aided Non-Federal	6,507,332	1,090,656	-83.24%
Categorically-Aided Federal			0.00%
Food Service Fund	40,511,889	29,756,728	-26.55%
<b>Internal Service Funds</b>			
Printing Services	481,556	811,940	68.61%
Supply Chain Management	287,615	226,296	-21.32%
ASD	14,059	493,265	3408.49%
	179,882	92,379	-48.64%
<b>Total All Funds</b>	<u>\$ 203,969,236</u>	<u>\$ 236,768,187</u>	<u>16.08%</u>

At the end of fiscal year 2020-2021, the total fund balance from all funds is forecasted to be \$236,768,185. The unassigned General Fund balance is projected to be \$141 million or 13% 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 2020-21, the District anticipates returning a portion of the planned use back to the unassigned fund balance at year-end that will maintain the unassigned balance between the 8-15% level.

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



## Executive Summary

### 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 \$1.097 billion in fiscal year 2021-22, which for FY22 makes up about 49.7% of the District's total budget across all funds. The adopted General Fund expenditure budget for fiscal year 2021-22 reflects a \$3.8 million or a -0.3% decrease relative to the fiscal year 2020-21 budget.

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

#### FISCAL YEAR 2021-22 DISTRICT GENERAL FUND BUDGET

	2017-2018 Actual	2018-2019 Actual	2019-2020 Actual	2020-2021 Amended Budget	2021-2022 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,445,441	\$ 1,415,209	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 2	0.0%
Shelby County	463,097,256	478,876,282	479,015,603	478,409,181	483,167,305	4,758,124	1.0%
State of Tennessee	502,017,410	522,449,938	538,524,350	565,224,285	591,846,527	26,622,242	4.7%
Federal Government	17,643,709	10,672,473	16,650,234	16,128,066	15,373,361	(754,705)	-4.7%
Other Local Sources	6,722,553	9,777,517	9,893,866	7,284,251	5,675,736	(1,608,515)	-22.1%
<b>Total Revenues</b>	<b>\$ 990,926,369</b>	<b>\$1,023,191,419</b>	<b>\$1,045,536,309</b>	<b>\$ 1,068,379,116</b>	<b>\$1,097,396,265</b>	<b>\$ 29,017,148</b>	<b>2.7%</b>
<b>Expenditures</b>							
Instruction	\$ 518,652,883	\$ 527,285,036	\$ 515,406,734	\$ 550,301,090	\$ 513,796,011	\$ (36,505,079)	-6.6%
Instructional Support	30,551,850	35,591,791	58,359,480	66,781,773	64,435,602	(2,346,171)	-3.5%
Student Support	58,496,700	72,693,000	63,924,512	62,374,936	64,851,977	2,477,041	4.0%
Office of the Principal	62,679,281	64,491,098	63,502,084	62,961,679	65,044,567	2,082,888	3.3%
General Administration	15,241,121	17,122,133	17,100,303	18,314,098	17,889,542	(424,556)	-2.3%
Education Technology	30,528,463	21,654,731	-	-	-	-	0.0%
Fiscal Services	7,039,887	7,799,900	-	-	-	-	0.0%
Business Administration	-	-	16,879,959	18,974,174	22,055,251	3,081,077	16.2%
Other Support Services	7,148,099	9,367,804	207,583	155,494	328,759	173,265	111.4%
Transportation	22,763,879	25,964,424	20,021,220	18,412,552	34,552,776	16,140,224	87.7%
Plant Services	82,175,067	105,292,766	94,929,821	90,871,131	90,585,511	(285,620)	-0.3%
Community Services	4,949,101	8,808,326	10,408,639	9,942,690	10,850,527	907,837	9.1%
Charter Schools	128,231,865	143,041,477	158,835,991	173,293,941	184,175,339	10,881,398	6.3%
Retiree Benefits	28,784,843	28,599,681	28,084,559	28,830,403	28,830,403	-	0.0%
<b>Total Expenditures</b>	<b>\$ 997,243,039</b>	<b>\$1,067,712,167</b>	<b>\$1,047,660,886</b>	<b>\$ 1,101,213,961</b>	<b>\$1,097,396,265</b>	<b>\$ (3,817,696)</b>	<b>-0.3%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>(6,316,670)</b>	<b>(44,520,748)</b>	<b>(2,124,577)</b>	<b>(32,834,845)</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Approved use of Fund balance</b>	<b>6,316,670</b>	<b>44,520,748</b>	<b>2,124,577</b>	<b>32,834,845</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>
<b>Beginning Fund Balance</b>	<b>196,755,623</b>	<b>198,790,057</b>	<b>158,256,797</b>	<b>156,132,220</b>	<b>198,103,590</b>	<b>-</b>	<b>-</b>
Increase (decrease) in revenue for encumbrances	4,978,952	(47,936,101)	856,290	47,032,809	-	-	-
Transfers To/(From)Other Funds	(3,096,202)	7,402,841	(3,057,994)	(5,061,439)	-	-	-
Sale of Capital Assets	151,684	-	77,127	-	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 198,790,057</b>	<b>\$ 158,256,797</b>	<b>\$ 156,132,220</b>	<b>\$ 198,103,590</b>	<b>\$ 198,103,590</b>	<b>-</b>	<b>-</b>
<b>Fund Balance Categories</b>							
Nonspendable	5,812,919	5,467,117	5,447,434	6,833,851	6,833,851	-	-
Restricted	31,697,246	34,250,522	31,750,326	31,750,326	35,557,540	3,807,214	12.0%
Assigned	85,111,866	34,907,258	35,635,185	14,607,226	14,607,226	-	-
Unassigned	76,168,026	83,631,900	83,299,275	141,104,973	141,104,973	-	-
<b>Total Ending Fund Balance</b>	<b>\$ 198,790,057</b>	<b>\$ 158,256,797</b>	<b>\$ 156,132,220</b>	<b>\$ 198,103,590</b>	<b>\$ 198,103,590</b>	<b>-</b>	<b>-</b>

### Revenues

The general fund budget is balanced. Revenues are budgeted at \$1.097 billion. State Basic Education Program (BEP) funds, county property tax revenues, and county sales tax revenues are the major sources funding. Each is driven by the District's enrollment. State and Shelby County revenues make up 98% of the District General Fund budgeted revenues for fiscal year 2021-22. The narratives below indicate the assumptions for the major revenue drivers of the fiscal year 2021-22 General Fund revenue budget.



## Executive Summary



*Basic Education Program (BEP):* SCS is estimated to receive \$571.69 million in BEP funds from the State of Tennessee for fiscal year 2022. The BEP allocation for Shelby County Schools (shown below) includes funding for the 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. State funding is increasing \$26.62 million

compared to the amended budget revenues for the following: increase of average daily membership for schools (KIPP, Freedom Prep, and Compass) that transitioned to SCS in fiscal year 2021, an increase in state instructional salaries that are shared with both ASD and charter schools, and state insurance premium increases.



*County Property Tax Revenues:* County property tax revenues for education are distributed among the District and the six municipal school districts. SCS is budgeting to receive \$483.1 million in total county taxes which includes property tax, local sales taxes, and mixed drink taxes. The county property tax revenue is approximately 63.8% of the \$483.1 million. The District’s share is determined by its current year weighted full time equivalent average daily attendance (WFTEADA) relative to the other school districts in Shelby County. The District’s WFTEADA allocation for fiscal year 2022 is approximately 77.0%.

*County Sales Tax:* Like the county property tax revenues, county sales tax revenues are distributed among the District and the six municipal schools based on current year WFTEADA. Sales taxes reflect approximately 29.8% of the \$483.1 million received in county taxes.

Overall County revenues increased by \$4.8 million primarily due to estimated local sales tax increases.



Picture taken prior to COVID-19



## Executive Summary

### FISCAL YEAR 2021-22 DISTRICT GENERAL FUND BUDGET BY SPENDING CATEGORY

	2017-2018 Actual	2018-2019 Actual	2019-2020 Actual	2020-2021 Amended Budget	2021-2022 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,445,441	\$ 1,415,209	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 2	0.0%
Shelby County	463,097,256	478,876,282	479,015,603	478,409,181	483,167,305	4,758,124	1.0%
State of Tennessee	502,017,410	522,449,938	538,524,350	565,224,285	591,846,527	26,622,242	4.7%
Federal Government	17,643,709	10,672,473	16,650,234	16,128,066	15,373,361	(754,705)	-4.7%
Other Local Sources	6,722,553	9,777,517	9,893,866	7,284,251	5,675,736	(1,608,515)	-22.1%
<b>Total Revenues</b>	<b>\$ 990,926,369</b>	<b>\$ 1,023,191,419</b>	<b>\$ 1,045,536,309</b>	<b>\$ 1,068,379,116</b>	<b>\$ 1,097,396,265</b>	<b>\$ 29,017,148</b>	<b>2.7%</b>
<b>Expenditures</b>							
Salaries	\$ 528,865,044	\$ 554,021,079	\$ 551,222,879	\$ 554,661,541	\$ 555,441,793	\$ 780,252	0.1%
Benefits	161,981,818	164,717,885	165,368,545	158,471,911	179,023,678	20,551,767	13.0%
Contracted Services	85,326,242	93,276,849	63,955,584	73,507,285	64,254,090	(9,253,195)	-12.6%
Professional Services	2,613,474	2,758,140	28,044,709	27,362,747	34,028,067	6,665,321	24.4%
Property Maintenance Services	9,829,444	13,094,616	32,358,678	36,105,341	36,943,808	838,468	2.3%
Travel	1,836,673	1,330,424	858,965	129,908	1,024,987	895,079	689.0%
Supplies and Materials	43,906,671	54,702,295	14,680,093	30,167,209	18,889,143	(11,278,066)	-37.4%
Capital Outlay	20,106,710	26,283,509	17,046,710	29,735,041	7,043,549	(22,691,492)	-76.3%
Other Charges	14,545,098	14,777,893	15,288,732	17,779,038	16,571,811	(1,207,227)	-6.8%
Charter Schools	128,231,865	143,041,477	158,835,991	173,293,941	184,175,339	10,881,398	6.3%
<b>Total Expenditures</b>	<b>\$ 997,243,039</b>	<b>\$ 1,068,004,167</b>	<b>\$ 1,047,660,886</b>	<b>\$ 1,101,213,961</b>	<b>\$ 1,097,396,265</b>	<b>\$ (3,817,696)</b>	<b>-0.3%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>(6,316,670)</b>	<b>(44,812,748)</b>	<b>(2,124,577)</b>	<b>(32,834,845)</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Approved use of Fund balance</b>	<b>6,316,670</b>	<b>44,812,748</b>	<b>2,124,577</b>	<b>32,834,845</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>
<b>Beginning Fund Balance</b>	<b>196,755,623</b>	<b>198,790,057</b>	<b>158,256,797</b>	<b>156,132,220</b>	<b>198,103,590</b>	<b>-</b>	<b>-</b>
Increase (decrease) in revenue for encumbrances	4,978,952	(47,936,101)	856,290	47,032,809	-	-	-
Transfers To/(From)Other Funds	(3,096,202)	7,402,841	(3,057,994)	(5,061,439)	-	-	-
Sale of Capital Assets	151,684	-	77,127	-	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 198,790,057</b>	<b>\$ 158,256,797</b>	<b>\$ 156,132,220</b>	<b>\$ 198,103,590</b>	<b>\$ 198,103,590</b>	<b>-</b>	<b>-</b>
<b>Fund Balance Categories</b>							
Nonspendable	5,812,919	5,467,117	5,447,434	6,833,851	6,833,851	-	-
Restricted	31,697,246	34,250,522	31,750,326	35,557,540	35,557,540	-	-
Assigned	85,111,866	34,907,258	35,635,185	14,607,226	14,607,226	-	-
Unassigned	76,168,026	83,631,900	83,299,275	141,104,972	141,104,972	-	-
<b>Total Ending Fund Balance</b>	<b>\$ 198,790,057</b>	<b>\$ 158,256,797</b>	<b>\$ 156,132,220</b>	<b>\$ 198,103,590</b>	<b>\$ 198,103,590</b>	<b>-</b>	<b>-</b>

### Expenditures

General Fund expenditures are expected to decrease -.3% or \$3.8 million relatively to the prior year. Salaries and Benefits increased primarily due to a strategic compensation for all employees. The Charter Schools expenditure category is increasing due to projected enrollment growth from 18,653 to a projection of 19,837 for school year 2021-22. This change will cause the charter portfolio cost to increase from the previous year by \$10.8 million or a 6.3% increase from FY 2021. Contracted Services will experience a 12.6% reduction due to streamlining of operations for multiple departments and electing to utilize in-house services versus contract services. Supplies and Materials are projected to decrease by 37.4% which is largely attributed to leveraging the purchase of instructional resources to the ESSER 2.0 grant for school year 2021-22. The reduction in Other Charges is largely due to decreased planned expenditures for staff's professional development. Property maintenance services are projected to increase slightly. The largest categorical reduction is in Capital Outlay – otherwise known as the Maintenance and Operation of Plant services. This decrease is largely due to the reduction of one-time costs including the: Non-Recurring Safe Schools Grant; demolitions of Vance and the Kansas Career and Technology Education (CTE) buildings; cost of Parkway Village's furniture, fixtures and equipment; costs associated with CTE Labs at Overton and Whitehaven high schools; costs of cabling and network switches and camera purchases.



Picture taken prior to COVID-19



**D. Special Revenue Fund**

Special Revenue Funds: Non-Federal Programs

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

FISCAL YEAR 2021-22 DISTRICT NON-FEDERAL FUND

	2017-2018 Actual	2018-2019 Actual	2019-2020 Actual	2020-2021 Actual	2021-2022 Adopted Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 11,967,407	\$ 13,412,272	\$ 11,173,191	\$ 11,811,847	\$ 11,117,340	\$ (694,507)	-5.9%
Other Local Sources	11,124,715	10,507,615	9,584,150	9,305,446	7,972,296	(1,333,150)	-14.3%
<b>Total Revenues</b>	<b>\$ 23,092,122</b>	<b>\$ 23,919,887</b>	<b>\$ 20,757,341</b>	<b>\$ 21,117,293</b>	<b>\$ 19,089,636</b>	<b>\$ (2,027,657)</b>	<b>-9.6%</b>
<b>Expenditures</b>							
Instruction	\$ 1,393,444	\$ 1,464,912	\$ 1,643,754	\$ 1,396,283	\$ 1,076,335	\$ (319,948)	-22.9%
Instructional Support	1,112,794	823,414	366,703	565,205	351,908	(213,297)	-37.7%
Student Support	34,910	32,168	86,354	166,949	145,000	(21,949)	-13.1%
Office of the Principal	41,196	40,015	20,506	-	-	-	0.0%
General administration	197,007	-	-	375,000	-	(375,000)	-100.0%
Fiscal Services	116,446	-	-	-	-	-	0.0%
Plant Services	703,857	549,820	555,919	391,290	424,000	32,710	8.4%
Community services	19,435,405	20,703,754	21,791,413	22,631,535	17,092,393	(5,539,142)	-24.5%
<b>Total Expenditures</b>	<b>\$ 23,035,059</b>	<b>\$ 23,614,083</b>	<b>\$ 24,464,649</b>	<b>\$ 25,526,263</b>	<b>\$ 19,089,636</b>	<b>\$ (6,436,627)</b>	<b>-25.2%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ 57,063</b>	<b>\$ 305,804</b>	<b>(\$ 3,707,308)</b>	<b>(\$ 4,408,970)</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Approved use of Fund balance</b>	<b>-</b>	<b>-</b>	<b>3,707,308</b>	<b>4,408,970</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Change</b>	<b>\$ 57,063</b>	<b>\$ 305,804</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Beginning Fund Balance</b>	<b>9,863,161</b>	<b>10,266,411</b>	<b>10,214,640</b>	<b>6,507,332</b>	<b>1,090,656</b>	<b>-</b>	<b>-</b>
Increase (decrease) in revenue for encumbrance	368,606	(51,771)	(3,707,308)	(5,416,676)	-	-	-
Sale of Capital Assets	34,644	-	-	-	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 10,266,411</b>	<b>\$ 10,214,640</b>	<b>\$ 6,507,332</b>	<b>\$ 1,090,656</b>	<b>\$ 1,090,656</b>	<b>-</b>	<b>-</b>
<b>Fund Balance Categories</b>							
Restricted	10,266,411	9,141,397	5,737,662	430,445	430,445	-	-
Committed	-	1,076,857	769,670	660,211	660,211	-	-
<b>Total Ending Fund Balance</b>	<b>\$ 10,266,411</b>	<b>\$ 10,218,254</b>	<b>\$ 6,507,332</b>	<b>\$ 1,090,656</b>	<b>\$ 1,090,656</b>	<b>-</b>	<b>-</b>

The Non-Federal Programs expenditures budget is expected to be \$19 million as well. This is a reduction of \$6.4 million (or 25.2%) less than the prior year’s amended budget.

The Non-Federal Funds’ expenditures budget will decrease by \$6.4 million largely due to a decrease in the After-School Childcare (EOP) program enrollment and the ending of the following grant programs: the Tennessee SCORE, Middle School CCTE Start Up Grant, EXPO Expansion Grant, WIFI Donations, and the Community Foundation Donation grant. The local YMCA has taken over some of the formerly SCS-managed EOP sites, which is causing enrollment and administrative fees to decrease for the Do85 After-School Childcare Program. Families now have other options to choose from for after-school care programs.



## Executive Summary

### Special Revenue Funds: Federal Programs

The Federal Programs Fund budget includes several major federal grants such as Title I, IDEA Part B (Individuals with Disabilities Education Act), Head Start, and Carl Perkins. Title I funds aim to bridge the gap between low-income students and other students by providing each child with fair and equal opportunities to achieve an exceptional education. IDEA ensures students living with disabilities receive a free appropriate public education. Head Start is a comprehensive program designed to foster the healthy development of young children. The Federal Programs Fund budget stands at \$957 million for fiscal year 2021-22, which represents a \$445 million budget increase compared to the prior fiscal year's budget. Several factors caused the net increase in federal funds. The District was awarded the Elementary and Secondary School Emergency Relief 2.0 and 3.0 grant awards for \$727 million. The following were one-time awards for fiscal year 2020-21, thereby are considered decreases for fiscal year 2021-22: the Technology Connectivity Grant for \$2.4 million, CARES (ESSER 1.0) for \$24 million, the Remote Learning Technology Grant for \$9.5 million, LEA Reopening and Programmatic Supports for \$125,000 and the City of Memphis CARES award for \$5.0 million.

Below is the Federal Programs Fund's budget for fiscal year 2021-22.

### FISCAL YEAR 2021-22 DISTRICT FEDERAL PROGRAMS FUND

	<u>2017-2018 Actual</u>	<u>2018-2019 Actual</u>	<u>2019-2020 Actual</u>	<u>2020-2021 Amended Budget</u>	<u>2021-2022 Adopted Budget</u>	<u>Variance</u>	<u>% Change</u>
<b>Revenues</b>							
Federal Government	\$ 151,566,681	\$ 136,057,758	\$ 119,286,786	\$ 512,162,808	\$ 956,877,308	\$ 444,714,500	86.8%
<b>Total Revenues</b>	<b>\$ 151,566,681</b>	<b>\$ 136,057,758</b>	<b>\$ 119,286,786</b>	<b>\$ 512,162,808</b>	<b>\$ 956,877,308</b>	<b>\$ 444,714,500</b>	<b>86.8%</b>
<b>Expenditures</b>							
Instruction	\$ 69,872,046	\$ 48,604,364	\$ 45,393,729	\$ 264,533,487	\$ 350,038,254	\$ 85,504,767	32.3%
Instructional Support	34,088,799	39,363,619	41,524,359	81,486,277	79,789,279	(1,696,998)	-2.1%
Educational Technology	-	-	-	38,468,756	28,013,506	(10,455,250)	-27.2%
Student Support	8,531,561	7,046,750	7,785,061	22,800,359	53,579,703	30,779,344	135.0%
Transportation	3,091,058	2,190,802	27,628	22,555,073	23,737,741	1,182,668	5.2%
Plant Services	-	-	-	4,193,774	500,000	(3,693,774)	-88.1%
Community Services	29,782,133	31,353,325	24,554,415	33,037,568	32,247,396	(790,172)	-2.4%
Charter Schools	6,201,084	7,498,092	-	11,651,668	130,535,583	118,883,915	1020.3%
Capital Outlay	-	-	-	33,435,846	258,435,846	225,000,000	672.9%
Food Services	-	807	1,594	-	-	-	0.0%
<b>Total Expenditures</b>	<b>\$ 151,566,681</b>	<b>\$ 136,057,758</b>	<b>\$ 119,286,786</b>	<b>\$ 512,162,808</b>	<b>\$ 956,877,308</b>	<b>\$ 444,714,500</b>	<b>86.8%</b>



## Executive Summary

### Special Revenue Funds: Nutrition Services

The Nutrition Services Fund receives limited state or local governmental funding for nutrition services, except for USDA flow-through funds and payments for services rendered to private schools. The Nutrition Services Fund resembles an enterprise fund in which revenues are volume generated and expenses are optimized to maintain appropriate contingency funds and quality customer satisfaction. Revenues for Nutrition Services are budgeted to increase by \$24 million (or 44%) to \$79 million, while expenditures are budgeted to decrease by \$2.8 million (or 3.5%) to \$79 million for fiscal year 2021-22. The primary reason for the increase in projected revenues is attributed to the return of in-person services. The expenditure decrease is due to a reduction in capital projects.

The chart below is the Nutrition Services Fund budget for fiscal year 2021-22 by object category.

### FISCAL YEAR 2021-22 DISTRICT NUTRITION SERVICE FUND

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 631,027	\$ 635,501	\$ 655,047	\$ 528,000	\$ 630,000	\$ 102,000	19.3%
Federal Government	79,334,712	81,596,399	57,064,452	52,573,999	77,994,555	25,420,556	48.4%
other Local Sources	3,552,568	4,013,397	2,214,821	1,865,173	367,584	(1,497,589)	-80.3%
<b>Total Revenue</b>	<b>\$ 83,518,307</b>	<b>\$ 86,245,297</b>	<b>\$ 59,934,319</b>	<b>\$ 54,967,172</b>	<b>\$ 78,992,139</b>	<b>\$ 24,024,967</b>	<b>43.7%</b>
<b>Expenditures</b>							
Food Services	\$ 72,114,566	\$ 78,685,187	\$ 65,179,616	\$ 81,790,493	\$ 78,992,139	\$ (2,798,354)	-3.4%
<b>Total Expenditures</b>	<b>\$ 72,114,566</b>	<b>\$ 78,685,187</b>	<b>\$ 65,179,616</b>	<b>\$ 81,790,493</b>	<b>\$ 78,992,139</b>	<b>\$ (2,798,354)</b>	<b>-3.4%</b>
<b>Excess (deficiency) of revenues</b>							
<b>Debt Services</b>	\$ 11,403,741	\$ 7,560,110	\$ (5,245,296)	\$ (26,823,321)	\$ -		
<b>Approved Use of Fund Balance</b>			5,245,296	26,823,321			
<b>Net Change</b>	<b>\$ 11,403,741</b>	<b>\$ 7,560,110</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>							
26,023,179	37,195,739	45,757,186	40,511,890	29,756,728			
Increase (decrease) in revenue for encumbrance	11,100,110	8,561,447	(5,250,336)	(10,755,162)	-		
Sale of Capital Assets	72,450	-	5,040	-	-		
<b>Endind Fund Balance</b>	<b>\$ 37,195,739</b>	<b>\$ 45,757,186</b>	<b>\$ 40,511,890</b>	<b>\$ 29,756,728</b>	<b>\$ 29,756,728</b>		
<b>Fund Balance Categories</b>							
Nonspendable	-	4,718,867	5,597,299	5,333,662	5,333,662		
Restricted	37,195,739	41,038,318	34,914,591	24,423,067	24,423,067		
<b>Total Ending Fund Balance</b>	<b>\$ 37,195,739</b>	<b>\$ 45,757,185</b>	<b>\$ 40,511,890</b>	<b>\$ 29,756,728</b>	<b>\$ 29,756,728</b>		



**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 2021-22 CAPITAL PROJECTS FUND**

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 3,611,333	\$ 113,862	\$ -	\$ -	\$ -	\$ -	0.0%
Shelby County	47,689,237	54,932,413	81,327,937	48,104,943	50,755,985	2,651,042	5.5%
Other Local Sources	335,704	286,313	736,482	1,034,216	-	(1,034,216)	-100.0%
<b>Total Revenues</b>	<b>\$ 51,636,274</b>	<b>\$ 55,332,588</b>	<b>\$ 82,064,419</b>	<b>\$ 49,139,159</b>	<b>\$ 50,755,985</b>	<b>\$ 1,616,826</b>	<b>3.3%</b>
<b>Expenditures</b>							
Capital Outlay	\$ 67,226,251	\$ 75,560,959	\$ 83,882,221	\$ 49,539,164	\$ 50,955,985	\$ 1,416,821	2.9%
<b>Total Expenditures</b>	<b>\$ 67,226,251</b>	<b>\$ 75,560,959</b>	<b>\$ 83,882,221</b>	<b>\$ 49,539,164</b>	<b>\$ 50,955,985</b>	<b>\$ 1,416,821</b>	<b>2.9%</b>
Excess (deficiency) of revenues over expenditures	(15,589,977)	(20,228,371)	(1,817,802)	(400,005)	(200,000)	200,005	
Approved use of Fund balance	15,589,977	20,228,371	1,817,802	400,005	200,000	(200,005)	
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Beginning Fund Balance</b>	6,218,216	1,665,284	2,154,042	336,240	7,005,273		
Increase (decrease) in revenue for encumbrances	(4,640,827)	(655,257)	(2,372,582)	-	(200,000)		
Insurance Recovery	-	546,785	554,780	89,509	-		
Sale of Capital Assets	87,895	597,230	-	6,579,524	-		
<b>Ending Fund Balance</b>	<b>\$ 1,665,284</b>	<b>\$ 2,154,042</b>	<b>\$ 336,240</b>	<b>\$ 7,005,273</b>	<b>\$ 6,805,273</b>		
<b>Fund Balance Categories</b>							
Restricted	1,665,284	2,154,042	336,240	7,005,273	6,805,273		
<b>Total Ending Fund Balance</b>	<b>\$ 1,665,284</b>	<b>\$ 2,154,042</b>	<b>\$ 336,240</b>	<b>\$ 7,005,273</b>	<b>\$ 6,805,273</b>		

For fiscal year 2021-22, the Capital projects budget totals approximately \$50.8 million, which is an increase of \$1.6 million more than the prior year's amended budget. Utilizing \$200k of fund balance, projected expense is \$51m resulting in a variance for FY22 compared to FY21 of \$1.4m. See Section 4.3 Financial - Capital Fund Section for additional capital budget details.



**F. Internal Service Funds**

The District’s Internal Service Funds are maintained to account for intragovernmental and intergovernmental services. The rates for Internal Service Funds are reviewed periodically throughout the year to ensure alignment with operating and designated reserves. 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 2021-22.

**FISCAL YEAR 2021-22 DISTRICT INTERNAL SERVICE FUNDS**

REVENUES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	Variance	% Change
Other Local Sources	\$ 3,275,251	\$ 3,076,008	\$ 2,017,148	\$ 3,697,973	\$ 5,589,837	\$ 1,891,864	51.2%
<b>TOTAL REVENUES</b>	<b>\$ 3,275,251</b>	<b>\$ 3,076,008</b>	<b>\$ 2,017,148</b>	<b>\$ 3,697,973</b>	<b>\$ 5,589,837</b>	<b>\$ 1,891,864</b>	<b>51.2%</b>
<b>EXPENDITURES</b>							
Instruction	\$ 658,601	\$ 475,672	\$ 419,008	\$ 725,299	\$ 418,110	(307,189)	-42.4%
Instructional Support	2,469	12,814	6,323	-	-	-	0.0%
Student Support	11,789	86,796	65,625	-	-	-	0.0%
Other Support Services	44,128	64,922	57,222	65,451	3,119,194	3,053,743	4665.7%
Student Transportation	350,531	324,125	212,414	389,637	88,021	(301,616)	-77.4%
Plant Services	2,278,904	2,155,582	1,899,823	2,457,906	1,927,843	(530,063)	-21.6%
Charter Schools	-	-	-	59,680	36,669	(23,011)	-38.6%
<b>TOTAL EXPENDITURES</b>	<b>\$ 3,346,422</b>	<b>\$ 3,119,911</b>	<b>\$ 2,660,414</b>	<b>\$ 3,697,973</b>	<b>\$ 5,589,837</b>	<b>\$ 1,891,864</b>	<b>51.2%</b>
Excess (deficiency) of revenues over expenditures	(71,171)	(43,903)	(643,266)	-	-	-	
Approved use of Fund balance	71,171	43,903	643,266	-	-	-	
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Increase (decrease) in revenue for encumbrances	-	-	(643,265)	-	-	-	
<b>Ending Fund Balance</b>	<b>\$ 1,139,328</b>	<b>\$ 1,124,788</b>	<b>\$ 481,556</b>	<b>\$ 811,940</b>	<b>\$ 811,940</b>		
<b>Fund Balance Categories</b>							
Unassigned	1,139,328	1,124,788	481,556	811,940	811,940		
<b>Total Ending Fund Balance</b>	<b>\$ 1,139,328</b>	<b>\$ 1,124,788</b>	<b>\$ 481,556</b>	<b>\$ 811,940</b>	<b>\$ 811,940</b>		

In fiscal year 2021-22, the combined Internal Service Fund budgeted revenues are expected to increase to approximately \$5.6 million, which is \$1.9 million more than fiscal year 2020-2021 amended budget revenues. In fiscal year 2021-22 the ESSER 2.0 grant afforded SCS the opportunity to purchase new textbooks. The warehouse (or supply chain fund) will receive a 15% mark up for the delivery of the new textbooks, resulting in a revenue increase for the Internal Service Fund. The increase is attributed to \$3.0m in other Support Services above the fiscal year 2020-2021 amended budget expenditures. This increase in expenditures occurred due to additional support costs in the warehouse funds for the delivery of books and materials.



**G. Tax Rates and Trends**

**Tax Rates per \$100 Assessed Value**

<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
2020	3.20	4.05	7.25	-	1.96



**ix. BUDGET FORECAST**

**ALL Funds 3-Year Projections**

The Shelby County School System (SCS) has developed a 3 - year financial plan for all funds. The 3-year plan is a conservative projection of future revenues and expenditures that may occur over the 3-year forecast period. As learned from the COVID- 19 pandemic many variables can affect future operations. This plan cannot and does not reflect any specific impact from the COVID-19 recovery and conversely the plan does not anticipate any specific external events that may arise.

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

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

In the federal programs SCS has received ESSER funding. The last ESSER grant (3.0) allows spending until FY24. The SCS FY22 budget reflects a spend plan that would exhaust the funding in FY22. If spending does not occur in FY22, then funds will be carried forward until exhausted (FY24 is the maximum time allowed to spend ESSER 3.0). The future forecasts for federal funds show that in FY23,24 and 25 revenues and expenditures return to the average levels, however this will most likely change if the FY22 ESSER funds are not exhausted. In this case ESSER funding will be rolled forward to future years where the spend will occur. A link for ESSER funding is provided in the federal program discussion and numbers following this overview.

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



## Executive Summary

### Shelby County Schools All Funds 3 Year Projections

REVENUES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023-24 Forecast Budget	2024-25 Forecast Budget
CITY OF MEMPHIS	\$ 5,056,774	\$ 1,529,071	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 1,333,333	\$ 1,333,333	\$ 1,333,333
SHELBY COUNTY	463,097,256	533,808,695	560,343,540	526,514,124	533,923,291	490,457,683	493,326,554	493,326,554
STATE OF TENNESSEE	514,615,844	536,497,711	550,352,588	577,003,356	603,593,868	581,419,761	578,477,393	578,477,393
FEDERAL GOVERNMENT	296,234,339	228,326,630	193,001,471	580,864,873	1,050,245,224	298,507,560	296,057,344	296,057,344
OTHER LOCAL SHARES	25,343,361	27,690,212	24,446,470	23,837,344	19,605,452	23,982,727	23,548,127	23,548,127
PLANNED USE OF FUND BALANCE	10,282,827	54,885,875	13,538,249	64,377,630	200,000	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 1,314,630,401</b>	<b>\$ 1,382,738,194</b>	<b>\$ 1,343,134,574</b>	<b>\$ 1,773,930,660</b>	<b>\$ 2,208,901,170</b>	<b>\$ 1,395,701,064</b>	<b>\$ 1,392,742,751</b>	<b>\$ 1,392,742,751</b>

EXPENDITURES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023-24 Forecast Budget	2024-25 Forecast Budget
INSTRUCTION	\$ 594,703,099	\$ 581,357,898	\$ 555,996,515	\$ 815,048,858	\$ 911,928,283	\$ 536,260,409	\$ 510,837,736	\$ 510,837,736
INSTRUCTIONAL SUPPORT	66,731,176	75,598,615	100,256,865	147,362,045	163,161,521	86,097,057	84,935,039	84,935,039
STUDENT SUPPORT	67,339,223	80,211,040	71,861,552	109,400,286	114,553,573	78,334,804	77,787,740	77,787,740
OFFICE OF THE PRINCIPAL	62,720,477	64,531,113	63,522,590	63,338,656	65,044,567	60,885,144	60,597,788	60,597,788
GENERAL ADMINISTRATION	15,438,127	17,122,132	17,100,303	18,464,098	17,889,542	18,325,695	18,230,396	18,230,396
EDUCATION TECHNOLOGY	30,528,463	21,654,731	-	-	-	53,611,536	52,894,124	52,894,124
FISCAL SERVICES	7,156,332	7,799,900	-	-	-	12,336,738	12,240,374	12,240,374
BUSINESS ADMINISTRATION	-	-	44,964,518	47,804,576	64,444,442	-	-	-
OTHER SUPPORT SERVICES	7,192,228	9,432,726	264,806	220,945	3,447,954	15,555,648	15,418,020	15,418,020
STUDENT TRANSPORTATION	26,288,152	28,583,313	20,261,262	43,182,464	58,138,537	81,803,062	82,896,694	82,896,694
PLANT SERVICES	85,201,099	107,938,188	97,385,563	94,220,327	93,437,353	99,825,141	99,185,279	99,185,279
COMMUNITY SERVICES	54,974,499	62,620,216	56,754,467	65,282,577	60,161,515	10,314,524	10,266,107	10,266,107
CHARTER SCHOOLS	128,231,865	143,041,477	165,702,703	206,634,249	268,258,837	205,890,531	224,420,679	224,420,679
RETIREE BENEFITS	28,784,843	28,599,681	-	-	-	28,880,618	28,745,051	28,745,051
CAPITAL OUTLAY	72,114,567	78,686,205	83,882,221	83,026,086	309,442,907	87,542,539	89,170,260	89,170,260
FOOD SERVICE	-	-	65,181,209	79,945,493	78,992,139	-	-	-
DEBT SERVICE	67,226,251	75,560,959	-	-	-	20,037,618	25,117,464	25,117,464
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,314,630,401</b>	<b>\$ 1,382,738,194</b>	<b>\$ 1,343,134,574</b>	<b>\$ 1,773,930,660</b>	<b>\$ 2,208,901,170</b>	<b>\$ 1,395,701,064</b>	<b>\$ 1,392,742,751</b>	<b>\$ 1,392,742,751</b>



## Executive Summary

### General Fund 3-Year Projections

Financial forecasts assist the organization in progressing towards our 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 has evolved from its fiscal year 2014 merger and fiscal year 2015 demerger of municipal districts within the past several years and can now strategically evaluate its operations to improve academic outcomes.

The district engages in long range planning where practical. Forecasted budgets are presented below for FY23-FY25. These forecasts largely hold revenues and expenditures, in the general fund, close to the FY22 Adopted Budget. The variables of enrollment, which drive State and Local revenues, along with the associated calculations of the State Basic Education Plan (BEP) formula, which is currently being evaluated for appropriating education funds differently, by the Governor, cannot be used to project long range trends accurately at this time. As it relates to expenditures, please note that Education Technology and Instructional support functions have been combined for FY20 going forward, and Fiscal Services was moved to Business Administration.

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

### Shelby County Schools General Fund 3 Year Projections

REVENUES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023-24 Forecast Budget	2024-25 Forecast Budget
City of Memphis	\$ 1,445,441	\$ 1,415,209	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 1,333,333	\$ 1,333,333	\$ 1,333,333
Shelby County	463,097,256	478,876,282	479,015,603	478,409,181	483,167,306	470,420,065	468,209,090	468,209,090
State of Tennessee	502,017,410	522,449,938	538,524,350	565,224,284	591,846,527	567,714,152	565,045,897	565,045,897
Federal Government	17,643,709	10,672,473	16,650,234	16,128,066	15,373,361	9,239,447	9,196,021	9,196,021
Other Local Shares	6,722,553	9,777,517	9,893,866	7,284,251	5,675,736	5,218,900	5,194,371	5,194,371
Planned Use of Fund Balance	6,316,670	44,520,748	2,124,576	32,834,846	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 997,243,039</b>	<b>\$ 1,067,712,167</b>	<b>\$ 1,047,660,886</b>	<b>\$ 1,101,213,961</b>	<b>\$ 1,097,396,265</b>	<b>\$ 1,053,925,897</b>	<b>\$ 1,048,978,712</b>	<b>\$ 1,048,978,712</b>

EXPENDITURES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023-24 Forecast Budget	2024-25 Forecast Budget
Instruction	\$ 518,652,883	\$ 526,356,796	\$ 515,406,734	\$ 550,301,091	\$ 513,796,011	\$ 458,773,023	\$ 434,907,486	\$ 434,907,486
Instructional Support	30,551,850	36,520,034	58,359,480	66,781,773	64,435,602	36,582,075	36,410,357	36,410,357
Student Support	58,496,700	72,692,999	63,924,512	62,374,935	64,851,977	66,616,770	66,304,067	66,304,067
Office Of The Principal	62,679,281	64,491,098	63,502,084	62,961,679	65,044,567	60,823,561	60,538,052	60,538,052
General Administration	15,241,121	17,122,132	17,100,303	18,314,098	17,889,542	17,959,086	17,874,785	17,874,785
Education Technology	30,528,463	21,654,731	-	-	-	24,692,641	24,576,732	24,576,732
Fiscal Services	7,039,887	7,799,900	-	-	-	9,824,332	9,778,216	9,778,216
Business Administration	-	-	16,879,959	18,974,174	22,055,251	11,334,475	11,281,270	11,281,270
Other Support Services	7,148,099	9,367,804	207,583	155,494	328,759	-	-	-
Student Transportation	22,763,879	25,964,424	20,021,220	18,412,552	34,552,776	33,599,382	35,657,088	35,657,088
Plant Services	82,175,067	105,292,765	94,929,821	90,871,131	90,585,511	88,634,879	88,218,822	88,218,822
Community Services	4,949,101	8,808,326	10,408,639	9,942,690	10,850,527	10,314,524	10,266,107	10,266,107
Charter Schools	128,231,865	143,041,477	158,835,991	173,293,941	184,175,339	205,890,531	224,420,679	224,420,679
Retiree Benefits	28,784,843	28,599,681	28,084,559	28,830,403	28,830,403	28,880,618	28,745,051	28,745,051
<b>TOTAL EXPENDITURES</b>	<b>\$ 997,243,039</b>	<b>\$ 1,067,712,167</b>	<b>\$ 1,047,660,886</b>	<b>\$ 1,101,213,961</b>	<b>\$ 1,097,396,265</b>	<b>\$ 1,053,925,897</b>	<b>\$ 1,048,978,712</b>	<b>\$ 1,048,978,712</b>



**Capital Fund 3-Year Projections**

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 2021 Shelby County Government Five-Year Capital Improvement Plan budget for all municipal districts multiplied by 77.00%, which is the SCS Weighted Full-Time Equivalent Average percentage. 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 - collection of rent and interest income- are projected at zero dollars at this time.

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

REVENUES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget
CITY OF MEMPHIS	\$ 3,611,333	\$ 113,862	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SHELBY COUNTY	47,689,237	54,932,413	81,327,937	48,104,943	50,755,985	20,037,618	25,117,464	25,117,464
OTHER LOCAL SHARES	335,704	-	736,482	-	-	-	-	-
PLANNED USE OF FUND BALANCE	15,589,977	20,228,371	1,817,802	310,496	200,000	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 67,226,251</b>	<b>\$ 75,274,646</b>	<b>\$ 83,882,221</b>	<b>\$ 48,415,439</b>	<b>\$ 50,955,985</b>	<b>\$ 20,037,618</b>	<b>\$ 25,117,464</b>	<b>\$ 25,117,464</b>

EXPENDITURES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget
PLANT SERVICES	\$ 67,226,251	\$ 75,560,959	\$ 83,882,221	\$ 49,539,164	\$ 50,955,985	\$ 20,037,618	\$ 25,117,464	\$ 25,117,464
<b>TOTAL EXPENDITURES</b>	<b>\$ 67,226,251</b>	<b>\$ 75,560,959</b>	<b>\$ 83,882,221</b>	<b>\$ 49,539,164</b>	<b>\$ 50,955,985</b>	<b>\$ 20,037,618</b>	<b>\$ 25,117,464</b>	<b>\$ 25,117,464</b>



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

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

REVENUES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget
STATE OF TENNESSEE	\$ 11,967,407	\$ 13,412,272	\$ 11,173,192	\$ 11,251,072	\$ 11,117,340	\$ 13,100,556	\$ 12,838,545	\$ 12,838,545
OTHER LOCAL SHARES	11,124,715	10,507,615	9,584,150	9,866,221	7,972,296	12,811,209	12,554,985	12,554,985
PLANNED USE OF FUND BALANCE	-	-	3,707,708	4,408,970	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 23,092,122</b>	<b>\$ 23,919,887</b>	<b>\$ 24,465,050</b>	<b>\$ 25,526,263</b>	<b>\$ 19,089,636</b>	<b>\$ 25,911,765</b>	<b>\$ 25,393,530</b>	<b>\$ 25,393,530</b>

EXPENDITURES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget
INSTRUCTION	\$ 1,393,444	\$ 1,464,912	\$ 1,187,082	\$ 864,576	\$ 670,246	\$ 1,592,456	\$ 1,560,607	\$ 1,560,607
INSTRUCTIONAL SUPPORT	1,112,794	823,414	366,703	790,206	351,908	286,297	280,571	280,571
STUDENT SUPPORT	34,910	32,168	86,354	166,949	145,000	146,374	143,446	143,446
OFFICE OF THE PRINCIPAL	41,196	40,015	20,506	-	-	-	-	-
GENERAL ADMINISTRATION	197,007	-	-	150,000	-	-	-	-
FISCAL SERVICES	116,446	-	-	-	-	-	-	-
PLANT SERVICES	703,857	549,820	555,919	391,290	424,000	673,673	660,200	660,200
COMMUNITY SERVICES	19,435,405	20,703,754	21,791,413	22,746,045	17,092,393	23,212,965	22,748,706	22,748,706
CHARTER SCHOOLS	-	-	456,672	417,197	406,089	-	-	-
CONTRIBUTION TO FUND BALANCE	57,063	305,804	400	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 23,092,122</b>	<b>\$ 23,919,887</b>	<b>\$ 24,465,050</b>	<b>\$ 25,526,263</b>	<b>\$ 19,089,636</b>	<b>\$ 25,911,765</b>	<b>\$ 25,393,530</b>	<b>\$ 25,393,530</b>



**Nutrition Fund 3-Year Projections**

SCS Nutrition Services - or Nutrition Fund - operations provided approximately 51,085 free reimbursable breakfast meals and 76,547 free reimbursable lunches daily across the District during school year 2019-20. The ratio of about 2 breakfast meals to 3 lunch meals is aligned with the national goal promulgated by the Food Research & Action Center, a national anti-hunger organization. The number of meals served by SCS aligns with enrollment. As mentioned previously the transition of students to charter schools will have an impact on revenues and costs.

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

REVENUES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget
CITY OF MEMPHIS	\$ -							
SHELBY COUNTY	-							
STATE OF TENNESSEE	631,027	635,501	655,047	528,000	630,000	605,052	592,951	592,951
FEDERAL GOVERNMENT	79,334,712	81,596,399	57,064,452	52,573,999	77,994,555	84,464,291	86,153,577	86,153,577
OTHER LOCAL SHARES	3,552,568	4,013,397	2,214,821	1,865,173	367,584	2,473,196	2,423,732	2,423,732
PLANNED USE OF FUND BALANCE	-	-	5,245,297	26,823,321	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 83,518,307</b>	<b>\$ 86,245,297</b>	<b>\$ 65,179,616</b>	<b>\$ 81,790,493</b>	<b>\$ 78,992,139</b>	<b>\$ 87,542,539</b>	<b>\$ 89,170,260</b>	<b>\$ 89,170,260</b>

EXPENDITURES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget
FOOD SERVICE	\$ 72,114,566	\$ 78,685,187	\$ 65,179,616	\$ 81,790,493	\$ 78,992,139	\$ 87,542,539	\$ 89,170,260	\$ 89,170,260
CONTRIBUTION TO FUND BALANCE	11,403,741	7,560,110	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 83,518,307</b>	<b>\$ 86,245,297</b>	<b>\$ 65,179,616</b>	<b>\$ 81,790,493</b>	<b>\$ 78,992,139</b>	<b>\$ 87,542,539</b>	<b>\$ 89,170,260</b>	<b>\$ 89,170,260</b>



**Federal Fund 3-Year Projections**

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 \$956.9 million for fiscal year 2021-22, which represents approximately a 86.8% budget increase compared to the FY 2020-21 amended budget. The primary factors for this increase include the awarding of Elementary and Secondary School Emergency Relief Funds (ESSER) – (as part of the CARES Act or the Coronavirus Aid, Relief and Economic Security Act), increases in positions in Title I for four (4) Bilingual Cultural Coaches, seven (7) Bilingual Cultural Mentors, one (1) PLC Coach Advisor, two (2) Instructional Support Advisors and four (4) Family Engagement Specialists. These new positions show increases to the Instruction and Student Support functional areas. There are also increases in positions in these functional areas to comply with Comprehensive Coordinated Early Intervening Services (CCEIS) in IDEA and an increase in positions English Language Learners in Title I. Future funds for Federal grants are difficult to project for a couple of reasons: 1) ESSER funding may roll into future years until its conclusion for ESSER 3.0 in FY2024 and 2) Federal Funds will decrease in future years as grants roll off, however, it is unclear which new grants will become available. Therefore, future forecasts for FY22, 23 and 24 represent averages prior to ESSER. Additional information regarding ESSER can be found at this link: <http://www.scsk12.org/esser/files/2021/ESSER%20Plan%20Book%20-%20Final-v2.pdf>

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

REVENUES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023-24 Forecast Budget	2024-25 Forecast Budget
FEDERAL GOVERNMENT	151,566,681	136,057,758	119,286,786	512,162,808	956,877,308	204,803,823	200,707,746	200,707,746
<b>TOTAL REVENUES</b>	<b>\$ 151,566,681</b>	<b>\$ 136,057,758</b>	<b>\$ 119,286,786</b>	<b>\$ 512,162,808</b>	<b>\$ 956,877,308</b>	<b>\$ 204,803,823</b>	<b>\$ 200,707,746</b>	<b>\$ 200,707,746</b>

EXPENDITURES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023-24 Forecast Budget	2024-25 Forecast Budget
INSTRUCTION	\$ 69,872,046	\$ 48,604,363	\$ 42,078,268	\$ 267,419,657	\$ 400,043,916	\$ 75,156,342	\$ 73,653,215	\$ 73,653,215
INSTRUCTIONAL SUPPORT	34,088,799	39,363,619	41,524,359	79,790,066	98,374,011	49,228,685	48,244,112	48,244,112
STUDENT SUPPORT	8,531,561	7,046,750	7,785,061	46,858,402	49,556,595	11,571,660	11,340,227	11,340,227
OFFICE OF THE PRINCIPAL	-	-	-	376,977	-	26,606,252	26,074,127	26,074,127
BUSINESS ADMINISTRATION	-	-	-	-	13,558,788	6,059,907	5,938,707	5,938,707
STUDENT TRANSPORTATION	3,091,058	2,190,802	27,628	24,380,275	23,497,740	24,990,715	24,490,901	24,490,901
PLANT SERVICES	-	-	-	500,000	500,000	11,190,262	10,966,457	10,966,457
COMMUNITY SERVICES	29,782,133	31,353,325	24,554,415	32,593,842	32,218,595	-	-	-
CHARTER SCHOOLS	6,201,084	7,498,092	3,315,462	26,756,667	80,640,741	-	-	-
CAPITAL OUTLAY	-	-	-	33,486,922	258,486,922	-	-	-
FOOD SERVICE	-	807	1,594	-	-	-	-	-
DEBT SERVICE	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 151,566,681</b>	<b>\$ 136,057,758</b>	<b>\$ 119,286,786</b>	<b>\$ 512,162,808</b>	<b>\$ 956,877,308</b>	<b>\$ 204,803,823</b>	<b>\$ 200,707,746</b>	<b>\$ 200,707,746</b>



**Internal Service Fund 3-Year Projections**

The District’s Internal Service Funds, which accounts for intragovernmental and intergovernmental services, are designed to be self-supporting. The rates for Internal Service Funds are reviewed periodically 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). In FY2021-22, the warehouse will receive a 15% mark-up as a result of delivering new textbooks to all schools. The new textbooks are part of the ESSER 2.0 spending plan. For the three year budget forecast, the District projects a 3 percent decline from the baseline year of fiscal year 2020-21.

**Shelby County Schools  
Internal Service Fund  
3 Year Projections**

REVENUES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget
OTHER LOCAL SHARES	\$ 3,275,251	\$ 3,076,008	\$ 2,017,148	\$ 3,697,973	\$ 5,589,837	\$ 3,479,422	\$ 3,375,039	\$ 3,375,039
PLANNED USE OF FUND BALANCE	71,171	43,903	643,267	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 3,346,422</b>	<b>\$ 3,119,911</b>	<b>\$ 2,660,415</b>	<b>\$ 3,697,973</b>	<b>\$ 5,589,837</b>	<b>\$ 3,479,422</b>	<b>\$ 3,375,039</b>	<b>\$ 3,375,039</b>

EXPENDITURES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget
INSTRUCTION	\$ 658,601	\$ 475,672	\$ 382,424	\$ 725,299	\$ 418,110	\$ 738,586	\$ 716,429	\$ 716,429
INSTRUCTIONAL SUPPORT	2,469	12,814	6,323	-	-	-	-	-
STUDENT SUPPORT	11,789	86,796	65,625	-	-	-	-	-
OTHER SUPPORT SERVICES	44,128	64,922	57,222	65,451	3,119,194	61,583	59,735	59,735
STUDENT TRANSPORTATION	350,531	324,125	212,414	389,637	88,021	366,609	355,611	355,611
PLANT SERVICES	2,278,904	2,155,582	1,899,823	2,457,906	1,927,843	2,312,644	2,243,264	2,243,264
CHARTER SCHOOLS	-	-	36,584	59,680	36,669	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 3,346,422</b>	<b>\$ 3,119,911</b>	<b>\$ 2,660,415</b>	<b>\$ 3,697,973</b>	<b>\$ 5,589,837</b>	<b>\$ 3,479,422</b>	<b>\$ 3,375,039</b>	<b>\$ 3,375,039</b>



## Executive Summary

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# ORGANIZATIONAL



Picture taken prior to COVID-19

## FY 2022 District Adopted Budget



This section includes the following information:

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



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

**i. Legal Status and Authority**

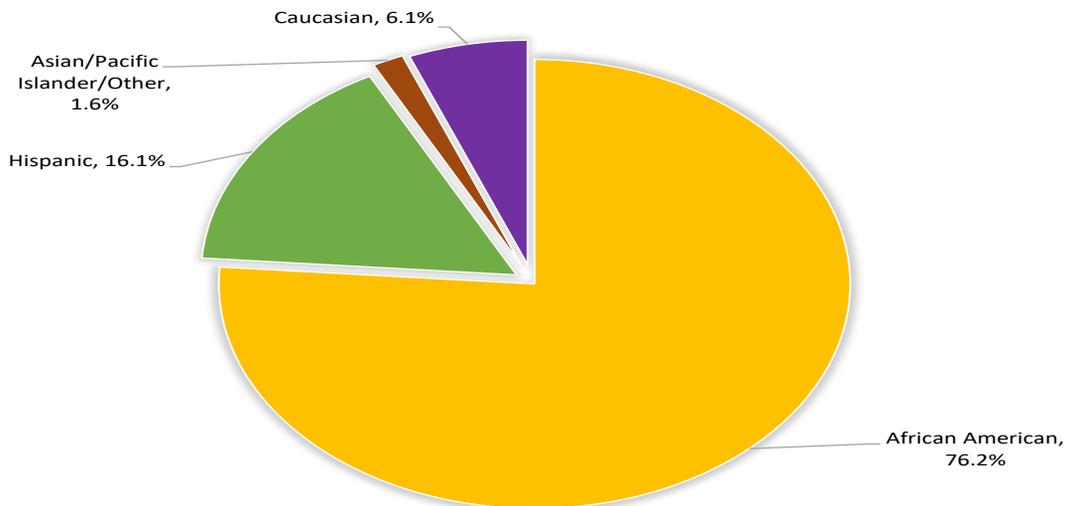
Shelby County Schools (SCS or District) is a component unit of Shelby County Government, which is defined as the oversight entity by Governmental Accounting Standards Board (GASB) Codification Section 2100. Reporting for the District follows the criteria established by GASB. The District is governed 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 2021-2022, the District’s budget enrollment is for 104,406 students in grades kindergarten through grade 12: including Pre-K 5,617 to total 110,023.

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 2019 population is estimated at 937,166 according to the U.S. Census Bureau. The County is empowered to levy, without limit, a property tax on both real and personal property located within its boundaries.

Based upon enrollment figures as reported by the Tennessee State Department of Education, the District’s student demographics during school year 2020-21 is 76.2% African American, 6.1% Caucasian, 16.1% Hispanic and 1.4% other races and nationalities. The chart below represents the District’s student demographics for school year 2020-21<sup>1</sup> per the Tennessee Department of Education Report Card.



Source: Tennessee State Report Card Data FY2019-20

<sup>1</sup> FY 2020-21 is the most recent data available at this time.



The District encompasses 214 schools, including regular schools, charter schools, career and technology centers (CTC), special education centers (SPED) and alternative schools. Forty-six 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 2020-21, SCS had 289 pre-kindergarten classrooms; 30 of which were within community partner locations.

The District has budgeted for approximately 6,400 teachers in Fiscal Year 2021-22, 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.



Picture taken prior to Covid-19.



**iii. Geographical Area Served**

SCS opened two new state of the art schools in FY20-21: New Alcy Elementary and Parkway Village. With the opening of new schools, there were school rezoning; four schools were closed during this fiscal year. Charjean and Magnolia schools were closed; those students were rezoned to Alcy Elementary. Due to the closure of Goodlett and Knight Road, those students were rezoned to Parkway Village. Effective July 15, 2014 the District moved to serving geographical areas by Instructional Leadership Director (ILD) zone. The zones below are effective for the 2021-22 school year.

**Zone 1**

- Balmoral - Ridgeway Elementary
- Belle Forest Elementary
- Campus School K-5 (Contract School)
- Double Tree Elementary
- East High STEM
- Excel Center (Contract School)
- Fox Meadows Elementary
- Levi Elementary
- Maxine Smith Middle School
- Middle College High School
- Oak Forest Elementary
- Richland Elementary
- Springdale Elementary
- University MS (Contract School)
- Winridge Elementary

**Zone 2**

- Bethel Groove Elementary
- Chimney Rock Elementary
- Cordova Elementary
- Delano Elementary
- Dexter Elementary
- Idlewild Elementary
- Jackson Elementary
- Newberry Elementary
- Peabody Elementary
- Riverwood Elementary
- Wells Station Elementary

**Zone 3**

- Barret's Chapel K-8
- Cummings K-8
- EE Jeeter K-8
- Gardenview Elementary
- Grahamwood Elementary
- Kate Bond Elementary
- Lowrance K-8
- Snowden K-8
- Whitehaven Elementary

**Zone 4**

- Cromwell Elementary
- Crump Elementary
- Germanshire Elementary
- Hickory Ridge Elementary
- Highland Oaks Elementary
- Keystone Elementary
- Ross Elementary
- Sea Isle Elementary
- Shrine School
- South Park Elementary
- Southwind Elementary

**Zone 5**

- Alton Elementary
- Brewster Elementary
- Bruce Elementary
- Downtown Elementary
- Evans Elementary
- Germantown Elementary
- Kingsbury Elementary
- Vollentine Elementary
- Westside Elementary
- White Station Elementary
- Willow Oaks Elementary

**Zone 6**

- Avon Lennox High
- Central High
- Cordova High
- Germantown High
- Hollis F. Price Middle College High
- Ridgeway High
- Southwind High
- White Station High

**Zone 7**

- A. B. Hill Elementary
- Alcy Elementary
- Dunbar Elementary
- Getwell Elementary
- Hawkins Mill Elementary
- LaRose Elementary
- Sheffield Elementary
- Winchester Elementary

**Zone 8**

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

**Zone 9**

- Booker T. Washington Middle
- Hamilton High
- Manassas High
- Oakhaven High
- Sheffield High
- Trezevant High
- Westwood High
- Wooddale HS



## Organizational

### Zone 10 Δ

Berclair Elementary Δ  
Brownsville Road Elementary Δ  
Egypt Elementary Δ  
Macon Hall Elementary Δ  
Oakhaven Elementary Δ  
Rozelle Elementary Δ  
Scenic Hill Elementary Δ  
Shady Grove Elementary Δ  
Sharpe Elementary Δ  
Shelby Oaks Elementary Δ  
Sherwood Elementary Δ

### Zone 14

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

### Zone 11 Δ

Bellevue Middle Δ  
Chickasaw Middle Δ  
Colonial Middle Δ  
Cordova Middle Δ  
Kate Bond Middle Δ  
Mt. Pisgah Middle Δ  
Sherwood Middle Δ  
Treadwell Middle Δ

### Zone 16 Δ

Bolton High Δ  
Craigmont High Δ  
Douglass High Δ  
Kingsbury High Δ  
Kirby High Δ  
Melrose High Δ  
Mitchell High Δ  
Overton High Δ  
Raleigh Egypt High Δ

### Zone 12 Δ

Dexter Middle Δ  
Germantown Middle Δ  
Hickory Ridge Middle Δ  
Highland Oaks Middle Δ  
Kingsbury MSΔ  
Oakhaven Middle Δ  
Ridgeway Middle Δ  
White Station Middle Δ

### Zone 17 Δ

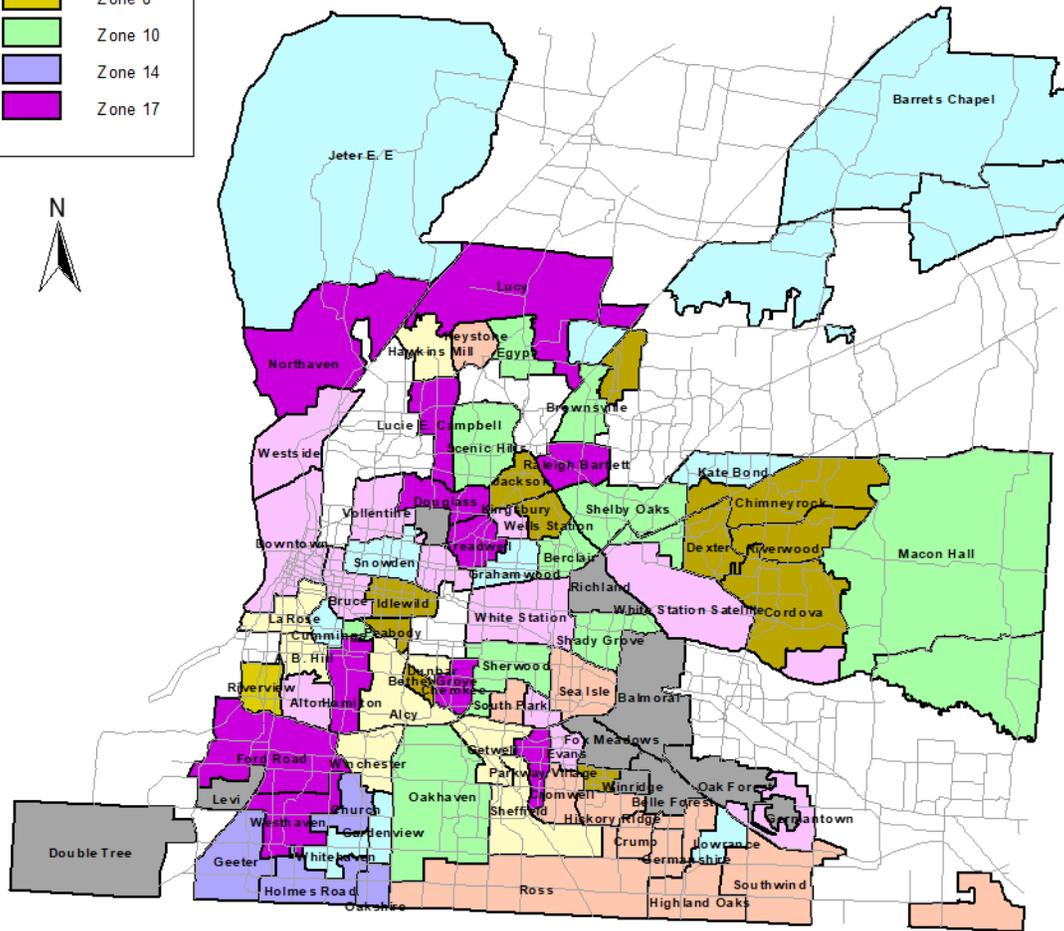
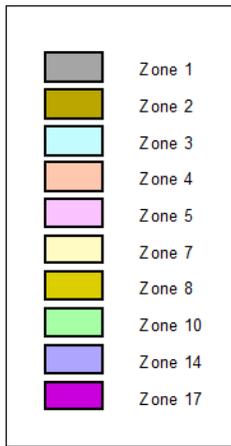
Cherokee Elementary Δ  
Douglass K-8 Δ  
Ford Road Elementary Δ  
Hamilton K-8 Δ  
Lucie E. Campbell Elementary Δ  
Lucy Elementary Δ  
Northaven Elementary Δ  
Parkway Village Elementary Δ  
Raleigh Bartlett Meadows Elementary Δ  
Treadwell Elementary Δ  
Westhaven Elementary Δ

Note:

Δ Continuous Improvement

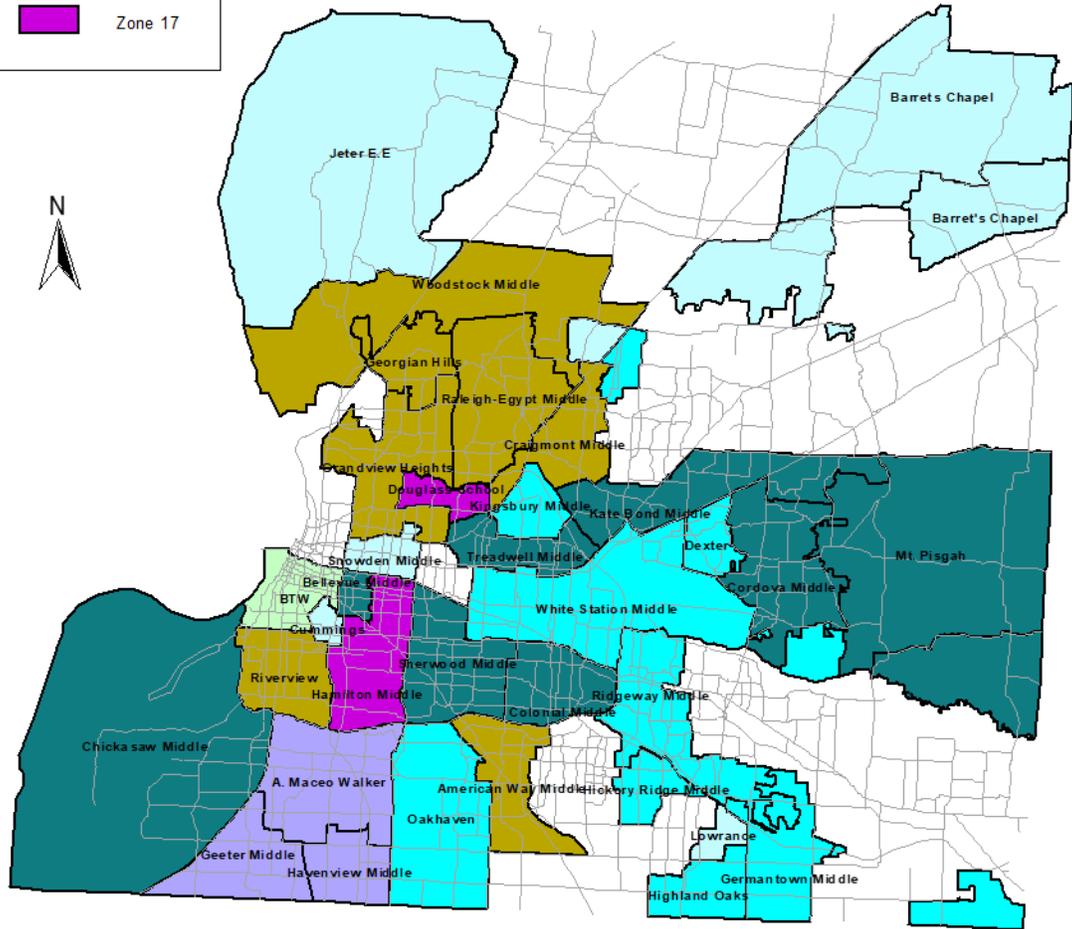
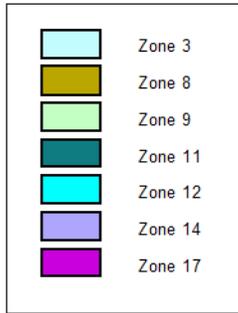


## ILD Assignment SCS Elementary Schools 2021-2022



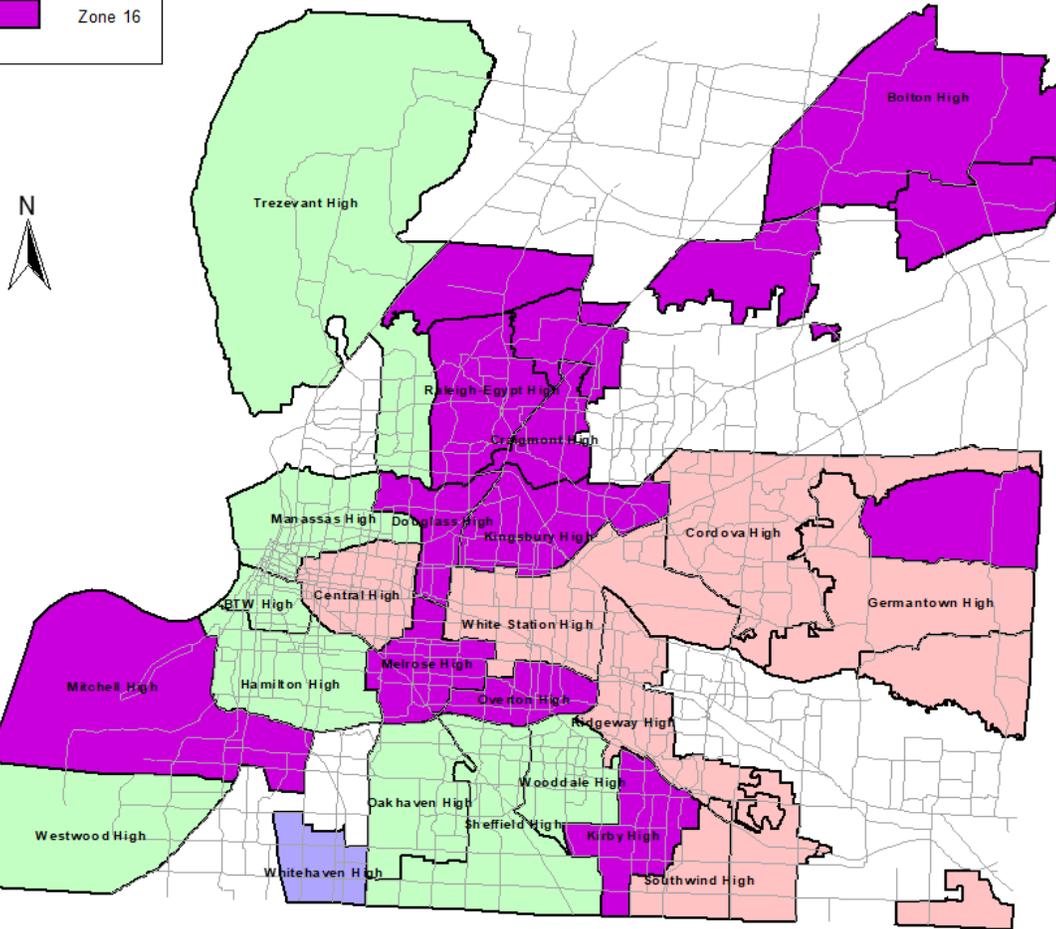
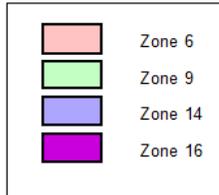


# ILD Assignment SCS Middle Schools 2021-2022





# ILD Assignment SCS High Schools 2021-2022

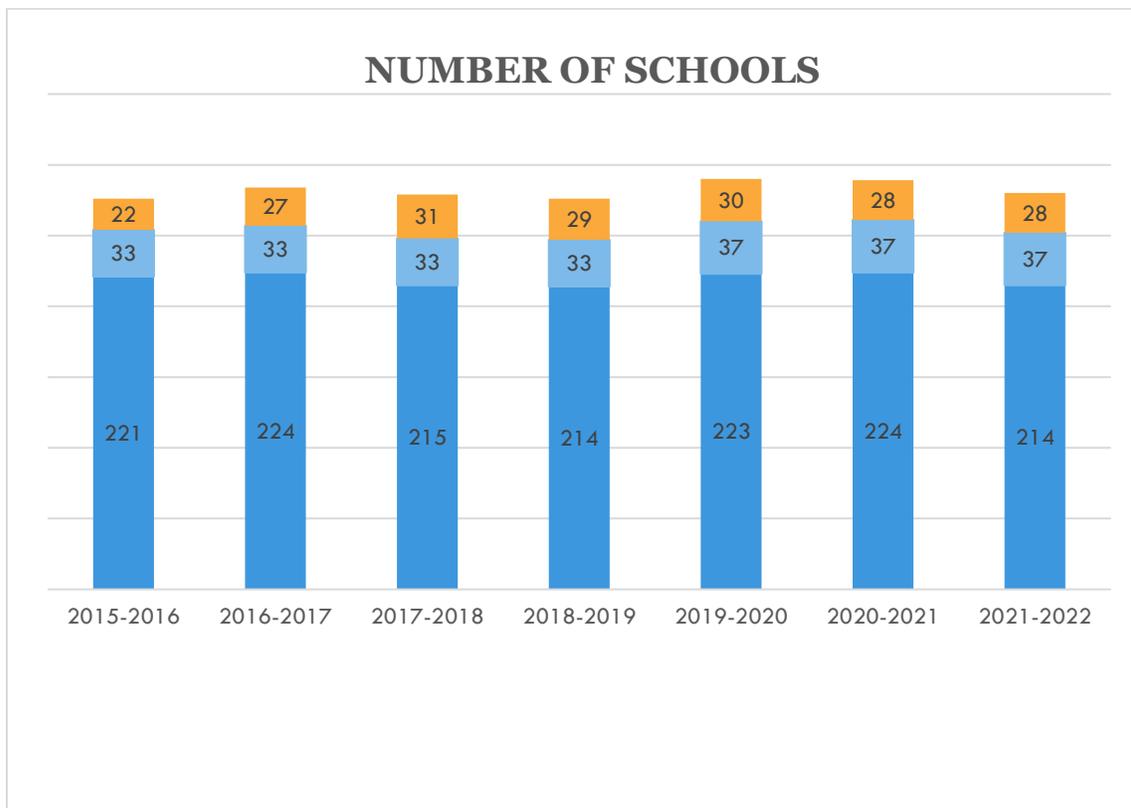




**iv. Education Landscape of Shelby County**

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).

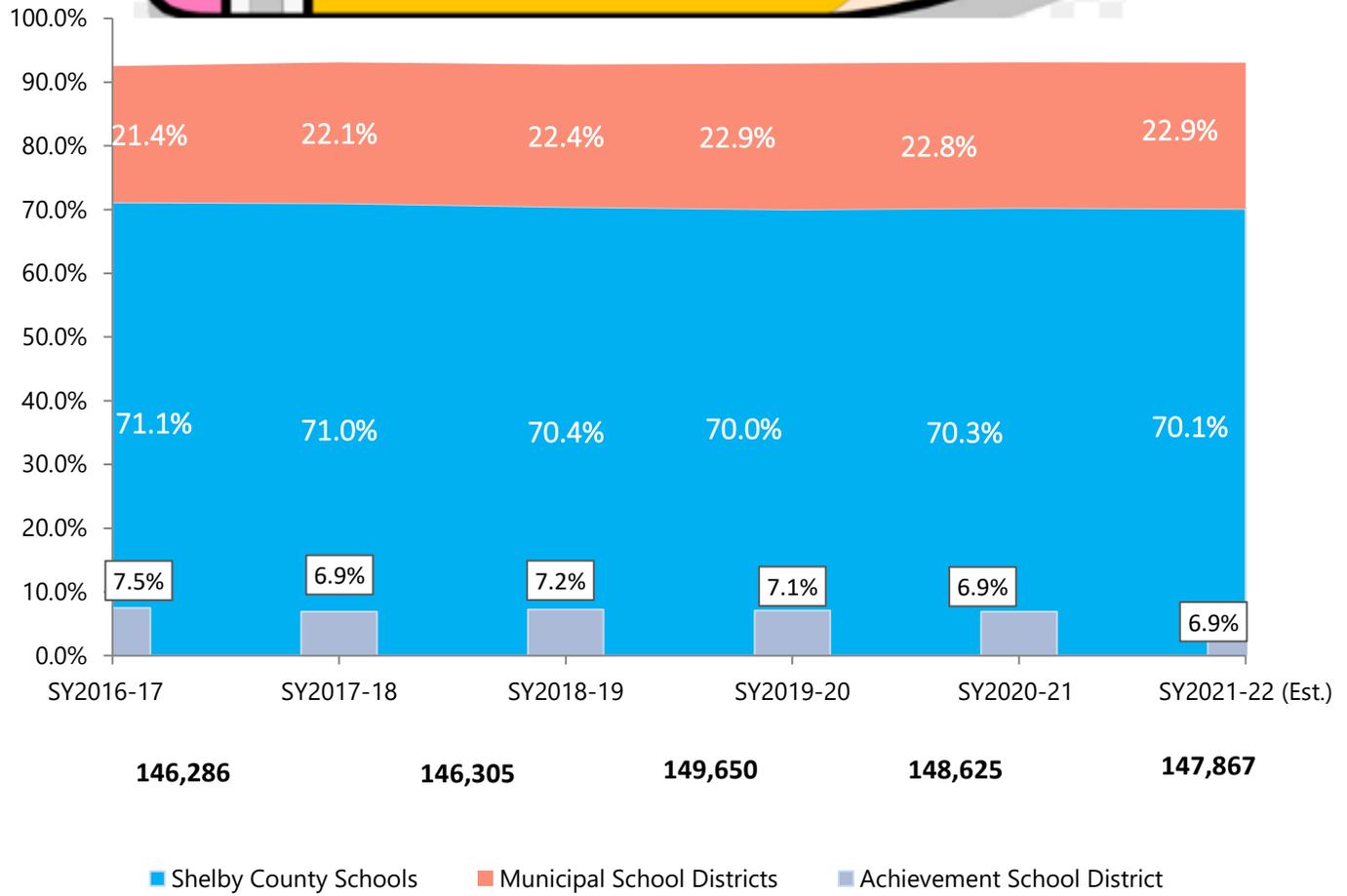
Shelby County Schools has the largest educational footprint in Shelby County with 214 schools in school year 2021-22. Since school year 2016-17, the number of SCS schools has declined for three reasons. First, the creation of 6 municipal districts caused a loss of 33 schools. Although, ASD has taken over 28 schools in the past, some have returned. Lastly, since 2013-14, the District has closed several schools in the past but has remodel two state of art 21<sup>st</sup> century schools (New Alcy and Parkway Village). 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 2014-2018; SY 2019 & 2020 Actual*

The New Alcy school opened for the 2020-21 school year, which encompasses all students from Charjean and Magnolia. The ASD held the District harmless and did not take over any schools in school year 2019-20 and did not take over any in 2020-21.

With the competition of neighboring school districts and ASD school takeovers, Shelby County Schools has experienced significant student enrollment attrition over the last several years. SCS student enrollment stands at 104,460 in school year 2020-21. That number also includes Charter School enrollment. Projected enrollment for school year 2021-22, including Charter School enrollment, is 110,023. On the following page, the graphic of total Shelby County student enrollment since school year 2016-17 includes Shelby County Schools with charter schools, the six municipal school districts and the Achievement School District.

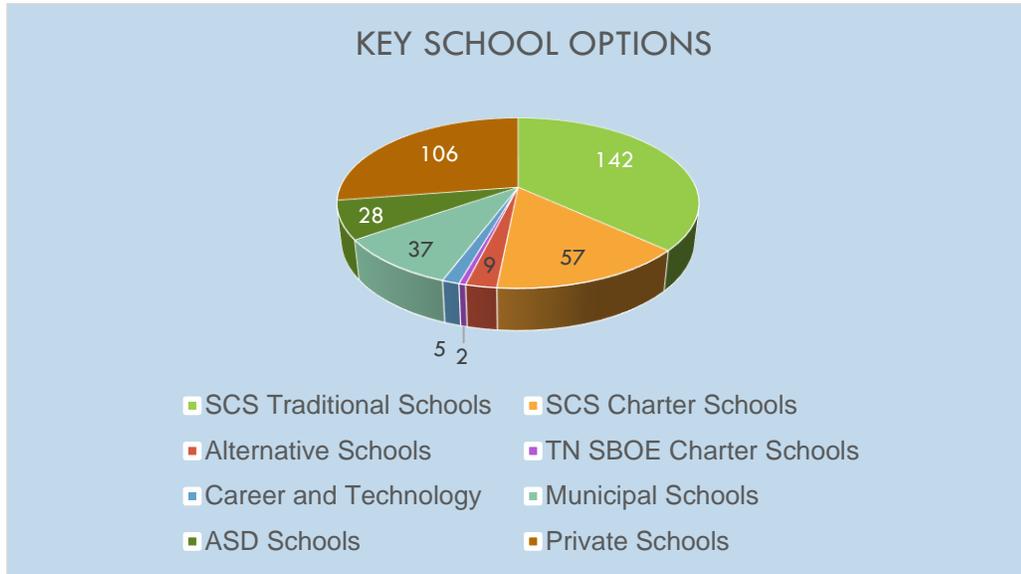


\*Data Source: 40<sup>th</sup> Day Enrollment; SY 2021-22 Enrollment Projections.

The education landscape in Shelby County has changed significantly over the past six 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 two TN State Board authorized charter schools serve as options for students in Shelby County.



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

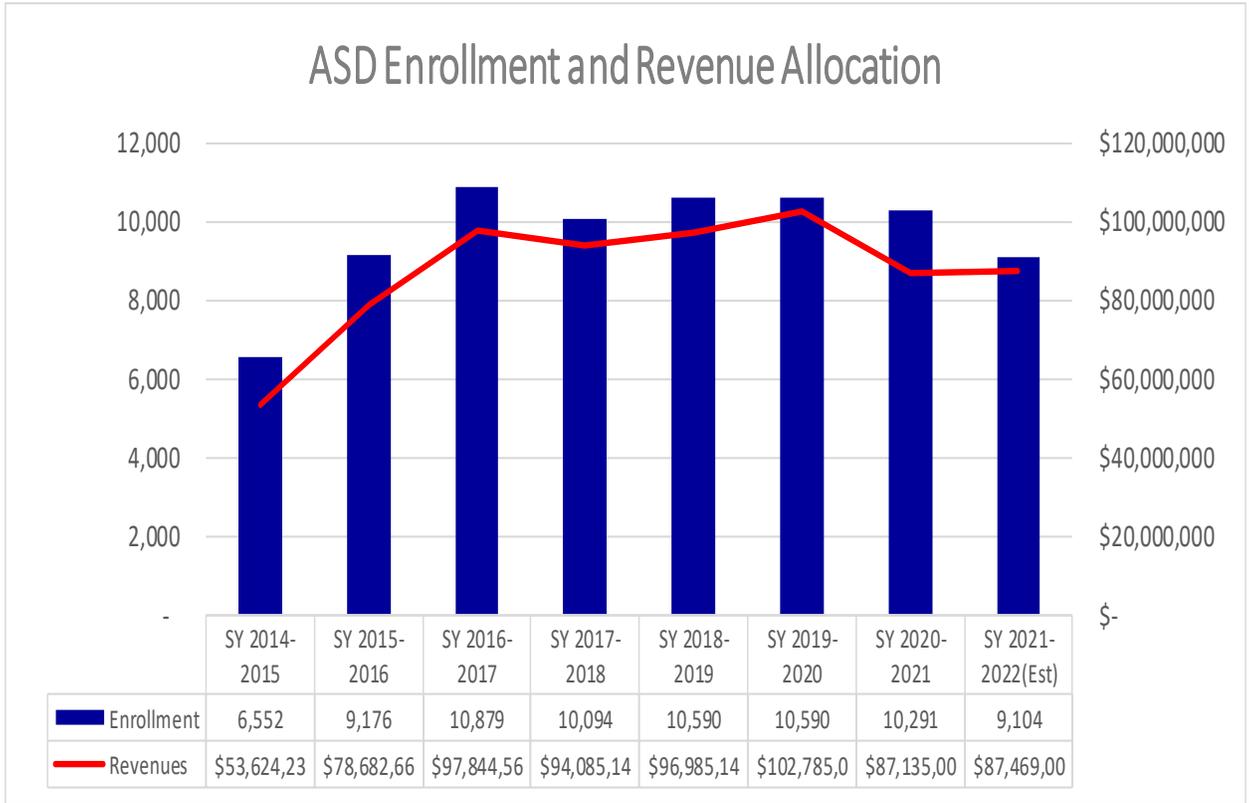


Picture taken prior to COVID-19



- **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 214 schools. There are several high-quality school choices that exist for parents and students which include Optional Schools, Career and Technical Education Programs, Schools for Exceptional Children, Specialty Schools that focus on obtaining college credits, Alternative Schools and a STEM (Science, Technology, Engineering and Math) High School, and Charter Schools.
- **Municipal School Districts:** Municipal School Districts were created after the merger of Shelby County Schools and Memphis City Schools. State legislature passed a law that lifted the statewide ban on forming new school districts. The six incorporated municipalities held elections in which voters chose to establish their own independent school districts. In July 2014, the following school districts were created - Arlington Community Schools, Bartlett City Schools, Collierville Schools, Germantown Municipal School District, Lakeland School System, and Millington Municipal Schools.
- **TN State Board of Education:** TN State Board of Education can authorize charter applicants seeking to establish a school in a district with at least one priority school. In July 2016, Shelby County Board of Education (SCBOE) voted not to approve the charter school application of Green Dot Public Schools Tennessee (Bluff City High School). Green Dot appealed the decision with TN State Board of Education (TN SBOE). The SCBOE ruling was overturned by TN SBOE but an agreement between Green Dot and SCS was not reached. Consequently, TN SBOE authorized Green Dot's Bluff City High School. The TN SBOE which is projected to have 200 students in its second year. This was the first school the state board oversees in Memphis and one of three that TN State Board of Education has authorized. Kipp Antioch College Prep Elementary and Kipp Antioch College Prep Middle are both located in Davidson County.
- **Private Schools:** Private schools do not receive education funding from the state and tend to charge tuition. Private schools are typically run by an independent body. Because private schools are exempt from direct state oversight and testing, they can choose their own standards and educational approach. The Memphis Association of Independent Schools (MAIS) and the Catholic Diocese of Memphis represent several private schools in Memphis.
- **Achievement School District (ASD):** The State of Tennessee established the ASD to turn around "persistently" low performing or Tier 1 schools across the state. Specifically, the ASD was charged with the mission to move schools from the bottom five percent in the state to the top 25% in the state within 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 six schools. In school year 2013-14, the ASD had 3,748 students. The ASD experienced the closure of two schools in school year 2017-18 and one in school year 2018-19. However, the number of ASD schools increased to 30 in school year 2019-20. By school year 2019-20, its enrollment was projected for 9,562 by year end enrollment decline to 8,942 due to closure (Aster College Preparatory & Grad Academy). However, ASD (KIPP) schools transition back to SCS (Charter) in fiscal year 2021. The enrollment is now 9,104.



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

The State of Tennessee provides a share of Shelby County Schools’ local and state funds to the 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 2019-20, the ASD revenue allocation was projected to be \$102.7 million. For 2020-21, ASD revenue allocation was projected as 87.1 million and was held harmless for enrollment. For 2021-22, the ASD revenue allocation was projected as 87.4 million due to decline in enrollment.



**Organizational**

	ASD School	Former School	School Type	Operator	Opening Year	SY 2021-22 Enrollment
<b>COHORT #1</b>	Cornerstone Prep — Lester	Lester ES	ES	Capstone	2012	328
	Corning Achievement	Corning ES	ES	ASD Direct-Run	2012	129
	Frayser Achievement	Frayser ES	ES	ASD Direct-Run	2012	191
	Humes Prep Academy	Humes MS	MS	Gestalt	2012	245
	Westside Achievement	Westside MS	MS	ASD Direct-Run	2012	315
<b>COHORT #2</b>	Aspire Hanley #1	N/A	MS	Aspire	2013	204
	Aspire Hanley #2	Hanley ES	ES/MS	Aspire	2013	500
	Georgian Hills Achievement	Georgian Hills ES	ES	ASD Direct-Run	2013	232
	Grad Academy	South Side MS	High	New Tech Network	2013	Closed 2018
	KIPP: Memphis Academy Elementary	Shannon ES	ES	KIPP Memphis	2013	334
	KIPP: Memphis Prep Middle	Corry MS	MS	KIPP Memphis	2013	Closed
	Whitney Achievement	Whitney ES	ES	ASD Direct-Run	2013	236
<b>COHORT #3</b>	Aspire Coleman ES	Coleman ES	ES	Aspire	2014	650
	Fairley HS	Fairley High	High	Green Dot	2014	340
	Freedom Prep	Westwood	ES	Freedom Prep	2014	Closed
	Lester Prep	Lester MS	MS	Capstone	2014	292
	MLK College Prep HS	Frayser High	High	Frayser Community Schools	2014	583
	Pathways in Education — Frayser	N/A	MS/High	Pathways in Education	2014	122
	Pathways in Education — Whitehaven	N/A	MS/High	Pathways in Education	2014	149
	Promise Spring Hill	Spring Hill ES	ES	Promise Academy	2014	351
<b>COHORT #4</b>	Cornerstone Prep, Denver	Denver ES	ES	Capstone	2015	556
	KIPP: Memphis Prep Elementary	N/A	ES	KIPP Memphis	2015	Closed
	Libertas School	Brookmeade ES	ES	Libertas	2015	393
	Memphis Scholars	Florida-Kansas ES	ES	Scholar Academies	2015	179
	Wooddale MS	Wooddale MS	MS	Green Dot	2015	522
<b>COHORT #5</b>	Hillcrest HS	Hillcrest HS	High	Green Dot	2016	448
	Kirby MS	Kirby MS	MS	Green Dot	2016	458
	Memphis Scholars Caldwell Guthrie	Caldwell Guthrie ES	ES	Scholar Academies	2016	332
	Memphis Scholars Raleigh MS	Raleigh Egypt MS	MS	Scholar Academies	2016	179
	Westside MS	Westside MS	MS	Green Dot	2016	332

\*Data Source: 20<sup>th</sup> Day Enrollment; SY 2021



**v. School Options**



**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. SCS optional program foster an environment of high expectations. Students have acclaimed prestigious honors competing against statewide peers, nationwide, and internationally. From Broadway productions to Presidential Scholarships, our students are cultivating the knowledge and

skills to realize their dreams.

Below are 46 Optional schools and Optional programs in traditional schools in school year 2021-2022.

School	Programs
Balmoral Ridgeway Elementary	International Baccalaureate (IB) World School Primary Years Programme
Bellevue Middle	College Preparatory/Enriched Academics
Bolton High	Automotive Technology/Agriculture-STEM
Brownsville Road Elementary	Enriched Academics/International Studies
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	Technology
Double Tree Elementary	Montessori Inspired/Community Service
Douglass (K-8)	Chess/Communication Arts
Douglass High	Public Service and Communication Arts
Downtown Elementary	Enriched Academics
East High	College Preparatory/T-STEM /Diesel
Germantown Elementary:	Enriched Academics/International Studies
Germantown High	International Baccalaureate Diploma Programme/Creative and Performing Arts
Germantown Middle	Enriched Academics/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	Global Studies
Maxine Smith STEAM Academy	Science, Technology, Engineering, Arts, and Mathematics
Oak Forest Elementary	International Baccalaureate (IB) World School Primary Years Programme
Overton High	Creative and Performing Arts
Peabody Elementary	Enriched Academics/International Studies
Ridgeway High	International Baccalaureate Diploma Programme
Ridgeway Middle	International Baccalaureate World School Middle Years Programme
Riverwood Elementary	Environmental Science/Community Service
Rozelle Elementary	Creative and Performing Arts



Sherwood Elementary	Enriched Academics
Snowden School	Enriched Academics/College Preparatory
Springdale Elementary	Exploratory Learning
Treadwell Elementary	Dual Language Immersion
Vollentine Elementary	Science Exploration
Whitehaven Elementary	Science, Technology, Engineering, and Mathematics
Whitehaven High	College Preparatory/Business and Finance
White Station High	College Preparatory
White Station Middle	Enriched Academics/ College Preparatory
William H. Brewster Elementary	Enriched Academics
Willow Oaks Elementary	Enriched Academics
Wooddale High	College Preparatory/Information Technology

**College Career & Technical Education**



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

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



Pictures taken prior to COVID-19



SCS currently offers over 40 Pathways and Programs:

- Accounting
- Advanced STEM Applications
- Engineering
- Audio/Visual Production
- Automotive Maintenance & Light Repair
- Banking & Finance
- Barbering
- Business Management
- Coding
- Cosmetology
- Criminal Justice
- Culinary Arts
- Cybersecurity
- Dietetics & Nutrition
- Digital Arts & Design
- Diagnostic Services
- Driver's Education
- Early Childhood Education Careers
- Emergency Services
- Early College Program
- Engineering
- Entrepreneurship by Design
- Fashion Design
- Fire Services Management
- Horticulture Science
- Human & Social Sciences
- Machining Technology
- Marketing Management
- Networking Systems
- Nursing Services
- Office Management
- Public Health
- Residential & Commercial Construction
- Sports & Human Performance
- STEM
- Supply Chain Management
- Therapeutic Services
- Veterinary & Animal Science
- Web Design
- Welding

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 \$2.9 million is budgeted for the Carl Perkins Federal Grant in fiscal year 2021-2022. The General Fund is the largest contributor to the CTE program with \$18.5 million budgeted in fiscal year 2021-2022.

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

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





**Partners**

- Allstate Insurance
- Action JPS
- Atlantic Track
- All World Project Management
- Barnhart Crane & Rigging
- Boys & Girls Club of Greater Memphis Technical Training Center
- Caissa Public Strategy
- Church Health YMCA
- City of Memphis
- CodeCrew
- Crowne Plaza Downtown Hotel
- Cummins
- Custom Medical Solutions
- FedEx
- FLEX
- Ford Motor Company
- Greater Memphis Chamber of Commerce
- Greater Memphis Medical Device Council
- Jordan Aluminum
- KQ Communications
- Memphis and Shelby County Airport Authority
- Memphis Christian Pastors Network
- Memphis Police Bluepath Program
- Memphis Public Library/JobLINC
- Memphis Tomorrow
- Memphis Zoo
- Memphis Light, Gas, and Water (MLGW)
- National Guard Products
- Passport Health
- Peabody Hotel
- Phillip Ashley Chocolates
- ServiceMaster Clean
- Sheet Metal Workers Union
- Shelby County Board of Commissioners
- Shelby County Clerk's Office
- Shelby County Government
- Smith & Nephew
- Snap-On, Inc.
- Spence Law Firm
- St. Jude Children's Research Hospital
- TechEd2go
- The Redwing Group
- Unistar-Sparco Computers, Inc.
- View Glass
- Wells and Associates Law Firm
- West TN Home Builders Association

**Post-Secondary Institutions**

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

**Exceptional Children Schools**

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



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



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



**Specialty Schools**



Middle College High School is an innovative and academic collaboration between 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 enrolled one class a year starting with the 6<sup>th</sup> grade of 60-65 students (3 classrooms). Each subsequent class will include 80-90 students (4 classrooms). To achieve its diversity mission, the school began school year 2019-20 with 3 enrollment goals: (1) 1/3 children of faculty/staff and graduates of Campus Elementary school; (2) 1/3 neighborhood residents (2-mile radius); (3) 1/3 county-wide residents.



### Alternative Schools

Alternative Schools educate over 7,500 students annually in nine K-8, high, and specialty schools. SCS has 9 alternative schools, they are: Airways Achievement Academy; Gordon Achievement Academy; Ida B. Wells Academy; G.W. Carver College and Career Academy; Northeast Prep Academy; Northwest Prep Academy; Adolescent Parenting Program; Hope Academy and Newcomer International Center. Alternative schools accommodate the comprehensive needs of students that are not adequately or consistently addressed in the traditional school environment. These students include:

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

Students are offered an opportunity to continue their education, as opposed to being absent from the education process, and benefit from smaller, more structured and non-traditional environments. Programming includes high quality, personalized instruction in core curriculum areas, individualized intervention plans, behavioral intervention, and development of life skills including coping, anger, and behavioral management. With each school, behavioral adjustment techniques are utilized to provide sustained behavioral and academic improvement. Staff are actively engaged in ongoing professional development to support strategic implementations and continuous improvement. After the completion of suspension, students may transition to home schools in the following ways:

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

Airways Achievement Academy



Gordon Achievement Academy



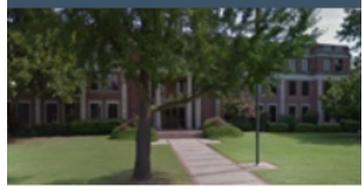
Ida B. Wells Academy



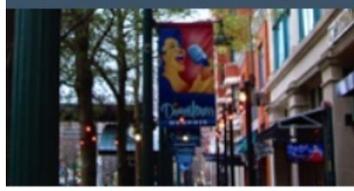
G.W. Carver College and Career Academy



Hope Academy



Northeast Prep Academy



Northwest Prep Academy





Adolescent Parenting Program (APP) provides support to first-time pregnant and parenting teens. This program serves teens that may enter the program at any time during their pregnancy or after their child's birth. Supporting adolescent parents to prevent a repeat pregnancy, complete their high school education, acquire job skills, and improve their parenting skills helps them become self-sufficient and better able to support themselves and their families. It also establishes a strong, stable foundation upon which their child will be raised. By investing in teen parents today, APP strives to protect the future

of two generations - the young parents themselves and their babies, by:

- Increasing the self-sufficiency outcomes for APP participants
- Increasing the delay of a subsequent pregnancy
- Increasing graduation from high school with a diploma or completion of the GED
- Increasing successful transition to adulthood including enrollment in post-secondary education, vocational training, or employment at a livable wage, and living in safe and stable housing after graduation from APP



Picture taken prior to COVID-19



Picture taken prior to COVID-19

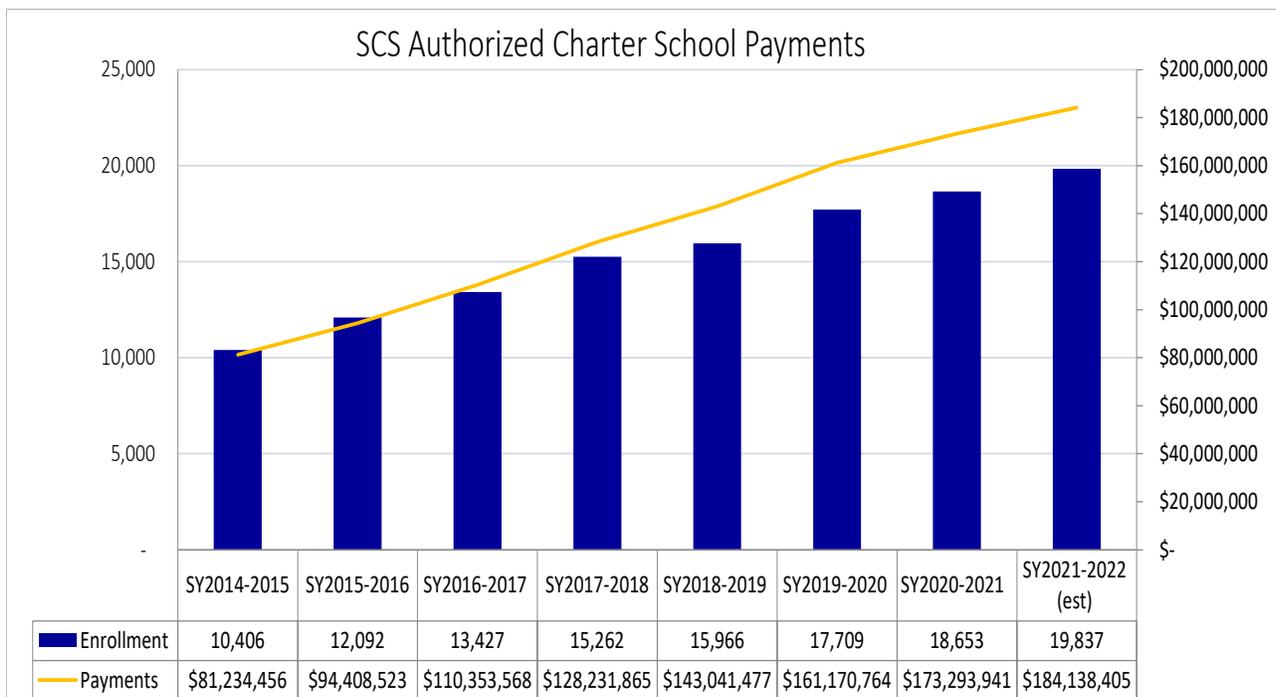


**SCS Authorized Charter Schools**

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 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.



The next chart lists the SCS authorized charter schools, including grades served in school year 2019-20, overall TVAAS, and projected enrollment and payments in school years 2020-21 and 2021-22. The chart below includes charter schools operating since school year 2013-14, including charter schools no longer operating in school year 2020-21 and projected not to operate in school year 2021-22.



## Organizational

Charter School	SY 2020-21 Projected Grades Served	2019 Overall TVAAS	SY 2020-21 Enrollment	FY 2020-21 Projected Payment	SY 2021-22 Projected Enrollment	FY 2021-22 Projected Payment
Arrow Academy	K-4	4	89	\$826,846	118	\$1,095,344
Aspire East Academy	K-5	N/A	426	\$3,957,713	429	\$3,982,224
Aurora Collegiate	K-5	5	327	\$3,037,963	353	\$3,276,748
Beacon College Prep	K-1	N/A	116	\$1,077,687	127	\$1,178,887
Believe Memphis Academy	4-7	5	247	\$2,294,730	386	\$3,583,073
Circles of Success	K-5	3	229	\$2,127,503	204	\$1,893,645
City Girls Prep	6-8	1	141	\$1,309,947	112	\$1,039,648
City Univ. Independence	10	N/A	14	\$130,066	28	\$259,912
City University School of Liberal Arts	9-12	5	244	\$2,266,859	262	\$2,432,034
Compass Binghamton	K-8	N/A	175	\$1,625,821	196	\$1,819,384
Compass Berclair	7-12	N/A	172	\$1,597,950	208	\$1,930,775
Compass Frayser	K-8	N/A	162	\$1,505,046	183	\$1,698,711
Compass Hickory Hill	K-8	N/A	237	\$2,201,826	254	\$2,357,774
Compass Midtown	7-12	N/A	240	\$2,229,697	227	\$2,107,144
Compass Orange Mound	K-8	N/A	177	\$1,644,402	211	\$1,958,623
Crosstown High School	9-12	1	399	\$3,706,872	528	\$4,901,199
DuBois Elem Entrepreneurship	K-8	3	331	\$3,075,124	0	\$0
Freedom Prep Elementary	K-5	3	493	\$4,580,170	540	\$5,012,590
Freedom Preparatory Academy	6-12	5	1054	\$9,792,088	848	\$7,871,622
Freedom Prep Academy Sherwood	K-8	N/A	341	\$3,168,028	561	\$5,207,524
Freedom Prep Elementary	K-5	3	0	\$0	291	\$2,701,229
Granville T. Woods Academy of Innovation	K-8	3	405	\$3,762,614	383	\$3,555,226
Kaleidoscope School	6-8	3	74	\$687,490	52	\$482,694
KIPP Memphis Academy K-12	K-12	3	1531	\$14,223,611	1687	\$15,659,701
Leadership Preparatory	K-5	1	346	\$3,214,480	392	\$3,638,769
MAHS High	9-12	3	448	\$4,162,102	367	\$3,406,704
MAHS Middle	6-8	1	278	\$2,582,733	218	\$2,023,601
MASE	6-12	4	550	\$5,109,723	592	\$5,495,283
Memphis Business Academy Elementary	K-5	3	304	\$2,824,283	286	\$2,654,816
Memphis Business Academy High School	9-12	2	523	\$4,858,882	660	\$6,126,498
Memphis Business Academy Middle School	6-8	1	480	\$4,459,395	472	\$4,381,375
MBA Hickory Hill Elementary	K-3	N/A	135	\$1,254,205	109	\$1,011,800
MBA Hickory Hill Middle	6-8	5	89	\$826,846	43	\$399,151
Memphis College Prep	K-5	1	265	\$2,461,958	283	\$2,626,968
Memphis Delta Prep	K-5	3	409	\$3,799,776	375	\$3,480,965
Memphis Grizzlies Preparatory	5-8	3	341	\$3,168,028	269	\$2,497,012
Memphis Merit Academy	K-8	N/A	191	\$1,774,468	242	\$2,246,383
Memphis Rise Academy	6-12	5	750	\$6,967,804	785	\$7,286,820
Memphis School of Excellence 6-12	6-12	3	560	\$5,202,627	225	\$2,088,579
Memphis School of Excellence Elementary	K-5	2	251	\$2,331,892	374	\$3,471,682
Memphis School of Excellence Cordova	K-5	N/A	190	\$1,765,177	199	\$1,847,232
Memphis School of Excellence	K-5	2	0	\$0	572	\$5,309,632
Memphis STEM Academy	K-5	N/A	198	\$1,839,500	204	\$1,893,645
Perea Elementary	K-2	N/A	195	\$1,811,629	313	\$2,905,445



Charter School	SY 2020-21 Projected Grades Served	2019 Overall TVAAS	SY 2020-21 Enrollment	FY 2020-21 Projected Payment	SY 2021-22 Projected Enrollment	FY 2021-22 Projected Payment
Power Center Academy Elementary School	K-5	1	658	\$6,113,087	708	\$6,572,062
Power Center Academy High School	9-12	1	673	\$6,252,443	729	\$6,766,996
Power Center Academy Middle School	6-8	4	447	\$4,152,811	453	\$4,205,006
Power Center Academy Elementary- Southeast	K-3	N/A	239	\$2,220,407	299	\$2,775,489
Power Center Academy Middle- Southeast	6-8	3	236	\$2,192,536	280	\$2,599,121
Promise Academy	K-5	1	322	\$2,991,511	302	\$2,803,337
Soulsville	6-12	3	662	\$6,150,249	638	\$5,922,282
Southern Avenue	K-5	1	375	\$3,483,902	383	\$3,555,226
STAR Academy	K-7	1	348	\$3,233,061	317	\$2,942,576
Veritas	6-8	3	178	\$1,653,692	144	\$1,336,691
Vision Prep	K-5	3	388	\$3,604,677	416	\$3,861,550
<b>TOTAL</b>			<b>18,653</b>	<b>\$173,293,941</b>	<b>19,837</b>	<b>\$184,138,405</b>

**vi. 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 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 2.0)**



SCS Innovation Zone (iZone) was created in 2012 to improve SCS priority schools ranked in the bottom five percent. Our charge is to provide the turnaround support critically needed to move 50% of the SCS managed schools off the Tennessee Department of Education’s State Priority List. The iZone has been one of Shelby County Schools’ most successful initiatives since being established in 2012. Since its

establishment, 11 of the iZone schools have attained double-digit test score gains, and seven have moved off the state’s priority list. Unlike SCS traditional schools, iZone schools earn autonomy in relation to the academic programs available for their school based on academic results.

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

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

*Empowered Principals:* Empowerment in human capital, time and resources gives school leaders the leverage to greatly impact achievement. To successfully lead turnaround schools, principals and school leaders require stamina and specific competencies to effectively impact student academic achievement with urgency. iZone 2.0 principals have been trained by vendors with research-proven results; specifically: The University of Virginia/Partnership for Leaders in Education (UVA/PLE), Data Wise, and the National Center for Urban School Transformation (NCUST)



*Central-Level Instructional Support Team:* Teachers, grades K-12, receive weekly support and coaching in ELA, Mathematics, and Science from the centralized support team comprised of content managers and coaches who have been trained in coaching best practices from Learning Forward. The centralized support team provides differentiated support to teachers, school content leads, and administrators through one-on-one coaching, planning support, unit and module studies, decomposing of standards through Know/Show charts, modeling of lessons, co-teaching, and monthly Learning Clinics.

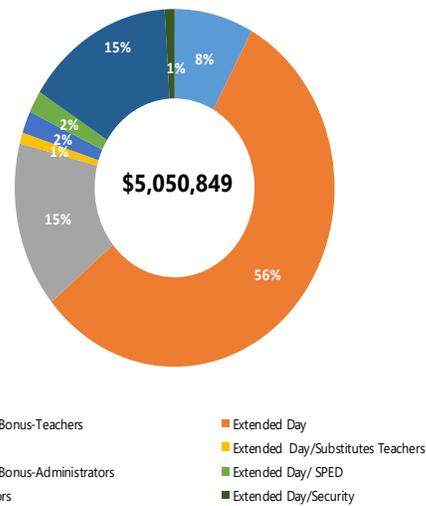
*Extended Learning Day:* Students are educated for one additional hour per day to provide more time for core instruction, intervention, and enrichment. Each principal has the autonomy to extend the day or core subject learning blocks innovatively to meet the needs of their students.

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



In school year 2021-22, an estimated 10,000 students will be part of the IZone 2.0. The IZone 2.0 will serve the following twenty-three schools comprised of eight elementary, seven middle, and eight high schools: A. B. Hill Elementary, Alcy Elementary, Dunbar Elementary, Getwell Elementary, Hawkins Mill Elementary, LaRose Elementary, Sheffield Elementary, Winchester Elementary, American Way Middle, Craigmont Middle, Georgian Hills Middle, Grandview Heights Middle, Raleigh-Egypt Middle, Riverview K-8, Woodstock Middle, Booker T. Washington 6-12, Hamilton High, Manassas High, Oakhaven High, Sheffield High, Trezevant High, Westwood High, and Wooddale High.

iZone 2.0 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. Tailored vendor services are used to provide additional support and build capacity of school leaders and centralized team members to construct models of continuous learning that will yield a lasting and sustainable return on investments. The entire iZone team analyzes multiple data sources and reflects on the impact of resources, implementations, and innovations to ensure that the return on investment positively impacts our students.

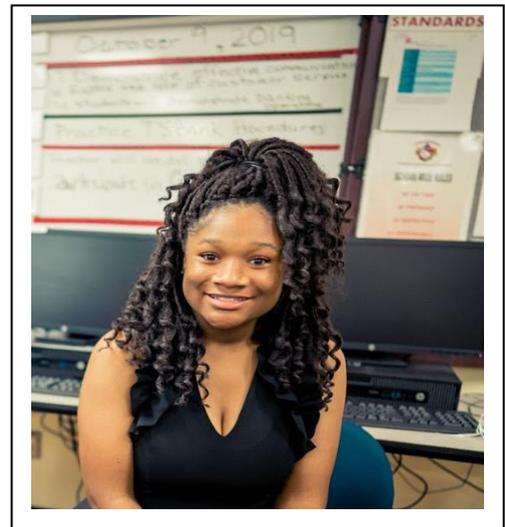
**Empowerment Zone**



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

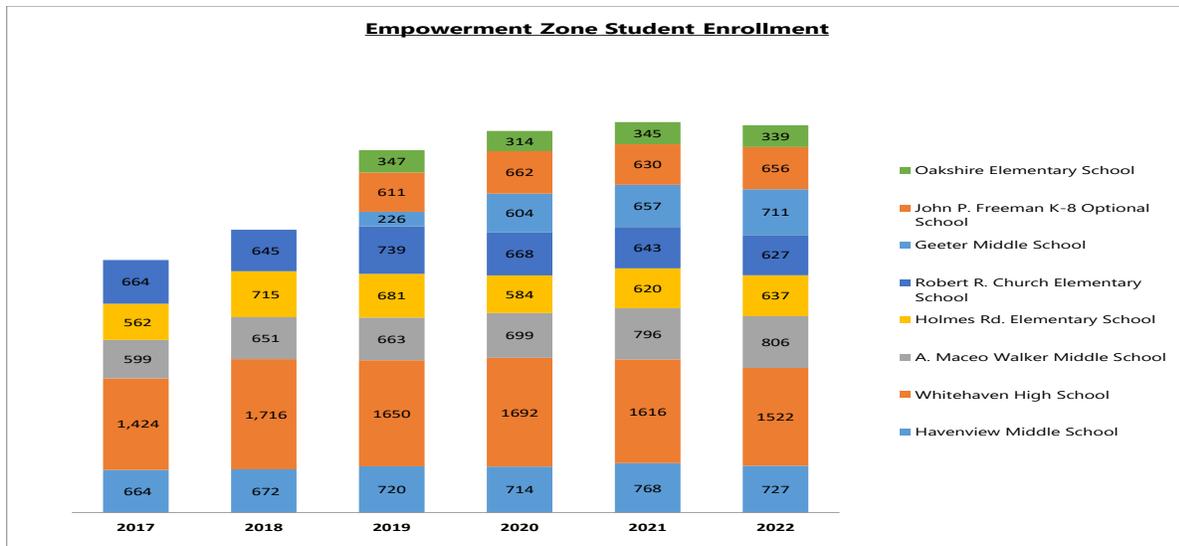
Middle School in school year 2016-17.

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



Student enrollment is listed in the below chart for the four years of the Empowerment Zone, including projections for school year 2021-22

Picture taken prior to COVID-19





**Empowerment Zone Progress**

Prior to becoming part of the Whitehaven Empowerment Zone (WEZ), Havenview Middle was a TVAAS 1 for three years in a row. After one year of being totally immersed in the academic treatment and safety nets of the Whitehaven Empowerment Zone, Havenview Middle is now a TVAAS 3 and not on any state identified list. Holmes Road Elementary was a TVAAS 1 for two years prior to entering the Whitehaven Empowerment Zone. After one year of being totally immersed in the academic treatment and safety nets of the Whitehaven Empowerment Zone, Holmes Road Elementary is now a TVAAS 5 and Reward School. Robert R. Church is a truly bright star in our community. Robert R. Church was a 2019 Priority Exit School and a TVAAS 5 Reward School. Since coming into the WEZ, Geeter K-8 is now Shelby County Schools' first fully implemented and functioning Trauma Informed School for students battling social and emotional challenges.

Throughout the development of the Whitehaven Empowerment Zone and the academic support of schools entering the Whitehaven Empowerment Zone, Whitehaven High has maintained a TVAAS 5 rating for three years in a row and earned Reward School Status, managed to be in the top 5% of traditional high schools' graduation rate rankings in Shelby County Schools and has earned over 500 million dollars in scholarships the past five years! This is not prevalent among high schools across this country that match our demographics.

*TNReady Results:*

The state report card is an important tool for families, educators, and communities to understand how our schools are serving all our students —and how they can do better. With this knowledge, we can continue to build on our state's progress to ensure that every Tennessee student can succeed.

As a result of COVID-19 and subsequent school closures, very few tests were completed across the state during the 2019-20 school year. Any assessment data collected prior to closures has been returned to each school district to support their instructional planning. However, due to the extraordinary circumstances from the previous school year, the data cannot be meaningfully compared across districts or across time. This data is not publicly available, as the United States Department of Education and the Tennessee General Assembly waived the federal and state assessment and accountability requirements for the data from the 2019-20 school year. As a result, this year's report card will not include letter grades or rank and will have limited information.

	2017	2018	2019	Change 17 to 18	Change 18 to 19
<b>Grades 3-5 ELA</b>	16.6%	22.4%	21.5%	+5.9	-1.0
<b>Grades 3-5 Math</b>	23.1%	26.7%	35.6%	+3.5	+8.9
<b>Grades 6-8 ELA</b>	13.8%	14.1%	11.8%	+0.3	-2.3
<b>Grades 6-8 Math</b>	13.7%	18.9%	23.8%	+5.2	+4.9
<b>Grades 9-12 ELA</b>	20.2%	19.0%	24.1%	-1.1	+5.1
<b>Grades 9-12 Math</b>	9.2%	9.5%	18.9%	+0.3	+9.4



**Continuous Improvement Zone (CIZ)**

As a result of the great academic improvements, 13 schools were phased out of the iZone to enter the Continuous Improvement Zone (CIZ). This support phase includes dedicated resources from a centralized support team, professional development, and dedicated time for team lesson planning, among other resources. Ultimately, we want to ensure these students maintain the upward academic trajectory they have experienced over the last few years. The 13 schools are in good standing according to the Tennessee Department of Education (TDOE), and many have been recognized as Reward Schools and have become academic models in the District. Additionally, at the beginning of the 2019-20 school year, all SCS Priority Schools received intervention by entering the iZone. This allowed the District to provide an environment in which innovative strategies and systems were implemented to increase student achievement and ensure college and career readiness for students.

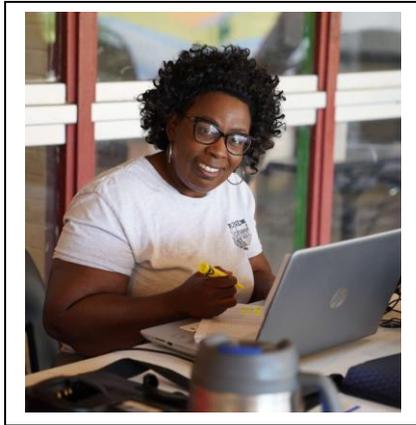


Picture taken prior to COVID-19



### **Virtual Schools**

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



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

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

### **Medical District High School Mission & Vision**



- **Mission Statement**

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

- **Vision Statement**

Memphis Medical District High School vision is to develop independent, well-rounded students who will excel academically, socially, and emotionally through the collaborative efforts from staff, parents, and community partners. Students will complete all requirements for high school graduation while pursuing an associate degree.

- **School-Wide Student Outcomes**

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



**vii. 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.

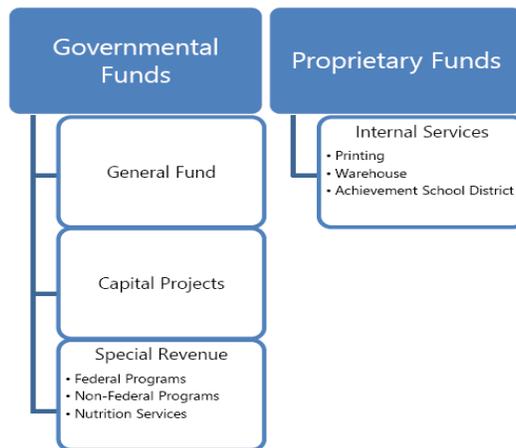


viii. Fund Structure

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

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

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



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

The **General Fund** accounts for funds to operate and maintain all public schools in 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.



## Organizational

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



**II. ADMINISTRATIVE ORGANIZATIONAL CHART**

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

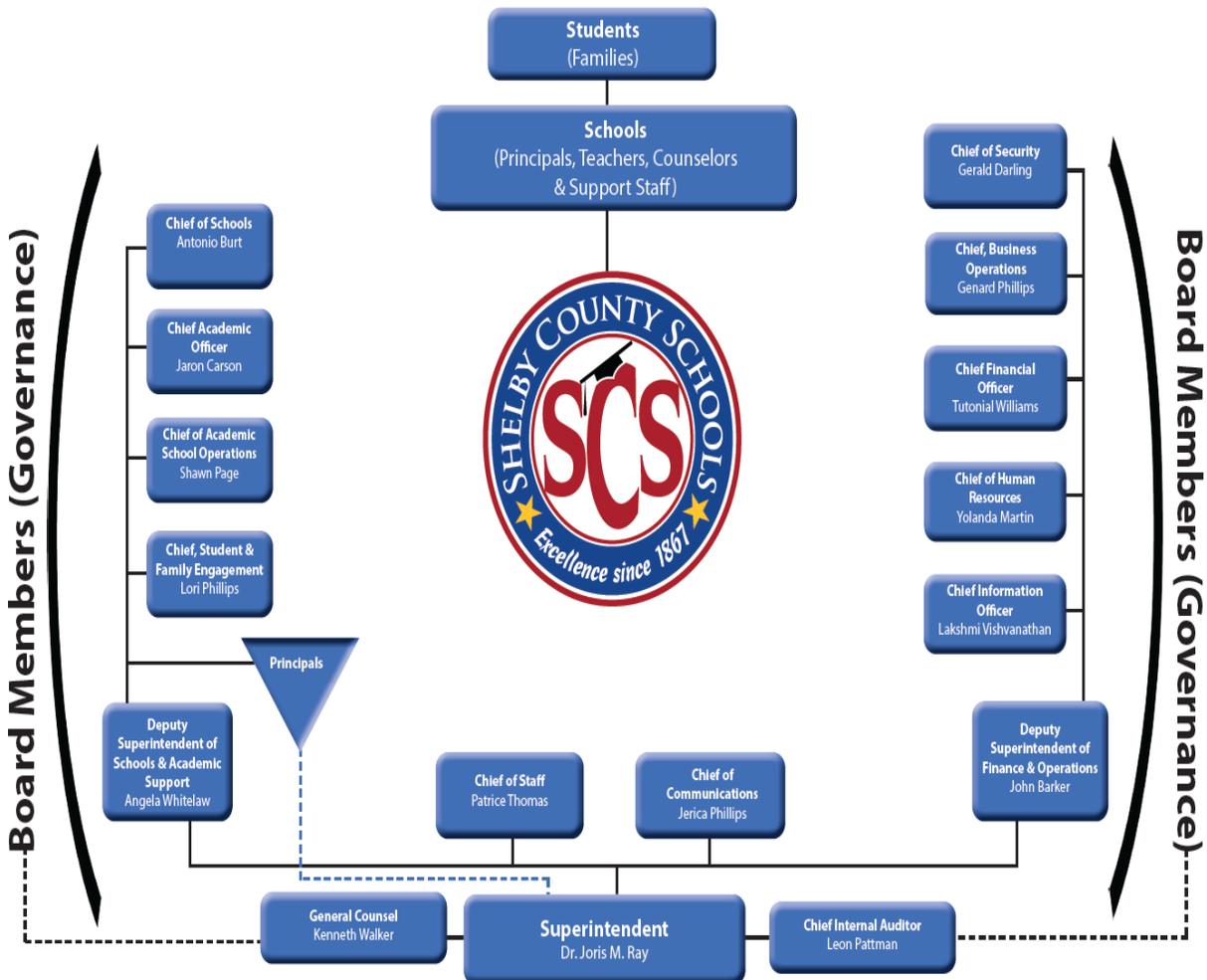
The Shelby County Board of Education (SCBE) governs the business operations of Shelby County Schools (SCS or District) which is comprised of nine elected Board members representing Shelby County, excluding six municipalities that have created independent school districts. The legal basis for education 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. The SCS Board Members listed below are as of June 2020.

**SCS Board Members:**

Ms. Miska Clay Bibbs, Chair  
 Ms. Althea Greene  
 Ms. Stephanie P. Love

Ms. Shaleah Harris  
 Mr. Kevin Woods  
 Mr. William “Billy” Orgel

Ms. Michelle Robinson McKissack  
 Ms. Joyce Dorse Coleman  
 Ms. Shante K. Avant

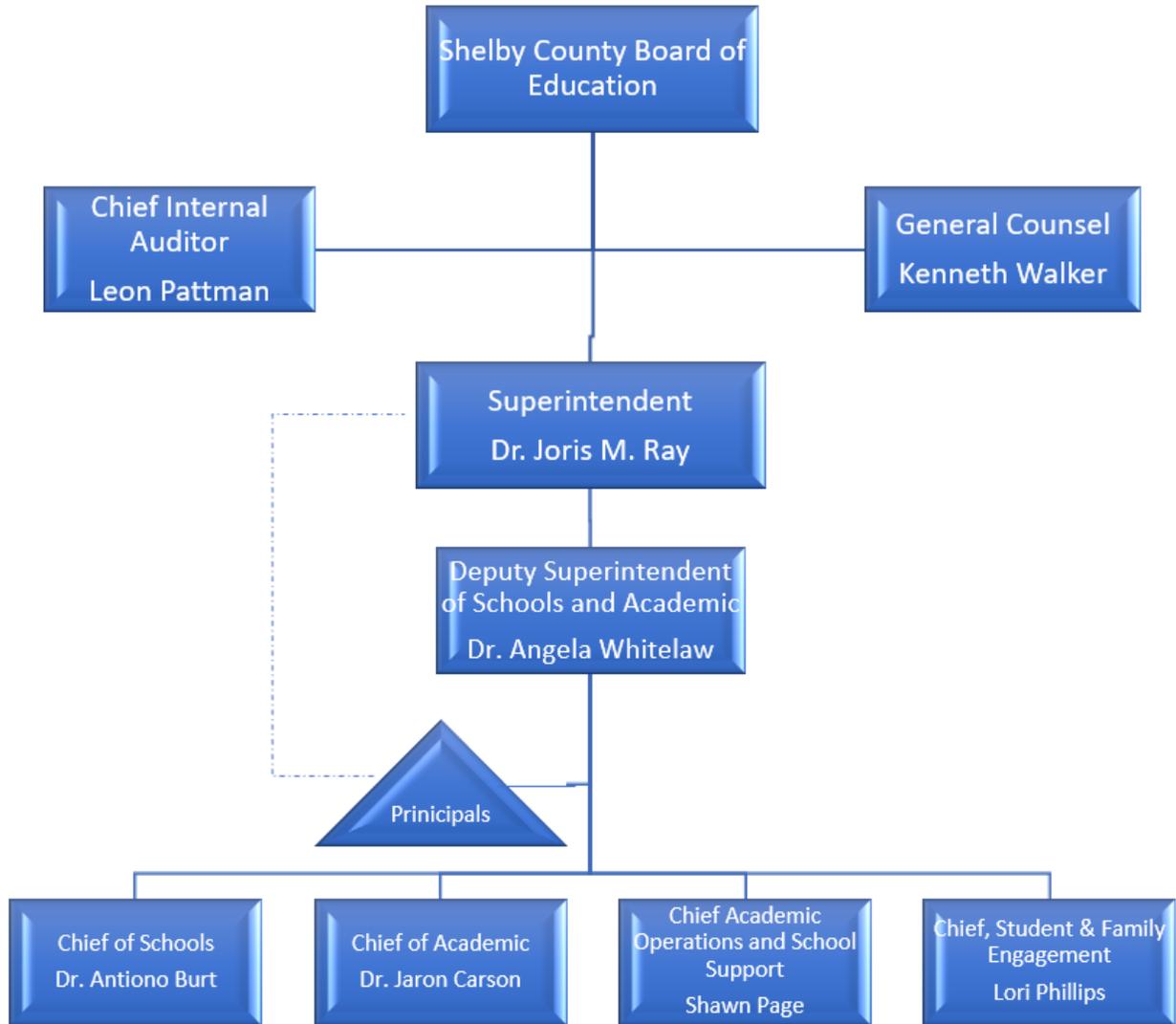




**III. SCHOOLS ORGANIZATIONAL CHART**

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**





**IV. MISSION, VISION, GOALS AND PRIORITIES**

*MISSION*

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

*VISION*

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

*GOALS AND PRIORITIES*

We are reimagining 901. Our goals are:

- To strengthen Early (K-2) and Continuing Literacy (3-12).
- To recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skill concepts, and entrench them in the community and classroom.
- To create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce.

**V. FINANCIAL MANAGEMENT GOALS**

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

- to engage in advance planning, with broad-based staff and community involvement.
- to establish levels of funding which will provide quality education for the District’s students.
- to use available techniques for budget development and management.
- to provide timely and appropriate information to all staff with fiscal management responsibilities; 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 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 always provide a stable financial base. To retain this stable financial base, the District will maintain a General Fund Balance sufficient to fund all cash flows of the District, to provide financial reserves for unanticipated expenditures and/or revenue shortfalls of an emergency nature, and to provide funds for all existing encumbrances.

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 follow compliance of State and Federal laws. Per the policy, District investments shall be made with sound judgment and at a minimum, meet the following standards of: (1) Safety – investments shall be made in a manner that ensures the protection and preservation of investment principal; (2) Liquidity – investments shall be made in a manner to secure the highest investment return while managing liquidity requirements of debt service and other financial obligations of the District and (3) Return on investment – investments shall be made in a manner that maximizes returns considering aforementioned standards, applicable state and local restrictions, and reasonable levels of risk.

**viii. Financial Reporting and Audit Requirements**

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

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

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

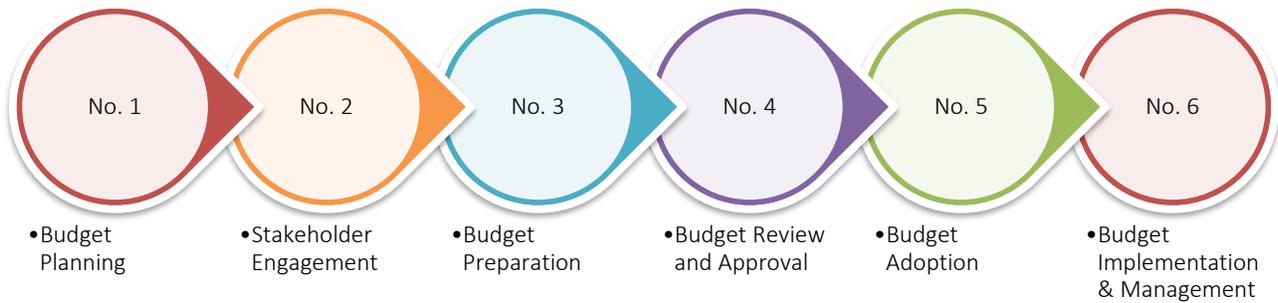


Picture taken prior to COVID-19

**VII. BUDGET PROCESS AND CALENDAR**

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

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



No. 1: Budget Planning

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



Picture taken prior to COVID-19



**Shelby County Schools  
CALENDAR  
For Budget Development  
Of  
FISCAL YEAR 2021-2022**

**Presentation of Proposed Budget Calendar**

Monday  
October 19, 2020 Present Proposed Budget Calendar to the Board in Audit Budget Finance Committee

Tuesday  
October 20, 2020 Present Budget Calendar for Board approval in Work Session

**Development of Budget Priorities & Community Engagement**

Friday-Saturday  
October 23-24,  
2021 In conjunction with Board Policy 2001, the Board and Superintendent will conduct a Board Priorities Workshop to establish the District's priorities for the upcoming fiscal year. The priorities will be driven by a review of current programs and operations, resource needs, and annual strategic priority setting.

Fridays  
October 23 –  
November 13, 2020 The Board may solicit community (i.e. students, parents, teachers, principals, staff, external organizations, etc.) input on the District's priorities by methods approved by the Board (i.e.-community meetings, on-line surveys, etc.).

Tuesday  
November 10, 2020 Share community engagement plan around a collaborative budget development process for Board approval in Audit Budget Finance committee meeting to include the following: various budget workshops, focus groups, panel discussions with teachers, parents, students and community partners. Budget Engagement will be aligned with "Reimagining 901: Our Schools, Our Community" Sessions.

Tuesday  
December 1, 2020 Present for Board approval Priorities and Community Engagement Plan established by the Board during Board Priorities Workshop with community input.

**Internal Budget Development**

Monday  
October 26, 2020 Begin SCS detailed Annual Goal setting process aligned with District priorities set by the Board, strategic development aligned to priorities, and budget development of priorities.

Monday  
November 02, 2020 Begin school strategic planning sessions assessing student/teacher needs, budget development with School Leaders and Central Office support teams.

Mondays  
December 7-14, 2020 Provide initial draft budget to Superintendent; Host an SCS Cabinet retreat to review departmental budgets, alignment to priorities and needs assessments.



## Organizational

Tuesdays,  
December 8, 2020 -  
May 18, 2021                      Conduct budget driven development discussions during Audit Budget Finance Committee meetings with Board members concerning potential resource reprioritization and provide consistent budget feedback throughout the process.

Saturday  
January 23, 2021                      Deliver initial budget to Shelby County Board of Education

Saturday  
February 20, 2021                      Host an annual Budget Retreat with Board

### **Budget Review & Approval Process**

Saturday  
March 13, 2021                      Deliver initial budget to Shelby County Board of Education

Tuesday  
March 23, 2021                      Present initial budget to Shelby County Board of Education for review

Wednesday  
April 26 - 30, 2021                      Facilitate Budget Community Meetings

Wednesday  
May 12, 2021                      Present Shelby County Board of Education's FY2021-22 Proposed budget for approval before Shelby County Board of Commissioners

Tuesday  
June 8, 2021                      Present final budget to Shelby County Board of Education for approval as adopted budget

Monday  
June 21, 2021                      Present final budget to Shelby County Board of Commissioners for approval as adopted budget

Sunday  
August 1, 2021                      Submit budget to State of Tennessee

***\*To decrease the spread of COVID-19, the District's planning and execution of interactive and physical community budget meetings involving Stakeholders, Board members and District staff will adhere to the most recent guidelines, for in person engagement, from medical officials that are adopted by SCS' administration and Board.***

***\*\*Dates are subject to change as the SCS Board may adjust, and this document has been prepared before the Shelby County Commission's FY23 budget process and dates finalization which will occur in November 2021.***



No. 2: Stakeholder Engagement

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

No. 3: Budget Preparation

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

*A. Expenditures*

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

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

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

As a part of the fiscal year 2020-21 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 consider mobility factors such as birth rates and housing changes. In such a competitive educational ecosystem, enrollment projections consider enrollment changes in charter schools, Achievement School District, municipal school districts, and charter school authorized by TN State Board of Education.

For the General Fund, 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 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.

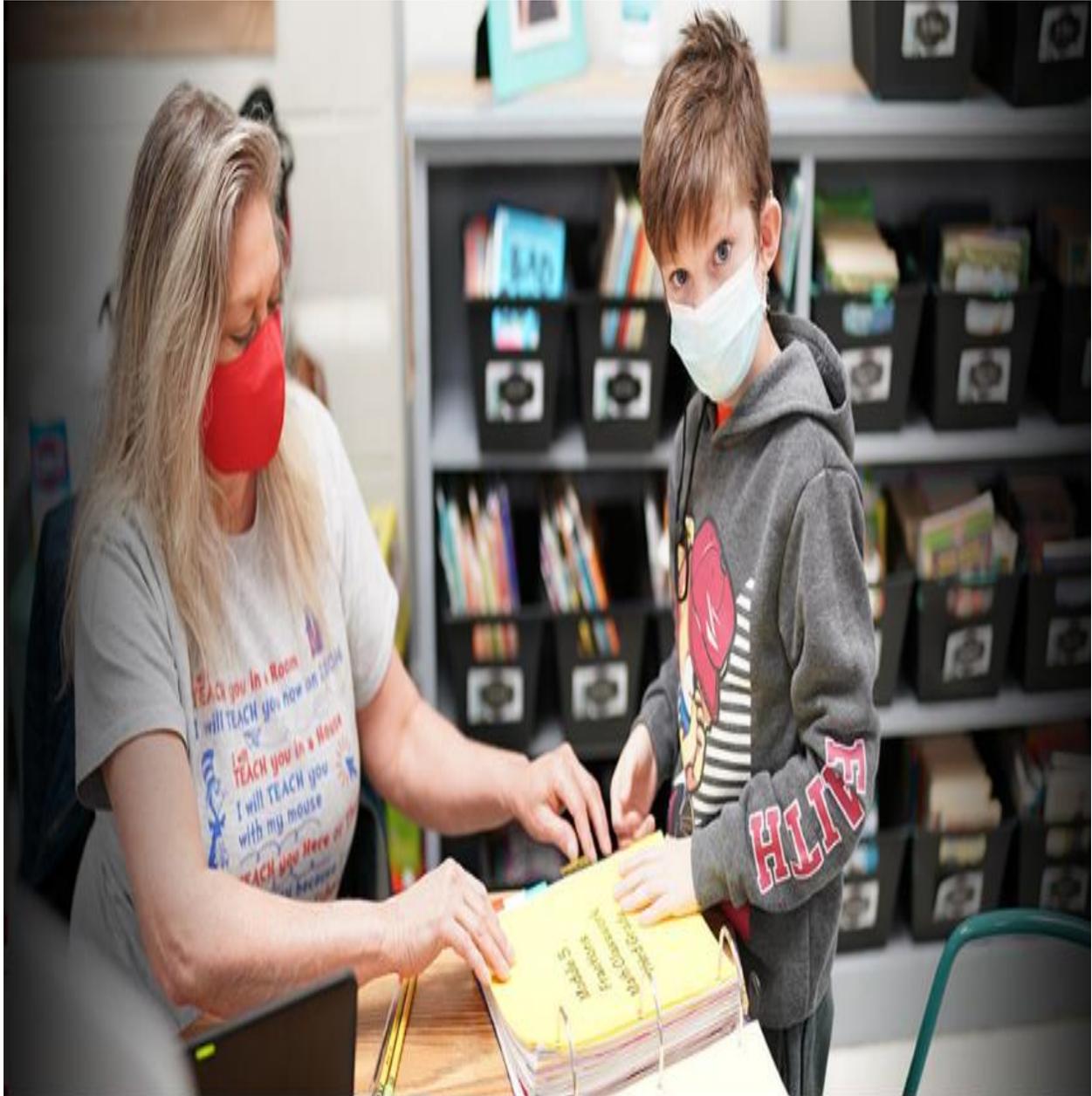
*C. Position Control*

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.



## Organizational

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





**VIII. ANNUAL OPERATING BUDGET POLICY**

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

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.

**IX. 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. Hold Harmless Laws**

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

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

**v. Annual Charter School Authorizer Fees**

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

**vi. Statewide Charter School Authorizer**

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

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

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

**viii. 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.



**X. FISCAL SUSTAINABILITY**

**i. Strategic Priorities**

A long-term fiscal sustainability plan is critical. For FY2022 we have transitioned to Reimagining 901, a long-term plan that expands our initial Destination 2025 to Reimagining Education, Reimagining Schools, and Reimagining Communities.

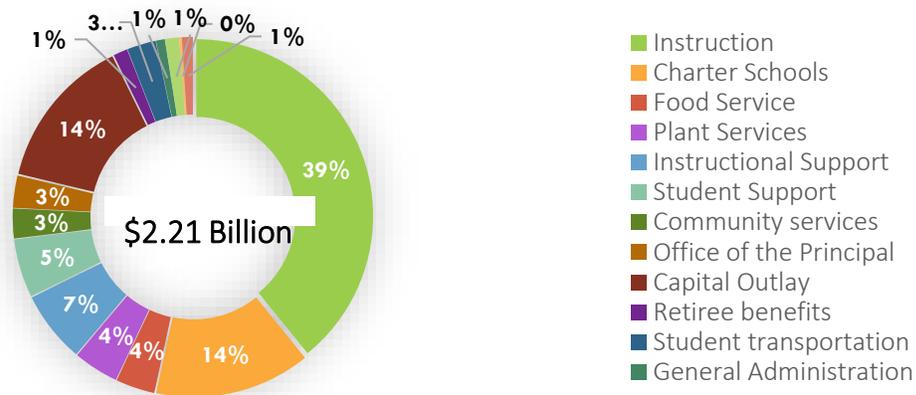
The Reimagining 901 plan will provide a forward-looking view into our fiscal sustainability, identifying challenges, opportunities, and potential fiscal imbalances. Hence, a long-term fiscal sustainability plan is a planning document that includes historical information and financial projections. The plan serves as a cornerstone to proactively respond to enrollment and financial challenges.

The long-term fiscal sustainability process is currently guided by our Reimagining 901 goals. Below are the three strategic priorities that support the Reimagining 901:

- To strengthen Early (K-2) and Continuing Literacy (3-12);
- To recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skill concepts, and entrench them in the community and classroom;
- To create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce.

**ii. Budgetary Highlights: Our Overall Budget**

Shelby County Schools continues to make great academic strides, while becoming more efficient and being a prudent steward of public funds. The combined and adopted All Funds budget is \$2.21 billion dedicated to the education of our students. The adopted budget reflects a \$435.8 million increase in our total operations in fiscal year 2021-22 relative to the previous year amended budget. Approximately \$1.62 billion, or 73.2% of the adopted fiscal year 2021-22 total All Funds budget, is focused on educational services to our students. The \$1.62 billion excludes Student Transportation, Instructional Support, Food Services, and Capital Outlay. The chart below provides a breakdown of the fiscal year 2021-22 combined All Funds budget expenditures.





**Organizational**

<p><b>Instruction:</b> \$912 million Activities directly linked to teaching students</p>	<p><b>Charter Schools:</b> \$268.3 million State, local, and federal payments to charter schools</p>	<p><b>Food Services:</b> \$79 million Preparation, delivery, and services of breakfasts, lunches, snacks, and other meals</p>
<p><b>Plant Services:</b> \$93.4 million School maintenance, including grounds, buildings, equipment, and utilities</p>	<p><b>Instructional Support:</b> \$163.2 million. Activities to facilitate and enhance instruction, including content and professional development</p>	<p><b>Student Support:</b> \$114.6 million Library, guidance, health, and technical services to students, including school safety</p>
<p><b>Community Services:</b> \$60.2 million. Community development programs such as early childhood development and innovation and planning</p>	<p><b>Office of the Principal:</b> \$65.0 million. Activities performed by principals and assistant principals, includes school office staff</p>	<p><b>Capital Outlay:</b> \$309.4 million. Capital improvements and construction for the District's schools</p>
<p><b>Retiree Benefits:</b> \$28.8 million. District's contribution to 'pay as you as go' retiree benefit costs</p>	<p><b>Student Transportation:</b> \$58.2 million. Transportation for regular, vocational, and special education instruction</p>	<p><b>General Administration:</b> \$17.9 million Commission fees, legal services, communications, and others</p>
<p><b>Education Technology:</b> \$23.3 million Accounts for school and district level technology expenditures, which includes telecommunication, LAN, and WAN</p>	<p><b>Other Support Services:</b> \$5.1 million. Non-instructional services to students and staff by Human Resources and Information Technology Division</p>	<p><b>Business Administration:</b> \$64.4 million Accounting, budgeting, financial reporting, payroll, purchasing, and internal auditing</p>

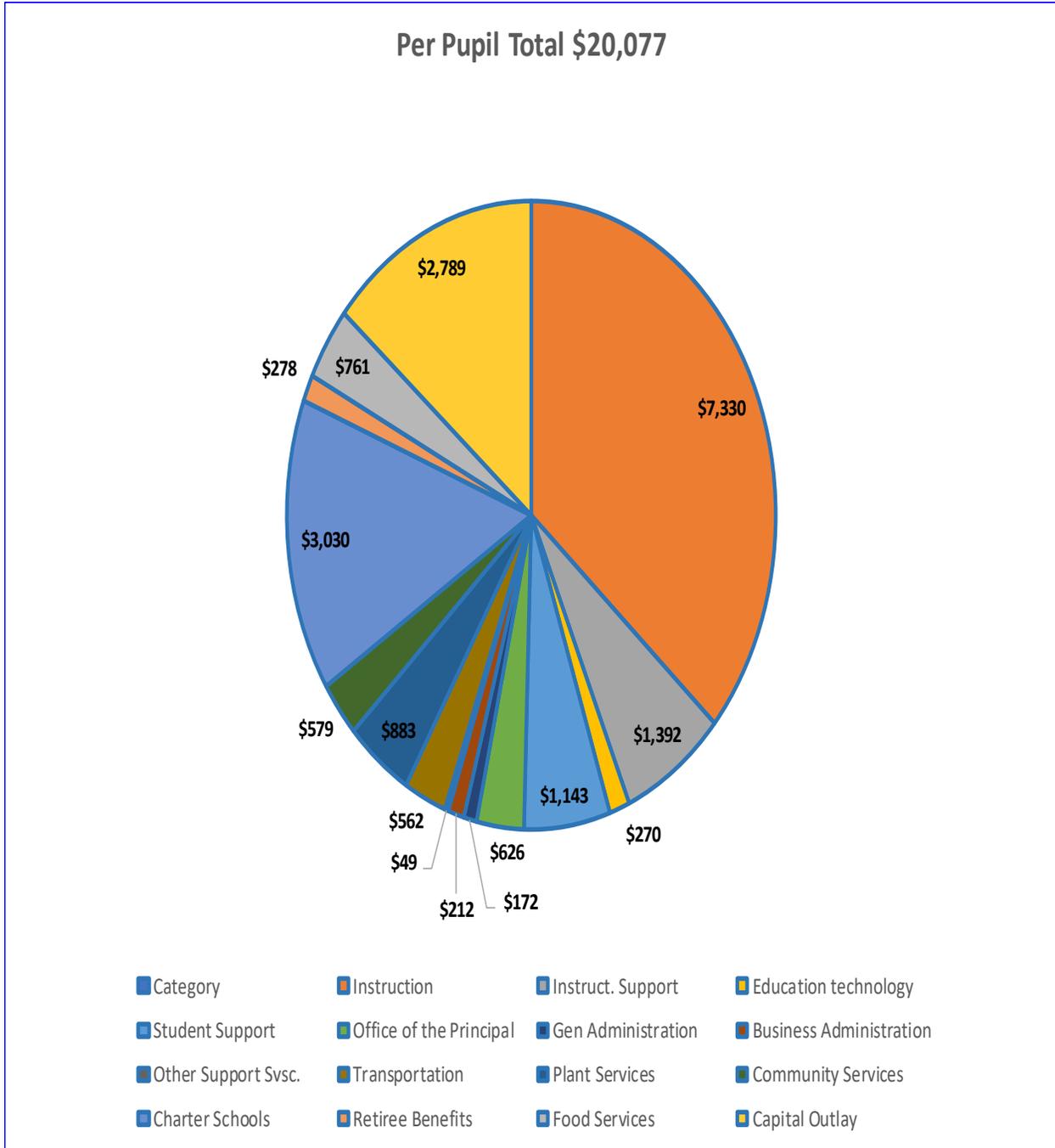


Picture taken prior to COVID-19



**Organizational**

In fiscal year 2021-22, the per-pupil amount of the combined All Funds budget is \$20,077 as shown in the chart below.



Of the total \$2.21 billion District Budget All Funds expenditure budget in fiscal year 2021-22, the General Fund consists of about \$1.09 billion (or 49.33%). The General Fund serves as the primary operating fund for the District. The fiscal year 2021-22 District Budget General Fund expenditures budget reflects a \$1.4 million increase compared with the prior year budget.



### **iii. Long Term Financial Drivers**

SCS revenues are generated primarily based on enrollment. While enrollment has shown a decline in prior years, it is unclear how the Covid-19 pandemic will affect future year enrollment projections. Historically, the education footprint in Shelby County has evolved greatly over the past few years with the growth of charter schools, ASD schools, TN State of Board authorized charter schools, and contract schools.

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

*Enrollment* is the basis for our revenue and expense planning. Enrollment increases and decreases will cause proportional increases and decreases in our income as the State of TN and Shelby County funding is based on formulas that include enrollment projections. The COVID-19 pandemic has presented more variability than usual in the enrollment projections that drive our revenues.

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

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

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

#### *Student Recruitment & Retention*

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

#### Support Strategies:

- Connect to the "I choose SCS" email. Make direct touches with students that have been flagged by SEED for follow up. Reach out to new students, students with pending applications, and/or families that may need assistance in exploring school options.
- Check past and current withdrawal reports. Reach out to parents with parents to determine if there were any barriers or concerns regarding their decision to withdraw from an SCS school location.
- Plan a virtual focus group meeting with students and their parents who have dropped out of the school system to better "understand their why".
- Leverage local media outlets, print and social media platforms to market schools with rich academic opportunities; example, utilize iHeart media for radio ads, 88.5/C-19 to inform the community and promote events.
- Increase messaging to promote registration; create "Choose SCS" commercials to air on local television stations, Record "Bright-spots" highlighting SCS parents entitled "I Chose, You Choose SCS!"
- Equip school-based team members to help market their schools via virtual meeting platforms. Send new SCS students and families a welcome letter from our Superintendent.
- Invite select parents and students to call in to 88.5 to discuss why they chose SCS.
- Schedule virtual meeting with transitional grade principals to develop recruitment strategies.
- In addition to the robo calls, send text messages to those parents.



*Academics Transformation and Interventions*

To meet the needs of struggling schools with greater rigor and effectiveness, the Academic Office has undertaken significant changes within the IZone for the 2019- 2020 school year. Equity in Action laid out the transition plan for the schools moving both into and out of the IZone; however, this work is further supported by several key goals to ensure that IZone personnel are best positioned to serve stakeholders. IZone 2.0 will support 23 priority schools under the Assistant Superintendent of IZone and Priority Schools. Schools leaving the IZone will continue to receive support through the Continuous Improvement Zone structure before transitioning to a traditional school model after two years of proven stability.

Additionally, the IZone continues to embrace a robust program of professional development to ensure that IZone planning includes numerous initiatives aimed at principals, teachers, and instructional staff to build capacity specifically within schools that require innovative solutions for strong instruction. Perhaps most significantly, IZone 2.0 sets its sights on two key goals to drive learning and the deployment of support structures within its schools.

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. Continuous Improvement Zone (CIZ) – Supports 12 schools with sustained positive gains that have transitioned from the iZone and are no longer among the lowest-performing schools in the District. We want to still provide some additional support to these schools as they continuously improve. A one million donation was given to CIZ from Plough Foundation for continuance support of those schools under this umbrella.

*The Third Grade Commitment*

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

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

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



*Benefits and Compensation*

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

We currently administer insurance plans and employee support programs for over 20,000 active and retired employees. We strive to provide excellent customer service so that our teachers and staff can focus their efforts on student achievement.

SCS works 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
- SCS will not offer OPEB to future employees effective as of July 1, 2020
- All retirees and current employees will be grandfathered in our OPEB program
- Cost sharing of OPEB Pay-As-You-Go Payment



Picture taken prior to COVID-19



### **SCS Presents Details of Teacher Compensation Proposal**

During the Audit, Budget, and Finance Committee meeting in May 2021, Shelby County Schools (SCS) administrators shared a Teacher Compensation proposal update with the School Board as a follow-up to the announcement presented during the 2021 State of the District address. SCS shared direct updates with educators one week prior to the meeting. The District will move to a step and lane schedule to offer stability in an ever-changing economy as we continue to recruit the most effective teachers in the nation.



The goals of the proposed compensations system are:

**What are the major goals of the new SCS teacher compensation system?**

***Teacher/Educator Perspective***

- *Employee Value (Comfortable Earning Potential for the work performed)*
- *Stability/Transparency (Published and Known Salary Schedule)*

***District/Leadership Perspective***

- *Competitive (Attract & Retain High Performing Teachers)*
- *Affordable/Sustainable*

Dr. Ray continues to support educators with his zeal to compensate teachers for advanced degree and longevity (see quote).

“Teaching is the most noble profession known to man,” said Superintendent Dr. Joris M. Ray. “I am a superintendent, but I’m a teacher first, and I’m committed to REIMAGINING our teacher compensation. Although we currently pay our teachers above the state minimum, as promised during the State of the District, our pledge is to have the highest paid teachers in Tennessee!” The table below provides the competitive compensation schedules in surrounding area of Tennessee.

The District is proposing our teachers have a starting minimum salary of \$45,965 (currently \$43,000) and maximum salary of \$84,445.09. The new compensation schedule would take effect beginning in August 2021.



 **SCS New Teacher Salary Schedule Range**

• **Starting Salary**

BACHELOR	MASTER	DOCTORATE
\$45,965.00	\$50,000.00	\$56,700.00

• **Max Salary**

BACHELOR	MASTER	DOCTORATE
\$68,457.12	\$74,466.57	\$84,445.09

Current and future teachers will be credited for their actual years of experience and no longer capped at receiving 10 years of credit. Teachers will be placed on the correct step that aligns to his or her degree and experience level, up to the step 30 equivalency on the new schedule.

The new steps and lanes model will replace advanced degree stipends, TEM bonuses and other performance-based incentives that were a part of the previously existing plan. Teachers at the max salary for his or her lane, will receive a bonus in lieu of an increase.

No teacher will experience a reduction in pay as part of this transition to steps and lanes.

While our economy was in crisis, Shelby County Schools was one of a few employers in the State to honor our promise to give a much-deserved pay raise to all employees. In the Fall and Winter of 2020, employees received payouts for two insurance premium holidays. Later in May 2021, employees will receive two more insurance premium holidays.

*Relocation*

The relocation payment is offered to incoming teachers who move to Memphis/Shelby County to teach with SCS. Payout is contingent upon available District funding, and payment of this incentive may be discontinued at any time without prior notice. All new hires must relocate at least 200 miles to teach with SCS to be eligible. Supplements are based on the following ranges:

Recommended Mileage Ranges (mi)	Recommended Tiered Stipend Amount (\$)
200.00-300.49	\$750
300.5-700.49	\$1000
700.5+	\$1250



*Hard-to-Staff - SPED (Recruitment)*

The hard-to-staff SPED recruitment stipend recognizes teachers who teach special education. Any teacher hired in an identified hard-to-staff SPED classification is eligible for an incentive in the amount of \$2,500 regardless of experience or degree. Payout of this incentive is contingent upon available District funding, and payment of this incentive may be discontinued at any time without prior notice.

*Steps and Lanes Initiative*

For the 2020-21 fiscal year, SCS will implemented a one percent increase district-wide for all teachers, teacher-type, and central office staff. For the 2021-22 fiscal year, SCS implemented a new teacher compensation plan, the Steps and Lanes Initiative, that offers a new competitive salary plan for new and old teachers. The Steps and Lanes Initiative is a compensation model that honors experience up to 30 years and recognizes degree attainment for the following lanes that reflect a difference in pay: Bachelors, Masters, and Doctorate.

*Reimagining 901*

Building a stronger 901 will heighten our ability to guarantee equity across all communities while delivering a strong academic foundation for all schools. This effort is based on a commitment to high-quality instruction, safe learning environments and empowering families and communities with support for academic achievement. The NEW Parkway Village Elementary School represents our vision for the future of SCS! Our new 21st Century School embodies critical thinking, creativity and innovative instructional methods that support College and Career readiness in a collaborative and flexible environment. The facility features natural lighting, multi-use learning zones, flexible seating, mobile furniture, and so much more.

Seventeen SCS high schools have improved graduation rates. Middle College High School earned a 100 percent grad rate for the sixth year in a row. Hollis F. Price Middle College High School earned a 100 percent grad for the third consecutive year and fifth time in six years

Our students earned over 2,800 career certifications through our Ready Grad College, Career & Technical Education (CCTE) programs

The Tennessee Department of Education (TDOE) recognized 22 SCS-managed schools as Reward 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



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

*Transportation*

SCS transportation cost for FY2021 resulted in a 22.2 million dollars cost. Due to SCS contractual obligations, transportation was not an area of savings for the budget of fiscal year 2020-2021. SCS anticipates an increase in cost for the FY21-22 Budget in transportation.

*Information technology*

SCS is transitioning to a new budget system. SCS will eventually implement a system that will encompass (Budget, HR, Finance, Procurement, and Accounting). SCS incurred cost for Fy21 in the amount of 6.3 million. Future amounts are expected for the full implementation of the ERP system.

*Custodial*

SCS has taken precautionary measures to ensure the safety of all students, school personnel and district staff. Therefore, all SCS facilities have undergone deep cleaning throughout the closure period due to Covid-19. The District has also made special consideration to ensure adherence to CDC guidelines.

Before the Covid-19 pandemic, preventing the spread of germs has always been a priority for schools and schools are accustomed to encouraging regularly scheduled and thorough handwashing, the use of hand sanitizer, disinfecting surfaces, and screening for sick children. Recommendations for increased handwashing, social/physical distancing, and the use of face masks are new considerations for the 2020-21 school year. Even with school closures due to virtual learning to curb the spread of Coronavirus, there is always the potential that the District will face increases in the custodial contracts.

*Staffing Flexibility*

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

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

*School Flexibility*

In concert with Student Based Budgeting, SCS instituted school-based flexibility. All schools are given the autonomy of making decisions around their Strategic School Design Plans to meet the needs of their students. 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. For school year 2021-22, the district did not add any additional flexibility for school leaders and no additional schools were added to school-based budget model.



Guardrails (or Basic Expectations) Regardless of the level of flexibility received, all schools first must demonstrate evidence that they are implementing the curriculum with 100% fidelity. School plans should first 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 enough time for shared content and grade teams to learn and collaborate. Principals must utilize the ILT to develop effective collaborative lesson plans and to participate in the development of Cycles of Professional Learning. In addition, principals should utilize Instructional Practice Guides during informal observations to provide richer feedback and plan development for teachers.

In addition to these baseline guardrails, Early adopters and Cohort principals with their Instructional Leadership Directors (ILD) 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 Professional Learning Communities (PLC) (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).

*Partnership Program*

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



Picture taken prior to COVID-19



# SCS PARTNERSHIP DEFINITIONS TYPES OF PARTNERSHIPS



### District Partner:

An organization/individual that provides a service, resource, or financial contribution which supports one or more strategic initiatives of the Shelby County School District throughout the school year.



### Campus Adopter:

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



### Community Adopter:

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



### Sponsor:

An organization/individual that provides a one-time service, resource, or financial contribution to a school and/or the Shelby County School District during the school year.

## Adopt-A-School

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



**ACCESS FOR ALL**



Picture taken prior to COVID-19

*1:1 Digital Device Plan*

Every SCS student will have access to a digital device in school year 2020-21. Our 1:1 digital device plan is part of our ongoing commitment to student equity and 21st century learning to prepare our students for college and careers. We believe the addition of modern technology into daily instruction will open amazing new learning possibilities!

Although we have returned to in person learning in FY2022, Shelby County Schools recognizes that technology access and digital literacy is a necessary skill for student success in the 21st century. SCS is preparing our students and classrooms for the future by providing devices to students and working to expand access to the Internet throughout the community. Use of the Internet must be supportive of and consistent with the educational objectives of the District. Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.

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

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

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



*Device Cost*

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

*Charter Schools*

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

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

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



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# FINANCIAL



## FY 2022 District Adopted Budget



The Financial Section of the budget includes the following information:

I. MAJOR REVENUE SOURCES AND TRENDS

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

II. EXPENDITURE CATEGORIES

III. BUDGET ASSUMPTIONS AND PROJECTIONS

IV. ALL FUND TYPES

V. ALL FUNDS

- i. All Fund Types Fund Balance

VI. GOVERNMENTAL FUNDS

- i. All Government Fund Types Fund Balance
- ii. General Fund
  - A. Departmental Detail

iii. Capital Project Fund

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

iv. Special Revenue Fund

- Special Revenue Funds Revenues
- Special Revenue Funds Expenditures
- Special Revenue Funds by Function
- Special Revenue Funds by Object
- All Special Revenue Funds by Function (Non-Federal, Food Services, and Federal Programs)
- All Special Revenue Funds by Object (Non-Federal, Food Services, and Federal Programs)
- Special Revenue Funds Categorically Aided By Function (Non-Federal Programs and Federal Programs)
- Special Revenue Funds Categorically Aided By Object (Non-Federal Programs and Federal Programs)
- Federal Programs
  - I. Needs of Shelby County Schools
    - a. Poverty
    - b. Special Landing Project
  - II. Budget Summary of the Federal Programs Fund
  - III. Summary of Major Federal Grants
- Non-Federal Programs
  - I. Needs of Shelby County School Students
  - II. Financial Summary of the Non-Federal Programs Fund
  - III. Summary of the Non-Federal Programs Revenue Sources
  - IV. Non-Federal Grant Summary by Project



- Nutrition Services
  - Children’s Nutritional Needs in Shelby County
  - Overview of Nutritional Services Department
  - Financial Summary of Nutritional Services Fund
  - Summary of Key Nutrition Services Fund Grants

VII. PROPRIETARY FUNDS

- i. Internal Service Funds





**I. MAJOR REVENUE SOURCES AND TRENDS**

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.

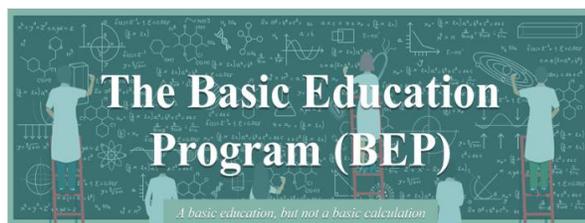
Educational revenues from the property tax distribution, is shared between SCS and municipal school districts based on the weighted full-time equivalent average daily attendance

(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.

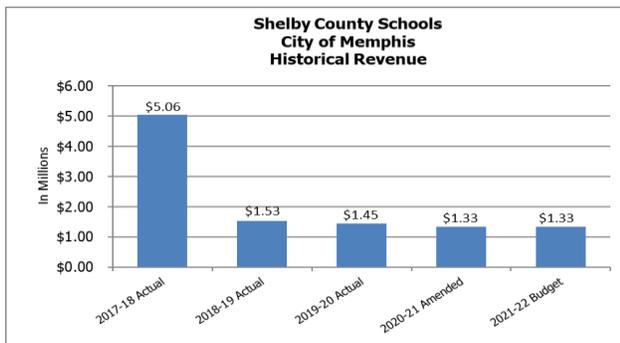
Local grants are revenues derived from outside sources other than the Federal or State governments. Revenues from local grants may be received through donations or a competitive application process. Expenditures are restricted for specific purposes.

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

**i. City of Memphis**



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



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

The adopted budget for fiscal year 2021-22 of \$1.3 million remains the same as the amended budget for fiscal year 2020-21.

**ii. Shelby County**



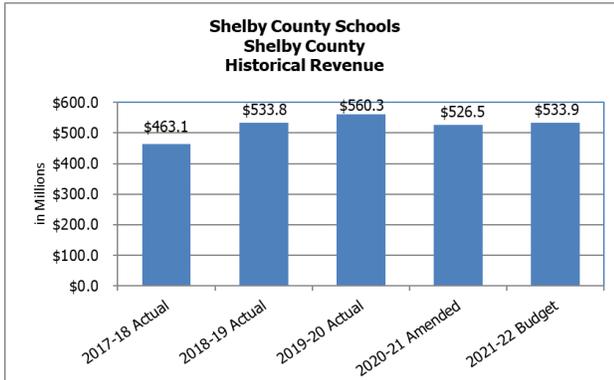
**Exempt Property in Lieu of Tax:** These taxes are collected from businesses that have been granted tax relief by the Center City Commission and the Industrial Development Board due to site improvements, new construction or relocation that will add jobs to the City and/or County. Funds are distributed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

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

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

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

**Wheel Tax:** 100% of the County’s Wheel Tax has been designated for school operating costs for FY22. 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) in the General Fund. The overall Shelby County amended budget revenue source will increase in fiscal year 2021-22 in comparison to fiscal year 2020-21 due to an increase in funds allocated for Capital Projects and the upward trend of County Sales Tax revenues received. Revenue from Shelby County represents 24.2% 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.

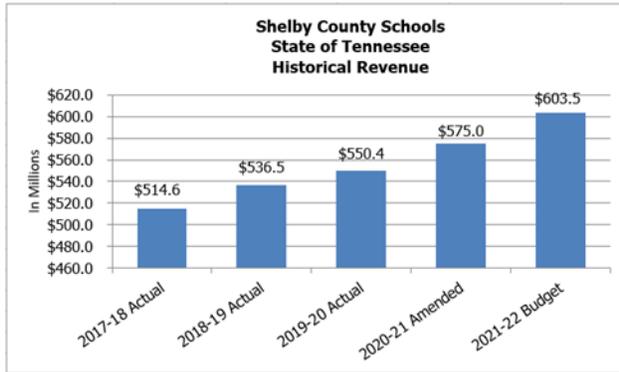
**Extended Contract Program** – The program provides various after-school and extended-year instructional programs to students.

**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.

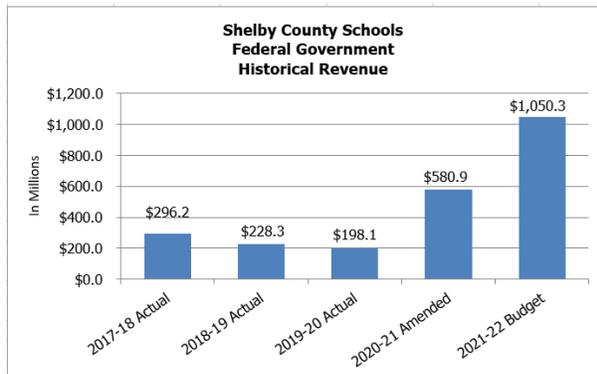


**Safe Schools** – Positive Behavior Intervention and Supports (PBIS) has been the underlying process to document needs and use data-based problem solving to develop interventions at universal, secondary, and tertiary levels. The program also includes emergency management and safety preparedness; violence 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 \$603.5 million in fiscal year 2021-22. 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 27.3% of total funding and is considered a major revenue source in the Governmental Funds.

**v. Federal Government Funds**



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

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

**Other Federal Funds Flowed through the State:**

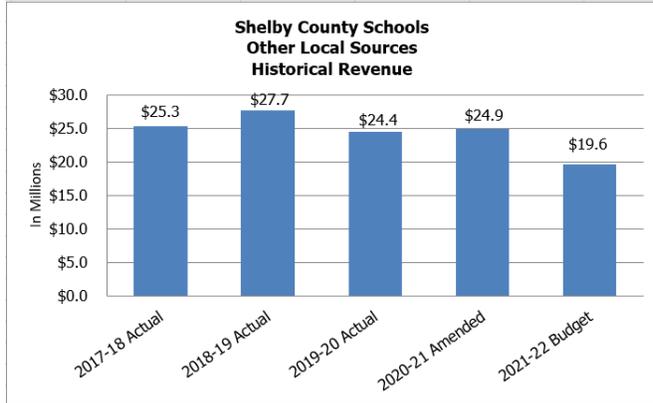
These federal revenues are from various sources.

Total Revenues received from the **Federal Government** are illustrated in the chart to the left. The District will receive a total of \$1,050.2 million which includes funding from the Elementary and Secondary School Emergency Relief Fund (ESSER 2.0 and 3.0). Revenue from the Federal Government is considered a major revenue source in the Governmental Funds. Funding from the Federal Government is primarily for grants and services.



**vi. Local Funds**

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



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

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

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

**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.



## II. EXPENDITURE CATEGORIES

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

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

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

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



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

**Plant services** - Activities concerned with keeping the physical plant open, comfortable and safe for use, and keeping the grounds, buildings and equipment in effective working condition and state of repair. These include the activities of maintaining safety in buildings, on the grounds and in the vicinity of schools.

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



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

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



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

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

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

**Object Codes**



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

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



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

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



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

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

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



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* based on the Budget for 2021-2022.

Relationship Between State Functions and Financial Structure						
Function	General Fund Fund 01	Capital Projects Fund Fund 07	Special Revenue Fund Non-Federal Fund 08	Special Revenue Fund Nutrition Services Fund 10	Special Revenue Fund Federal Programs Fund 12	Internal Service Funds
71100-Regular Instruction Program	X		X		X	X
71150-Alternative Instruction Program	X		X			X
71200-Special Education Program	X		X		X	X
71300-Vocational Education Program	X				X	
71900 Other	X					
72110-Attendance	X					X
72120-Health Services	X		X		X	X
72130-Other Student Support	X		X		X	
72210-Regular Instruction Program Support	X		X		X	
72215-Alternative Instruction Program Support	X					
72220-Special Education Program Support	X		X		X	X
72230-Vocational Education Program Support	X				X	
72250 - Education Technology	X				X	
72260-Adult Programs Support	X		X			
72310-Board of Education	X					
72320-Director of Schools	X					
72410-Office of the Principal	X					
72510-Fiscal Services	X					
72520-Human Services/Personnel	X				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						
76100-Regular Capital Outlay					X	
91300-Education Capital Projects		X				
99100-Transfers Out	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
010000-Board of Education	X					
020000-Superintendent	X					
020100-Chief of Staff	X					
020200-MWBE DEPARTMENT	X					
030000-General Counsel	X					
030100-Labor Relations	X					
030200 Policy	X					
040000-Internal Audit	X					
100000-Academic Office	X		X		X	
100200 Department of Schools and Leadership	X				X	
100210 Instructional Leadership Directors	X					
100220 Teacher and Leader Effectiveness and Evaluations	X				X	
100230 Leadership Development and Capacity Building	X				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				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					
102084- Head Start In-kind Match			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					
102095-Summer Learning Camps	X					
102096-STREAM Mini-Camps	X					
102097-Learning Loss Bridge Camps	X					
102100-Textbooks	X				X	
102200-World Languages	X					
102300-Band and Strings	X					
102400-Substitutes	X					
102500-Librarians	X					
102501-Librarians-Elementary	X					
102502-Librarians-Middle	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
102503-Librarians - K-8	X					
102504-Librarians - High	X					
102600-Educational Support	X				X	
103000-Career and Technical Education	X				X	
103010-Adult Education	X		X			
104000-Exceptional Children	X		X		X	X
104001-Exceptional Children -Elementary	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	
105000-Federal Programs			X		X	
105100-PRIVATE SCHOOLS					X	
106061-School Leadership - Elementary	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		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					
190001-General Education - Elementary	X				X	
190002-General Education - Middle	X				X	
190003-General Education - K-8	X				X	
190004-General Education - High	X				X	
190100-Hollis F Price	X					
190200-Middle College	X					
190300-Career Ladder	X					
190500-General Education - Other	X				X	
200000 Student Services Administration	X					
201000-Attendance & Discipline	X		X		X	
202000-Safety & Security	X		X	X	X	
202100-Safe Schools	X					
203000-Student Support	X		X		X	
203010-Athletics	X		X			
203011-STUDENT SUPPORT SBB	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	



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
210000-Innovation Office	X					
211000-Charter Schools	X				X	
211100-CHARTER SCHOOL ADMIN	X					
212010-Virtual School	X				X	
215000-IZONE	X				X	
215500-CHIEF OF SCHOOLS	X				X	
215503-Continuous Improvement Zone (CIZ)□					X	
215504-Equity Office	X					
220000-Planning and Accountability	X					
221000-Student Info Management	X					
222000-Assessment and Accountability	X				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		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				X	
320000-Finance	X					
321000-Accounting	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	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					
334400-Zone 4 Maintenance	X					
334500-Zone 2 Maintenance	X					
334600-Zone 1 Maintenance	X					
334700-Zone 3 Maintenance	X					
334800-Plant Services	X					
335000-Facilities Planning and Property	X					
336000-Nutrition Services				X		
336110-School Operations Central				X		
336130-Menu Planning				X		
336140-Equipment Operations				X		
336210-Distribution				X		
336220-Supply Chain Management				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
336310-Training				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				X	
341000-User Support Services	X					
343000-Infrastructure and Systems Support Services	X					
344000-Project Management Office	X					
345000 -Enterprise Resource Planning (ERP)	X					
346000-Enterprise Resource Planning	X					
349000-Student Technology	X				X	
349010-SPED Student Technology	X					
349020-Pre-K Technology			X			
350000-Finance and Business Operations	X				X	
560000-Other Potential Uses	X					
600000-Regular Capital Outlay		X			X	
0016-Consolidated Administration					X	
0055-Coordinated School Health	X					
0085-Summer Programs: Learning Camp	X					
0130-ATSI 2018 Designation					X	
0135-ATSI 2019 Designation					X	
0315-Instructional Television	X					
1005-Title I Part A Improving Academic Achievement					X	
1006-Title 1 A Neglected					X	
1505-Title I Part D Subpart 2					X	
2005-Title II Part A Training & Recruiting	X				X	
3005-Title III Language Instruction for English Learner					X	
3105-Title III, Part A, ELA, Discretionary	X					
5008-Principal Pipeline Grant					X	
5011-Title IV Part A-Student Support & Academic Enrich					X	
5013-21st Century Community Learning GrantFY19					X	
5022-21st CCLC MASE Charter Schools					X	
5023-FY19-20 21st Century Community Learning Center					X	
5515-STEM in the Library					X	
6904-Unforeseen Emergencies		X				
7006-Title IX Homeless					X	
8003-Family Resource Center	X					
8005-Carl Perkins					X	
8709-STOP School Violence Threat Assess					X	
8710-STOP School Violence Prevention and Mental Health Training					X	
9005-IDEA Part B					X	
9017-Substance Abuse Prevention & Treatment					X	
9030-Transition School to Work (FY21)					X	
9100-Printing						X
9105-IDEA Preschool					X	
9118-Priority School Improvement Grant-Regular					X	
9200-Warehouse						X
9216-Innovative High Schools Models Grant					X	
9421-Head Start Jan-Dec 2021					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
9520-Head Start Jan-Dec 2020					X	
9521-Head Start Jan-Dec 2021					X	
9708-CDCP HIV/STD PREVENTION (FY 2020)□					X	
9709-CDCP HIV/STD Prevention (FY 2021)□					X	
9710-CDCP HIV/STD Prevention (FY 2022)□					X	
9907-Project Stand	X					
9908-Priority School Exit Grant□					X	
9917-Comprehensive School Safety Initiative					X	
9930-Pre-Disaster Mitigation Grant					X	
9983-ESSER 1.0					X	
9984-ESSER 2.0					X	
9985-ESSER 3.0					X	
9986-Epidemiology & Laboratory Capac					X	
D398-Gear Up 3.0					X	
C734-New Construction Alcy ES		X				
C735-New Construction Goodlett ES		X				
C764-Avon Lenox HS Civil/Paving		X				
C765-Craigmont MS Civil/Paving		X				
C766-Maxine Smith Academy Civil/Paving□		X				
C767-Mallory Warehouse Civil/Paving		X				
C768-Sheffield HS Civil Paving		X				
C769-Shrine Sheffield ES Civil/Paving□		X				
C770-Wooddale HS Civil/Paving		X				
C771-Frayer HS New School		X				
C772-Orange Mound K-8 New School		X				
C773-Treadwell Pre-K-8 New School□		X				
C936-Cummings Construction		X				
C938-Germantown ES Construction		X				
C967-Riverview MS Cooling Tower Replacement□		X				
C968-Kingsbury HS New Gym Safe Building□		X				
C969-Kingsbury MS/HS HVAC Replacement□		X				
C970-Kingsbury MS/HS Int/Ext Campus		X				
C971-Willow Oaks ES Annex Boiler/Chiller Replacement		X				
C972-Germantown HS Chiller/Boiler		X				
C973-Belle Forest Community School Gym/Safe Building		X				
C975-Sherwood ES Boilers/Pumps		X				
C976-Winchester ES Boiler/Pumps		X				
C977-Egypt ES Roof Replacement		X				
C979-Germantown MS Multipurpose Fields□		X				
C980-Alton ES Chiller Replacement		X				
C981-Germantown HS Intercom Replacement□		X				
C982-Southwind HS Track Replacement□		X				
C983-Traffic Control Sign Installation		X				
C985-Mitchell HS Painting		X				
C986-Delano ES Gym		X				
C987-Mitchell HS Fire Alarm		X				
C988-Halle Stadium Renovation		X				
C989-Whitehaven HS Stadium Renovation		X				
C990-Raleigh Egypt HS Track		X				
D045-Security-Ancillary Services			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
D065-TVA ENERNOC Demand Response			X			
D075-Facility Rental			X			
D095-Very Special Arts Festival			X			
D125-Telecommunications Center Ubs□			X			
D205-Adopt a School Seminar□			X			
D240-Class Piano Program			X			
D415-Homeless Children & Youth Program□			X			
D465-Mental Health Records□			X			
D485-Mental Health Records□			X			
D525-Pre-K			X			
D526-First 8.1			X			
D555-Research & Evaluation			X			
D570-Colonial Hearing & Vision Center□			X			
D606-Community in Schools			X			
D670-Adolescent Parenting Program			X			
D730-SOTA Music Program Support Grant□			X			
D766-First 8.2			X			
D777-Evening Reporting Center			X			
D795-SPED Medicaid Reimbursement			X			
D956-Bolton College Trust			X			
D957-Project Graduation			X			
D958-Verizon Innovative Award			X			
D960-Lottery for Education Afterschool Programs (LEAPS)□			X			
D961-Urban Strategies			X			
D963-Sponsorships and Donations			X			
D966-Bolton High School & TN State Univ Agri STEM Grant□			X			
D968-Trauma Intensive Parent (TIP) Grant□			X			
N343-Fresh Fruit & Vegetable Program (FFVP)□				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 2021-22, the number of authorized charters will remain flat at 56.
3. The District continues to recruit, train, and retain highly effective teachers to accelerate student achievement, which requires redeployment of resources and adjustments to various practices and procedures within SCS.

##### **Revenue**

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 increase in fiscal year 2021-22 compared to fiscal year 2020-21 budgeted. During this pandemic, the State has committed to fully Fund BEP.
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 2021-22 General Fund budget assumes that Shelby County's total education budget will be funded at the same level as fiscal year 2020-2021.
3. The County Sales Tax revenues for the District are budgeted to increase slightly in fiscal year 2021-22 based on an upward trend of taxes being received. In a similar fashion to the county Property tax revenues, county sales tax revenues are distributed among the District and the six Municipal school districts based on current year WFTEADA. The WFTEADA serves as the basis for allocation of education funds within the county. This is a calculation of the average of the highest two months of the first three months of attendance for grades K-12, multiplied times a unique weight for each grade level as provided by the State Department of Education.
4. The indirect cost rate for fiscal year 2021-2022 is 15.47% for non-restricted programs (Nutrition) and 3.66% for restricted programs (Federal Grants).
5. The budget is being balanced by enacting expenditure controls for efficient, economical, and effective use of resources. Tradeoffs and reprioritized resources are the strategic methods to get to the balanced budget.
6. Shelby County Schools has been awarded funds for Elementary and Secondary School Emergency Relief (ESSER 2.0), and (ESSER3.0) These funds will be used in strategic ways, as provided by the award, in conjunction with the General Fund to assist the District in achieving its Academic goals. In ESSER 2.0 funds are being allocated for Learning Opportunities, the One-to-One Device Initiative and capital needs to assist students, teachers, and staff with returning to schools safely. ESSER 1.0, 2.0, 3.0, and Charter School funds have been aligned with the four main state provided categories: Academics, \$139.8 million; Educators Foundations, \$131.5 million; Foundations, \$407.6 million; and Student Readiness, \$97.2 million.

##### **Expenditures**

1. Budget development is 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 is placed on identification of efficiencies, re-engineering of operations, revenue sources, and prudent review of alternative funding sources to maximize resources. Efficiencies and investments are being identified and tracked separately.



3. The budget is being built to fund: fixed and mandated costs, grant matching requirements and substantiated costs for current programs; less efficiencies or cost savings; plus, initiatives required to reach the goals of high academically performing schools, safe schools, improved graduation rates, and fiscal accountability.
4. Budget development for staffing has not resulted in revised teacher and support staff formulas for Fiscal Year 2021-22. The formulas used will comply with State requirements.





## **BUDGET FORECAST**

### **ALL Funds 3-Year Projections**

The Shelby County School System (SCS) has developed a 3 - year financial plan for all funds. The 3-year plan is a conservative projection of future revenues and expenditures that may occur over the 3-year forecast period. As learned from the COVID- 19 pandemic many variables can affect future operations. This plan cannot and does not reflect any specific impact from the COVID-19 recovery and conversely the plan does not anticipate any specific external events that may arise.

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

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

In the federal programs SCS has received ESSER funding. The last ESSER grant (3.0) allows spending until FY24. The SCS FY22 budget reflects a spend plan that would exhaust the funding in FY22. If spending does not occur in FY22, then funds will be carried forward until exhausted (FY24 is the maximum time allowed to spend ESSER 3.0). The future forecasts for federal funds show that in FY23,24 and 25 revenues and expenditures return to the average levels, however this will most likely change if the FY22 ESSER funds are not exhausted. In this case ESSER funding will be rolled forward to future years where the spend will occur. A link for ESSER funding is provided in the federal program discussion and numbers following this overview.

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



**Shelby County Schools  
All Funds  
3 Year Projections**

REVENUES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023-24 Forecast Budget	2024-25 Forecast Budget
CITY OF MEMPHIS	\$ 5,056,774	\$ 1,529,071	\$ 1,452,257	\$ 1,333,333	\$ 1,333,335	\$ 1,333,333	\$ 1,333,333	\$ 1,333,333
SHELBY COUNTY	463,097,256	533,808,695	560,343,540	526,514,124	533,923,291	490,457,683	493,326,554	493,326,554
STATE OF TENNESSEE	514,615,844	536,497,711	550,352,588	577,003,356	603,490,867	581,419,761	578,477,393	578,477,393
FEDERAL GOVERNMENT	296,234,339	228,326,630	193,001,471	580,864,873	1,050,348,224	298,507,560	296,057,344	296,057,344
OTHER LOCAL SHARES	25,343,361	27,690,212	24,446,470	23,837,344	19,605,452	23,982,727	23,548,127	23,548,127
PLANNED USE OF FUND BALANCE	10,282,827	54,885,875	13,538,248	64,377,630	200,000	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 1,314,630,401</b>	<b>\$ 1,382,738,194</b>	<b>\$ 1,343,134,574</b>	<b>\$ 1,773,930,660</b>	<b>\$ 2,208,901,169</b>	<b>\$ 1,395,701,064</b>	<b>\$ 1,392,742,751</b>	<b>\$ 1,392,742,751</b>

EXPENDITURES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023-24 Forecast Budget	2024-25 Forecast Budget
INSTRUCTION	\$ 594,703,099	\$ 581,357,898	\$ 555,996,515	\$ 815,048,858	\$ 911,928,282	\$ 536,260,409	\$ 510,837,736	\$ 510,837,736
INSTRUCTIONAL SUPPORT	66,731,176	75,598,615	100,256,865	147,362,045	163,161,521	86,097,057	84,935,039	84,935,039
STUDENT SUPPORT	67,339,223	80,211,040	71,861,552	109,400,286	114,553,573	78,334,804	77,787,740	77,787,740
OFFICE OF THE PRINCIPAL	62,720,477	64,531,113	63,522,590	63,338,656	65,044,567	60,885,144	60,597,788	60,597,788
GENERAL ADMINISTRATION	15,438,127	17,122,132	17,100,303	18,464,098	17,889,542	18,325,695	18,230,396	18,230,396
EDUCATION TECHNOLOGY	30,528,463	21,654,731	-	-	-	-	-	-
FISCAL SERVICES	7,156,332	7,799,900	-	-	-	12,336,738	12,240,374	12,240,374
BUSINESS ADMINISTRATION	-	-	44,964,518	47,804,576	64,444,442	53,611,536	52,894,124	52,894,124
OTHER SUPPORT SERVICES	7,192,228	9,432,726	264,806	220,945	3,447,954	15,555,648	15,418,020	15,418,020
STUDENT TRANSPORTATION	26,288,152	28,583,313	20,261,262	43,182,464	58,138,537	81,803,062	82,896,694	82,896,694
PLANT SERVICES	85,201,099	107,938,188	97,385,563	94,220,327	93,437,353	99,825,141	99,185,279	99,185,279
COMMUNITY SERVICES	54,974,499	62,620,216	56,754,467	65,282,577	60,161,515	10,314,524	10,266,107	10,266,107
CHARTER SCHOOLS	128,231,865	143,041,477	165,702,703	206,634,249	268,258,837	205,890,531	224,420,679	224,420,679
RETIREE BENEFITS	28,784,843	28,599,681	-	-	-	28,880,618	28,745,051	28,745,051
CAPITAL OUTLAY	72,114,567	78,686,205	83,882,221	83,026,086	309,442,907	87,542,539	89,170,260	89,170,260
FOOD SERVICE	-	-	65,181,209	79,945,493	78,992,139	-	-	-
DEBT SERVICE	67,226,251	75,560,959	-	-	-	20,037,618	25,117,464	25,117,464
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,314,630,401</b>	<b>\$ 1,382,738,194</b>	<b>\$ 1,343,134,574</b>	<b>\$ 1,773,930,660</b>	<b>\$ 2,208,901,169</b>	<b>\$ 1,395,701,064</b>	<b>\$ 1,392,742,751</b>	<b>\$ 1,392,742,751</b>



**General Fund 3-Year Projections**

Financial forecasts assist the organization in progressing towards our 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 has evolved from its fiscal year 2014 merger and fiscal year 2015 demerger of municipal districts within the past several years and can now strategically evaluate its operations to improve academic outcomes.

The district engages in long range planning where practical. Forecasted budgets are presented below for FY23-FY25. These forecasts largely hold revenues and expenditures, in the general fund, close to the FY22 Adopted Budget. The variables of enrollment, which drive State and Local revenues, along with the associated calculations of the State Basic Education Plan (BEP) formula, which is currently being evaluated for appropriating education funds differently, by the Governor, cannot be used to project long range trends accurately at this time. As it relates to expenditures, please note that Education Technology and Instructional support functions have been combined for FY20 going forward, and Fiscal Services has been moved under Business Administration.

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

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

REVENUES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023-24 Forecast Budget	2024-25 Forecast Budget
CITY OF MEMPHIS	\$ 1,445,441	\$ 1,415,209	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 1,333,333	\$ 1,333,333	\$ 1,333,333
SHELBY COUNTY	463,097,256	478,876,282	479,015,603	478,409,181	483,167,305	470,420,065	468,209,090	468,209,090
STATE OF TENNESSEE	502,017,410	522,449,938	538,524,350	565,224,284	591,846,527	567,714,152	565,045,897	565,045,897
FEDERAL GOVERNMENT	17,643,709	10,672,473	16,650,234	16,128,066	15,373,361	9,239,447	9,196,021	9,196,021
OTHER LOCAL SHARES	6,722,553	9,777,517	9,893,866	7,284,251	5,675,736	5,218,900	5,194,371	5,194,371
PLANNED USE OF FUND BALANCE	6,316,670	44,520,748	2,124,576	32,834,846	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 997,243,039</b>	<b>\$ 1,067,712,167</b>	<b>\$ 1,047,660,886</b>	<b>\$ 1,101,213,961</b>	<b>\$ 1,097,396,264</b>	<b>\$ 1,053,925,897</b>	<b>\$ 1,048,978,712</b>	<b>\$ 1,048,978,712</b>

EXPENDITURES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023-24 Forecast Budget	2024-25 Forecast Budget
INSTRUCTION	\$ 518,652,883	\$ 526,356,796	\$ 512,348,741	\$ 546,039,327	\$ 510,796,011	\$ 458,773,023	\$ 434,907,486	\$ 434,907,486
INSTRUCTIONAL SUPPORT	30,551,850	36,520,034	58,359,480	66,781,773	64,435,602	36,582,075	36,410,357	36,410,357
STUDENT SUPPORT	58,496,700	72,692,999	63,924,512	62,374,935	64,851,977	66,616,770	66,304,067	66,304,067
OFFICE OF THE PRINCIPAL	62,679,281	64,491,098	63,502,084	62,961,679	65,044,567	60,823,561	60,538,052	60,538,052
GENERAL ADMINISTRATION	15,241,121	17,122,132	17,100,303	18,314,098	17,889,542	17,959,086	17,874,785	17,874,785
EDUCATION TECHNOLOGY	30,528,463	21,654,731	-	-	-	24,692,641	24,576,732	24,576,732
FISCAL SERVICES	7,039,887	7,799,900	-	-	-	9,824,332	9,778,216	9,778,216
BUSINESS ADMINISTRATION	-	-	44,964,518	47,804,576	50,885,654	11,334,475	11,281,270	11,281,270
OTHER SUPPORT SERVICES	7,148,099	9,367,804	207,583	155,494	328,759	33,599,382	35,657,088	35,657,088
STUDENT TRANSPORTATION	22,763,879	25,964,424	20,021,220	18,412,552	34,552,776	88,634,879	88,218,822	88,218,822
PLANT SERVICES	82,175,067	105,292,765	94,929,821	90,871,131	90,585,511	10,314,524	10,266,107	10,266,107
COMMUNITY SERVICES	4,949,101	8,808,326	10,408,639	9,942,690	10,850,527	205,890,531	224,420,679	224,420,679
CHARTER SCHOOLS	128,231,865	143,041,477	161,893,985	177,555,706	187,175,339	28,880,618	28,745,051	28,745,051
RETIREE BENEFITS	28,784,843	28,599,681	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 997,243,039</b>	<b>\$ 1,067,712,167</b>	<b>\$ 1,047,660,886</b>	<b>\$ 1,101,213,961</b>	<b>\$ 1,097,396,265</b>	<b>\$ 1,053,925,897</b>	<b>\$ 1,048,978,712</b>	<b>\$ 1,048,978,712</b>



**Capital Fund 3-Year Projections**

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 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. 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 - collection of rent and interest income- are projected at zero dollars at this time.

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

REVENUES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget
CITY OF MEMPHIS	\$ 3,611,333	\$ 113,862	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SHELBY COUNTY	47,689,237	54,932,413	81,327,937	48,104,943	50,755,985	20,037,618	20,037,618	20,037,618
OTHER LOCAL SHARES	335,704	286,313	736,482	1,123,725	-	-	-	-
PLANNED USE OF FUND BALANCE	15,589,977	20,228,371	1,817,802	310,496	200,000	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 67,226,251</b>	<b>\$ 75,560,959</b>	<b>\$ 83,882,221</b>	<b>\$ 49,539,164</b>	<b>\$ 50,955,985</b>	<b>\$ 20,037,618</b>	<b>\$ 20,037,618</b>	<b>\$ 20,037,618</b>

EXPENDITURES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget
PLANT SERVICES	67,226,251	75,560,959	83,882,221	49,539,164	50,955,985	20,037,618	20,037,618	20,037,618
<b>TOTAL EXPENDITURES</b>	<b>\$ 67,226,251</b>	<b>\$ 75,560,959</b>	<b>\$ 83,882,221</b>	<b>\$ 49,539,164</b>	<b>\$ 50,955,985</b>	<b>\$ 20,037,618</b>	<b>\$ 20,037,618</b>	<b>\$ 20,037,618</b>





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

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**

REVENUES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023-24 Forecast Budget	2024-25 Forecast Budget
STATE OF TENNESSEE	\$ 11,967,407	\$ 13,412,272	\$ 11,173,192	\$ 11,251,072	\$ 11,117,340	\$ 13,100,556	\$ 12,838,545	\$ 12,838,545
OTHER LOCAL SHARES	11,124,715	10,507,615	9,584,150	9,866,221	7,972,296	12,811,209	12,554,985	12,554,985
PLANNED USE OF FUND BALANCE	-	-	3,707,708	4,408,970	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 23,092,122</b>	<b>\$ 23,919,887</b>	<b>\$ 24,465,050</b>	<b>\$ 25,526,263</b>	<b>\$ 19,089,636</b>	<b>\$ 25,911,765</b>	<b>\$ 25,393,530</b>	<b>\$ 25,393,530</b>

EXPENDITURES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023-24 Forecast Budget	2024-25 Forecast Budget
INSTRUCTION	\$ 1,393,444	\$ 1,464,912	\$ 1,187,082	\$ 864,576	\$ 670,246	\$ 1,592,456	\$ 1,560,607	\$ 1,560,607
INSTRUCTIONAL SUPPORT	1,112,794	823,414	366,703	790,206	351,908	286,297	280,571	280,571
STUDENT SUPPORT	34,910	32,168	86,354	166,949	145,000	146,374	143,446	143,446
OFFICE OF THE PRINCIPAL	41,196	40,015	20,506	-	-	-	-	-
GENERAL ADMINISTRATION	197,007	-	-	150,000	-	-	-	-
FISCAL SERVICES	116,446	-	-	-	-	-	-	-
PLANT SERVICES	703,857	549,820	555,919	391,290	424,000	673,673	660,200	660,200
COMMUNITY SERVICES	19,435,405	20,703,754	21,791,413	22,746,045	17,092,393	23,212,965	22,748,706	22,748,706
CHARTER SCHOOLS	-	-	456,672	417,197	406,089	-	-	-
CONTRIBUTION TO FUND BALANCE	57,063	305,804	400	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 23,092,122</b>	<b>\$ 23,919,887</b>	<b>\$ 24,465,050</b>	<b>\$ 25,526,263</b>	<b>\$ 19,089,636</b>	<b>\$ 25,911,765</b>	<b>\$ 25,393,530</b>	<b>\$ 25,393,530</b>

**Picture taken prior to COVID-19**





**Nutrition Fund 3-Year Projections**

SCS Nutrition Services - or Nutrition Fund - operations provided approximately 51,085 free reimbursable breakfast meals and 76,547 free reimbursable lunches daily across the District during school year 2019-20. The ratio of about 2 breakfast meals to 3 lunch meals is aligned with the national goal promulgated by the Food Research & Action Center, a national anti-hunger organization. The number of meals served by SCS aligns with enrollment. As mentioned previously the transition of students to charter schools will have an impact on revenues and costs.

Shelby County Schools  
Nutrition Fund  
3 Year Projections

REVENUES	2017- 18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget
CITY OF MEMPHIS	\$ -	-	-	-	-	-	-	-
SHELBY COUNTY	-	-	-	-	-	-	-	-
STATE OF TENNESSEE	631,027	635,501	655,047	528,000	630,000	605,052	592,951	592,951
FEDERAL GOVERNMENT	79,334,712	81,596,399	57,064,452	52,573,999	77,994,555	84,464,291	86,153,577	86,153,577
OTHER LOCAL SHARES	3,552,568	4,013,397	2,214,821	1,865,173	367,584	2,473,196	2,423,732	2,423,732
PLANNED USE OF FUND BALANCE	-	-	5,245,297	26,823,321	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 83,518,307</b>	<b>\$ 86,245,297</b>	<b>\$ 65,179,616</b>	<b>\$ 81,790,493</b>	<b>\$ 78,992,139</b>	<b>\$ 87,542,539</b>	<b>\$ 89,170,260</b>	<b>\$ 89,170,260</b>

EXPENDITURES	2017- 18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget
FOOD SERVICE	\$ 72,114,566	\$ 78,685,187	\$ 65,179,616	\$ 81,790,493	\$ 78,992,139	\$ 87,542,539	\$ 89,170,260	\$ 89,170,260
CONTRIBUTION TO FUND BALANCE	11,403,741	7,560,110	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 83,518,307</b>	<b>\$ 86,245,297</b>	<b>\$ 65,179,616</b>	<b>\$ 81,790,493</b>	<b>\$ 78,992,139</b>	<b>\$ 87,542,539</b>	<b>\$ 89,170,260</b>	<b>\$ 89,170,260</b>

Picture taken prior to COVID-19





**Federal Fund 3-Year Projections**

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 \$956.9 million for fiscal year 2021-22, which represents approximately an 86.8% budget increase compared to the FY 2020-21 amended budget. The primary factors for this increase include the awarding of Elementary and Secondary School Emergency Relief Funds (ESSER) – (as part of the CARES Act or the Coronavirus Aid, Relief and Economic Security Act), increases in positions in Title I for four (4) Bilingual Cultural Coaches, seven (7) Bilingual Cultural Mentors, one (1) PLC Coach Advisor, two (2) Instructional Support Advisors and four (4) Family Engagement Specialists. These new positions show increases to the Instruction and Student Support functional areas. There are also increases in positions in these functional areas to comply with Comprehensive Coordinated Early Intervening Services (CCEIS) in IDEA and an increase in positions English Language Learners in Title I. Future funds for Federal grants are difficult to project. Federal Funds will decrease in future years as grants roll off, however, it is unclear which new grants will become available. Additional information regarding ESSER can be found at the link below. <http://www.scsk12.org/esser/files/2021/ESSER%20Plan%20Book%20-%20Final-v2.pdf>

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

REVENUES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget
FEDERAL GOVERNMENT	151,566,681	136,057,758	119,286,786	512,162,808	956,877,308	204,803,823	200,707,746	200,707,746
<b>TOTAL REVENUES</b>	<b>\$ 151,566,681</b>	<b>\$ 136,057,758</b>	<b>\$ 119,286,786</b>	<b>\$ 512,162,808</b>	<b>\$ 956,877,308</b>	<b>\$ 204,803,823</b>	<b>\$ 200,707,746</b>	<b>\$ 200,707,746</b>

EXPENDITURES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget
INSTRUCTION	\$ 69,872,046	\$ 48,604,363	\$ 42,078,268	\$ 267,419,657	\$ 400,043,916	\$ 75,156,342	\$ 73,653,215	\$ 73,653,215
INSTRUCTIONAL SUPPORT	34,088,799	39,363,619	41,524,359	79,790,066	98,374,011	49,228,685	48,244,112	48,244,112
STUDENT SUPPORT	8,531,561	7,046,750	7,785,061	46,858,402	49,556,595	11,571,660	11,340,227	11,340,227
OFFICE OF THE PRINCIPAL	-	-	-	376,977	-	26,606,252	26,074,127	26,074,127
BUSINESS ADMINISTRATION	-	-	-	-	13,558,788	6,059,907	5,938,707	5,938,707
STUDENT TRANSPORTATION	3,091,058	2,190,802	27,628	24,380,275	23,497,740	24,990,715	24,490,901	24,490,901
PLANT SERVICES	-	-	-	500,000	500,000	11,190,262	10,966,457	10,966,457
COMMUNITY SERVICES	29,782,133	31,353,325	24,554,415	32,593,842	32,218,595	-	-	-
CHARTER SCHOOLS	6,201,084	7,498,092	3,315,462	26,756,667	80,640,741	-	-	-
CAPITAL OUTLAY	-	-	-	33,486,922	258,486,922	-	-	-
FOOD SERVICE	-	807	1,594	-	-	-	-	-
DEBT SERVICE	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 151,566,681</b>	<b>\$ 136,057,758</b>	<b>\$ 119,286,786</b>	<b>\$ 512,162,808</b>	<b>\$ 956,877,308</b>	<b>\$ 204,803,823</b>	<b>\$ 200,707,746</b>	<b>\$ 200,707,746</b>



**Internal Service Fund 3-Year Projections**

The District’s Internal Service Funds, which accounts for intragovernmental and intergovernmental services, are designed to be self-supporting. The rates for Internal Service Funds are reviewed periodically 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). For the three years of budget forecasts, the District projects a 3 percent decline from the baseline year of fiscal year 2020-21.

Shelby County Schools  
Internal Service Fund  
3 Year Projections

REVENUES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget
OTHER LOCAL SHARES	\$ 3,275,251	\$ 3,076,008	\$ 2,017,151	\$ 3,697,973	\$ 5,589,837	\$ 3,479,422	\$ 3,375,039	\$ 3,375,039
PLANNED USE OF FUND BALANCE	\$ 71,171	\$ 43,903	\$ 643,264	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL REVENUES</b>	<b>\$ 3,346,422</b>	<b>\$ 3,119,911</b>	<b>\$ 2,660,415</b>	<b>\$ 3,697,973</b>	<b>\$ 5,589,837</b>	<b>\$ 3,479,422</b>	<b>\$ 3,375,039</b>	<b>\$ 3,375,039</b>

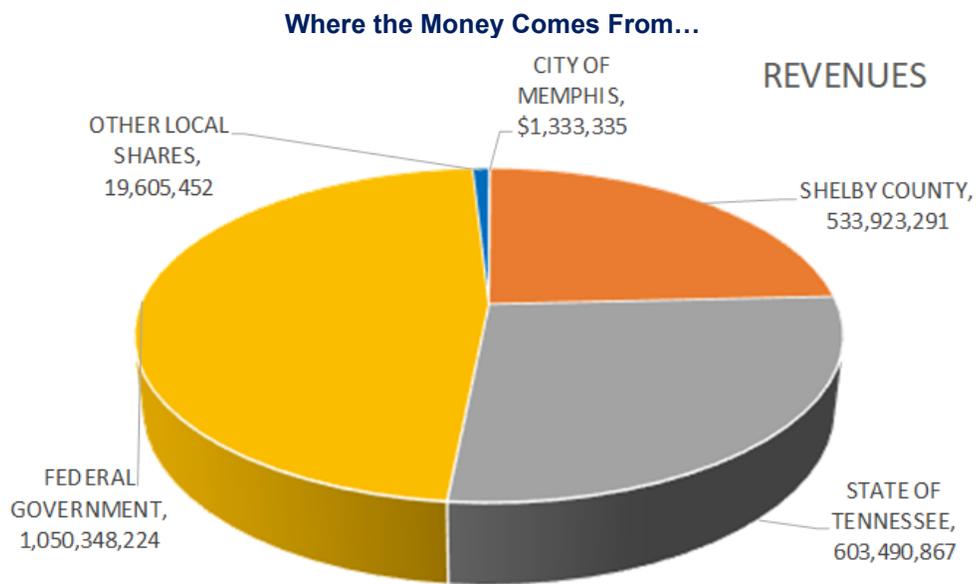
EXPENDITURES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	2022-23 Forecast Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget
INSTRUCTION	\$ 658,601	\$ 475,672	\$ 382,424	\$ 725,299	\$ 418,110	\$ 738,586	\$ 716,429	\$ 716,429
INSTRUCTIONAL SUPPORT	2,469	12,814	6,323	-	-	-	-	-
STUDENT SUPPORT	11,789	86,796	65,625	-	-	-	-	-
OTHER SUPPORT SERVICES	44,128	64,922	57,222	65,451	3,119,194	61,583	59,735	59,735
STUDENT TRANSPORTATION	350,531	324,125	212,414	389,637	88,021	366,609	355,611	355,611
PLANT SERVICES	2,278,904	2,155,582	1,899,823	2,457,906	1,927,843	2,312,644	2,243,264	2,243,264
CHARTER SCHOOLS	-	-	36,584	59,680	36,669	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 3,346,422</b>	<b>\$ 3,119,911</b>	<b>\$ 2,660,415</b>	<b>\$ 3,697,973</b>	<b>\$ 5,589,837</b>	<b>\$ 3,479,422</b>	<b>\$ 3,375,039</b>	<b>\$ 3,375,039</b>



**IV. ALL FUND TYPES**

**Shelby County Schools  
Highlights of the 2021-22 Budget  
All Funds**

The District’s total expenditure for the FY 2021-22 budget across all funds is approximately \$2.21 billion. The total budgeted expenditures for all funds reflect a \$435.8 million or a 25% increase from the FY21 amended budget. The largest cause of this increase is due to Federal Program revenues, and associated expenses, which are projected to increase by approximately \$444.0 million because of ESSER 2.0 and 3.0 funding.

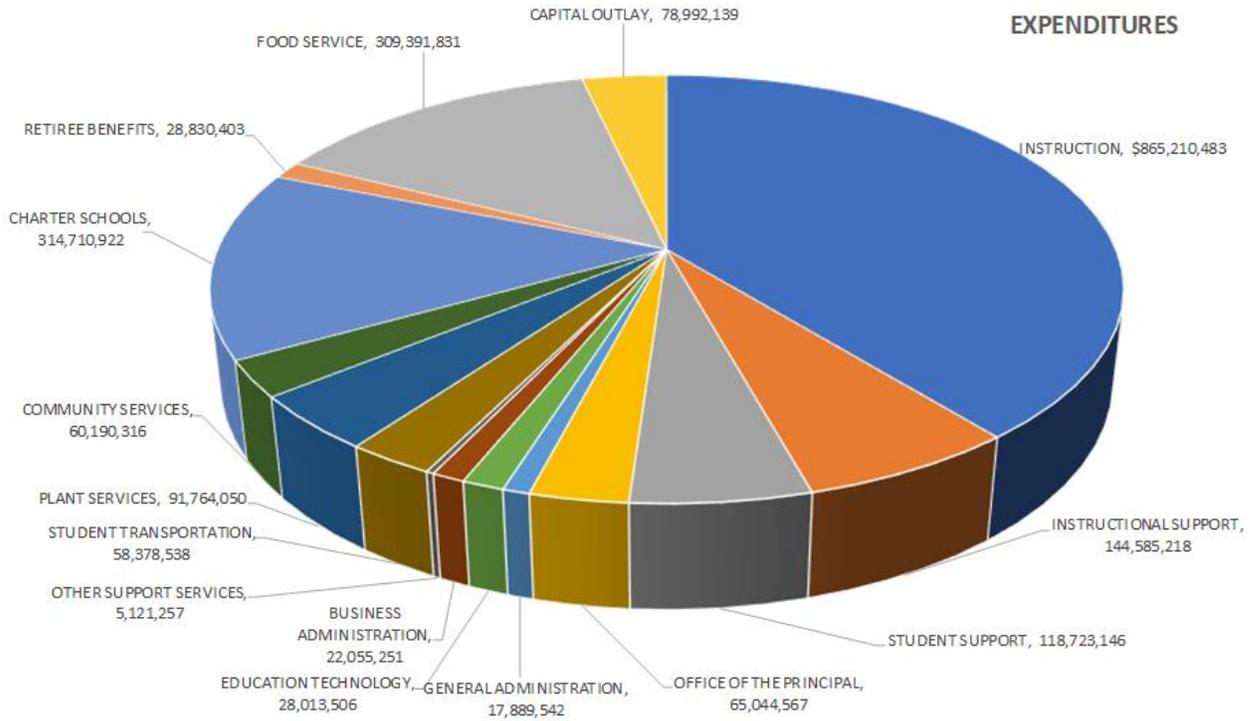


**SOURCE OF FUNDS**

REVENUES	2020-21 Amended Budget	2021-22 Adopted Budget	Variance	% Change	2021-2022 General Fund Adopted Budget
CITY OF MEMPHIS	\$ 1,333,333	\$ 1,333,335	2	0%	\$ 1,333,335
SHELBY COUNTY	526,514,124	533,923,291	7,409,167	1%	483,167,305
STATE OF TENNESSEE	575,057,731	603,490,867	28,433,136	5%	591,846,527
FEDERAL GOVERNMENT	580,864,873	1,050,348,224	469,483,351	45%	15,373,361
OTHER LOCAL SHARES	24,941,897	19,605,452	(5,336,445)	-27%	5,675,736
<b>TOTAL REVENUES</b>	<b>\$ 1,708,711,958</b>	<b>\$ 2,208,701,169</b>	<b>\$ 499,989,211</b>	<b>23%</b>	<b>\$ 1,097,396,264</b>



**...and Where the Money Goes**



**Use of Funds**

EXPENDITURES	2020-21 Amended Budget	2021-22 Adopted Budget	Variance	% Change	2021-2022 General Fund Adopted Budget
INSTRUCTION	\$ 816,398,882	\$ 865,210,483	\$ 48,811,601	6.0%	513,796,011
INSTRUCTIONAL SUPPORT	148,838,312	144,585,218	(4,253,094)	-2.9%	64,435,602
STUDENT SUPPORT	85,430,124	118,723,146	33,293,022	39.0%	64,851,977
OFFICE OF THE PRINCIPAL	63,338,657	65,044,567	1,705,910	2.7%	65,044,567
GENERAL ADMINISTRATION	18,464,098	17,889,542	(574,556)	-3.1%	17,889,542
EDUCATION TECHNOLOGY	38,316,778	28,013,506	(10,303,272)	0.0%	-
BUSINESS ADMINISTRATION	18,974,173	22,055,251	3,081,078	16.2%	22,055,251
OTHER SUPPORT SERVICES	220,945	5,121,257	4,900,312	2217.9%	328,759
STUDENT TRANSPORTATION	41,020,437	58,378,538	17,358,101	42.3%	34,552,776
PLANT SERVICES	97,933,874	91,764,050	(6,169,824)	-6.3%	90,585,511
COMMUNITY SERVICES	65,611,793	60,190,316	(5,421,477)	-8.3%	10,850,527
CHARTER SCHOOLS	184,945,609	314,710,922	129,765,313	70.2%	184,175,339
RETIREE BENEFITS	28,830,403	28,830,403	-	0.0%	28,830,403
FOOD SERVICE	81,790,493	309,391,831	227,601,338	278.3%	-
CAPITAL OUTLAY	82,975,010	78,992,139	(3,982,871)	-4.8%	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,773,089,590</b>	<b>\$ 2,208,901,169</b>	<b>\$ 435,811,581</b>	<b>25%</b>	<b>\$ 1,097,396,265</b>



**SUMMARY OF BUDGETS – ALL FUNDS BY FUNCTION  
FISCAL YEAR 2021-22 ADOPTED BUDGET**

**With Comparative Information for Fiscal Years 2017-18 through 2021-22**

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 5,056,774	\$ 1,529,071	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 2	0.0%
Shelby County	463,097,256	533,808,695	560,343,540	526,514,124	533,923,291	7,409,167	1.4%
State of Tennessee	514,615,844	536,497,711	550,352,588	575,057,731	603,490,867	28,433,136	4.9%
Federal Government	296,234,339	228,326,630	193,001,471	580,864,873	1,050,348,224	469,483,351	80.8%
Other Local Sources	25,343,361	27,690,212	24,446,470	24,941,897	19,605,452	(5,336,445)	-21.4%
<b>Total Revenues</b>	<b>\$ 1,304,347,574</b>	<b>\$ 1,327,852,319</b>	<b>\$ 1,329,596,325</b>	<b>\$ 1,708,711,958</b>	<b>\$ 2,208,701,169</b>	<b>\$ 499,989,211</b>	<b>29.3%</b>
<b>Expenditures</b>							
Instructions	\$ 594,703,099	\$ 581,357,898	\$ 562,863,226	\$ 816,398,882	\$ 865,210,483	\$ 48,811,601	6.0%
Instructional Support	66,731,176	75,598,615	100,256,865	148,838,312	144,585,218	(4,253,094)	-2.9%
Student Support	67,339,223	80,211,040	71,861,552	85,430,124	118,723,146	33,293,022	39.0%
Office of the Principal	62,720,477	64,531,113	63,522,590	63,338,657	65,044,567	1,705,910	2.7%
General Administration	15,438,127	17,122,132	17,100,303	18,464,098	17,889,542	(574,556)	-3.1%
Educational Technology	30,528,463	21,654,731	-	38,316,778	28,013,506	(10,303,272)	-26.9%
Fiscal Services	7,156,332	7,799,900	-	-	-	-	0.0%
Business Administration	-	-	16,879,959	18,974,173	22,055,251	3,081,078	16.2%
Other Support Services	7,192,228	9,432,726	264,806	220,945	5,121,257	4,900,312	2217.9%
Student Transportation	26,288,152	28,583,313	20,261,262	41,020,437	58,378,538	17,358,101	42.3%
Plant Services	85,201,099	107,938,188	97,385,563	97,933,874	91,764,050	(6,169,824)	-6.3%
Community Services	54,974,499	62,620,216	56,754,467	65,611,793	60,190,316	(5,421,477)	-8.3%
Charter Schools	128,231,865	143,041,477	158,835,991	184,945,609	314,710,922	129,765,313	70.2%
Retiree Health	28,784,843	28,599,681	28,084,559	28,830,403	28,830,403	-	0.0%
Food Service	72,114,567	78,686,205	65,181,209	81,790,493	309,391,831	227,601,338	278.3%
Capital Outlay	67,226,251	75,560,959	83,882,221	82,975,010	78,992,139	(3,982,871)	-4.8%
<b>Total Expenditures</b>	<b>\$ 1,314,630,401</b>	<b>\$ 1,382,738,194</b>	<b>\$ 1,343,134,573</b>	<b>\$ 1,773,089,590</b>	<b>\$ 2,208,901,169</b>	<b>\$ 435,811,581</b>	<b>24.6%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (10,282,827)</b>	<b>\$ (54,885,875)</b>	<b>\$ (13,538,248)</b>	<b>\$ (64,377,632)</b>	<b>\$ (200,000)</b>		
<b>Approved use of Fund balance</b>	<b>10,282,827</b>	<b>54,885,875</b>	<b>13,538,248</b>	<b>64,377,632</b>	<b>200,000</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>							
240,050,170	249,056,849	217,507,453	203,969,238	236,768,187			
Increase (decrease) in revenue for encumbrances	11,756,211	(40,096,222)	(11,117,201)	30,860,971	(200,000)		
Transfers To/(From)Other Funds	(3,096,202)	7,402,841	(3,057,961)	(4,731,055)	-		
Insurance Recovery	-	546,785	554,780	89,509	-		
Sale of Capital Assets	346,640	597,230	82,167	6,579,524	-		
<b>Ending Fund Balance</b>	<b>\$ 249,056,819</b>	<b>\$ 217,507,483</b>	<b>\$ 203,969,238</b>	<b>\$ 236,768,187</b>	<b>\$ 236,568,187</b>		
<b>Fund Balance Categories</b>							
Nonspendable	5,812,919	10,185,984	11,044,734	12,167,513	12,167,513		
Restricted	80,824,680	86,584,278	72,738,818	67,416,325	67,216,325		
Assigned	85,111,866	34,907,258	35,635,185	14,607,226	14,607,226		
Committed	-	1,073,244	769,670	660,211	660,211		
Unassigned	77,307,354	84,756,719	83,780,831	141,916,912	141,916,912		
<b>Total Ending Fund Balance</b>	<b>\$ 249,056,819</b>	<b>\$ 217,507,483</b>	<b>\$ 203,969,238</b>	<b>\$ 236,768,187</b>	<b>\$ 236,568,187</b>		



**SUMMARY OF BUDGETS – ALL FUNDS BY OBJECT  
FISCAL YEAR 2021-22 ADOPTED BUDGET**

**With Comparative Information for Fiscal Years 2017-18 through 2021-22**

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 5,056,774	\$ 1,529,071	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 2	0.0%
Shelby County	463,097,256	533,808,695	560,343,540	526,514,124	533,923,291	7,409,167	1.4%
State of Tennessee	514,615,844	536,497,711	550,352,588	575,057,731	603,490,867	28,433,136	4.9%
Federal Government	296,234,339	228,326,630	193,001,471	580,864,873	1,050,348,224	469,483,351	80.8%
Other Local Sources	25,343,361	27,690,212	24,446,470	24,941,897	19,605,452	(5,336,445)	-21.4%
<b>Total Revenues</b>	<b>\$ 1,304,347,574</b>	<b>\$ 1,327,852,319</b>	<b>\$ 1,329,596,325</b>	<b>\$ 1,708,711,958</b>	<b>\$ 2,208,701,169</b>	<b>\$ 499,989,211</b>	<b>29.3%</b>
<b>Expenditures</b>							
Salaries	\$ 630,306,122	\$ 655,717,461	\$ 644,962,501	\$ 721,973,987	\$ 834,000,140	\$ 112,026,153	15.5%
Benefits	184,942,127	187,449,052	187,787,962	198,395,343	199,962,151	1,566,808	0.8%
Contracted Services	132,066,679	143,519,252	84,019,949	210,091,649	426,142,292	216,050,643	102.8%
Professional Services	3,557,469	3,215,234	48,277,690	51,456,538	58,239,540	6,783,002	13.2%
Property Maintenance Services	10,900,269	14,313,617	33,469,728	38,387,395	39,163,921	776,527	2.0%
Travel	2,359,711	1,773,836	1,062,835	319,491	1,223,424	903,933	282.9%
Supplies and Materials	88,844,035	100,948,948	50,325,847	140,928,100	121,182,979	(19,745,122)	-14.0%
Capital Outlay	106,186,590	107,052,879	110,627,322	162,779,439	97,352,368	(65,427,071)	-40.2%
Other Charges	24,863,009	26,821,622	23,764,748	63,812,036	116,923,431	53,111,396	83.2%
Debt Services	4,968	-	-	-	-	-	0.0%
Charter Schools	128,231,865	143,041,477	158,835,991	184,945,609	314,710,922	129,765,313	70.2%
<b>Total Expenditures</b>	<b>\$ 1,314,630,401</b>	<b>\$ 1,382,738,194</b>	<b>\$ 1,343,134,573</b>	<b>\$ 1,773,089,590</b>	<b>\$ 2,208,901,169</b>	<b>\$ 435,811,581</b>	<b>24.6%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (10,282,827)</b>	<b>\$ (54,885,875)</b>	<b>\$ (13,538,248)</b>	<b>\$ (64,377,632)</b>	<b>\$ (200,000)</b>		
<b>Approved use of Fund balance</b>	<b>10,282,827</b>	<b>54,885,875</b>	<b>13,538,248</b>	<b>64,377,632</b>	<b>200,000</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>							
	240,050,170	249,056,849	217,507,453	203,969,238	236,768,187		
Increase (decrease) in revenue for encumbrances	11,756,211	(40,096,222)	(11,117,201)	30,860,971	(200,000)		
Transfers To/(From)Other Funds	(3,096,202)	7,402,841	(3,057,961)	(4,731,055)	-		
Insurance Recovery	-	546,785	554,780	89,509	-		
Sale of Capital Assets	346,640	597,230	82,167	6,579,524	-		
<b>Ending Fund Balance</b>	<b>\$ 249,056,819</b>	<b>\$ 217,507,483</b>	<b>\$ 203,969,238</b>	<b>\$ 236,768,187</b>	<b>\$ 236,568,187</b>		
<b>Fund Balance Categories</b>							
Nonspendable	5,812,919	10,185,984	11,044,734	12,167,513	12,167,513		
Restricted	80,824,680	86,584,278	72,738,818	67,416,325	67,216,325		
Assigned	85,111,866	34,907,258	35,635,185	14,607,226	14,607,226		
Committed	-	1,073,244	769,670	660,211	660,211		
Unassigned	77,307,354	84,756,719	83,780,831	141,916,912	141,916,912		
<b>Total Ending Fund Balance</b>	<b>\$ 249,056,819</b>	<b>\$ 217,507,483</b>	<b>\$ 203,969,238</b>	<b>\$ 236,768,187</b>	<b>\$ 236,568,187</b>		



**V. ALL FUNDS**

**i. All Funds Types Fund Balance**

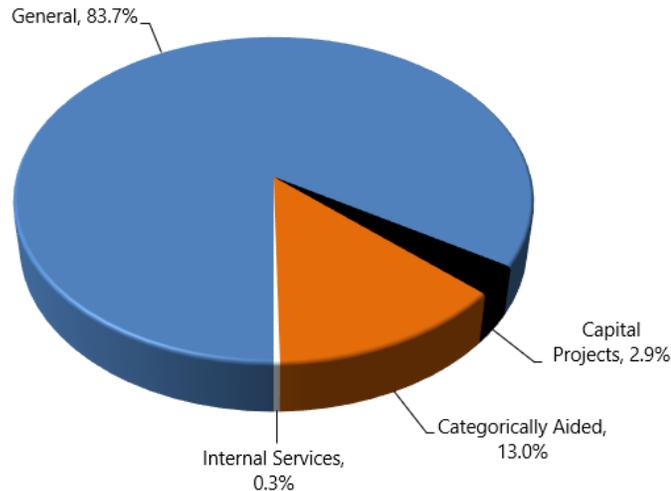
Shelby County Schools projects to start fiscal year 2021-22 with a fund balance for all funds of \$236,768,185 (unaudited), which is a \$63.9 million increase (or 73%) when compared with fiscal year 2020-21. Of this total, the General Fund makes up 83.7% or \$198,103,590.

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, or assigned to indicate that it is (1) not in spendable form, (2) restricted for specific purposes, or (3) assigned for specific purposes. During fiscal year 2021-22, SCS isn't planning to use unassigned General Fund balance.

**Shelby County Schools  
Highlights of the 2021-22 Budget  
Fund Balance (All Funds)**

<b>Funds</b>	<b>Projected Fund Balances July 1, 2021</b>	<b>Revenues</b>	<b>Expenses or Expenditures</b>	<b>Projected Fund Balances June 30, 2022</b>
General	\$ 198,103,590	\$ 1,097,396,265	\$ 1,097,396,265	198,103,590
Capital Projects	7,005,273	50,755,985	50,955,985	6,805,273
Categorically Aided	30,847,384	1,054,959,083	1,054,959,083	30,847,384
Internal Services	811,940	5,589,837	5,589,837	811,940
<b>Total</b>	<b>\$ 236,768,185</b>	<b>\$ 2,208,701,170</b>	<b>\$ 2,208,901,170</b>	<b>\$ 236,568,187</b>

**2021-22  
Projected Ending All Fund Balances**





**VI. GOVERNMENTAL FUNDS**

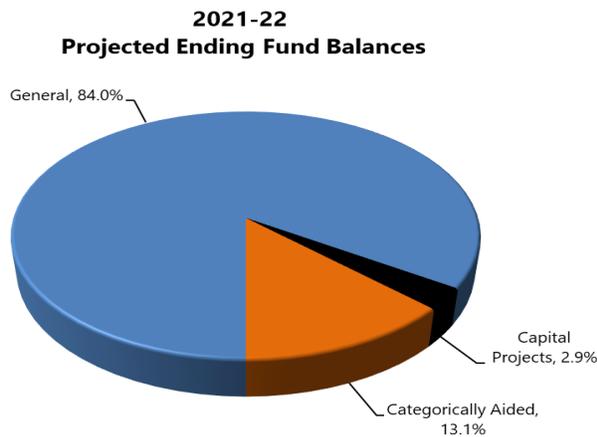
**i. All Governmental Fund Type Fund Balance**

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 2021-22 with a fund balance for governmental funds of \$235,956,245 (unaudited), which is a \$64.2 million increase when compared with 2020-21. Of this total, the General Fund makes up 84.0% or \$198,103,590.

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.

**Shelby County Schools  
Highlights of the 2021-22 Budget  
Fund Balances (All Governmental Funds)**

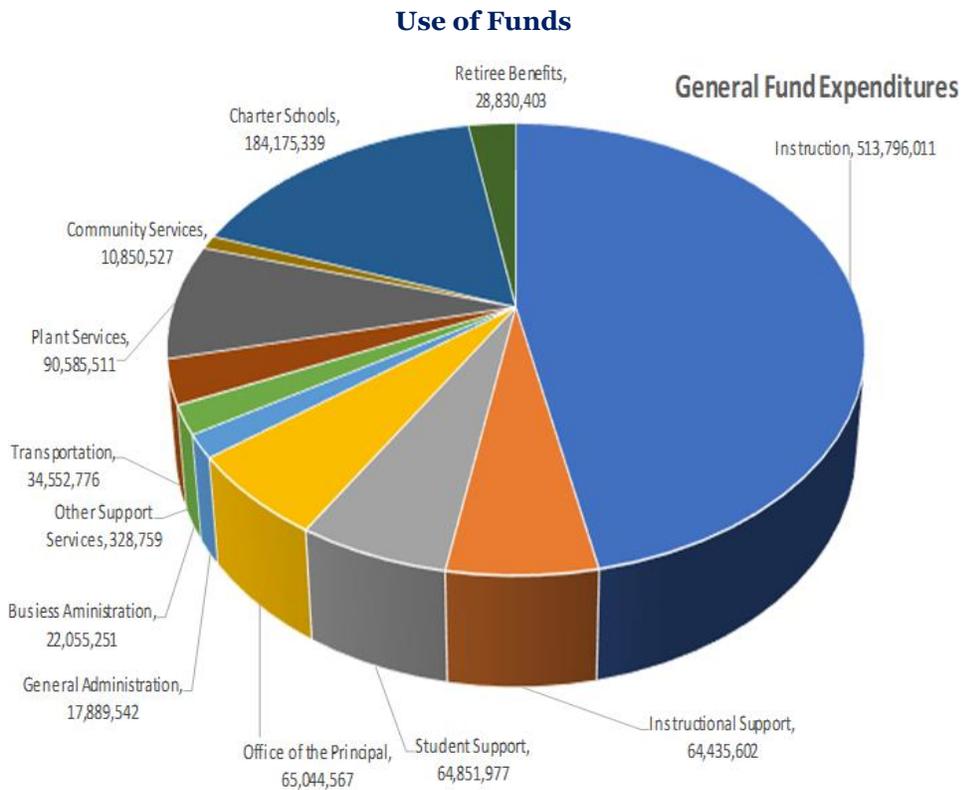
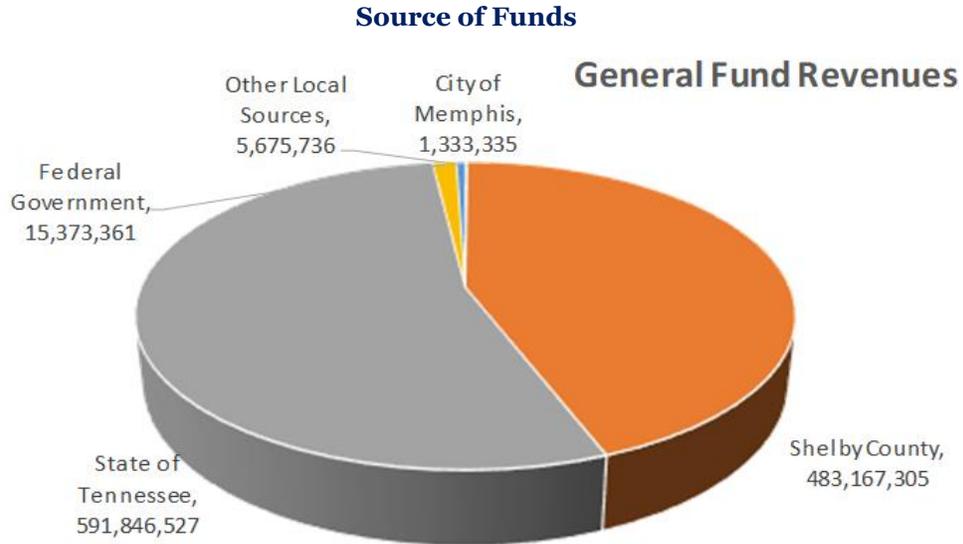
<b>Funds</b>	<b>Projected Fund Balances July 1, 2021</b>	<b>Revenues</b>	<b>Expenses or Expenditures</b>	<b>Projected Fund Balances June 30, 2022</b>
General	\$ 198,103,590	\$ 1,097,396,265	\$ 1,097,396,265	198,103,590
Capital Projects	7,005,273	50,755,985	50,955,985	6,805,273
Categorically Aided	30,847,384	1,054,959,083	1,054,959,083	30,847,384
<b>Total</b>	<b>\$ 235,956,245</b>	<b>\$ 2,203,111,333</b>	<b>\$ 2,203,311,332</b>	<b>\$ 235,756,244</b>





**ii. General Fund**

**2021-22 ADOPTED GENERAL FUND SOURCE OF FUNDS AND EXPENDITURES**





**GENERAL FUND BY FUNCTION  
FISCAL YEAR 2021-22 GENERAL FUND BUDGET**

**With Comparative Information for Fiscal Years 2017-18 through 2021-22**

	2017-2018 Actual	2018-2019 Actual	2019-2020 Actual	2020-2021 Amended Budget	2021-2022 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,445,441	\$ 1,415,209	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 2	0.0%
Shelby County	463,097,256	478,876,282	479,015,603	478,409,181	483,167,305	4,758,124	1.0%
State of Tennessee	502,017,410	522,449,938	538,524,350	565,224,285	591,846,527	26,622,242	4.7%
Federal Government	17,643,709	10,672,473	16,650,234	16,128,066	15,373,361	(754,705)	-4.7%
Other Local Sources	6,722,553	9,777,517	9,893,866	7,284,251	5,675,736	(1,608,515)	-22.1%
<b>Total Revenues</b>	<b>\$ 990,926,369</b>	<b>\$1,023,191,419</b>	<b>\$1,045,536,309</b>	<b>\$ 1,068,379,116</b>	<b>\$1,097,396,265</b>	<b>\$ 29,017,148</b>	<b>2.7%</b>
<b>Expenditures</b>							
Instruction	\$ 518,652,883	\$ 527,285,036	\$ 515,406,734	\$ 550,301,090	\$ 513,796,011	\$ (36,505,079)	-6.6%
Instructional Support	30,551,850	35,591,791	58,359,480	66,781,773	64,435,602	(2,346,171)	-3.5%
Student Support	58,496,700	72,693,000	63,924,512	62,374,936	64,851,977	2,477,041	4.0%
Office of the Principal	62,679,281	64,491,098	63,502,084	62,961,679	65,044,567	2,082,888	3.3%
General Administration	15,241,121	17,122,133	17,100,303	18,314,098	17,889,542	(424,556)	-2.3%
Education Technology	30,528,463	21,654,731	-	-	-	-	0.0%
Fiscal Services	7,039,887	7,799,900	-	-	-	-	0.0%
Business Administration	-	-	16,879,959	18,974,174	22,055,251	3,081,077	16.2%
Other Support Services	7,148,099	9,367,804	207,583	155,494	328,759	173,265	111.4%
Transportation	22,763,879	25,964,424	20,021,220	18,412,552	34,552,776	16,140,224	87.7%
Plant Services	82,175,067	105,292,766	94,929,821	90,871,131	90,585,511	(285,620)	-0.3%
Community Services	4,949,101	8,808,326	10,408,639	9,942,690	10,850,527	907,837	9.1%
Charter Schools	128,231,865	143,041,477	158,835,991	173,293,941	184,175,339	10,881,398	6.3%
Retiree Benefits	28,784,843	28,599,681	28,084,559	28,830,403	28,830,403	-	0.0%
<b>Total Expenditures</b>	<b>\$ 997,243,039</b>	<b>\$1,067,712,167</b>	<b>\$1,047,660,886</b>	<b>\$ 1,101,213,961</b>	<b>\$1,097,396,265</b>	<b>\$ (3,817,696)</b>	<b>-0.3%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>(6,316,670)</b>	<b>(44,520,748)</b>	<b>(2,124,577)</b>	<b>(32,834,845)</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Approved use of Fund balance</b>	<b>6,316,670</b>	<b>44,520,748</b>	<b>2,124,577</b>	<b>32,834,845</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Beginning Fund Balance</b>	<b>196,755,623</b>	<b>198,790,057</b>	<b>158,256,797</b>	<b>156,132,220</b>	<b>198,103,590</b>	<b>-</b>	<b>-</b>
Increase (decrease) in revenue for encumbrances	4,978,952	(47,936,101)	856,290	47,032,809	-	-	-
Transfers To/(From)Other Funds	(3,096,202)	7,402,841	(3,057,994)	(5,061,439)	-	-	-
Sale of Capital Assets	151,684	-	77,127	-	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 198,790,057</b>	<b>\$ 158,256,797</b>	<b>\$ 156,132,220</b>	<b>\$ 198,103,590</b>	<b>\$ 198,103,590</b>	<b>-</b>	<b>-</b>
<b>Fund Balance Categories</b>							
Nonspendable	5,812,919	5,467,117	5,447,434	6,833,851	6,833,851	-	-
Restricted	31,697,246	34,250,522	31,750,326	35,557,540	35,557,540	-	-
Assigned	85,111,866	34,907,258	35,635,185	14,607,226	14,607,226	-	-
Unassigned	76,168,026	83,631,900	83,299,275	141,104,973	141,104,973	-	-
<b>Total Ending Fund Balance</b>	<b>\$ 198,790,057</b>	<b>\$ 158,256,797</b>	<b>\$ 156,132,220</b>	<b>\$ 198,103,590</b>	<b>\$ 198,103,590</b>	<b>-</b>	<b>-</b>



**GENERAL FUND BY OBJECT  
FISCAL YEAR 2021-22 BUDGET**

**With Comparative Information for Fiscal Years 2017-18 through 2021-22**

	2017-2018 Actual	2018-2019 Actual	2019-2020 Actual	2020-2021 Amended Budget	2021-2022 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,445,441	\$ 1,415,209	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 2	0.0%
Shelby County	463,097,256	478,876,282	479,015,603	478,409,181	483,167,305	4,758,124	1.0%
State of Tennessee	502,017,410	522,449,938	538,524,350	565,224,285	591,846,527	26,622,242	4.7%
Federal Government	17,643,709	10,672,473	16,650,234	16,128,066	15,373,361	(754,705)	-4.7%
Other Local Sources	6,722,553	9,777,517	9,893,866	7,284,251	5,675,736	(1,608,515)	-22.1%
<b>Total Revenues</b>	<b>\$ 990,926,369</b>	<b>\$ 1,023,191,419</b>	<b>\$ 1,045,536,309</b>	<b>\$ 1,068,379,116</b>	<b>\$ 1,097,396,265</b>	<b>\$ 29,017,148</b>	<b>2.7%</b>
<b>Expenditures</b>							
Salaries	\$ 528,865,044	\$ 554,021,079	\$ 551,222,879	\$ 554,661,541	\$ 555,441,793	\$ 780,252	0.1%
Benefits	161,981,818	164,717,885	165,368,545	158,471,911	179,023,678	20,551,767	13.0%
Contracted Services	85,326,242	93,276,849	63,955,584	73,507,285	64,254,090	(9,253,195)	-12.6%
Professional Services	2,613,474	2,758,140	28,044,709	27,362,747	34,028,067	6,665,321	24.4%
Property Maintenance Services	9,829,444	13,094,616	32,358,678	36,105,341	36,943,808	838,468	2.3%
Travel	1,836,673	1,330,424	858,965	129,908	1,024,987	895,079	689.0%
Supplies and Materials	43,906,671	54,702,295	14,680,093	30,167,209	18,889,143	(11,278,066)	-37.4%
Capital Outlay	20,106,710	26,283,509	17,046,710	29,735,041	7,043,549	(22,691,492)	-76.3%
Other Charges	14,545,098	14,777,893	15,288,732	17,779,038	16,571,811	(1,207,227)	-6.8%
Charter Schools	128,231,865	143,041,477	158,835,991	173,293,941	184,175,339	10,881,398	6.3%
<b>Total Expenditures</b>	<b>\$ 997,243,039</b>	<b>\$ 1,068,004,167</b>	<b>\$ 1,047,660,886</b>	<b>\$ 1,101,213,961</b>	<b>\$ 1,097,396,265</b>	<b>\$ (3,817,696)</b>	<b>-0.3%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	(6,316,670)	(44,812,748)	(2,124,577)	(32,834,845)	-	-	-
<b>Approved use of Fund balance</b>	6,316,670	44,812,748	2,124,577	32,834,845	-	-	-
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>
<b>Beginning Fund Balance</b>	196,755,623	198,790,057	158,256,797	156,132,220	198,103,590		
Increase (decrease) in revenue for encumbrances	4,978,952	(47,936,101)	856,290	47,032,809	-		
Transfers To/(From)Other Funds	(3,096,202)	7,402,841	(3,057,994)	(5,061,439)	-		
Sale of Capital Assets	151,684	-	77,127	-	-		
<b>Ending Fund Balance</b>	<b>\$ 198,790,057</b>	<b>\$ 158,256,797</b>	<b>\$ 156,132,220</b>	<b>\$ 198,103,590</b>	<b>\$ 198,103,590</b>		
<b>Fund Balance Categories</b>							
Nonspendable	5,812,919	5,467,117	5,447,434	6,833,851	6,833,851		
Restricted	31,697,246	34,250,522	31,750,326	35,557,540	35,557,540		
Assigned	85,111,866	34,907,258	35,635,185	14,607,226	14,607,226		
Unassigned	76,168,026	83,631,900	83,299,275	141,104,972	141,104,972		
<b>Total Ending Fund Balance</b>	<b>\$ 198,790,057</b>	<b>\$ 158,256,797</b>	<b>\$ 156,132,220</b>	<b>\$ 198,103,590</b>	<b>\$ 198,103,590</b>		



**Cabinet & Department  
Restructuring**

To better align with the Shelby County School priorities it became necessary to restructure some division. The restructructions are noted below.

<b>Department</b>	<b>Moved From</b>	<b>Moved to</b>
English As a Scond Language	Acadmic Operations and Student Support	Academic Admin Office
Virtual Schools	Acadmic Operations and Student Support	Academic Admin Office
Exceptional Children	Chief of Schools	Acadmic Operations and Student Support
Careers and Technical Education	Chief of Schools	Academic Admin Office
Coordinated Sschool Health	Chief of Schools	Acadmic Operations and Student Support
Charter Schools	Other	Chief of Schools
Charter Schools Admin	Strategy and Performance Management	Chief of Schools
Instructional Television (GHS TV)	Communications	Academic Admin Office
MWBE	Auditing	Chief of Staff

<b>Newly Added Departments</b>	<b>Added to Department Name</b>
Equity Office	Chief of Staff
Summer Learning Camp	Acadmic Operations and Student Support
STREAM Mini Camps	Acadmic Operations and Student Support
Learning Loss Bridge Camps	Acadmic Operations and Student Support



**2021 - 2022 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT**

	2017-18 Actuals	2017-18 Positions	2018-19 Actuals	2018-19 Positions	2019-20 Actuals	2019-20 Positions
<b>Superintendent</b>						
020000 Superintendent	\$ 567,499	3	\$ 857,627	3	\$ 684,434	4
<b>Total Superintendent</b>	<b>\$ 567,499</b>	<b>3</b>	<b>\$ 857,627</b>	<b>3</b>	<b>\$ 684,434</b>	<b>4</b>
<b>Deputy Superintendent of Finance &amp; Operations</b>						
010000 Board of Education	\$ 1,190,501	0	\$ 1,599,175	0	\$ 1,767,457	14
350000 Strategic Operations	\$ -	0	\$ -	0	\$ 877,805	5
<b>Total Deputy Superintendent of Finance &amp; Operations</b>	<b>\$ 1,190,501</b>	<b>0</b>	<b>\$ 1,599,175</b>	<b>0</b>	<b>\$ 2,645,262</b>	<b>19</b>
<b>Deputy Superintendent of Schools and Acad Support</b>						
210000 Strategy	\$ 423,451	41	\$ 477,179	3	\$ 341,096	3
211100 Charter Schools Administration	466,023.89	0	913,052	6	-	0
220000 Planning and Accountability	206,678	2	171,929	2	174,095	1
221000 Student Info Management	1,337,422	17	1,643,642	17	1,706,063	22
222000 Assessment and Accountability	1,922,184	7	1,928,805	8	1,517,295	7
223000 Research Planning and Improvement	123,161	1	124,215	1	187,671	2
311000 Performance Management	647,945	6	1,628,905	6	1,690,606	13
<b>Total Deputy Superintendent of Schools and Acad Supp</b>	<b>\$ 5,126,864</b>	<b>74</b>	<b>\$ 6,887,727</b>	<b>43</b>	<b>\$ 5,616,826</b>	<b>48</b>
<b>Chief of Staff</b>						
020100 Chief of Staff	\$ 722,033	2	\$ 1,089,269	5	\$ 450,881	3
215504 Equity Office	\$ -	0	\$ -	0	\$ -	0
020200 MWBE Department	\$ -	0	\$ -	0	\$ 219,452	3
<b>Total Chief of Staff</b>	<b>\$ 722,033</b>	<b>2</b>	<b>\$ 1,089,269</b>	<b>5</b>	<b>\$ 670,333</b>	<b>6</b>
<b>General Counsel</b>						
030000 General Counsel	\$ 3,712,838	11	\$ 4,454,754	10	\$ 5,379,968	18
030200 Policy	263,227	4	201,802	4	192,663	3
330000 Risk Management	1,853,311	0	1,809,322	4	1,861,729	4
<b>Total General Counsel</b>	<b>\$ 5,829,377</b>	<b>15</b>	<b>\$ 6,465,878</b>	<b>18</b>	<b>\$ 7,434,360</b>	<b>25</b>
<b>Academic Admin Office</b>						
100000 Academic Office	\$ 999,075	8	\$ 1,414,799	26	\$ 2,086,037	19
100100 Assistant Superintendent	356,651	0	178,241	3	162,537	3
100230 Leadership Development and Capacity Building	-	0	-	0	1,225,283	7
102000 Curriculum	17,198,018	13	2,878,686	16	6,971,271	16
102002 Response to Intervention	-	0	754,794	0	840,313	9
102010 English As a Second Language	-	0	-	0	1,354,651	28
102011 English As a Second Language Elementary	-	0	-	0	12,137,163	189
102012 English As a Second Language Middle	-	0	-	0	2,371,099	40
102013 English As a Second Language K8	-	0	-	0	408,670	5
102014 English As a Second Language High	-	0	-	0	2,676,222	39
102020 STEM	252,273	3	239,533	2	245,731	3
102030 Literacy	254,620	0	142,861	0	109,019	1
102040 Mathematics	165,410	0	148,189	1	120,991	1
102050 Science	186,749	0	185,671	1	133,356	1
102060 Social Studies	230,708	0	224,811	0	197,831	0
102084 Head Start In-Kind Match	362,480	0	462,131	0	28,142	0
102090 Pre-K	3,013,157	6	5,185,106	39	5,859,532	72
102100 Textbooks	3,040,250	0	11,749,453	1	1,520,636	2
102200 World Languages	1,320,156	0	1,321,539	20	1,334,104	20
102300 Band and Strings	1,907,391	17	2,768,825	18	2,376,025	21
102500-Library Services	401,317	0	452,945	2	355,414	2
102600 Educational Support	335,706	0	292,166	5	288,362	4
102800 Stipends	-	0	-	0	823,682	0
103000 Career and Technical Education	-	0	-	0	19,583,190	233
103010 Project Graduation	-	0	-	0	948,669	4
104003 Exceptional Children K8	-	0	-	0	-	0
108000 Project Stand (only 8907-9907)	-	0	-	0	6,701,081	
212010 Virtual School	-	0	-	0	1,802,285	14
215000 iZone	3,228,141	0	4,263,364	33	-	0



**2021 - 2022 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT**

2020-21 Amended Budget	2020-21 Amended Positions	2021-22 Adopted Budget	2021-22 Positions	2022 vs 2021 Budget Variance	2022 vs 2021 Positions Variance	
						<b>Superintendent</b>
\$ 656,776	4	\$ 634,222	4	\$ (22,554)	0	020000 Superintendent
<b>\$ 656,776</b>	<b>4</b>	<b>\$ 634,222</b>	<b>4</b>	<b>\$ (22,554)</b>	<b>0</b>	<b>Total Superintendent</b>
						<b>Deputy Superintendent of Finance &amp; Operations</b>
\$ 2,952,993	12	\$ 2,125,431	12	\$ (827,562)	0	010000 Board of Education
\$ 873,293	4	774,795	4	(98,498)	0	350000 Strategic Operations
<b>\$ 3,826,286</b>	<b>16</b>	<b>\$ 2,900,226</b>	<b>16</b>	<b>\$ (926,060)</b>	<b>0</b>	<b>Total Deputy Superintendent of Finance &amp; Operations</b>
						<b>Deputy Superintendent of Schools and Acad Support</b>
\$ 376,524	5	\$ 327,170	5	\$ (49,354)	0	210000 Strategy
-	0	-	0	-	0	211100 Charter Schools Administration
174,352	1	175,624	1	1,272	0	220000 Planning and Accountability
1,527,899	20	1,686,892	20	158,993	0	221000 Student Info Management
1,903,597	7	1,843,770	7	(59,827)	0	222000 Assessment and Accountability
223,138	3	286,031	3	62,893	0	223000 Research Planning and Improvement
1,616,728	14	1,849,334	14	232,606	0	311000 Performance Management
<b>\$ 5,822,238</b>	<b>50</b>	<b>\$ 6,168,821</b>	<b>50</b>	<b>\$ 346,583</b>	<b>0</b>	<b>Total Deputy Superintendent of Schools and Acad Support</b>
						<b>Chief of Staff</b>
\$ 423,786	3	\$ 495,521	3	\$ 71,735	0	020100 Chief of Staff
-	0	789,790	7	789,790	7	215504 Equity Office
306,458	4	356,876	4	50,418	0	020200 MWBE Department
<b>\$ 730,244</b>	<b>7</b>	<b>\$ 1,642,187</b>	<b>4</b>	<b>\$ 911,943</b>	<b>7</b>	<b>Total Chief of Staff</b>
						<b>General Counsel</b>
\$ 4,531,984	17	\$ 4,412,060	17	\$ (119,924)	0	030000 General Counsel
191,671	2	198,219	2	6,548	0	030200 Policy
1,835,809	4	2,727,946	4	892,137	0	330000 Risk Management
<b>\$ 6,559,464</b>	<b>23</b>	<b>\$ 7,338,225</b>	<b>23</b>	<b>\$ 778,761</b>	<b>0</b>	<b>Total General Counsel</b>
						<b>Academic Admin Office</b>
\$ 2,764,066	47	\$ 3,031,428	47	\$ 267,362	0	100000 Academic Office
-	0	-	0	-	0	100100 Assistant Superintendent
1,040,718	7	852,638	7	(188,080)	0	100230 Leadership Development and Capacity Building
5,784,665	16	1,620,289	21	(4,164,376)	5	102000 Curriculum
829,020	9	898,029	9	69,009	0	102002 Response to Intervention
2,126,394	12	1,278,367	12	(848,027)	0	102010 English As a Second Language
11,378,945	178	12,303,450	183	924,505	5	102011 English As a Second Language Elementary
2,096,972	39	2,367,197	39	270,225	0	102012 English As a Second Language Middle
432,993	7	438,003	7	5,010	0	102013 English As a Second Language K8
2,612,966	39	2,958,729	45	345,763	6	102014 English As a Second Language High
244,498	8	249,153	8	4,655	0	102020 STEM
79,475	0	32,323	0	(47,152)	0	102030 Literacy
100,995	11	121,579	11	20,584	0	102040 Mathematics
143,501	16	123,472	16	(20,029)	0	102050 Science
49,328	0	14,500	0	(34,828)	0	102060 Social Studies
-	0	-	0	-	0	102084 Head Start In-Kind Match
5,134,028	85	6,105,885	85	971,857	0	102090 Pre-K
9,167,064	7	2,875,569	7	(6,291,495)	0	102100 Textbooks
1,318,479	30	1,352,059	30	33,580	0	102200 World Languages
2,313,666	23	2,167,508	23	(146,158)	0	102300 Band and Strings
434,919	2	406,199	4	(28,720)	2	102500-Library Services
290,415	14	306,022	14	15,607	0	102600 Educational Support
-	0	-	0	-	0	102800 Stipends
17,964,761	217	20,651,156	223	2,686,395	6	103000 Career and Technical Education
3,174,770	4	845,089	4	(2,329,681)	0	103010 Project Graduation
-	0	-	0	-	0	104003 Exceptional Children K8
6,598,026	3	6,809,866	3	211,840	0	108000 Project Stand (only 8907-9907)
1,795,361	19	1,736,019	10	(59,342)	-9	212010 Virtual School
-	0	-	0	-	0	215000 iZone



**2021 - 2022 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT**

	2017-18 Actuals	2017-18 Positions	2018-19 Actuals	2018-19 Positions	2019-20 Actuals	2019-20 Positions
301010 Instructional Television (GHS TV)	-	0	-	0	509,842	6
312000 Professional Development	2,871,869	15	2,998,383	18	2,260,224	24
349000 Student Technology	-	0	-	0	-	0
349020 Pre-K Technology	-	0	-	0	-	0
<b>Total Academic Admin</b>	<b>\$ 36,123,970</b>	<b>62</b>	<b>\$ 35,661,499</b>	<b>185</b>	<b>\$ 75,431,363</b>	<b>762</b>

<b>Academic Operations and Student Support</b>						
	2017-18 Actuals	2017-18 Positions	2018-19 Actuals	2018-19 Positions	2019-20 Actuals	2019-20 Positions
100300 Assistant Superintendent of Operations	\$ 7,873,210	21	\$ 12,447,974	24	\$ 4,080,458	24
102010 English As a Second Language	1,300,930	9	1,438,912	6	-	0
102011 English As a Second Language Elementary	12,544,444	185	12,510,327	184	-	0
102012 English As a Second Language Middle	2,309,269	37	2,464,762	37	-	0
102013 English As a Second Language K8	486,633	9	421,247	8	-	0
102014 English As a Second Language High	2,074,194	28	2,386,836	27	-	0
102001 New Comers Program	767,898.90	0	883,426	11	877,030	15
102081 Summer School	2,579,537	0	2,292,833	0	2,474,961	0
102095 Summer Learning Camps	-	0	-	0	-	0
102096 STREAM Mini Camps	-	0	-	0	-	0
102097 Learning Loss Bridge Camps	-	0	-	0	-	0
103010 Project Graduation	473,915	0	924,334	32	-	0
100400 School Culture and Climate	620,181	0	585,989	7	450,448	5
104000 Exceptional Children	-	0	-	0	75,038,676	1,122
104001 Exceptional Children-Elementary	-	0	-	0	1,079,892	0
104040 Exceptional Children Administration	-	0	-	0	7,342,717	85
104030 Exceptional Children Schools Admin	-	0	-	0	627,958	6
104020 Exceptional Children-Gifted	-	0	-	0	9,037,882	115
104010 Exceptional Children-Homebound & Hospital	-	0	-	0	1,424,607	17
107000 Optional Schools	6,569,043	74	6,921,412	74	5,878,719	71
108000 Alternative Schools	5,904,190	66	6,355,942	77	-	83
108010 Adolescent Parenting	1,298,633	0	1,339,013	21	1,232,364	21
108020 Prep Northwest	2,252,378	0	2,164,143	26	2,160,734	27
108030 Prep Northeast	1,725,505	0	1,840,688	25	1,870,956	24
108040 Carver High School	1,587,710	25	1,747,287	25	1,628,603	24
108050 Prep Southeast	-	0	-	0	-	0
108060 Ida B Wells Academy	1,579,796	22	1,595,192	23	1,583,497	21
190500 Student Residential Mental/ Health General Education	271,692	0	361,044	0	292,052	0
200100 School and Student Support	-	0	-	0	-	0
201000 Attendance & Discipline	4,331,537	46	5,982,843	52	6,105,376	64
203000 Student Support	5,032,404	95	4,896,168	97	1,866,654	86
203010 Athletics	3,174,258	4	3,153,788	5	2,750,398	4
203020 JROTC	3,064,196	48	2,754,173	47	2,636,512	46
203040 Guidance Counseling	333,748	10	341,280	3	342,245	3
204000 Coordinated School Health	-	0	-	0	2,227,647	24
204200 Behavior and Mental Health Services	6,721,321	0	8,161,146	92	7,516,250	112
212010 Virtual School	2,369,703	10	2,198,287	13	-	0
349010 SPED Student Technology	-	0	-	0	-	0
<b>Total Academic Operations and Student Support</b>	<b>\$ 77,246,328</b>	<b>689</b>	<b>\$ 86,169,046</b>	<b>916</b>	<b>\$ 140,526,637</b>	<b>1,999</b>

<b>Chief of Schools</b>						
	2017-18 Actuals	2017-18 Positions	2018-19 Actuals	2018-19 Positions	2019-20 Actuals	2019-20 Positions
100200 Department of Schools and Leadership	\$ 1,695,084	2	\$ 1,107,808	9	\$ 1,176,696	6
100210 Instructional Leadership Directors	2,460,695	11	1,611,511	18	2,077,677	13
100230 Leadership Development and Capacity Building	1,473,893	6	1,113,369	5	-	0
103000 Career and Technical Education	15,560,826	211	22,438,274	202	-	0
104000 Exceptional Children	73,494,590	1,188	72,637,738	1,077	-	0
104001 Exceptional Children Administration	-	0	-	0	-	0
104040 Exceptional Children Administration	7,329,177	80	7,887,092	76	-	0
104030 Exceptional Children Schools Admin	597,826	6	689,241	6	-	0
104020 Exceptional Children-Gifted	8,730,634	116	8,828,894	115	-	0
104010 Exceptional Children-Homebound & Hospital	1,319,766	18	1,377,716	17	-	0
106010 Instructional & Directors	-	0	-	0	-	0
204000 Coordinated School Health	4,627,674	144	2,724,545	45	-	0
211000 Charter Schools	-	0	-	0	158,835,991	



**2021- 2022 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT**

2020-21 Amended Budget	2020-21 Amended Positions	2021-22 Adopted Budget	2021-22 Positions	2022 vs 2021 Budget Variance	2022 vs 2021 Positions Variance
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516,421	6	531,889	6	15,468	0	301010 Instructional Television (GHS TV)
2,183,077	27	2,240,216	29	57,139	2	312000 Professional Development
15,080,380	0	4,449,150	0	(10,631,230)	0	349000 Student Technology
35,439	0	-	0	(35,439)	0	349020 Pre-K Technology
<b>\$ 95,691,343</b>	<b>826</b>	<b>\$ 76,765,785</b>	<b>843</b>	<b>\$ (18,925,557)</b>	<b>17</b>	<b>Total Academic Admin</b>

						<b>Academic Operations and Student Support</b>
\$ 3,360,747	25	\$ 2,871,031	25	\$ (489,716)	0	100300 Assistant Superintendent of Operations
-	0	-	0	-	0	102010 English As a Second Language
-	0	-	0	-	0	102011 English As a Second Language Elementary
-	0	-	0	-	0	102012 English As a Second Language Middle
-	0	-	0	-	0	102013 English As a Second Language KS
-	0	-	0	-	0	102014 English As a Second Language High
960,199	14	936,677	14	(23,522)	0	102001 New Comers Program
2,603,180	0	2,600,000	0	(3,180)	0	102081 Summer School
7,969,531	0	7,969,531	0	-	0	102095 Summer Learning Camps
2,277,009	0	2,277,009	0	-	0	102096 STREAM Mini Camps
2,974,690	0	2,974,690	0	-	0	102097 Learning Loss Bridge Camps
-	4	-	0	-	-4	103010 Project Graduation
493,896	5	504,642	5	10,746	0	100400 School Culture and Climate
74,799,867	1,124	69,512,731	1,166	(5,287,136)	42	104000 Exceptional Children
835,494	6	791,263	6	(44,231)	0	104001 Exceptional Children-Elementary
7,732,271	87	7,436,870	87	(295,401)	0	104040 Exceptional Children Administration
522,108	5	490,262	5	(31,846)	0	104030 Exceptional Children Schools Admin
8,639,210	114	9,961,107	114	1,321,897	0	104020 Exceptional Children-Gifted
1,395,405	17	1,406,803	17	11,398	0	104010 Exceptional Children-Homebound & Hospital
5,399,914	68	5,994,805	70	594,891	2	107000 Optional Schools
-	83	-	83	-	0	108000 Alternative Schools
1,212,460	21	1,266,851	21	54,391	0	108010 Adolescent Parenting
2,079,585	34	2,112,039	26	32,454	-8	108020 Prep Northwest
1,841,349	24	1,843,542	24	2,193	0	108030 Prep Northeast
1,632,517	24	1,765,003	24	132,486	0	108040 Carver High School
-	0	-	0	-	0	108050 Prep Southeast
1,472,009	20	1,537,147	20	65,138	0	108060 Ida B Wells Academy
401,756	0	400,000	0	(1,756)	0	190500 Student Residential Mental/ Health General Education
-	0	-	0	-	0	200100 School and Student Support
6,429,384	74	7,042,927	74	613,543	0	201000 Attendance & Discipline
1,325,304	19	1,255,989	19	(69,315)	0	203000 Student Support
2,813,671	4	2,429,839	4	(383,832)	0	203010 Athletics
3,066,196	43	3,184,281	43	118,085	0	203020 JROTC
341,067	3	345,169	3	4,102	0	203040 Guidance Counseling
2,589,649	21	3,806,558	21	1,216,909	0	204000 Coordinated School Health
6,706,910	98	7,042,050	96	335,140	-2	204200 Behavior and Mental Health Services
-	0	-	0	-	0	212010 Virtual School
3,820,423	0	1,390,166	0	(2,430,257)	0	349010 SPED Student Technology
<b>\$ 155,695,802</b>	<b>1,937</b>	<b>\$ 151,148,983</b>	<b>1,967</b>	<b>\$ (4,546,818)</b>	<b>30</b>	<b>Total Academic Operations and Student Support</b>

						<b>Chief of Schools</b>
\$ 888,284	6	\$ 726,784	6	\$ (161,500)	0	100200 Department of Schools and Leadership
2,067,354	13	2,129,364	13	62,010	0	100210 Instructional Leadership Directors
-	0	-	0	-	0	100230 Leadership Development and Capacity Building
-	0	-	0	-	0	103000 Career and Technical Education
-	0	-	0	-	0	104000 Exceptional Children
-	0	-	0	-	0	104001 Exceptional Children Administration
-	0	-	0	-	0	104040 Exceptional Children Administration
-	0	-	0	-	0	104030 Exceptional Children Schools Admin
-	0	-	0	-	0	104020 Exceptional Children-Gifted
-	0	-	0	-	0	104010 Exceptional Children-Homebound & Hospital
-	0	-	0	-	0	106010 Instructional & Directors
-	0	-	0	-	0	204000 Coordinated School Health
173,293,941	1	184,175,339	1	10,881,398	0	211000 Charter Schools



**2021 - 2022 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT**

	2017-18 Actuals	2017-18 Positions	2018-19 Actuals	2018-19 Positions	2019-20 Actuals	2019-20 Positions
21100 Charter Schools Administration	-	0	-	0	1,324,467	17
215000 iZone	-	0	-	0	5,579,790	30
215500 Chief of Schools	7,060,686	0	1,964,197	139	3,171,928	10
215501 School Improvement & Accountability	-	0	-	0	-	0
215501 Critical Focus Schools	-	0	-	0	438	0
<b>Total Chief of Schools</b>	<b>\$ 124,350,851</b>	<b>1,782</b>	<b>\$ 122,380,385</b>	<b>1,709</b>	<b>\$ 172,166,987</b>	<b>76</b>
<b>Academics School Based</b>						
101100 East High School Redesign	\$ 301		\$ 13,006	0	\$ 267	0
102071 Elementary School Music and Art	15,498,790	221	15,315,821	215	15,468,982	199
102091 Elementary School Physical Education	9,572,103	134	9,822,893	131	9,422,183	128
102501 Librarians-Elementary	6,525,801	84	6,390,302	83	6,071,710	77
102502 Librarians-Middle	2,541,560	33	2,225,293	32	2,279,084	26
102503 Librarians K8	2,298,398	31	2,275,137	28	2,178,936	25
102504 Librarians-High	1,069,570	12	1,225,953	11	1,141,049	11
106060 School Leadership	269	0	2,009	0	897	0
106061 School Leadership-Elementary	24,075,511	307	26,169,928	313	25,586,721	327
106062 School Leadership-Middle	11,219,653	145	11,809,095	147	12,231,618	154
106063- School Leadership-K8	14,365,819	33	13,813,867	187	12,973,948	173
106064 School Leadership-High	3,784,537	196	5,805,764	47	6,701,431	79
190001 General Education - Elementary	151,158,977	2,276	153,739,037	2,275	152,500,446	2,335
190002 General Education - Middle	47,382,622	685	52,923,419	668	55,324,628	795
190003 General Education K8	14,428,568	184	14,348,036	189	13,233,566	195
190004 General Education - High	67,989,250	982	72,561,779	994	72,169,884	1,044
190100 Hollis F Price	1,533,053	18	1,489,476	18	1,481,744	17
190200 Middle College	1,783,482	22	1,726,766	22	1,839,356	22
190000 Goodwill Adult Learning Center	-	0	-	0	5,292,436	0
203011 Student Support SBB	-	0	631,853	0	2,051,101	99
203041 Guidance Counseling-Elementary	6,613,147	89	8,917,798	86	8,716,565	117
203044 Guidance Counseling-High	2,486,073	89	4,003,481	29	3,511,635	40
203043 Guidance Counseling-K8	5,918,680	20	5,411,995	75	4,541,873	54
203042 Guidance Counseling-Middle	3,132,624	39	4,691,227	39	4,589,047	55
<b>Total Academic School Based</b>	<b>\$ 393,378,788</b>	<b>5,600</b>	<b>\$ 415,313,935</b>	<b>5,589</b>	<b>\$ 419,309,109</b>	<b>5,970</b>
<b>Communications</b>						
301000 Communications	\$ 2,863,179	20	\$ 2,252,434	22	\$ 1,880,518	17
301010 Instructional Television (GHS TV)	488,021	7	477,730	7	-	0
303000 Voice of SCS	895	0	439,069	0	914,116	10
<b>Total Communications</b>	<b>\$ 3,352,095</b>	<b>27</b>	<b>\$ 3,169,233</b>	<b>29</b>	<b>\$ 2,794,634</b>	<b>27</b>
<b>Business Operations</b>						
331000 Business Operations Admin	\$ 1,040,004	2	\$ 9,111,823	2	\$ 7,328,848	5
332000 Transportation	12,740,854	11	15,185,936	10	11,085,389	9
332010 Special Education Transportation	9,516,865	0	10,780,276	0	8,941,693	0
333000 Procurement	910,020	13	1,146,151	11	868,569	15
333100 Asset Management	316,809	0	349,359	4	339,606	4
334000 Facilities	23,927,361	367	16,075,839	359	14,070,532	178
334100 Custodial and Grounds	19,297,471	0	34,563,728	0	35,749,519	199
334200 Utilities	25,117,882	0	25,377,056	0	23,700,971	0
334300 General Services	3,877,089	0	3,038,568	0	1,591,407	0
334400 Zone 4 Maintenance	1,197	0	-	0	113	0
334500 Zone 2 Maintenance	55,099	0	3,524	0	1,293,534	0
334600 Zone 1 Maintenance	1,072,293	0	875,521	0	1,505,587	0
334700 Zone 3 Maintenance	2,443,923	0	2,403,989	0	1,285,604	0
334800 Plant Services	-	0	25,485	0	1,997,622	0
335000 Facilities Planning and Property	361,881	3	414,392	3	578,406	6
337000 Warehousing	3,658	0	-	0	-	0
<b>Total Business Operations</b>	<b>\$ 100,682,406</b>	<b>396</b>	<b>\$ 119,351,647</b>	<b>389</b>	<b>\$ 110,337,401</b>	<b>416</b>
<b>Finance Office</b>						
320000 Finance	\$ 859,563	3	\$ 1,051,203	3	\$ 1,533,631	8



**2021 - 2022 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT**

2020-21 Amended Budget	2020-21 Amended Positions	2021-22 Adopted Budget	2021-22 Positions	2022 vs 2021 Budget Variance	2022 vs 2021 Positions Variance	
1,862,372	17	1,862,343	17	(29)	0	211100 Charter Schools Administration
3,227,714	24	4,296,377	27	1,068,663	3	215000 iZone
5,775,058	7	2,529,458	8	(3,245,600)	1	215500 Chief of Schools
-	0	-	0	-	0	215501 School Improvement & Accountability
-	0	-	0	-	0	215501 Critical Focus Schools
<b>\$ 187,114,723</b>	<b>68</b>	<b>\$ 195,719,665</b>	<b>72</b>	<b>\$ 8,604,942</b>	<b>4</b>	<b>Total Chief of Schools</b>

						<b>Academics School Based</b>
\$ -	0	\$ -	0	\$ -	0	101100 East High School Redesign
14,779,006	178	15,297,798	211	518,792	33	102071 Elementary School Music and Art
9,062,394	113	9,459,570	125	397,176	12	102091 Elementary School Physical Education
5,312,121	71	5,482,118	70	169,997	-1	102501 Librarians-Elementary
2,266,044	28	2,228,065	27	(37,979)	-1	102502 Librarians-Middle
2,145,414	25	2,221,692	25	76,278	0	102503 Librarians K8
1,147,990	12	1,225,204	12	77,214	0	102504 Librarians-High
-	0	-	0	-	0	106060 School Leadership
23,886,205	308	25,610,857	307	1,724,652	-1	106061 School Leadership-Elementary
11,922,466	156	12,597,159	155	674,693	-1	106062 School Leadership-Middle
12,411,061	149	12,928,461	148	517,400	-1	106063- School Leadership-K8
7,009,032	104	7,214,835	106	205,803	2	106064 School Leadership-High
143,654,396	2,214	150,199,740	2,070	6,545,344	-144	190001 General Education - Elementary
54,343,640	801	56,193,151	813	1,849,511	12	190002 General Education - Middle
12,583,810	187	13,568,176	187	984,366	0	190003 General Education K8
69,362,840	974	72,109,909	1,004	2,747,069	30	190004 General Education - High
1,400,864	17	1,537,714	17	136,850	1	190100 Hollis F Price
1,768,789	22	1,549,096	22	(219,693)	1	190200 Middle College
6,060,656	0	10,865,545	0	4,804,889	0	190000 Goodwill Adult Learning Center
2,291,021	91	2,129,680	92	(161,341)	1	203011 Student Support SBB
8,005,101	106	8,516,157	102	511,056	-4	203041 Guidance Counseling-Elementary
3,333,626	41	3,437,962	41	104,336	0	203044 Guidance Counseling-High
4,085,284	49	4,199,243	47	113,959	-2	203043 Guidance Counseling-K8
4,504,288	56	4,392,004	56	(112,284)	0	203042 Guidance Counseling-Middle
<b>\$ 401,336,048</b>	<b>5,654</b>	<b>\$ 422,964,136</b>	<b>5,637</b>	<b>\$ 21,628,086</b>	<b>-17</b>	<b>Total Academic School Based</b>

						<b>Communications</b>
\$ 1,786,332	16	\$ 1,999,309	16	\$ 212,977	0	301000 Communications
-	0	-	0	-	0	301010 Instructional Television (GHS TV)
772,638	9	812,031	9	39,393	0	303000 Voice of SCS
<b>\$ 2,558,970</b>	<b>25</b>	<b>\$ 2,811,340</b>	<b>25</b>	<b>\$ 252,369</b>	<b>0</b>	<b>Total Communications</b>

						<b>Business Operations</b>
\$ 436,527	4	\$ 497,394	3	\$ 60,867	-1	331000 Business Operations Admin
13,179,927	9	20,982,580	9	7,802,653	0	332000 Transportation
4,991,721	0	12,993,016	0	8,001,295	0	332010 Special Education Transportation
899,875	11	1,005,326	11	105,451	0	333000 Procurement
340,166	4	354,949	4	14,783	0	333100 Asset Management
12,623,058	170	14,183,296	169	1,560,238	-1	334000 Facilities
35,426,961	192	36,973,348	192	1,546,387	0	334100 Custodial and Grounds
25,165,274	0	25,928,768	0	763,494	0	334200 Utilities
1,053,353	0	500,000	0	(553,353)	0	334300 General Services
734,458	0	850,000	0	115,542	0	334400 Zone 4 Maintenance
1,068,963	0	833,682	0	(235,281)	0	334500 Zone 2 Maintenance
1,181,861	0	722,082	0	(459,779)	0	334600 Zone 1 Maintenance
1,064,049	0	771,000	0	(293,049)	0	334700 Zone 3 Maintenance
2,627,232	0	1,556,591	0	(1,070,641)	0	334800 Plant Services
555,640	5	538,388	5	(17,252)	0	335000 Facilities Planning and Property
-	-	-	0	-	0	337000 Warehousing
<b>\$ 101,349,065</b>	<b>395</b>	<b>\$ 118,690,420</b>	<b>393</b>	<b>\$ 17,341,354</b>	<b>-2</b>	<b>Total Business Operations</b>

						<b>Finance Office</b>
\$ 1,252,433	8	\$ 1,161,809	6	\$ (90,624)	-2	320000 Finance



**2021 – 2022 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT**

	2017-18 Actuals	2017-18 Positions	2018-19 Actuals	2018-19 Positions	2019-20 Actuals	2019-20 Positions
321000 Accounting and Reporting	713,166	9	777,158	9	785,533	11
322000 Budget and Fiscal Planning	773,654	5	814,119	6	910,440	10
323000 Payroll	866,871	9	845,238	10	811,920	12
324010 Accounts Payable	530,066	7	513,238	7	663,787	8
<b>Total Finance Office</b>	<b>\$ 3,743,320</b>	<b>33</b>	<b>\$ 4,000,956</b>	<b>35</b>	<b>\$ 4,705,312</b>	<b>49</b>
<b>Human Capital and Talent Management</b>						
030100 Labor Relations	\$ 447,121	0	\$ 460,721	4	\$ 546,143	7
100220 Teacher and Leader Effectiveness and Evaluation	1,031,751	2	1,353,896	15	1,182,868	9
102400 Substitutes	6,995,254	0	6,966,249	0	5,113,650	3
190300 Career Ladder	1,299,401	0	1,142,538	0	981,640	0
313000 Recruitment and Staffing	2,623,571	31	2,254,904	28	2,233,753	27
314000 Employee Services	1,251,408	14	1,201,291	19	1,007,389	15
315000 Human Resources	1,254,795	1	1,818,985	0	1,154,277	7
325000 Benefits	-	0	-	0	29,571	0
<b>Total Human Capital and Talent Management</b>	<b>\$ 14,903,301</b>	<b>48</b>	<b>\$ 15,198,584</b>	<b>66</b>	<b>\$ 12,249,291</b>	<b>68</b>
<b>Information Technology</b>						
340000 Information Technology	\$ 3,273,583	3	\$ 7,311,685	3	\$ 4,582,958	3
341000 User Support Services	4,900,002	74	4,917,507	76	4,964,147	70
342000 Business Application Services	-	0	-	0	-	0
343000 Infrastructure and Systems support Services	8,696,247	0	8,227,519	35	7,397,597	34
344000 Project Management Office	453,667	8	501,324	6	391,665	7
346000 Enterprise Resource Planning	12,061,837	0	696,705	0	3,765,574	9
<b>Total Information Technology</b>	<b>\$ 29,385,336</b>	<b>85</b>	<b>\$ 21,654,740</b>	<b>120</b>	<b>\$ 21,101,941</b>	<b>123</b>
<b>Internal Audit</b>						
040000 Internal Audit	\$ 1,067,079	13	\$ 1,262,314	13	\$ 1,118,118	14
020200 MWBE Department	-	0	\$ 154,236	0	-	0
<b>Total Internal Audit</b>	<b>\$ 1,067,079</b>	<b>13</b>	<b>\$ 1,416,550</b>	<b>13</b>	<b>\$ 1,118,118</b>	<b>14</b>
<b>Student Family and Community Affairs</b>						
204100 Family Resource Health	\$ 147,123	0	\$ 145,703	2	\$ 102,259	2
302000 Community Outreach	498,723	7	481,431	3	500,296	6
302100 Parent Engagement	649,539	0	2,470,785	34	3,889,828	46
<b>Total Student Family and Community Affairs</b>	<b>\$ 1,295,385</b>	<b>7</b>	<b>\$ 3,097,919</b>	<b>39</b>	<b>\$ 4,492,383</b>	<b>54</b>
<b>Safety and Security</b>						
190400 Extended Contract	\$ -	0	\$ -	0	\$ -	
200000 Student Services Administration	275,322	2	288,310	2	291,889	2
202000 Safety & Security	13,555,474	144	17,912,127	146	14,906,204	178
202100 Safe Schools	449,380	3	934,408	1	917,300	2
202200 Safe Schools: Non-Recurring	-	0	1,590,113	0	1,398,935	30
<b>Total Safety and Security</b>	<b>\$ 14,280,176</b>	<b>149</b>	<b>\$ 20,724,958</b>	<b>149</b>	<b>\$ 17,514,328</b>	<b>212</b>
<b>Other</b>						
010000 Trustee Commission	\$ 7,452,688	0	\$ 7,439,979	0	\$ 7,486,763	0
190000 Schools / Fee Waiver	422,106		675,257	0	190,742	0
203100 Money Due Board (School Reimbursement)	1,206,515	0	983,152	0	255,922	6
211000 Charter Schools	128,231,865	0	143,041,477	0	-	0
325010 Benefits - Retirees	28,830,403	0	28,599,681	0	28,084,559	0
325010 OPEB	-	0	-	0	3,057,994	0
400000 Debt Service	-	0	-	0	-	0
560000 Other Potential Uses	17,854,162	-	21,994,404	0	9,786,191	0
<b>Total Other</b>	<b>\$ 183,997,739</b>	<b>0</b>	<b>\$ 202,733,950</b>	<b>0</b>	<b>\$ 48,862,171</b>	<b>6</b>
<b>Total Expenditures</b>	<b>\$ 997,243,048</b>	<b>8,985</b>	<b>\$ 1,067,773,076</b>	<b>9,308</b>	<b>\$ 1,047,660,890</b>	<b>9,877</b>



**2021 - 2022 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT**

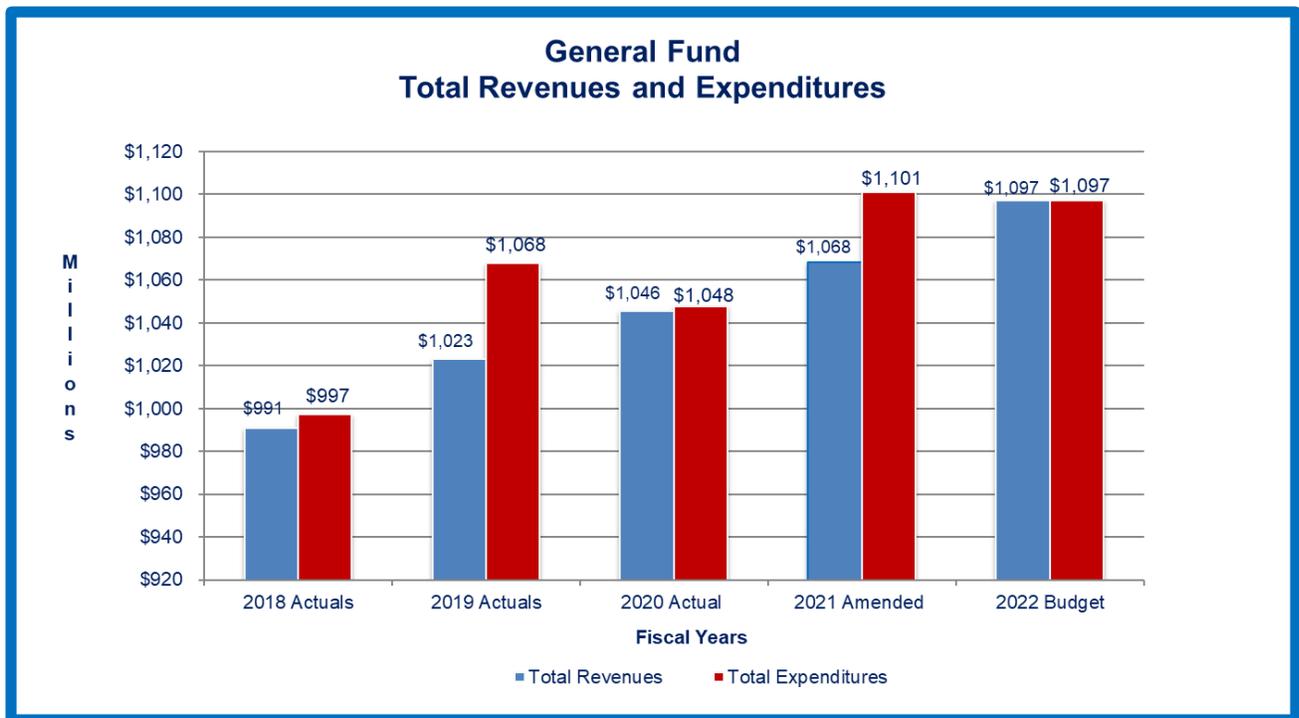
2020-21 Amended Budget	2020-21 Amended Positions	2021-22 Adopted Budget	2021-22 Positions	2022 vs 2021 Budget Variance	2022 vs 2021 Positions Variance	
960,472	10	1,792,246	10	831,774	0	321000 Accounting and Reporting
1,015,727	12	1,250,785	11	235,058	-1	322000 Budget and Fiscal Planning
804,437	12	882,901	12	78,464	0	323000 Payroll
673,273	9	710,769	9	37,496	0	324010 Accounts Payable
<b>\$ 4,706,342</b>	<b>51</b>	<b>\$ 5,798,510</b>	<b>48</b>	<b>\$ 1,092,168</b>	<b>-3</b>	<b>Total Finance Office</b>
<b>Human Capital and Talent Management</b>						
\$ 771,676	7	\$ 781,952	8	\$ 10,276	1	030100 Labor Relations
1,276,623	9	1,220,709	8	(55,914)	-1	100200 Teacher and Leader Effectiveness and Evaluation
6,900,586	0	6,855,791	0	(44,795)	0	102400 Substitutes
851,770	0	839,002	0	(12,768)	0	190300 Career Ladder
3,736,502	23	4,684,136	21	947,634	-2	313000 Recruitment and Staffing
875,778	15	1,062,840	14	187,062	-1	314000 Employee Services
1,027,859	7	2,133,311	6	1,105,452	-1	315000 Human Resources
1,230,000	0	-	0	(1,230,000)	0	325000 Benefits
<b>\$ 16,670,794</b>	<b>61</b>	<b>\$ 17,577,741</b>	<b>57</b>	<b>\$ 906,947</b>	<b>-4</b>	<b>Total Human Capital and Talent Management</b>
<b>Information Technology</b>						
\$ 7,855,635	4	\$ 7,733,645	4	\$ (121,990)	0	340000 Information Technology
4,681,002	67	5,097,050	67	416,048	0	341000 User Support Services
-	0	-	0	-	0	342000 Business Application Services
5,602,527	30	6,371,923	30	769,396	0	343000 Infrastructure and Systems support Services
172,730	0	296,410	0	123,680	0	344000 Project Management Office
5,730,736	13	1,679,754	13	(4,050,982)	0	346000 Enterprise Resource Planning
<b>\$ 24,042,630</b>	<b>114</b>	<b>\$ 21,178,782</b>	<b>114</b>	<b>\$ (2,863,848)</b>	<b>0</b>	<b>Total Information Technology</b>
<b>Internal Audit</b>						
\$ 1,070,862	12	\$ 1,182,078	12	\$ 111,216	0	040000 Internal Audit
-	0	-	0	-	0	020200 MWBE Department
<b>\$ 1,070,862</b>	<b>12</b>	<b>\$ 1,182,078</b>	<b>12</b>	<b>\$ 111,216</b>	<b>0</b>	<b>Total Internal Audit</b>
<b>Student Family and Community Affairs</b>						
\$ 150,000	2	\$ 150,000	2	\$ -	0	204100 Family Resource Health
523,585	6	526,859	6	3,274	0	302000 Community Outreach
3,981,271	43	4,067,783	43	86,512	0	302100 Parent Engagement
<b>\$ 4,654,856</b>	<b>51</b>	<b>\$ 4,744,642</b>	<b>51</b>	<b>\$ 89,786</b>	<b>0</b>	<b>Total Student Family and Community Affairs</b>
<b>Safety and Security</b>						
\$ -	0	\$ -	0	\$ -	0	190400 Extended Contract
296,696	6	274,880	6	(21,816)	0	200000 Student Services Administration
12,472,175	191	13,075,481	199	603,306	8	202000 Safety & Security
4,266,276	2	3,337,238	2	(929,038)	0	202100 Safe Schools
308,236	0	-	0	(308,236)	0	202200 Safe Schools: Non-Recurring
<b>\$ 17,343,383</b>	<b>199</b>	<b>\$ 16,687,599</b>	<b>207</b>	<b>\$ (655,784)</b>	<b>8</b>	<b>Total Safety and Security</b>
<b>Other</b>						
\$ 8,000,000	0	\$ 7,500,926	0	\$ (499,074)	0	010000 Trustee Commission
212,117	0	452,047	0	239,930	0	190000 Schools / Fee Waiver
323,481	0	1,205,375	0	881,894	0	203100 Money Due Board (School Reimbursement)
-	0	-	0	0	0	211000 Charter Schools
28,830,403	0	28,830,403	0	0	0	325010 Benefits - Retirees
3,061,439	0	3,000,000	0	(61,439)	0	325010 OPEB
-	0	-	0	0	0	400000 Debt Service
30,956,695	0	2,454,152	0	(28,502,543)	0	560000 Other Potential Uses
<b>\$ 71,384,135</b>	<b>0</b>	<b>\$ 43,442,903</b>	<b>0</b>	<b>\$ (27,941,231)</b>	<b>0</b>	<b>Total Other</b>
<b>\$ 1,101,213,961</b>	<b>9,483</b>	<b>\$ 1,097,396,265</b>	<b>9,523</b>	<b>\$ (3,817,697)</b>	<b>40</b>	<b>Total Expenditures</b>



**REVENUE AND EXPENDITURE TRENDS**

The fiscal year 2021-22 General Fund revenue budget totals \$1.097 billion representing a 3.5% decrease from the fiscal year 2020-21 amended budget of \$1.101 billion. State and Shelby County revenues make up 98.0% (or \$1.075 billion) of General Fund budgeted revenues in fiscal year 2021-22. 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 2021-22 General Fund expenditure budget totals \$1.097 billion representing a 0.3% decrease from the fiscal year 2020-21 amended appropriation of \$1.101 billion. The change is primarily related to a decrease of \$35.2 million in Instruction and \$2.3 million in Instructional Support. These reductions are offset by an increase of \$16.0 million for strategic compensation, \$5.6 million for transportation (a change in transportation companies and equipment), \$3.0 million for investments in the African American Male Initiative, and Charter and Contract school increases of \$10.8 million.





**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 2021-22 General Fund budget stands at \$1.097 billion.

Despite our budget size, the needs of our students and schools demand even more investments. To maintain the best leaders and teachers in the nation we have invested \$22.9 million in recruitment, retention, and development of staff to teach foundational literacy skills concepts. We have also invested \$4.5 million to create equitable academic choices and learning environments. New textbooks will be added through our ESSER 2.0 funding along with an investment of \$7.9 million in Summer Learning Camps.

Picture taken prior to COVID-19



In general, central office serves as the school support office that provides resources and guidance for operational and academic plans. Decisions for curriculum, school schedules, school hiring, and budgets are coordinated centrally, so that consistent academic standards are implemented throughout the District. With the continued implementation of Student Based Budgeting (SBB) for school year 2021-22, 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.

**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.



**STAFFING LEVELS**

The District’s Fiscal Year 2021-22 budget for General Fund includes 9,413 full time positions, and 110.26 part-time and other positions. Staffing requirements for schools are determined by a staffing model based on projected enrollment, the opening/closing of schools and other relevant factors. The chart below represents budgeted positions by staffing level for fiscal years 2017-18 thru 2020-21 and for the 2021-22 adopted budget; the chart on the next page shows total full time and part-time positions for the same periods. The District does not budget for all part-time positions but does budget an amount for part-time salaries. Departments are responsible for restricting expenditures to remain within the allocated part-time budget.

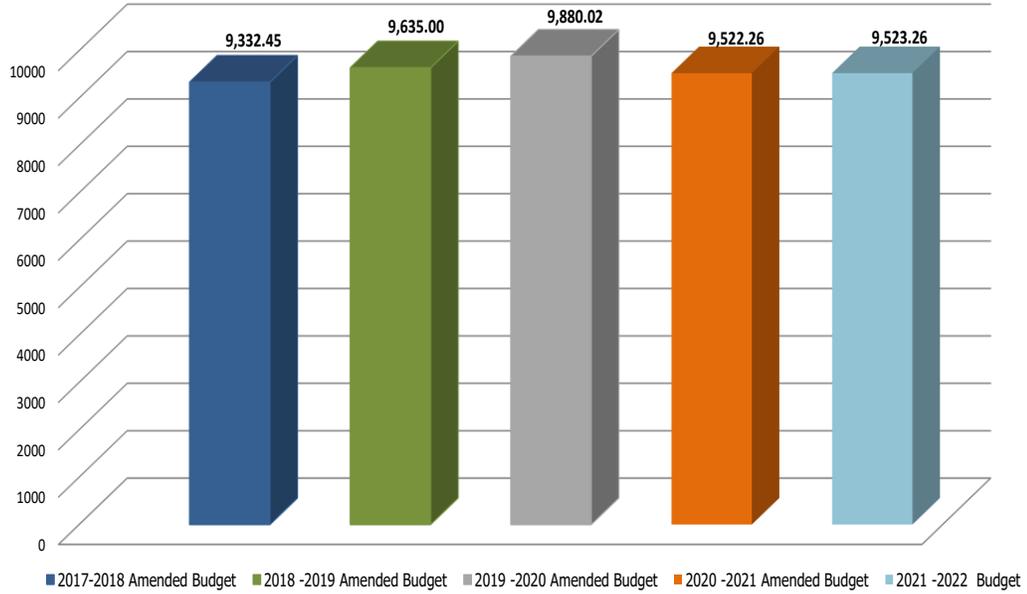
	2017-2018 Amended Budget	2018 -2019 Amended Budget	2019 -2020 Amended Budget	2020 -2021 Amended Budget	2021 -2022 Adopted Budget	Change from 2021 Amended Budget to 2022 Budget	Percentage Change from 2021 Amended Budget to 2022 Budget
<b>Full-Time Staff</b>							
Officials/Administration/Management	161.29	167.00	202.05	200.00	190.00	(10.00)	-5.00%
Principals	154.41	157.00	157.00	154.00	155.00	1.00	0.65%
Assistant Principals, Non-Teachers	170.15	194.00	202.00	196.00	207.00	11.00	5.61%
Elementary Classroom Teachers	2,315.15	2,310.16	2,226.00	2,162.00	2,126.00	(36.00)	-1.67%
Secondary Classroom Teachers	1,844.06	1,823.95	1,885.85	1,814.00	1,828.00	14.00	0.77%
Other Classroom Teachers	1,986.67	1,971.50	1,974.81	1,910.66	1,981.00	70.34	3.68%
Guidance	239.97	308.00	278.00	263.00	261.00	(2.00)	-0.76%
Psychological	43.27	46.00	48.00	44.40	43.00	(1.40)	-3.15%
Librarian/Audio/Visual	156.38	166.00	144.00	138.00	133.00	(5.00)	-3.62%
Consultants/Supervisors	77.70	83.00	89.00	82.80	78.00	(4.80)	-5.80%
Other Professional	350.12	429.64	523.44	516.14	553.00	36.86	7.14%
Teachers' Aides	684.51	759.75	812.00	775.00	695.00	(80.00)	-10.32%
Technicians	109.17	101.00	127.00	113.00	110.00	(3.00)	-2.65%
Clerical/Secretarial	638.29	646.00	632.64	605.00	604.00	(1.00)	-0.17%
Service Workers	98.35	129.00	145.00	134.00	136.00	2.00	1.49%
Skilled Crafts	116.05	118.00	110.00	109.00	116.00	7.00	6.42%
Laborers Unskilled	169.16	178.00	178.00	195.00	197.00	2.00	1.03%
<b>Totals</b>	<b>9,314.70</b>	<b>9,588.00</b>	<b>9,734.79</b>	<b>9,412.00</b>	<b>9,413.00</b>	<b>1.00</b>	<b>0.01%</b>
<b>Part-Time Staff</b>							
All Others	14.75	44.00	16.00	21.00	21.00	-	0.00%
Part-time	3.00	3.00	129.23	89.26	89.26	-	-
<b>Totals</b>	<b>17.75</b>	<b>47.00</b>	<b>145.23</b>	<b>110.26</b>	<b>110.26</b>	<b>-</b>	<b>0.00%</b>
<b>Total Full-Time &amp; Part-Time Staff</b>	<b>9,332.45</b>	<b>9,635.00</b>	<b>9,880.02</b>	<b>9,522.26</b>	<b>9,523.26</b>	<b>1.00</b>	<b>0.01%</b>

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

Personnel costs account for 46.8% of the District’s expenditures for All Funds and 66.9% of the District’s General Fund expenditures. The District made investments in positions to support the Clue expansion, Pre-K expansion and the African American Male Initiative to expand the Equity Office. The additions were offset by the movement of school-based positions, leveraging other funding sources, and the removal of non-critical vacant positions.



### GENERAL FUND STAFFING LEVELS





**DEPARTMENTAL FINANCIAL SUMMARY**

The fiscal year 2021-22 Shelby County Schools General Fund budget is \$1.097 billion which includes high impact investments. Below are the individual departmental budgets for fiscal year 2021-22.

Department	FY2020-21 Amended Budget	FY 2021-2022 Adopted Budget	Variance	Percent Change
Academic Operations and Student Support	155,695,802	151,148,983	-4,546,819	2.9%
Board of Education	2,952,993	2,125,431	-827,562	28.0%
Chief of Academic	95,691,343	76,765,785	-18,925,558	19.8%
Chief of Communications	2,558,970	2,811,340	252,370	-9.9%
Chief of Schools	187,114,723	195,719,665	8,604,942	-4.6%
Chief of Staff	730,243	1,642,187	911,943	-124.9%
Deputy Superintendent	5,822,239	6,168,822	346,583	-6.0%
Finance	4,706,341	5,798,509	1,092,168	-23.2%
General Counsel	6,559,464	7,338,226	778,762	-11.9%
Human Capital and Talent Management	16,670,794	17,577,741	906,947	-5.4%
Information Technology	24,042,630	21,178,781	-2,863,848	11.9%
Internal Audit	1,070,862	1,182,078	111,216	-10.4%
Operations	101,349,066	118,690,421	17,341,355	-17.1%
Safety and Security	17,343,382	16,687,599	-655,783	3.8%
Strategic Operations	873,293	774,795	-98,498	11.3%
Student Family and Community Affairs	4,654,856	4,744,642	89,787	-1.9%
Superintendent	656,776	634,222	-22,554	3.4%
<b>Total</b>	<b>\$ 628,493,778</b>	<b>\$ 630,989,227</b>	<b>\$ 2,495,449</b>	<b>-0.4%</b>

The total school level allocation budget stands at \$631.0 million in fiscal year 2021-22. The school level allocation budget is \$2.5 million more than the prior year’s budget. This allocation includes school-based staff and non-personnel. In addition, this allocation includes Contract and Specialty Schools and Charter Schools. Charter school payments are projected to increase by \$9.3 million due to enrollment growth. The increase is attributed to higher salaries for prior years increases, along with position increases.

Department	FY2020-21 Amended Budget	FY 2021-2022 Adopted Budget	Variance	Percent Change
Academic Office - School Based Formula	\$ 401,548,167	\$ 423,416,184	\$ 21,868,017	-5.4%

*\*Includes contract and specialty schools*

Below are the individual components of the combined Other Uses budget for fiscal year 2021-22. This budget is projected to be at \$43.0 million, which is a decrease of \$28.1 million compared to the prior year. The Other Uses Department, also known as District Initiatives, is projected to decrease by \$28.5 million for additional salary increases related to strategic compensation. The proposed Retiree Benefits cost is projected to remain the same as the prior year’s amended budget.



Department	FY2020-21 Amended Budget	FY 2021-2022 Adopted Budget	Variance	Percent Change
Money Due Board	323,481	1,205,375	881,894	-272.6%
Other Uses District Initiatives	30,956,692	2,454,150	-28,502,542	92.1%
Retiree Benefits	28,830,403	28,830,403	0	0.0%
Trustee Commission	8,000,000	7,500,926	-499,074	6.2%
OPEB	3,061,439	3,000,000	-61,439	2.0%
<b>Total</b>	<b>\$ 71,172,015</b>	<b>\$ 42,990,854</b>	<b>\$ (28,181,161)</b>	<b>39.6%</b>

In fiscal year 2021-22, 9,523 positions are included in the General Fund budget. Each department is responsible for staying within its allocated part-time staffing budget. The chart below represents budgeted positions by department. Each department is responsible for staying within its allocated part-time staffing budget.

Department	FY2020-21			FY2021-22			2021 vs 2022 Variance %	
	Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	Change
Superintendent	4	-	4	4	-	4	-	-
Board of Education	12	-	12	12	-	12	-	0%
Chief of Staff	3	-	3	3	-	3	-	0%
General Counsel	15	7	22	20	2	22	-	0%
Chief of Schools	1,586	117	1,703	1,582	143	1,725	22	1%
Academic Office	279	27	306	304	20	324	18	6%
Academic Operations and Student Support	800	69	869	782	53	835	(34)	-4%
Operations	352	43	395	356	37	393	(2)	-1%
Information Technology	126	10	136	134	2	136	-	0%
Internal Audit	12	3	15	15	1	16	1	6%
Chief of Communications	22	3	25	25	-	25	-	0%
Finance	38	13	51	37	11	48	(3)	-6%
Human Capital and Talent Management	44	17	61	42	15	57	(4)	-7%
Strategy & Performance Management	18	6	24	21	3	24	-	0%
Student Family and Community Affairs	43	8	51	48	3	51	-	0%
Student Services	190	17	207	203	4	207	-	0%
Academic Office-School Based Formula	5,210	425	5,634	5,261	375	5,636	2	0%
Finance and Business Operations	4	-	4	5	-	5	1	20%
<b>Total</b>	<b>8,758</b>	<b>764</b>	<b>9,522</b>	<b>8,855</b>	<b>668</b>	<b>9,523</b>	<b>1</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.

**BOARD OF EDUCATION**

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

**Mission Statement**

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

**Departmental Goals**



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

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

- Coordinate and facilitate Board meetings

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

**Major Services Provided**

*Board Administrative Services*

- Coordinate and attend Board meetings, including compiling and managing agendas; meeting locations; and compiling, reporting and archiving meeting minutes.
- Coordinate with Board Committee Chair(s) through scheduling meetings, managing the agendas, and maintaining meeting records.
- Assist in coordinating and maintaining Board calendar, coordinating Board travel and trainings.
- Facilitator for Board/Board members' requests for information from the Administration; and local, state, and federal governmental entities/organizations.
- Compose Board Resolutions/Proclamations.
- Coordinate with Office of General Counsel to schedule teacher tenure process and t 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.

**Fiscal Year 2021-22 Priorities**

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

**Divisional Budget**

In fiscal year 2021-22, the budget for the Board Office is \$2.1 million which is \$828 thousand less than the prior year’s amended budget. The variance is largely due to a reduction in contracted services which formerly included board allocations. Board member allocations are spread across several non-salaried categories in fiscal year 2021-22. The reallocation also contributes to the variances in supplies and materials, capital outlay, and other charges compared to the 2020-21 amended budget. The allocations will again be reallocated based on the needs of schools in fiscal year 2021-2022.

Board of Education	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ 444,915	\$ 365,947	\$ 410,895	\$ 429,249	\$ 428,594	(655)	0%
20000 Employee Benefits	67,266	57,056	79,013	74,148	91,635	17,487	24%
30000 Contracted Services	264,050	533,175	648,888	1,125,825	105,802	(1,020,023)	-91%
30000 Professional Services	-	-	109,566	186,500	91,500	(95,000)	-51%
35000 Travel		-	3,462	22,800	-	(22,800)	-100%
40000 Supplies and Materials	67,390	37,079	78,745	749,564	1,325,000	575,436	77%
50000 Other Charges	179,929	123,939	96,731	96,706	82,900	(13,806)	-14%
70000 Capital Outlay	166,951	481,979	340,157	268,201	-	(268,201)	-100%
<b>Grand Total</b>	<b>\$ 1,190,501</b>	<b>\$ 1,599,175</b>	<b>\$ 1,767,457</b>	<b>\$ 2,952,993</b>	<b>\$ 2,125,431</b>	<b>(827,562)</b>	<b>-28%</b>

Board of Education	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
010000 Board of Education	\$ 1,190,501	\$ 1,599,175	\$ 1,767,457	\$ 2,952,993	\$ 2,125,431	\$ (827,562)	-28%
<b>Total Strategic Operations</b>	<b>\$ 1,190,501</b>	<b>\$ 1,599,175</b>	<b>\$ 1,767,457</b>	<b>\$ 2,952,993</b>	<b>\$ 2,125,431</b>	<b>\$ (827,562)</b>	<b>-28%</b>



## **SUPERINTENDENT**

The Superintendent is responsible for the strategic direction of Shelby County Schools as the Chief Executive Officer 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:



Picture taken prior to COVID-19

- 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 2020-21 Accomplishments**

During an unprecedented year and its impact, under the Superintendent's leadership, schools were closed to in-person learning as a preemptive measure amid rapidly changing COVID19 developments. Yet, the District was resilient and experienced major accomplishments. Some of those accomplishments included:

- COVID19 Meal Distribution – more than 2 million meals were served to the surrounding community
- The District trained more than 6,000 teachers, District staff and parents on Microsoft Teams
- Over 95K devices were distributed to students in a 4-week span as a part of the District's Digital Device Plan for students.
- More than 8K vaccines administered to educators, partners, and families
- Universal C.L.U.E. Screening (Creative Learning in a Unique Environment) - increased by over 600 students since 2019
- Early Childhood – SCS Pre-K students consistently outperformed on kindergarten readiness
- Increased Community & Volunteer Engagement – nearly 6,000 volunteers including more than 600 community partners
- Suspension Rate – declined every year from 2016-2020
- Community Confidence in SCS: All time High – 87% of survey respondents agreed that the Superintendent and Central Office are on track to improve achievement; 92% of respondents agreed that schools are on track to improve achievement
- Teacher Retention – teacher attrition decreased in 2020 compared to prior three-year average, from 17.3% to 13.6%
- The Tennessee Department of Education (TDOE) recognized 22 SCS-managed schools as Reward schools.

*See the full progress report and a message from Dr. Joris M. Ray, Superintendent.*

<http://www.scsk12.org/superintendent/?p=progress>



### **Fiscal Year 2021-22 Priorities**

Under the leadership of the Superintendent, continued goals are to create new learning opportunities and environments for all students. In 2019, Dr. Ray created *Seven Next Steps* which are designed to help improve inequities and increase learning. The *Seven Next Steps* 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.

### **Reimagining Education, Schools, and Communities**

A new District Initiative – Reimagining 901 will be launched in FY2021-2022. Some of the new innovated changes that will take place are listed below:

- Reimagining the SCS Brand – incorporating Memphis into the name from Shelby County Schools
- Reimagining Education District-Wide - includes implementing INNOVATIVE AND TRANSFORMATIONAL PROGRAMS designed by the school community; providing a DEVICE FOR EVERY STUDENT AND TEACHER with digital pedagogy and professional development; expanding or creating NEW CHOICE PROGRAMS in every middle and high school; and creating SIGNATURE PARTNERSHIPS to ensure that students have the opportunity to participate in job-embedded learning.
- Reimagining Education also includes establishing a medical district high school; enhancing STEM programs; establishing a FedEx Logistics Academy; reducing student to adult ratios; increasing honors courses, coding and robotics activities; expanding outdoor learning spaces; creating a theatre or visual/performing arts programs; developing emotional intelligence, and creating service-learning projects, and increasing the number of students prepared to compete in the global economy.



**Divisional Budgets**

The fiscal year 2021-22 budget for the Office of the Superintendent is \$634,222 which is \$22,554 less than the prior years budget. The decrease is being driven by a \$26k change in employee benefits. The office is fully staffed.

Superintendent	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ 424,808	\$ 698,383	\$ 532,115	\$ 512,047	\$ 514,901	\$ 2,854	1%
20000 Employee Benefits	88,338	97,997	118,643	116,490	89,534	(26,956)	-23%
30000 Contracted Services	43,608	36,451	96	3,960	-	(3,960)	-100%
30000 Professional Services	-	-	15,460	11,500	15,460	3,960	34%
35000 Travel	-	-	8,942	-	-	-	0%
40000 Supplies and Materials	2,430	3,605	4,170	3,207	4,062	855	27%
50000 Other Charges	8,315	21,191	5,007	4,193	10,265	6,072	145%
70000 Capital Outlay	-	-	-	5,378	-	(5,378)	-100%
<b>Grand Total</b>	<b>\$ 567,499</b>	<b>\$ 857,627</b>	<b>\$ 684,434</b>	<b>\$ 656,776</b>	<b>\$ 634,222</b>	<b>\$ (22,554)</b>	<b>-3%</b>

Superintendent	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
020000 Superintendent	\$ 567,499	\$ 857,627	\$ 684,434	\$ 656,776	634,222	\$ (22,554)	-3%
<b>Total Superintendent</b>	<b>\$ 567,499</b>	<b>\$ 857,627</b>	<b>\$ 684,434</b>	<b>\$ 656,776</b>	<b>\$ 634,222</b>	<b>\$ (22,554)</b>	<b>-3%</b>





**STRATEGIC OPERATIONS**

**Mission Statement**

The purpose of the Strategic Operations & Finance Department is to provide direction, planning, coordination, and support for mission-critical areas of the organization’s operational functions (Business Operations, Finance, Human Resources, Safety & Security as well as Information Technology) and direct support services through our small team of “internal consultants”.

**Departmental Goals**

For the current and next fiscal year, our goal is to:

1. Stabilize and develop our team
2. Provide excellent service
3. Improve organizational efficiency and effectiveness

**Major Services Provided**

- Provide support to Cabinet-level leaders who direct Business Operations, Finance, Human Resources, Safety & Security, and Information Technology
- Manage strategic relationships with vendor-partners (e.g., executive leadership coaches) to address organizational needs and enhance performance
- Provide support to district-wide initiatives including Reimagining 901, Student-Based Budgeting, Real Men Read, Construction Project Management, etc.

**Fiscal Year 2021-22 Priorities**

- Improved efficiency and effectiveness across the entire organization.
- Stabilize and develop our team, provide excellent service, and improve organizational efficiency and effectiveness.

**Divisional Budgets**

In fiscal year 2021-22, the budget for the Strategic Operations Department is \$774,795 which is \$98,498 less than the prior year’s amended budget. The largest decreases are in salaries and contracted services related to consultants. This department was created after the adopted budget was finalized in fiscal year 2018-19 and became fully operational during the 2019-20 fiscal year.

Strategic Operations	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ -	\$ -	\$ 532,868	\$ 435,071	\$ 494,952	\$ 59,881	14%
20000 Employee Benefits	-	-	89,235	72,946	97,350	24,404	33%
30000 Contracted Services	-	-	246,408	344,501	156,500	(188,001)	-55%
35000 Travel	-	-	9,059	86	8,958	8,872	10316%
40000 Supplies and Materials	-	-	-	10,100	6,316	(3,784)	-37%
50000 Other Charges	-	-	235	9,128	10,000	872	10%
70000 Capital Outlay	-	-	-	1,461	719	(742)	-51%
<b>Grand Total</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 877,805</b>	<b>\$ 873,293</b>	<b>\$ 774,795</b>	<b>\$ (98,498)</b>	<b>-11%</b>

Strategic Operations	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
35000 Strategic Operations	-	-	877,805	873,293	774,795	(98,498)	-11%
<b>Total Strategic Operations</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 877,805</b>	<b>\$ 873,293</b>	<b>\$ 774,795</b>	<b>\$ (98,498)</b>	<b>-11%</b>



## **CHIEF OF STAFF**

### **Mission Statement**

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

### **Departmental Goals**

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

### **Major Services Provided**

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

### **Fiscal Year 2020-21 Performance Highlights**

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

### **Fiscal Year 2021-22 Priorities**

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

### **Divisional Budgets**

In fiscal year 2021-22, the Chief of Staff’s budget is \$1.642 million, which is \$911,943 greater than the prior year’s budget. This increase is a result of restructuring which bring MWBE and the Equity Office, including the African American Male Initiative to the Chief of Staff’s office.

Note: The MWBE and Equity Departments were part of the restructuring in our efforts to align to SCS priorities.



Chief of Staff	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ 409,321	\$ 629,451	\$ 423,250	\$ 519,275	\$ 549,422	\$ 30,147	6%
20000 Employee Benefits	87,665	109,847	73,408	88,688	108,781	20,094	23%
30000 Contracted Services	152,645	275,685	99,972	72,867	239,844	166,977	229%
30000 Professional Services	-	-	-	20,300	10,400	(9,900)	-49%
33000 Property Maintenance Services	-	-	-	-	2,500	2,500	0%
35000 Travel	-	-	23,000	-	15,800	15,800	0%
40000 Supplies and Materials	28,801	44,435	28,753	7,246	626,560	619,314	8547%
50000 Other Charges	42,560	28,089	20,876	19,016	38,000	18,984	100%
70000 Capital Outlay	1,041	1,762	1,073	2,852	50,880	48,028	1684%
<b>Grand Total</b>	<b>\$ 722,033</b>	<b>\$ 1,089,269</b>	<b>\$ 670,333</b>	<b>\$ 730,244</b>	<b>\$ 1,642,187</b>	<b>\$ 911,943</b>	<b>125%</b>

Chief of Staff	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
020100 Chief of Staff	\$ 722,033	\$ 1,089,269	\$ 450,881	\$ 423,786	495,521	\$ 71,735	17%
215504 Equity Office	-	-	-	-	789,790	789,790	0%
020200 MWBE Department	-	-	219,452	306,458	356,876	50,418	16%
<b>Total Chief of Staff</b>	<b>\$ 722,033</b>	<b>\$ 1,089,269</b>	<b>\$ 670,333</b>	<b>\$ 730,244</b>	<b>\$ 1,642,187</b>	<b>\$ 911,943</b>	<b>125%</b>



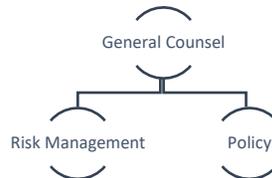
Picture taken prior to COVID-19



**General Counsel**

**Mission Statement**

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.



**Departmental Goals**

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

**Major Services Provided**

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

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

**Fiscal Year 2019-20 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 2021-22 Priorities**

Possible job reclassification in the General Counsel and Policy Department.

- Anticipated increased legal spend due to increased activity in state funding litigation and additional investigations into grading improprieties of other SCS schools.

**Divisional Budgets**

In fiscal year 2021-22, the budget for the Office of General Counsel is \$7.3 million, which is \$778k more than the prior year's amended budget. In aligning with the District's priorities and goals, General Counsel has increased due to additional departmental insurance expenses.

Chief Legal Officer & General Counsel	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ 1,511,929	\$ 1,094,469	\$ 1,573,293	\$ 1,533,036	\$ 1,763,631	\$ 230,595	15%
20000 Employee Benefits	310,059	326,936	299,313	312,687	396,061	83,374	27%
30000 Contracted Services	2,348,811	2,618,660	462,807	410,620	442,300	31,680	8%
30000 Professional Services	-	-	3,496,031	2,186,448	2,350,905	164,457	8%
33000 Property Maintenance Services	-	-	-	-	12,500	12,500	0%
35000 Travel	-	-	16,702	323	21,013	20,690	6397%
40000 Supplies and Materials	13,044	8,480	12,917	23,694	35,500	11,806	50%
50000 Other Charges	1,371,181	2,092,955	1,378,800	1,979,485	2,026,969	47,485	2%
70000 Capital Outlay	274,353	324,378	194,497	113,170	289,345	176,175	156%
<b>Grand Total</b>	<b>\$ 5,829,377</b>	<b>\$ 6,465,878</b>	<b>\$ 7,434,360</b>	<b>\$ 6,559,464</b>	<b>\$ 7,338,225</b>	<b>\$ 778,761</b>	<b>12%</b>

General Counsel	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
030000 General Counsel	\$ 3,712,838	\$ 4,454,754	\$ 5,379,968	\$ 4,531,984	4,412,060	\$ (119,924)	-3%
030200 Policy	263,227	201,802	192,663	191,671	198,219	6,548	3%
330000 Risk Management	1,853,311	1,809,322	1,861,729	1,835,809	2,727,946	892,137	49%
<b>Total General Counsel</b>	<b>\$ 5,829,377</b>	<b>\$ 6,465,878</b>	<b>\$ 7,434,360</b>	<b>\$ 6,559,464</b>	<b>\$ 7,338,225</b>	<b>\$ 778,761</b>	<b>12%</b>



### ACADEMICS

#### Mission Statement

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.

**Vision** - We are committed to preparing well-rounded graduates who compete globally, who persevere through challenges, think critically, advocate for and drive their own learning experiences, and collaborate effectively with diverse peers.



#### Major Services Provided

- Provide resources and professional development to increase teacher and leader capacity to ensure support exists in every school to provide high quality instruction daily.
- Ensure the highest rated curriculum and materials are available to students.
- Accelerate student achievement within the iZone 2.0 and Priority schools.
- Provide high quality Early Childhood experiences that lead to kindergarten readiness.
- Increase equity through new programs such as Naviance College, Career, and Life Readiness platform, ACT Program, and the ACT Field Guide, 1:1 Program, Literacy Laureates, and 3rd Grade Commitment



Picture taken prior to COVID-19



## **Fiscal Year 2020-21 Performance Highlights**

### *Curriculum and materials:*

- Implementation of new ELA curriculum (*Wonders* and *myPerspectives*), provided 299 training sessions with 4,456 participants as of February 2021
- Provided digital access to core curriculum for all students and teachers through the Clever and Canvas platforms
- Provided district-created beginning of the year diagnostic assessments to assess student learning loss
- Provided standards-aligned formative assessments to monitor student progress with mastery of standards

### *iZone 2.0 and Priority schools:*

- iZone 2.0 has been awarded the Verizon Innovative Learning Schools (VILS) grant in the amount of \$14,400,000. The grant award amount will be utilized to support eight iZone middle schools and provide iPad devices for all teachers and students. The grant will support a 2-year Verizon wireless data plan for each device, as well as on-going professional development and funding towards a Verizon Innovative Instructional Coach position for each school.
- The goal of the Verizon Innovative Learning Schools (VILS) is to ignite students' interest in STEM careers and give them the opportunity to become life-long learners, creators, and problem solvers.
- The VILS grant will be utilized to build and administer STEM focused programs that create the kinds of transformations that change lives for students in the following schools: American Way MS, Booker T Washington 6-12, Craigmont MS, Georgian Hills MS, Grandview Heights MS, Raleigh Egypt MS, Riverview K-8, and Woodstock MS.
- In support of SCS Third Grade Commitment, 100% iZone 2.0 teachers, ELA Coaches, and school leaders are enrolled in Language Essentials for Teachers of Reading and Spelling (LETRS) module training. 75% of iZone 2.0 schools scored above 50% OTM for K-2 ELA.
- All iZone 2.0 students utilize DreamBox Learning, which is an adaptive learning program designed to help students develop conceptual understanding of mathematical practices. 38% of iZone 2.0 schools scored over 50% OTM for K-2 math.

*ES ELA:* This year, the FastBridge suite of assessments was administered virtually to students in Grades K-5.

- In ELA, all grades except for one had higher median percentiles on the universal screener, Illuminate FastBridge, in fall 2020 than they did winter 2019.

### *ES ELA:*

- 2020 Winter Formative Assessment 54% on-track or mastered (KK- 5<sup>th</sup> grade)

*Professional Learning:* Microsoft Teams Courses: 95% completion rate for (8) modules

- These courses include:
  1. Microsoft Teams for School Collaboration
  2. Microsoft Teams Classroom Instruction Part I
  3. Accessing Students' Microsoft Emails
  4. Our Digital Transformation with Digital Citizenship
  5. What Does Standards-Aligned Personalized Learning Look Like?
  6. Microsoft Teams Classroom Instruction Part I
  7. Interactive Strategies
  8. Insight & Analytics to support the shift toward Blended Learning

### *Early Childhood:*

- During the 2019-20 school year, SCS' Head Start program provided Pre-K instruction to over 5,463 students (96% total enrollment, 99% Head Start enrollment. Formative assessment data (iStation) showed 73 percent of Pre-K students meeting literacy benchmarks by the end of the 2019-20 school year. 54% of students entering kindergarten in 2019-20 who previously participated in Pre-K were



considered kindergarten-ready on the fall Fast Bridge Illuminate formative assessment, and 46% met the benchmarks for kindergarten readiness in both Reading and Math. Shelby County Schools Pre-K was awarded a gold medal for establishing and providing high quality preschool programs for the children of Shelby County. Medals were awarded by City Health, an initiative of the de Beaumont Foundation and Kaiser Permanente, based on an analysis by the National Institute for Early Education Research (NIEER). NIEER is part of the Rutgers Graduate School of Education. To win a gold medal, a city had to meet at least eight of NIEER’s benchmarks and have at least 30 percent of a city’s 4-year-old children enrolled in a locally- or state-funded pre-K program.

*Equity Programs:*

- 243,964 student-logins to Naviance College, Career, and Life Readiness platform (an average of 7.9 visits per student), 3,542 students participated in Naviance ACT Benchmark, 6,565 students in 10<sup>th</sup> and 11<sup>th</sup> grade participated in MasteryPrep TruScore, 5,531 students enrolled in ACT Prep programs, 3,834 students participated in ACT workshops, 3,354 hours of support provided by Literacy Laureates.

Our goal is that 60% of observed Laureate classrooms will implement the three major components of the literacy block. Currently, 49.4% of observed Laureate classrooms implement all 3 major components. Our goal is that 50% of observed K-2 classrooms implement the three major components of the literacy block. Currently, 46.5% of observed K-2 classrooms implement all 3 major components.

**Fiscal Year 2021-22 Priorities**

- By 2025, 90% of SCS third graders are proficient in English & Language Arts (ELA); by 2021, 47% of SCS third graders are proficient in ELA. Continue Literacy Laureates and 3rd Grade commitment supports and services
- By 2025, 90% of SCS students graduate on time; By 2021, 82% of SCS students graduate on time. Continue ACT Filed initiatives, Literacy Laureate program, and Digital School 1:1 program.
- By 2025, 60% of students are proficient on TNReady assessments; by 2021, 44.5% of third-eight grade students are proficient on TNReady assessments; by 2021, 36.3% of ninth through twelfth grade students are proficient on TNReady Assessments. Continue Content Cadres, continue Instructional Practices training and observations/walks, and continue to train on implementing high quality curriculum materials within day-to-day instruction.



Picture taken prior to COVID-19



### Divisional Budgets

The Office of Academics' budget is \$76.8 million for fiscal year 2021-22, which is an decrease of \$18.9 million compared to the prior year's budget. The decrease is largely attributed to leveraging the purchase of textbooks to the ESSER 2.0 grant and the capital outlay accounts. The budgets for most of the remaining components of the Office of Academics' budget decreased as operations are streamlined.

Chief Academic Officer	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ 11,657,401	\$ 13,408,003	\$ 47,352,956	\$ 50,812,913	\$ 52,284,820	\$ 1,471,910	3%
20000 Employee Benefits	2,536,646	385,754	11,599,145	11,753,936	13,981,056	2,227,120	19%
30000 Contracted Services	17,275,179	6,889,102	9,683,707	8,846,482	3,783,160	(5,063,321)	-57%
30000 Professional Services	-	-	449,843	1,385,415	359,197	(1,026,218)	-74%
33000 Property Maintenance Services	-	-	109,763	92,262	79,680	(12,582)	-14%
35000 Travel	-	-	165,044	7,978	202,908	194,930	2443%
40000 Supplies and Materials	4,111,162	13,858,451	3,247,748	10,639,315	4,230,867	(6,408,448)	-60%
50000 Other Charges	408,350	814,817	948,824	461,132	176,516	(284,616)	-62%
70000 Capital Outlay	135,231	305,371	1,874,332	11,691,910	1,667,579	(10,024,331)	-86%
<b>Grand Total</b>	<b>\$ 36,123,969</b>	<b>\$ 35,661,498</b>	<b>\$ 75,431,362</b>	<b>\$ 95,691,343</b>	<b>\$ 76,765,785</b>	<b>\$ (18,925,557)</b>	<b>-20%</b>

Academic Admin Office	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
100000 Academic Office	\$ 999,075	\$ 1,414,799	\$ 2,086,037	\$ 2,764,066	\$ 3,031,428	\$ 267,362	10%
100100 Assistant Superintendent	356,651	178,241	162,537	-	-	-	0%
100200 Leadership Development and Capacity Building	-	-	1,225,283	1,040,718	852,638	(188,080)	-18%
102000 Curriculum	17,198,018	2,878,686	6,971,271	5,784,665	1,620,289	(4,164,376)	-72%
102002 Response to Intervention	-	754,794	840,313	829,020	898,029	69,009	8%
102010 English As a Second Language	-	-	1,354,651	2,126,394	1,278,367	(848,027)	-40%
102011 English As a Second Language Elementary	-	-	12,137,163	11,378,945	12,303,450	924,505	8%
102012 English As a Second Language Middle	-	-	2,371,099	2,096,972	2,367,197	270,225	13%
102013 English As a Second Language K8	-	-	408,670	432,993	438,003	5,010	1%
102014 English As a Second Language High	-	-	2,676,222	2,612,966	2,958,729	345,763	13%
102020 STEM	252,273	239,533	245,731	244,498	249,153	4,655	2%
102030 Literacy	254,620	142,861	109,019	79,475	32,323	(47,152)	-59%
102040 Mathematics	165,410	148,189	120,991	100,995	121,579	20,584	20%
102050 Science	186,749	185,671	133,356	143,501	123,472	(20,029)	-14%
102060 Social Studies	230,708	224,811	197,831	49,328	14,500	(34,828)	-71%
102084 Head Start In-Kind Match	362,480	462,131	28,142	-	-	-	0%
102090 Pre-K	3,013,157	5,185,106	5,859,532	5,134,028	6,105,885	971,857	19%
102100 Textbooks	3,040,250	11,749,453	1,520,636	9,167,064	2,875,569	(6,291,495)	-69%
102200 World Languages	1,320,156	1,321,539	1,334,104	1,318,479	1,352,059	33,580	3%
102300 Band and Strings	1,907,391	2,768,825	2,376,025	2,313,666	2,167,508	(146,158)	-6%
102500-Library Services	401,317	452,945	355,414	434,919	406,199	(28,720)	-7%
102600 Educational Support	335,706	292,166	288,362	290,415	306,022	15,607	5%
102800 Stipends	-	-	823,682	-	-	-	0%
103000 Career and Technical Education	-	-	19,583,190	17,964,761	20,651,156	2,686,395	15%
103010 Project Graduation	-	-	948,669	3,174,770	845,089	(2,329,681)	-73%
108000 Project Stand (only 8907-9907)	-	-	6,701,081	6,598,026	6,809,866	211,840	3%
212010 Virtual School	-	-	1,802,285	1,795,361	1,736,019	(59,342)	-3%
215000 iZone	3,228,141	4,263,364	-	-	-	-	0%
301010 Instructional Television (GHS TV)	-	-	509,842	516,421	531,889	15,468	3%
312000 Professional Development	2,871,869	2,998,383	2,260,224	2,183,077	2,240,216	57,139	3%
349000 Student Technology	-	-	-	15,080,380	4,449,150	(10,631,230)	-70%
349020 Pre-K technology	-	-	-	35,439	-	(35,439)	-100%
<b>Total Academic Admin</b>	<b>\$ 36,123,969</b>	<b>\$ 35,661,498</b>	<b>\$ 75,431,362</b>	<b>\$ 95,691,343</b>	<b>\$ 76,765,785</b>	<b>\$ (18,925,556)</b>	<b>-20%</b>



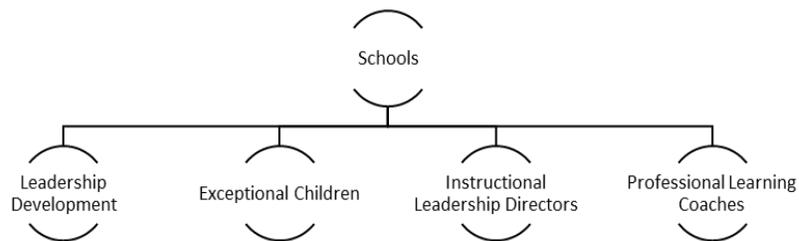
## SCHOOLS

### Vision

We are committed to personalizing education for all students, creating equitable environments that are conducive for learning, and building the capacity of our school leaders in order to translate vision into reality.

### Mission Statement

To make Shelby County Schools the district of choice for our students and families by offering effective teachers, leaders, and staff who are committed to serving our diverse population of students.



### Purpose of the Chief of Schools Department

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

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

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

- The Office of Schools
- Assistant Superintendents
  - Continuous Improvement Zone
  - i-Zone
  - Whitehaven Improvement Zone
  - Charter Schools
- Instructional Leadership Directors





### **Major Services Provided**

- Supports school leaders with ensuring fidelity with the implementation of the district's curriculum
- Provides customized professional development to Assistant Superintendents and Instructional Leadership Directors (ILDs).
- Leads a rigorous plan for continuous school improvement that results in improved student achievement.
- Ensures the alignment between the division's strategic plan and schools.
- Drives the successful integration of evidence-based strategies to ensure the growth and success of all schools.
- Provides leadership in the areas of school improvement planning, principal professional development, and evaluation.
- Collaborates with central office staff to evaluate existing programs, services, and practices.
- Establishes and maintains clear, consistent interactions with parents, families and community partners to receive input and feedback on the effectiveness of our schools, and to resolve concerns.

### **Fiscal Year 2021-22 Priorities**

- Continue to improve the climate for learning and conditions for success across all district schools.
- Turn around all schools by supporting them in their implementation of improvement strategies.
- Develop and lead Assistant Superintendents and ILDs in their roles as instructional leaders.

### **Departmental Goals**

#### **Our goals are directly aligned to our District's Three Strategic Initiatives:**

- Strategic Initiative 1 -Strengthen early (PK-2) and Continuing Literacy (3-12)
- Strategic Initiative 2 - Recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skill concepts, and entrench them in the community and classroom.
- Strategic Initiative 3 - Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

### **Departmental Goals 2021-2022**

#### **Academics**

- *On the 2020-2021 TCAP 3rd through 5th grade assessments, students will increase the percentage scoring On Track or Mastered in:*
  - *ELA from 14.0% to 24%*
  - *Math from 8.8% to 18.8%*
  - *Science from 14.9% to 24.9%*
- *On the 2020-2021 TCAP 6th through 8th grade assessments, students will increase the percentage scoring On Track or Mastered in:*
  - *ELA from 11.9% to 21.9%*
  - *Math from 6.6% to 16.6%*
  - *Science from 12.7% to 22.7%*
  - *Social Studies from 13.8% to 23.8%*



- On the 2020-2021 TCAP 9th through 12th grade assessments, students will increase the percentage scoring On Track or Mastered in:
  - ELA from 18.0% to 28%
  - Math from 4.4% to 14.4%
  - Science from 22.2% to 32.2%
  - Social Studies from 16.6% to 26.6%

**Key Levers**

- Equity
- Core Instruction
- Early Literacy
- High Schools

**Driving Pillars**

**Ready Graduates**



**Third Grade Commitment**



**Naviance**



**Improving ACT Focus**



**Blended Learning**

Blended Learning



*Together, we MUST BELIEVE  
 Together, we WILL ACHIEVE  
 Together, we ARE REIMAGINING 901*



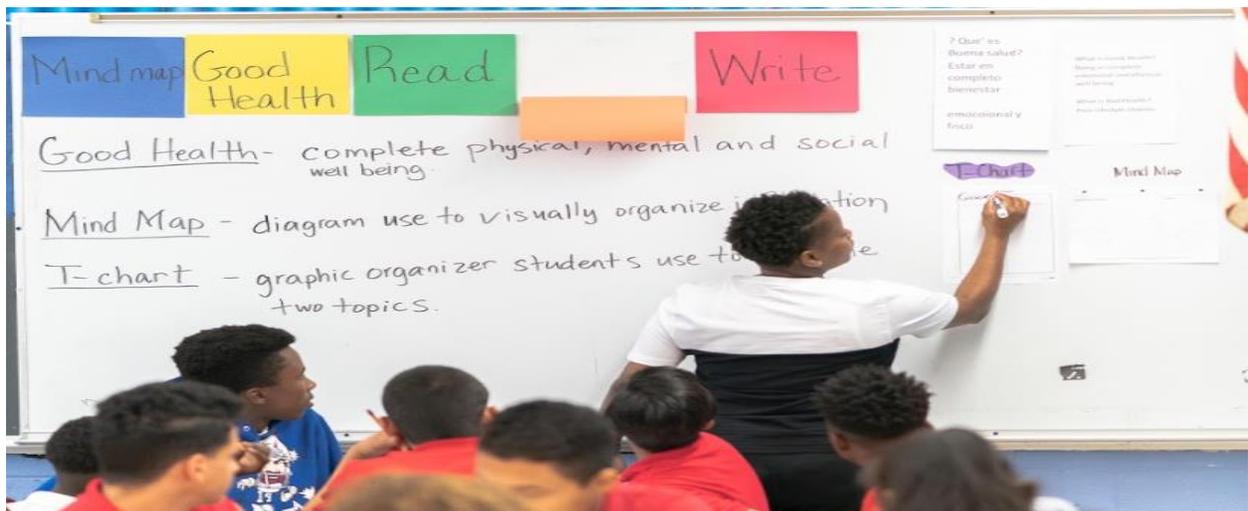
### Divisional Budgets

In fiscal year 2021-22, the Chief of Schools Department’s budget is \$195.7 million, which is \$8.6 million more than the prior year’s budget. This is primarily due to restructuring of some departments. The main driver in this restructure includes the addition of Charter Schools.

Chief of Schools	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ 87,146,220	\$ 83,926,789	\$ 8,716,985	\$ 7,668,301	\$ 7,670,799	\$ 2,498	0%
20000 Employee Benefits	22,180,789	21,879,926	1,867,690	1,495,883	1,966,285	470,402	31%
30000 Contracted Services	10,645,174	10,248,008	161,365,866	177,744,570	185,502,941	7,758,370	4%
30000 Professional Services	-	-	1,250	2,500	85,077	82,577	3303%
35000 Travel	-	-	102,876	6,910	191,359	184,448	2669%
40000 Supplies and Materials	1,813,652	1,926,155	105,272	166,250	228,657	62,407	38%
50000 Other Charges	148,027	442,357	6,500	15,455	74,548	59,092	382%
70000 Capital Outlay	2,416,989	3,957,150	549	14,853	-	(14,853)	-100%
<b>Grand Total</b>	<b>\$ 124,350,851</b>	<b>\$ 122,380,385</b>	<b>\$ 172,166,987</b>	<b>\$ 187,114,723</b>	<b>\$ 195,719,665</b>	<b>\$ 8,604,942</b>	<b>5%</b>

Chief of Schools	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
100200 Department of Schools and Leadership	\$ 1,695,084	\$ 1,107,808	\$ 1,176,696	\$ 888,284	726,784	\$ (161,500)	-18%
100210 Instructional Leadership Directors	2,460,695	1,611,511	2,077,677	2,067,354	2,129,364	\$ 62,010	3%
100230 Leadership Development and Capacity Building	1,473,893	1,113,369	-	-	-	\$ -	0%
103000 Career and Technical Education	15,560,826	22,438,274	-	-	-	\$ -	0%
104000 Exceptional Children	73,494,590	72,637,738	-	-	-	\$ -	0%
104040 Exceptional Children Administration	7,329,177	7,887,092	-	-	-	\$ -	0%
104030 Exceptional Children Schools Admin	597,826	689,241	-	-	-	\$ -	0%
104020 Exceptional Children-Gifted	8,730,634	8,828,894	-	-	-	\$ -	0%
104010 Exceptional Children-Homebound & Hospital	1,319,766	1,377,716	-	-	-	\$ -	0%
204000 Coordinated School Health	4,627,674	2,724,545	-	-	-	\$ -	0%
211000 Charter Schools	-	-	158,835,991	173,293,941	184,175,339	\$ 10,881,398	6%
211100 Charter Schools Administration	-	-	1,324,467	1,862,372	1,862,343	\$ (29)	0%
215000 iZone	-	-	5,579,790	3,227,714	4,296,377	\$ 1,068,663	33%
215500 Chief of Schools	7,060,686	1,964,197	3,171,928	5,775,058	2,529,458	\$ (3,245,600)	-56%
215501 Critical Focus Schools	-	-	438	-	-	\$ -	0%
<b>Total Chief of Schools</b>	<b>\$ 124,350,851</b>	<b>\$ 122,380,385</b>	<b>\$ 172,166,987</b>	<b>\$ 187,114,723</b>	<b>\$ 195,719,665</b>	<b>\$ 8,604,942</b>	<b>5%</b>

Note: The Exceptional Schools and Charter Schools Departments were part of the restructuring in our efforts to align to SCS priorities



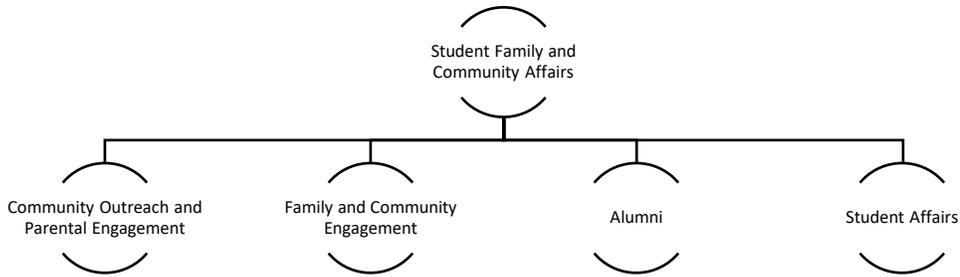
Picture taken prior to COVID-19



## STUDENT FAMILY AND COMMUNITY AFFAIRS

### Mission Statement

The purpose of the Student Family and Community Affairs Division is to build stronger relationships with families and communities through partnerships to ensure that families are well-equipped, communities are resourceful, and students have what they need to receive the education in an environment they deserve.



### Vision

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

### Departmental Goals

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

### Major Services Provided

Constituent Service:

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



Family and Community Engagement:

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

Student Affairs:

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

Constituent Services

- Maintain District Directory to ensure access to contact information and resources to address inquiries
- Address, document and analyze customer inquiries to monitor and support improvement
- Train employees district-wide on customer service WORKS expectations and framework
- Plan recognition of 5 Star Service Award
- Plan, coordinate and execute components of all high school graduation commencement ceremonies

Develop Family and Community Affairs (FACE)

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

Engagement Priorities

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



### **Fiscal Year 2019-20 Performance Highlights**

Picture taken prior to COVID-19



- Created customer service WORKS expectations and framework for all district employees
- Developed a recognition program for 5-Star Customer Service Award
- Coordinated the 901 School Showcase – providing an opportunity to learn about the District’s vast array of school choices (over 7,000 families and stakeholders attended)
- Expanded the Families Connect Program to include elementary schools to help parents engage effectively with their assigned schools in English, Spanish, and Arabic.
- Developed a web-based school adopter management system for data collection and management
- Expanded the multi-tiered approach to support schools in higher need by piloting the placement of 18 School Family Based Specialist to serve high-needs school feeder patterns.
- Hosted the 901 Homecoming Safe-Summer Block Parties (6 Regional locations)
- Coordinated the “Lift Every Voice” High School Survey
- Hosted Student Congress Night at the Board
- Held the Holistic Hispanic Experience

### **Fiscal Year 2021-22 Priorities**

- Expand family and community engagement opportunities programmatically to meet the goals of Destination 2025 and ESSA by 5 % from 2020-21.
- 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.





**Divisional Budget**

In fiscal year 2021-22, the budget for the Student Family and Community Affairs department is \$4.74 million, which is an increase of \$89.8 thousand compared to the prior year’s amended budget.

Chief of Student & Family Engagement	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ 821,272	\$ 2,073,890	\$ 3,133,621	\$ 2,918,296	\$ 3,258,374	\$ 340,077	12%
20000 Employee Benefits	175,656	433,778	685,593	641,823	819,265	177,442	28%
30000 Contracted Services	190,165	480,411	576,968	972,353	461,301	(511,052)	-53%
33000 Property Maintenance Services	-	-	4,516	991	9,200	8,209	828%
35000 Travel	-	-	9,321	1,841	38,425	36,585	1988%
40000 Supplies and Materials	41,612	44,319	38,383	56,601	57,069	468	1%
50000 Other Charges	34,186	45,804	19,967	38,475	81,008	42,533	111%
70000 Capital Outlay	32,494	19,717	24,015	24,476	20,000	(4,476)	-18%
<b>Grand Total</b>	<b>\$ 1,295,385</b>	<b>\$ 3,097,919</b>	<b>\$ 4,492,383</b>	<b>\$ 4,654,856</b>	<b>\$ 4,744,642</b>	<b>\$ 89,786</b>	<b>2%</b>

Student Family and Community Affairs	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
204100 Family Resource Health	\$ 147,123	\$ 145,703	\$ 102,259	\$ 150,000	\$ 150,000	\$ -	0%
302000 Community Outreach	498,723	481,431	500,296	523,585	526,859	\$ 3,274	1%
302100 Parent Engagement	649,539	2,470,785	3,889,828	3,981,271	4,067,783	\$ 86,512	2%
<b>Total Student Family and Community Affairs</b>	<b>\$ 1,295,385</b>	<b>\$ 3,097,919</b>	<b>\$ 4,492,383</b>	<b>\$ 4,654,856</b>	<b>\$ 4,744,642</b>	<b>\$ 89,786</b>	<b>2%</b>



Pictures taken prior to COVID-19



## BUSINESS OPERATIONS

### Mission Statement

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



### Departmental Goals

- Achieve 90% on-time completion of all FY21 and FY22 capital projects.
- Improve FY22 Grounds Keeping schedule from 3-week to weekly maintenance.
- Reduce and maintain FY22 Facilities Maintenance work orders backlog ≤ 3,000.
- Complete 95% of all FY22 real estate sales transactions from offers received.
- Improve FY22 meal participation across the district by 5% compared to FY20.
- Minimize Procurement solicitation protests to < 5% of all solicitations completed.
- Achieve 90% FY22 on-time arrivals for scheduled bus transportation services.
- Achieve < 0.5% Warehouse inventory variance during the FY22 year-end audit.

### Major Services Provided

#### *Asset Management Services*

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

#### *Construction Services*

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

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

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

#### *Custodial and Grounds Services*

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



*Facilities Maintenance Services*

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

*Nutrition Services*

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

*Procurement Services*

- Purchasing of all District goods and services for schools, offices, teachers, and staff
- Negotiation of value price, delivery, terms, and conditions of all purchases
- Preparation, execution, and completion of all District bids and solicitations
- Purchasing and bid practices offering all vendors open and fair competition

*Transportation Services*

Picture taken prior to COVID-19



Picture taken prior to COVID-19

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

*Warehouse and Fulfillment Services*

- Receiving, storage, and distribution services for all District materials, supplies, equipment, and devices
- Fuel inventory control and systems’ operations management

- Inventory control, distribution, and disposal of all district assets
- Mail room operations and distribution services
- Print Shop operations and fulfillment services

**Issues & Trends**

- Staffing shortages in Business Operations due to COVID-19 cases, retirements, resignations, and new background check requirements
- New buses in Fy22 will provide enhanced child safety.

**Fiscal Year 2020-21 Performance Highlights**

- Asset management and tracking of 95,000 new 1:1 digital devices and accessories
- Construction completion and grand opening of the new Alcy ES
- Execution and completion of 15 approved FY20 / FY21 Capital Investment Projects:
  - (3) School Classroom Additions
  - (6) School HVAC System Replacements
  - (4) School Roof Replacements



- (1) School Windows Replacement
- (1) Stadium Turf Replacement
- Development/implementation of the Pandemic Response and Cleaning Protocols
- Implementation of District hygiene, social distancing, and physical barrier safeguards
- Completion of RFP and execution of new custodial services contracts
- Completion of 54,035 maintenance, repair, and service request work orders
- Completed data analysis and recommendations for the Reimagining 901 plan
- Completed sale of (6) vacant District properties and/or parcels
- Development/execution of multi-day bulk meals distribution program
- Distribution / servicing of more than 8 million total meals to students and families
- Achievement of a 0.095% variance from year end audit of CNC warehouses inventory
- Completion of over 13,000 purchase orders for District goods and services
- Completion of over 100 competitive bids/solicitations for District purchases
- Registration of over 500 new vendors (incl. MWBE's) to do business with the District
- Completion of RFP and execution of new transportation services contract
- Achievement of a 0.29% variance from year end audit of Warehouse inventory
- Completion of over 400 print jobs from District requests
- Receipt, storage, and distribution of 95,000 new 1:1 digital devices and accessories
- Distribution of thousands of PPE, thermometers, hand sanitizer, disinfectant wipes, headsets, desk barriers, and bottled water to District schools

#### **Fiscal Year 2021-22 Priorities**

- Asset Management – Adjust staffing to support 1:1 Device Management program.
- Construction – Manage major capital projects using contract construction and project management services where needed.
- Custodial & Grounds – Implement new Grounds Keeping Improvement Initiative including reassignment of Grounds crewmen and plant managers. Manage custodial vendors under new contract to minimize contracted cost increases.
- Facilities Maintenance – Continue compensation adjustments for hard to fill positions and market competitiveness to retain and attract technical resources.
- Facility Planning – Initiate real estate listings with an agent contract to increase property sales activity and competitive offers.
- Nutrition Services – Increase revenue through innovative methods to increase school meals participation and implementation of central office food sales.
- Procurement - Purchase all goods and services as well as manage all solicitations.
- Transportation – Manage transportation vendor transition under new contract to minimize contracted cost increases and avoid service gaps during summer programs.
- Warehouse – Adjust staffing to support 1:1 Device Management program. Continue compensation adjustments for hard to fill positions and market competitiveness to retain and attract truck driver resources.



**Divisional Budgets**

In fiscal year 2021-22, the budget for the Business Operations division is \$118.7 million, an increase of \$17.3 million when compared to the prior year's budget. The increase is primarily due to an increase in Transportation and custodial costs of \$5.6 Million and \$764 thousand, respectively. These increases are offset by \$896 thousand for reductions in the department for duplication of resources and using other funding sources for certain projects. The budget difference between FY22 and prior year is lower due to pandemic related reductions in operational cost (partial school year within person instruction, lower building occupancy, etc.).

Chief of Business Operations	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ 20,448,253	\$ 21,017,602	\$ 19,147,527	\$ 18,635,052	\$ 20,771,408	\$ 2,136,355	11%
20000 Employee Benefits	5,023,701	4,786,289	4,517,871	4,211,176	5,301,853	1,090,678	26%
30000 Contracted Services	42,305,865	54,880,005	34,464,286	30,493,675	29,920,146	(573,528)	-2%
30000 Professional Services	-	-	17,202,708	16,182,226	30,598,046	14,415,820	89%
33000 Property Maintenance Services	-	-	22,820,531	24,992,979	25,622,105	629,125	3%
35000 Travel	-	-	39,522	23,986	62,133	38,147	159%
40000 Supplies and Materials	31,451,933	31,712,405	5,820,005	6,025,974	5,856,345	(169,629)	-3%
50000 Other Charges	181,297	126,197	134,440	112,251	160,538	48,287	43%
70000 Capital Outlay	1,271,357	6,829,149	6,190,510	671,748	397,847	(273,901)	-41%
<b>Grand Total</b>	<b>\$ 100,682,406</b>	<b>\$ 119,351,647</b>	<b>\$ 110,337,401</b>	<b>\$ 101,349,065</b>	<b>\$ 118,690,420</b>	<b>\$ 17,341,355</b>	<b>17%</b>

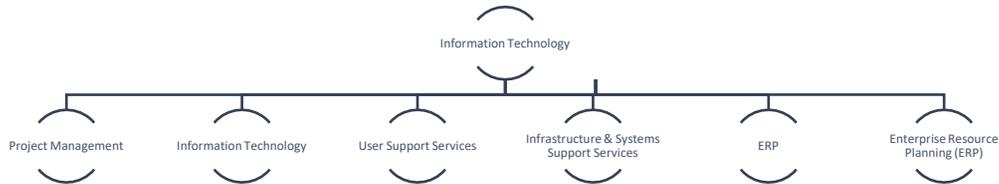
Business Operations	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
331000 Business Operations Admin	\$ 1,040,004	\$ 9,111,823	\$ 7,328,848	\$ 436,527	\$ 497,394	\$ 60,867	14%
332000 Transportation	12,740,854	15,185,936	11,085,389	13,179,927	20,982,580	7,802,653	59%
332010 Special Education Transportation	9,516,865	10,780,276	8,941,693	4,991,721	12,993,016	8,001,295	160%
333000 Procurement	910,020	1,146,151	868,569	899,875	1,005,326	105,451	12%
333100 Asset Management	316,809	349,359	339,606	340,166	354,949	14,783	4%
334000 Facilities	23,927,361	16,075,839	14,070,532	12,623,058	14,183,296	1,560,238	12%
334100 Custodial and Grounds	19,297,471	34,563,728	35,749,519	35,426,961	36,973,348	1,546,387	4%
334200 Utilities	25,117,882	25,377,056	23,700,971	25,165,274	25,928,768	763,494	3%
334300 General Services	3,877,089	3,038,568	1,591,407	1,053,353	500,000	(553,353)	-53%
334400 Zone 4 Maintenance	1,197	-	113	734,458	850,000	115,542	16%
334500 Zone 2 Maintenance	55,099	3,524	1,293,534	1,068,963	833,682	(235,281)	-22%
334600 Zone 1 Maintenance	1,072,293	875,521	1,505,587	1,181,861	722,082	(459,779)	-39%
334700 Zone 3 Maintenance	2,443,923	2,403,989	1,285,604	1,064,049	771,000	(293,049)	-28%
334800 Plant Services	-	25,485	1,997,622	2,627,232	1,556,591	(1,070,641)	-41%
335000 Facilities Planning and Property	361,881	414,392	578,406	555,640	538,388	(17,252)	-3%
337000 Warehousing	3,658	-	-	-	-	-	0%
<b>Total Business Operations</b>	<b>\$ 100,682,406</b>	<b>\$ 119,351,647</b>	<b>\$ 110,337,401</b>	<b>\$ 101,349,065</b>	<b>\$ 118,690,420</b>	<b>\$ 17,341,355</b>	<b>17%</b>



## INFORMATION TECHNOLOGY

### Mission Statement

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



### Departmental Goals

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

### Major Services Provided

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

### Issues & Trends

- Stand up Technology Advisory Group for the district to Identify standards for all enterprise systems and application development
- Identify system consolidation opportunities and remove duplications wherever permissible.
- Collaborate with vendors and departmental resources on standardization that lead to secure solutions that move the district forward.
- Improving Cybersecurity awareness and training for all employees and enhanced training for IT security team.
- Remediation of known security vulnerabilities with consistent environment monitoring
- The development, maintenance, and sustainability and modernization of IT infrastructureCreation of Vendor Assessment Questionnaire to ascertain the security posture of new vendors.



### **Fiscal Year 2020-21 Performance Highlights**

- Enabled remote learning/collaboration for Students, Teachers, and central office with district wide rollout of Teams, VPN solutions, remote fax, SharePoint and other collaboration software and services.
- Survey and reporting system for students in PowerSchool to select their online or traditional learning options, and as a tool for future surveys.
- Rolled out EndPoint Security to prevent attacks from malware, detect malicious activity and use data encryption services to secure endpoint devices.
- Development of comprehensive PowerSchool Device Distribution and Return interface, Parental signature for the Digital 1:1 Initiative.
- Stood up enhanced centralized Call centers (for PWC, IT and Academics) enabled with additional staffing, technology, FAQs to support remote learning.
- Operating the centralized service and support model of device distribution and support of two TRAC centers
- Creation of Lost/Damage/Theft Management Database and expansion for managing details of 1:1 student devices.
- SCS COVID-19 Tracking and Tracing Application
- Launching student systems and integrations: Canvas LMS, Thivist textbook integration, Naviance Graduation Planner and ELL evaluation Management software.
- Rolling out iTunes standardized Mobile Devices Management solution for Digital 1:1 Program.
- Implementation of location-based access Management Solution (Clear Pass). Internet access is controlled by automatic device detection for employees, students, contractors, and guests across the SCS district wireless infrastructure.
- Improve Internal IT processes through ITIL practices of Change Management, Incident Management and Root Cause Review meeting for SCS IT critical incidents.
- Initiated routine internal and external vulnerability scanning.

### **Fiscal Year 2021-22 Priorities**

- Manage, monitor, support digital 1:1 program.
- Support to summer learning and summer learning academy
- Grade write-back from Canvas to PowerSchool and enhanced controls. Simplifying Single sign on login process for online learning.
- Implementation of data & location protection with network segmentation.
- Standardization on SCS Cloud storage application.
- SCS employee identity protection with the use of multifactor authentication.
- Cybersecurity training program for employees and students.
- Data and business continuity protection with automated server cloud backups.
- Engage in removal of outdate operating systems removal from the SCS environment.
- Continue 36-month rollout of Diverse WAN Project – Carrier diverse fiber links at each school, increasing network capacity, reliability, scalability, while lowering costs
- Optimizing E-Rate Category 2 opportunities with the start of new funding period



**Divisional Budgets**

In fiscal year 2021-22, the IT Department’s budget is \$21.2 million, which is \$2.9 million less than the prior year’s budget. The budget decline is mainly driven by a reduction in ERP services.

Chief Information Officer	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ 6,732,803	\$ 6,966,559	\$ 7,215,555	\$ 6,645,228	\$ 7,257,676	\$ 612,447	9%
20000 Employee Benefits	1,539,014	1,527,093	1,618,753	1,421,487	1,716,206	294,719	21%
30000 Contracted Services	10,159,839	13,472,628	176,006	755,618	413,610	(342,008)	-45%
33000 Property Maintenance Services	-	-	9,115,475	10,737,937	11,002,369	264,432	2%
35000 Travel	-	-	10,373	9,020	36,000	26,980	299%
40000 Supplies and Materials	23,594	44,164	9,390	12,321	673,421	661,100	5366%
50000 Other Charges	82,171	41,445	5,570	46,303	34,500	(11,803)	-25%
70000 Capital Outlay	10,847,914	(397,149)	2,950,818	4,414,716	45,000	(4,369,716)	-99%
<b>Grand Total</b>	<b>\$ 29,385,335</b>	<b>\$ 21,654,740</b>	<b>\$ 21,101,941</b>	<b>\$ 24,042,630</b>	<b>\$ 21,178,782</b>	<b>\$ (2,863,848)</b>	<b>-12%</b>

Information Technology	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
340000 Information Technology	\$ 3,273,583	\$ 7,311,685	\$ 4,582,958	\$ 7,855,635	7,733,645	\$ (121,990)	-2%
341000 User Support Services	4,900,002	4,917,507	4,964,147	4,681,002	5,097,050	416,048	9%
342000 Business Application Services	-	-	-	-	-	-	0%
343000 Infrastructure and Systems support Services	8,696,247	8,227,519	7,397,597	5,602,527	6,371,923	769,396	14%
344000 Project Management Office	453,667	501,324	391,665	172,730	296,410	123,680	72%
345000 ERP	12,061,837	294,535	2,976,618	5,084,191	413,610	(4,670,581)	-92%
346000 Enterprise Resource Planning	-	402,170	788,956	646,545	1,266,144	619,599	96%
<b>Total Information Technology</b>	<b>\$ 29,385,335</b>	<b>\$ 21,654,740</b>	<b>\$ 21,101,941</b>	<b>\$ 24,042,630</b>	<b>\$ 21,178,782</b>	<b>\$ (2,863,848)</b>	<b>-12%</b>



Picture taken prior to COVID-19

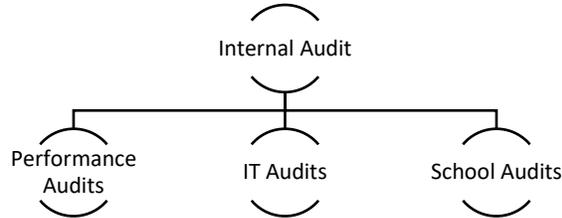




## INTERNAL AUDIT

### Mission Statement

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.



### Departmental Goals

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

### Major Services Provided

- Professional consultation regarding management control systems increase organizational efficiency, effectiveness, compliance, and economical operations
- Professional assurance services regarding the management of internal school funds at all schools.
- Administers the District’s fraud, waste, and abuse program.

### Issues & Trends

- Compliance and monitoring pertaining to school support organizations will require significant investment in business process improvement to achieve satisfactory compliance with state requirements
- The instances for fraud, waste, and abuse reporting is trending upwards due to increased awareness training
- School internal school fund audits are positively improving and the incident of external auditor comments substantially down

### Fiscal Year 2020-21 Performance Highlights

- Completed the quality control review of 100% of school audit prior to November 1st.
- Provided fraud, waste, and abuse training to individual schools and the majority of the SCIAA fall, winter, and spring coaches.
- Initiated the process to acquire enterprise risk assessment capability to identify District financial, compliance and operation risks more effectively.
- Transferred the MWBE Program to the Office of Equity with the Small Business Enterprise Program set to kickoff July 1, 2021.
- Increase the overall MWBE spend from 18% in FY20 to 24.7% in FY21.



**Fiscal Year 2021-22 Priorities**

- Reorganize Audit function to enhance the investigative function
- Conduct annual risk assessment to prioritize and focus audit activities on key risks identified within the District
- Creatively provide 40 continuing professional education training hours to compliance with standard and to maintain a highly competent professional audit staff

**Divisional Budget**

In fiscal year 2021-22, the combined budget for the Internal Audit department is \$1.2 million, which is \$111k greater than the prior year’s budget.

Chief Internal Auditor	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ 826,206	\$ 1,026,580	\$ 876,226	\$ 854,942	\$ 879,295	\$ 24,353	3%
20000 Employee Benefits	193,693	232,357	187,572	169,582	193,086	23,504	14%
30000 Contracted Services	21,959	92,632	15,439	36,170	14,495	(21,675)	-60%
30000 Professional Services	-	-	4,100	3,668	4,510	843	23%
35000 Travel	-	-	1,404	256	12,000	11,744	4580%
40000 Supplies and Materials	1,578	10,953	1,780	584	55,000	54,416	9316%
50000 Other Charges	17,736	40,208	31,598	5,660	23,692	18,032	319%
70000 Capital Outlay	5,907	13,820	-	-	-	-	0%
<b>Grand Total</b>	<b>1,067,079</b>	<b>1,416,550</b>	<b>1,118,118</b>	<b>1,070,862</b>	<b>1,182,078</b>	<b>111,216</b>	<b>10%</b>

Internal Audit	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
040000 Internal Audit	\$ 1,067,079	\$ 1,262,314	\$ 1,118,118	\$ 1,070,862	1,182,078	\$ 111,216	10%
020200 MWBE Department	\$ -	154,236	-	-	-	-	0%
<b>Total Internal Audit</b>	<b>\$ 1,067,079</b>	<b>\$ 1,416,550</b>	<b>\$ 1,118,118</b>	<b>\$ 1,070,862</b>	<b>\$ 1,182,078</b>	<b>\$ 111,216</b>	<b>10%</b>

Note: The MWBE Departments was a part of the restructuring in our efforts to align to SCS priorities.



Picture taken prior to COVID-19



## COMMUNICATIONS

### Mission Statement

The Department of Communications and Broadcast Services provides strategic and innovative support for all schools and District departments in alignment with the goals and priorities of Reimagining 901. We strive to inform and engage internal and external stakeholders, while promoting the accomplishments of our teachers, students, and staff to build trust in the District and support for student success.



### Major Services Provided

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

### Fiscal Year 2019-20 Performance Highlights

- Launched year two of School PRO training and expanded the Central Office PRO training.
- Our team has increased the overall reach and effectiveness of District communications channels.
- Our team received two Golden Achievement Awards by the National School Public Relations Association.
- Our team received the Tennessee Education Association School Bell Award.
- Our team launched a new mass communications program (call/text/web/app) for all schools and employees.

### Fiscal Year 2021-22 Priorities

- We will increase engagement on our social channels by 10%.
- We will maintain a 63% open rate on District Publications and a 60% “very informed” rate among employees.
- We will ensure our media tonality for the year has an average of 85% positive/ neutral.
- We will track, prioritize, and improve response time for media inquiries by 50%.
- We will develop at least three new channels and improve relationships with reporters.
- We will increase the profile of the SCS Newsroom and increase views by 5%.
- Strengthen school-based marketing skills and capacity by ensuring there is a “certified” PRO in 75% of schools.
- Strengthen District branding by providing resources to employees and PROs.



- 70% of web users say the District website is “very easy” or “somewhat easy” to navigate.
- Ensure that 100% of identified high-priority District-wide initiatives have a bilingual component.
- Establish at least two dedicated communication channels for Hispanic families.
- We will increase engagement on our social channels by 10%.
- We will maintain a 63% open rate on District Publications and a 60% “very informed” rate among employees.
- We will ensure our media tonality for the year has an average of 85% positive/neutral.
- We will track, prioritize, and improve response time for media inquiries by 50%.
- We will develop at least three new channels and improve relationships with reporters.
- We will increase the profile of the SCS Newsroom and increase views by 5%.
- Strengthen school-based marketing skills and capacity by ensuring there is a “certified” PRO in 75% of schools.
- Strengthen District branding by providing resources to employees and PROs.
- 70% of web users say the District website is “very easy” or “somewhat easy” to navigate.
- Ensure that 100% of identified high-priority District-wide initiatives have a bilingual component.

**Divisional Budgets**

In fiscal year 2021-22, the Office of Communications has a \$2.8 million budget, which is \$252k more than the prior year’s budget. The increase is the result of a position reclassification and a salary increase.

Chief of Communications	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ 1,783,695	\$ 2,020,636	\$ 1,843,844	\$ 1,745,828	\$ 1,980,924	\$ 235,095	13%
20000 Employee Benefits	404,502	429,806	398,298	371,297	462,239	90,942	24%
30000 Contracted Services	693,324	502,204	438,077	226,433	193,994	(32,439)	-14%
30000 Professional Services	-	-	150	-	-	-	0%
33000 Property Maintenance Services	-	-	1,850	171	2,610	2,439	1427%
35000 Travel	-	-	8,619	274	7,610	7,336	2676%
40000 Supplies and Materials	15,282	34,903	8,431	18,240	8,000	(10,240)	-56%
50000 Other Charges	354,091	100,214	38,393	88,533	107,463	18,930	21%
70000 Capital Outlay	101,201	81,470	56,972	108,193	48,500	(59,693)	-55%
<b>Grand Total</b>	<b>\$ 3,352,095</b>	<b>\$ 3,169,233</b>	<b>\$ 2,794,634</b>	<b>\$ 2,558,970</b>	<b>\$ 2,811,340</b>	<b>\$ 252,370</b>	<b>10%</b>

Communications	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
301000 Communications	\$ 2,863,179	\$ 2,252,434	\$ 1,880,518	\$ 1,786,332	1,999,309	\$ 212,977	12%
301010 Instructional Television (GHS TV)	488,021	477,730	-	-	-	\$ -	0%
303000 Voice of SCS	895	439,069	914,116	772,638	812,031	\$ 39,393	5%
<b>Total Communications</b>	<b>\$ 3,352,095</b>	<b>\$ 3,169,233</b>	<b>\$ 2,794,634</b>	<b>\$ 2,558,970</b>	<b>\$ 2,811,340</b>	<b>\$ 252,370</b>	<b>10%</b>

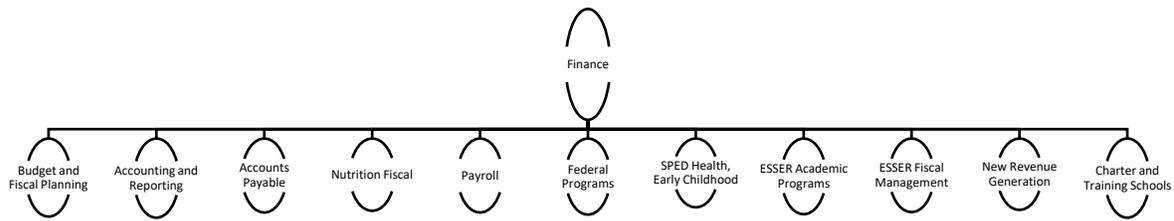
Note: The Instructional Television (GHS TV) Department was a part of the restructuring in our efforts to align to SCS priorities.



## FINANCE

### Mission Statement

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



### Major Services Provided

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

### Fiscal Year 2019-20 Accomplishments

- Obtained an unmodified “clean” opinion on the FY 2019-20 external audit
- No significant deficiencies or material weaknesses for the FY 2019-20 audit of the major federal award programs
- Received the Association of School Business Officials and the Government Finance Officers Association awards for the FY 2019-20 Annual Financial Report
- Received the Association of School Business Officials Meritorious Budget Award for the FY 2019-20 Budget Book

### Fiscal Year 2020-21 Accomplishments

- The District received the Association of School Business Officials International (ASBOI) Certificate of Excellence for the FY2020 Annual Financial Report on May 2021.
- The District received the ASBOI Meritorious Budget Award in March 2021.

### Fiscal Year 2021-22 Priorities

- 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
- Manage ESSER Fund 1.0, 2.0, and 3.0 to ensure alignment with federal, state, and compliance standards for the allocation for the entire LEA including charters.
- Improve efficiency and better utilization of resources within the Department



**Divisional Budgets**

In fiscal year 2021-22, the budget for the Office of Finance is \$5.8 million, which is a \$1.1 million increase compared to the prior year. The Finance department’s decrease is due to the reduction of contracts and using other funding sources to pay for 2 positions.

Chief Financial Officer	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ 2,926,547	\$ 3,116,507	\$ 3,224,982	\$ 3,607,341	\$ 3,824,448	\$ 217,107	6%
20000 Employee Benefits	581,045	592,844	639,264	715,525	830,008	114,483	16%
30000 Contracted Services	131,023	187,994	673,478	148,737	853,041	704,304	474%
30000 Professional Services	-	-	96,213	137,294	152,100	14,806	11%
33000 Property Maintenance Services	-	-	4,424	5,273	5,102	(171)	-3%
35000 Travel	-	-	-	-	10,553	10,553	0%
40000 Supplies and Materials	30,686	15,256	36,461	30,774	50,340	19,566	64%
50000 Other Charges	50,935	77,037	16,956	33,245	63,118	29,874	90%
70000 Capital Outlay	23,084	11,318	13,534	28,153	9,800	(18,353)	-65%
<b>Grand Total</b>	<b>\$ 3,743,320</b>	<b>\$ 4,000,956</b>	<b>\$ 4,705,312</b>	<b>\$ 4,706,342</b>	<b>\$ 5,798,510</b>	<b>\$ 1,092,169</b>	<b>23%</b>

Finance Office	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
320000 Finance	\$ 859,563	\$ 1,051,203	\$ 1,533,631	\$ 1,252,433	1,161,809	\$ (90,623)	-7%
321000 Accounting and Reporting	713,166	777,158	785,533	960,472	1,792,246	831,774	87%
322000 Budget and Fiscal Planning	773,654	814,119	910,440	1,015,727	1,250,785	235,058	23%
323000 Payroll	866,871	845,238	811,920	804,437	882,901	78,464	10%
324010 Accounts Payable	530,066	513,238	663,787	673,273	710,769	37,496	6%
<b>Total Finance Office</b>	<b>\$ 3,743,320</b>	<b>\$ 4,000,956</b>	<b>\$ 4,705,312</b>	<b>\$ 4,706,342</b>	<b>\$ 5,798,510</b>	<b>\$ 1,092,169</b>	<b>23%</b>



Picture taken prior to COVID-19



## HUMAN CAPITAL AND TALENT MANAGEMENT

### Mission Statement

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



### Departmental Goals

- Implement Human Resources (HR) best practices to attract qualified applicants, motivate the existing workforce, inspire long-term commitment resulting in 99% of vacancies filled by June 15, 2021 (100% by the first day of school).
- SCS HR will improve diversity of the candidate pool every year by 5% to reflect and align with student population (Latino and African American Male) through the implementation of a comprehensive recruitment plan.
- The SCS Human Resources Department will provide high quality customer service resulting in an overall 90% customer satisfaction rating based on accuracy, timeliness, and courtesy measures on an ongoing basis.
- Retain high performing, talented teachers, and staff throughout the District via a comprehensive induction and development program.
- Increase organizational capacity, diversity, and inclusion.
- Ensure customers understand basic HR processes and procedures, through an efficient, streamlined, multi-tiered service delivery system.
- Develop strategic partnerships and pipelines to ensure candidate pools for instructional, non-instructional, and central office positions are comprised of candidates who meet (or exceed) minimum qualifications.

### Major Services Provided

#### *Talent Management*

- Talent Management is committed to recruit, hire, retain, and develop the human capital required for 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 Performance Support*

- The Employee Performance and Support (EPS) Department’s work is divided into five critical branches: design, implementation, stakeholder investment, data management and systems management. Our goal is to build systems and processes that both support and enhance employee job performance and development, ultimately impacting employee engagement and job satisfaction.
- The EPS team offers the following services: 1) Provides TNDOE and District process updates regarding employee evaluations to all stakeholders; 2) Develops and leads evaluator training and support systems to expand support options for all staff members; 3) Maintains user-friendly and easy-to-navigate training and employee performance data systems, such that these tools and processes clearly align to and reinforce the District’s strong vision for excellence; and 4) Ensures employee performance data are accurate—reflecting true SCS employee effectiveness.

*Benefits and Total Rewards*

- The benefits and total rewards team provides comprehensive, flexible benefits package for our employees, retirees and eligible dependents (includes medical, dental, vision and life insurance); maintains and administers a compensation and classification programs that attracts, rewards, and retains a well-qualified workforce. . The total rewards and benefits team work collaboratively to manage the District’s wellness, employee engagement and rewards program designed to strengthen the overall staff morale and culture of the District.

*Office of Professional Standards*

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

*Office of Employee Compensation*

- The Office of Compensation is committed to providing a fair and competitive compensation program that promotes an atmosphere that will attract, motivate, retain, and reward high-performing employees at all levels.

*Office of Induction and Development*

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

*Office of Data Systems and Customer Service*

- Responsible for the efficient and effective operations of HR systems management and personnel data & personnel files by providing direction and expertise. Disseminate data and information to employees and supervisors regarding personnel files and data requests. Responsible for developing and maintaining records management systems, ensuring record security and accuracy, compliance with record retention policies and performing related administrative work as assigned. Integrating new technologies and software into the department.

**Issues & Trends**

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



### **Fiscal Year 2020-21 Performance Highlights**

- Created a comprehensive telework protocol (extensive training, policy and agreement) for SCS employees to set new work expectations due to the COVID-19 pandemic
- Created a taskforce aimed at recruiting and retaining a more diverse instructional staff
- Implemented CompAnalyst (salary survey system) to support with offering equitable, more competitive salaries.
- Return Stronger Bonus – Defined criteria and partnered with Budget/Finance regarding funding and Comms to execute communication plan and rollout in time enough for staff to return to buildings
- COVID-19 Vaccination Support – Provided compensation/incentive pay structure for Nurses and all volunteers providing support at the various vaccination sites
- Re-Entry/1:1 Device Initiative
  - Created key positions to support with device distribution and overall, 1:1 digital support
  - Developed compensation structure and supplemental pay to incentivize existing employees to support with this initiative
- Broadened Aspiring Teachers Program supports to retain and develop SCS employees seeking to earn or maintain their TN teacher license. Supports include Praxis Tutoring, Online Study Guides, Relay Graduate School of Education Residency Program, Grow Your Own partnerships with University of Tennessee Knoxville and Tennessee State University, Licensure Requirement Check Ins, and immigration sponsorship for hard-to-staff subject teachers
- Launched a virtual platform for teacher and principal interviews via Microsoft Teams due to COVID-19 Pandemic
- More than (1,126) candidate RSVP's to all (11) SCS sponsored hiring events
- Over (414) successful principal recommendations made at (11) SCS sponsored hiring events
- Seamless opening of school with employees appropriately onboarded and compensated on time during first pay run in a virtual environment
- Restructured ATS workflow to streamline the applicant onboarding process
- Implemented Virtual Orientation for all SCS new hires
- Implemented vacancy management for compliance assurance
- Provided Microsoft TEAMS training for substitute teachers to ensure a quality and consistent virtual instruction
- Implemented the Panorama Employee Engagement Survey
- Ensured SCS employees and members of their household had access to free counseling sessions through the Methodist Employee Assistance Program (EAP)
- Collaborative Conferencing with Union Reps
- Separation of Duties involving Investigation Team and Review Team
- Implemented virtual benefits sessions to educate employees on regular basis
- Refreshed the Omada program which is a digital lifestyle change program that promotes eating healthy and weight management
- Refreshed the Tuition I.O. program that provides one-on-one counseling to employees, help employees manage student loans, optimize loan payoffs, and provide additional resources to help understand options that are available

### **Fiscal Year 2021-22 Priorities**

- Enhance and expand strategic partnerships internally and externally
- Enhance strategic recruitment strategy that includes the integration of Artificial Intelligence, Geo Mapping for targeted marketing, and targeted social marketing
- Implement a reimagined strategic Staffing and Retention Plan to meet current needs.
- Create Personnel Manager Training Series for school leaders, and central office supervisors (including personnel management handbook)
- Implement Teacher Comprehensive Induction Program to address teacher retention needs



### Divisional Budgets

The Office of Human Resources budget is \$17.6 million in fiscal year 2021-22, which is a \$907K increase when compared to the prior year's budget. The increase is due to the budget expansion to grow the pathway to teaching pipelines of \$970K and an increase in stipends of \$1.1M for recruitment, retention and staffing for schools.

Chief of Human Resources	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ 11,526,923	\$ 11,267,526	\$ 9,575,333	\$ 11,086,655	\$ 13,176,160	\$ 2,089,506	19%
20000 Employee Benefits	1,498,424	1,374,166	1,302,274	1,708,244	2,179,028	470,784	28%
30000 Contracted Services	1,661,309	2,345,634	1,158,176	2,507,902	1,857,774	(650,128)	-26%
33000 Property Maintenance Services	-	-	31,307	34,909	31,307	(3,602)	-10%
35000 Travel	-	-	12,633	950	7,049	6,099	642%
40000 Supplies and Materials	25,712	24,616	25,447	34,338	32,571	(1,767)	-5%
50000 Other Charges	184,311	164,947	59,216	1,245,065	206,446	(1,038,619)	-83%
70000 Capital Outlay	6,622	21,695	84,905	52,730	87,405	34,675	66%
<b>Grand Total</b>	<b>\$ 14,903,301</b>	<b>\$ 15,198,584</b>	<b>\$ 12,249,291</b>	<b>\$ 16,670,794</b>	<b>\$ 17,577,741</b>	<b>\$ 906,947</b>	<b>5%</b>

Human Capital and Talent Management	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
030100 Labor Relations	\$ 447,121	\$ 460,721	\$ 546,143	\$ 771,676	781,952	\$ 10,276	1%
100220 Teacher and Leader Effectiveness and Evaluation	1,031,751	1,353,896	1,182,868	1,276,623	1,220,709	(55,914)	-4%
102400 Substitutes	6,995,254	6,966,249	5,113,650	6,900,586	6,855,791	(44,795)	-1%
190300 Career Ladder	1,299,401	1,142,538	981,640	851,770	839,002	(12,768)	-1%
313000 Recruitment and Staffing	2,623,571	2,254,904	2,233,753	3,736,502	4,684,136	947,634	25%
314000 Employee Services	1,251,408	1,201,291	1,007,389	875,778	1,062,840	187,062	21%
315000 Human Resources	1,254,795	1,818,985	1,154,277	1,027,859	2,133,311	1,105,452	108%
325000 Benefits	-	-	29,571	1,230,000	-	(1,230,000)	-100%
<b>Total Human Capital and Talent Management</b>	<b>\$ 14,903,301</b>	<b>\$ 15,198,584</b>	<b>\$ 12,249,291</b>	<b>\$ 16,670,794</b>	<b>\$ 17,577,741</b>	<b>\$ 906,947</b>	<b>5%</b>

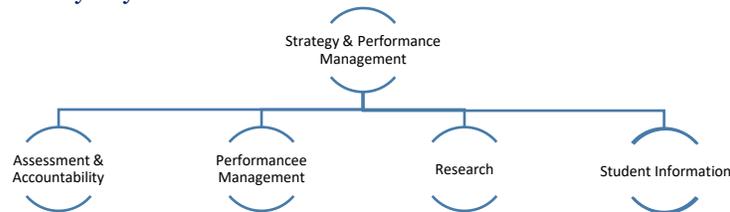




## STRATEGY & PERFORMANCE MANAGEMENT

### Mission Statement

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

- 85% of participants in the stat continuous improvement process believe this process helped improve outcomes on department or school goals.
- 85% of continuous improvement target schools improve in one or more outcomes (absenteeism, achievement, growth, on-time graduation, Ready Graduates) for priority groups (Black, Latinx or low-income students)
- At least 75% of District-managed schools have at least one Power BI “power user” who logs in 4+ times each month.
- At least 98% of data integration pipeline updates are successfully completed.
- 100% of District-managed schools use BrightBytes to log RTI-B and truancy student intervention plans.
- 100% of major recurring grant reporting and data analysis requests will be completed by agreed upon deadlines including ESSER program evaluations.
- 90% of recipients agree that Research program evaluations will inform their decision-making or help them improve program quality.
- 95% of all students in TCAP tested subjects will be successfully assessed.
- The district’s formative assessment system will be implemented.
- 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 at the school and District level.
- 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 and District goals.
- 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.
- Coordinate district and state mandated assessments
- Coordinates the school accreditation process (Cognia).
- Summarize and analyze student achievement data.
- Manages the core student information system.
- Manages student records and transcripts.
- Maintains compliance with state reporting through EIS.



**Fiscal Year 2021-22 Priorities**

- Meet District reporting requirements for all ESSER investments through a combination of data dashboard and research evaluation services
- Expand school access to continuous improvement training and tools with a strong focus on student voice and student equity
- Implement mandatory state assessments and district-sponsored formative assessments

**Divisional Budgets**

In fiscal year 2021-22, the budget of the Strategy and Performance Management Department is \$6.2 million, which is \$346k less than the prior year budget. The primary reason for this reduction is due to a decrease in Contracted Services for BrightBytes and restructuring in some departments.

Deputy Superintendent of Schools & Academic Support	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ 3,027,710	\$ 3,794,513	\$ 3,102,571	\$ 3,099,528	\$ 3,363,191	\$ 263,663	9%
20000 Employee Benefits	670,938	784,395	658,533	630,475	741,705	111,230	18%
30000 Contracted Services	352,786	1,128,293	932,734	775,956	804,931	28,975	4%
30000 Professional Services	-	-	189,000	250,200	250,000	(200)	0%
35000 Travel	-	-	8,509	311	9,958	9,647	3098%
40000 Supplies and Materials	28,713	64,140	28,520	30,714	34,996	4,282	14%
50000 Other Charges	1,036,286	1,069,456	684,614	1,022,764	957,883	(64,881)	-6%
70000 Capital Outlay	10,431	46,930	12,346	12,289	6,157	(6,132)	-50%
<b>Grand Total</b>	<b>\$ 5,126,864</b>	<b>\$ 6,887,727</b>	<b>\$ 5,616,826</b>	<b>\$ 5,822,238</b>	<b>\$ 6,168,821</b>	<b>\$ 346,583</b>	<b>6%</b>

Deputy Superintendent of Schools & Academic Support	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
210000 Strategy	\$ 423,451	\$ 477,179	\$ 341,096	\$ 376,524	327,170	\$ (49,354)	-13%
211100 Charter Schools Administration	466,023.89	913,052	-	-	-	-	0%
220000 Planning and Accountability	206,678	171,929	174,095	174,352	175,624	1,272	1%
221000 Student Info Management	1,337,422	1,643,642	1,706,063	1,527,899	1,686,892	158,993	10%
222000 Assessment and Accountability	1,922,184	1,928,805	1,517,295	1,903,597	1,843,770	(59,827)	-3%
223000 Research Planning and Improvement	123,161	124,215	187,671	223,138	286,031	62,893	28%
311000 Performance Management	647,945	1,628,905	1,690,606	1,616,728	1,849,334	232,606	14%
<b>Total Strategy and Performance Management</b>	<b>\$ 5,126,864</b>	<b>\$ 6,887,727</b>	<b>\$ 5,616,826</b>	<b>\$ 5,822,238</b>	<b>\$ 6,168,821</b>	<b>\$ 346,583</b>	<b>6%</b>



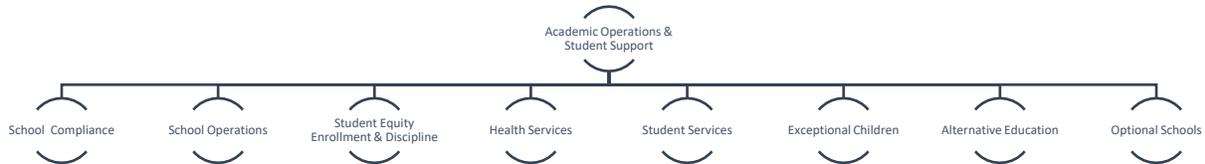
Picture take prior to COVID-19



## ACADEMIC OPERATIONS AND STUDENT SUPPORT

### Mission Statement

The mission of Academic Operations and Student 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.
- Increase the enrollment of traditionally under-represented students enrolled in Advanced Academics (Honors, AP, IB, Dual Enrollment) coursework.
- Improve learning outcomes and supports for exceptional students and their families
- 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.
- Provide academic and school supports for students and families

### Major Services Provided

- Provides a conduit for parents and constituents to voice concerns and seek resolution.
- Supports school administrators with Professional Development related Operational functions of schools.
- Collaborates with Central office departments and act as liaisons between the central office and school administrators.
- Provides collaborative leadership over a cross-functional team to develop the following calendars: District Instructional Calendar, Principal’s Accountability Calendar, and the Professional Development Calendar for School Leaders.
- Utilize District policies, local, state, and federal law, and research best practices to update and refine the Academic Operations and School Support’s Protocol and Procedures manual and provide related professional development for principals.
- Provide supports and enrichment opportunities through athletics; JROTC; before, afterschool and summer programs; and health promotions
- Establish and communicate consistent processes to ensure equitable access to education through the S.E.E.D. office
- Organize and supervise the School Operations’ Situation Room at the beginning of school to provide immediate support and problem resolutions for school administrators.
- Provide an immediate response to school administrators during emergency and crisis situations.
- Provide IB, AP, Dual Enrollment, and Statewide Dual Credit courses that increase the opportunity to complete academically challenging coursework and strengthen their preparation for post-secondary success.
- Provide continuous education services to students through Alternative Schools program who have experienced behavioral or academic challenges in a traditional school setting.
- Provide programming and services for our exceptional learners and their families



## Issues & Trends

- Support schools, staff, students, and families post-COVID-19 closures and return to in-person learning
- Support the academic and social and emotional needs of students due to COVID-19 and learning loss
- Implement state requirements for ACEs, progressive discipline, and trauma-informed best practices for students
- Increase enrollment for SCS-managed schools for 2021-22 school year due to 2020-21 current year enrollment decline and impact from COVID-19
- Improve attendance and decrease chronic absenteeism and truancy
- Increased scrutiny of on-time school and district compliance with federal, state, and local polices and laws (EX: Fire Marshall, Emergency Management Drills, Immunizations, Transcripts & etc.)

## Fiscal Year 2020-21 Performance Highlights

- Advanced Academics: Advanced Academics: For 2019-20, EPSOs are offered at 100% of SCS-managed high schools; SCS-managed high schools had a 95% Dual Enrollment pass rate; 5,867 EPSO credits were earned through Statewide Dual Credit; 22 National Merit Semi-Finalists, 12 perfect ACT scores, and 312 AP Scholar awards in SCS-managed schools.
- Academic Supports: Virtual Summer School enrollment- 3,189; Virtual Elementary Summer Learning Academy- 1,766; Virtual Fall Break Academy- 803; Saturday Academy Attendance as of 1/1/21- 2,447
- S.E.E.D.- Over 50,000 documented student supports in Brightbytes. More than 2,000 Telehealth sessions and calls answered on the SEL support line for Mental Health services. Support line recognized as a Model by other school districts across the country. Created a Virtual Discipline Guide to provide all stakeholders with expectations, interventions, supports, and consequences during COVID-19 school closures.
- Compliance: Developed virtual training platforms for school secretaries and hired 21 school secretaries during a global pandemic. Increased KK immunization to 98% compliant districtwide.
- Student Supports: Health Promotions screened 33,754 students for state mandated health screenings for school year 2019-2020. White Station and Cordova High made it to Level 3 In JLAB (JROTC Leadership and Academic Bowl). White Station is the current National Army Champion.

## Fiscal Year 2021-22 Priorities

- Utilize ESSER 2.0 funds to remediate students' learning loss and social and emotional needs through academic and behavioral supports for students because of COVID-19 school closures and assist with district planning for school reopening/opening
- 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 include implementing our new SEL curriculum, ReThink, in all schools and supporting students' behavioral and social and emotional needs
- Remediate learning loss for exceptional students through targeted supports
- Decrease student absences and chronically absent students through professional development, implementation of attendance best practices, and collaboration with school and community resources

## Divisional Budgets

The Academic Operations and Student Support's budget totals \$151.1 million for fiscal year 2021-22, which is approximately \$4.5 million less than prior year. The reduction in budget is largely due to the elimination of one-time expenses for computer equipment, office supplies, equipment, and other non-critical expenses. Funding for SLA (Summer Learning Academy) is shifted to the ESSER grant, and expenses for AAMI (African American Male Initiative) will be funded through District Initiatives. Other reductions include un-allocated stipends and overtime, and eliminating positions deemed a duplication of resources. There is also an increase of \$600 thousand to expand the Truancy offer under Attendance and Discipline.



Chief of Academic Operations & School Support (AOSS)	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ 57,450,823	\$ 63,951,854	\$ 103,720,000	\$ 103,992,759	\$ 109,871,632	\$ 5,878,871	6%
20000 Employee Benefits	13,168,031	14,700,511	25,357,909	25,012,382	29,692,728	4,680,345	19%
30000 Contracted Services	3,281,243	3,704,409	2,479,072	4,846,764	5,413,620	566,856	12%
30000 Professional Services	-	-	6,430,388	6,894,900	6,150	(6,888,750)	-100%
33000 Property Maintenance Services	-	-	63,169	61,771	32,887	(28,884)	-47%
35000 Travel	-	-	330,681	35,023	136,084	101,061	289%
40000 Supplies and Materials	1,302,417	2,189,763	1,287,343	8,684,489	4,190,452	(4,494,037)	-52%
50000 Other Charges	1,441,134	548,585	427,837	641,138	302,884	(338,255)	-53%
70000 Capital Outlay	602,680	1,073,924	430,240	5,526,575	1,502,546	(4,024,028)	-73%
<b>Grand Total</b>	<b>\$ 77,246,328</b>	<b>\$ 86,169,046</b>	<b>\$ 140,526,638</b>	<b>\$ 155,695,801</b>	<b>\$ 151,148,982</b>	<b>\$ (4,546,821)</b>	<b>-3%</b>

Academic Operations and Student Support	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
100300 Assistant Superintendent of Operations	\$ 7,873,210	\$ 12,447,974	\$ 4,080,458	\$ 3,360,747	2,871,031	\$ (489,716)	-15%
102010 English As a Second Language	1,300,930	1,438,912	-	-	-	-	0%
102011 English As a Second Language Elementary	12,544,444	12,510,327	-	-	-	-	0%
102012 English As a Second Language Middle	2,309,269	2,464,762	-	-	-	-	0%
102013 English As a Second Language K8	486,633	421,247	-	-	-	-	0%
102014 English As a Second Language High	2,074,194	2,386,836	-	-	-	-	0%
102001 New Comers Program	767,898.90	883,426	877,030	960,199	936,677	(23,522)	-2%
102081 Summer School	2,579,537	2,292,833	2,474,961	2,603,180	2,600,000	(3,180)	0%
102095 Summer Learning Camps	-	-	-	7,969,531	7,969,531	-	0%
102096 STREAM Mini Camps	-	-	-	2,277,009	2,277,009	-	0%
102097 Learning Loss Bridge Camps	-	-	-	2,974,690	2,974,690	-	0%
103010 Project Graduation	473,915	924,334	-	-	-	-	0%
100400 School Culture and Climate	620,181	585,989	450,448	493,896	504,642	10,746	2%
104000 Exceptional Children	-	-	75,038,676	74,799,867	69,512,731	(5,287,136)	-7%
104001 Exceptional Children-Elementary	-	-	1,079,892	835,494	791,263	(44,231)	-5%
104040 Exceptional Children Administration	-	-	7,342,717	7,732,271	7,436,870	(295,401)	-4%
104030 Exceptional Children Schools Admin	-	-	627,958	522,108	490,262	(31,846)	-6%
104020 Exceptional Children-Gifted	-	-	9,037,882	8,639,210	9,961,107	1,321,897	15%
104010 Exceptional Children-Homebound & Hospital	-	-	1,424,607	1,395,405	1,406,803	11,398	1%
107000 Optional Schools	6,569,043	6,921,412	5,878,719	5,399,914	5,994,805	594,891	11%
108000 Alternative Schools	5,904,190	6,355,942	-	-	-	-	0%
108010 Adolescent Parenting	1,298,633	1,339,013	1,232,364	1,212,460	1,266,851	54,391	4%
108020 Prep Northwest	2,252,378	2,164,143	2,160,734	2,079,585	2,112,039	32,454	2%
108030 Prep Northeast	1,725,505	1,840,688	1,870,956	1,841,349	1,843,542	2,193	0%
108040 Carver High School	1,587,710	1,747,287	1,628,603	1,632,517	1,765,003	132,486	8%
108050 Prep Southeast	-	-	-	-	-	-	0%
108060 Ida B Wells Academy	1,579,796	1,595,192	1,583,497	1,472,009	1,537,147	65,138	4%
190500 Student Residential Mental/ Health General Education Other	271,692	361,044	292,052	401,756	400,000	(1,756)	0%
201000 Attendance & Discipline	4,331,537	5,982,843	6,105,376	6,429,384	7,042,927	613,543	10%
203000 Student Support	5,032,404	4,896,168	1,866,654	1,325,304	1,255,989	(69,315)	-5%
203010 Athletics	3,174,258	3,153,788	2,750,398	2,813,671	2,429,839	(383,832)	-14%
203020 JROTC	3,064,196	2,754,173	2,636,512	3,066,196	3,184,281	118,085	4%
203040 Guidance Counseling	333,748	341,280	342,245	341,067	345,169	4,102	1%
204000 Coordinated School Health	-	-	2,227,647	2,589,649	3,806,558	1,216,909	47%
204200 Behavior and Mental Health Services	6,721,321	8,161,146	7,516,250	6,706,910	7,042,050	335,140	5%
212010 Virtual School	2,369,703	2,198,287	-	-	-	-	0%
349010 SPED Student Technology	-	-	-	3,820,423	1,390,166	(2,430,257)	0%
<b>Total Academic Operations and Student Support</b>	<b>\$ 77,246,328</b>	<b>\$ 86,169,046</b>	<b>\$ 140,526,638</b>	<b>\$ 155,695,801</b>	<b>\$ 151,148,982</b>	<b>\$ (4,546,821)</b>	<b>-3%</b>

**Note:** The Exceptional Schools, Summer Learning, Virtual School, and SPED Student Technology Departments were a part of the restructuring in our efforts to align to SCS priorities.

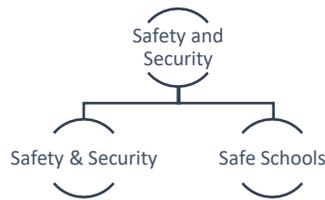


## SAFETY AND SECURITY

### Mission Statement

The mission of the Department of Safety and Security is to provide a safe school environment for students, staff and visitors by maintaining an efficient program of safety and security as well as a safe, secure and nurturing learning environment that is conducive to education.

This will be achieved by promoting good attendance and discipline, safety, and security, before and after school programs, and supporting schools with various concerns.



### Departmental Goals

The major goals of the Department of Safety and Security is to continue the best level of safety for our students, staff and visitors and maintain an efficient program of safety and security through the following:

Picture taken prior to COVID-19



- 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.
- Reduce the number of students being expelled for gang-related infractions in the Research Triangle International (RTI) Grant Middle Schools.
- Increase the number of parents attending Student Attendance Review Board Meetings (SARB).
- 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.
- Fingerprinting/ Background Check and Analysis as required by State Law.
- CCTV (Cameras, Card Access, and Airphone installation – Central Offices/All Schools)
- Intrusion Alarms.
- 24-hour Dispatch service/7 days a week, including holidays).
- SCS Officers in Schools (128 officers).
- Emergency Management.
- School House Adjustment Program. Enterprise (SHAPE).
- School Based Probation Liaison (SBPL).
- TipSoft

### **Fiscal Year 2019-20 Performance Highlights**

- Awarded the National Exemplary School Safety Award as the best in the country for the last six (6) years. Reduced serious targeted incidents in schools for the 6th consecutive year.
- Decreased gang activity by 25%
- Decreased number of transports to Juvenile Court.
- Restructured School Based Probation Officer Liaison Training.
- Restructured School Based Probation Liaison informational exchange with Juvenile Court.
- Successful completion of 42 school locations video surveillance upgrades.
- Implemented 3-tiers system of intervention for Project Prevent.
- Implementation of the CCTV Monitors program, providing real-time school monitoring of cameras and exterior doors, (reduced student tardiness and strengthen our security effectiveness).
- Completed all SCS Officers 40 hours of In-service training as required by state law.
- Continue 100% compliance of all SCS Schools through monthly monitoring of the Online Emergency Management plans and all drill logs as required by State Law.

### **Fiscal Year 2021-22 Priorities**

- Provide for students and schools a safe, secure, and nurturing learning environment district-wide that is conducive to education.
- Provide cost effective security surveillance technology to provide enhanced 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.



**Divisional Budgets**

In fiscal year 2021-22, the Safety and Security Department’s budget is \$16.7 million, which is a reduction of \$655k as compared to the prior fiscal year’s budget. In keeping with the district’s goal to reduce central office, Safety and Security Budget was reduced. The reduction in the overall budget was in travel, stipends, and equipment paid for by other funding sources for a total amount of \$1.5 million is offset by an increase of \$800 thousand in salaries for Mobile Security Officers that were moved to grant funding.

Chief of Security	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ 8,621,253	\$ 9,717,453	\$ 10,991,848	\$ 9,958,465	\$ 10,104,952	\$ 146,488	1%
20000 Employee Benefits	1,979,724	2,074,106	2,446,873	2,159,875	2,490,187	330,313	15%
30000 Contracted Services	1,272,583	1,669,334	1,161,305	1,842,291	751,712	(1,090,579)	-59%
30000 Professional Services	-	-	50,000	50,000	50,000	-	0%
33000 Property Maintenance Services	-	-	113,974	116,885	103,000	(13,885)	-12%
35000 Travel	-	-	59,947	17,576	80,350	62,774	357%
40000 Supplies and Materials	267,215	572,796	369,585	299,142	269,160	(29,982)	-10%
50000 Other Charges	524,250	519,346	186,623	108,280	110,968	2,687	2%
70000 Capital Outlay	1,615,151	6,171,923	2,134,173	2,790,870	2,727,270	(63,599)	-2%
<b>Grand Total</b>	<b>\$ 14,280,176</b>	<b>\$ 20,724,958</b>	<b>\$ 17,514,328</b>	<b>\$ 17,343,383</b>	<b>\$ 16,687,599</b>	<b>\$ (655,784)</b>	<b>-4%</b>

Safety and Security	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
190400 Extended Contract	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0%
200000 Student Services Administration	275,322	288,310	291,889	296,696	274,880	(21,816)	-7%
202000 Safety & Security	13,555,474	17,912,127	14,906,204	12,472,175	13,075,481	603,306	5%
202100 Safe Schools	449,380	934,408	917,300	4,266,276	3,337,238	(929,038)	-22%
202200 Safe Schools: Non-Recurring	-	1,590,113	1,398,935	308,236	-	(308,236)	-100%
<b>Total Safety and Security</b>	<b>\$ 14,280,176</b>	<b>\$ 20,724,958</b>	<b>\$ 17,514,328</b>	<b>\$ 17,343,383</b>	<b>\$ 16,687,599</b>	<b>\$ (655,784)</b>	<b>-4%</b>



Picture taken prior to COVID-19



**ACADEMIC - SCHOOL BASED BUDGETS**

Academic Office-School Based Formula (SBB)	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ 305,334,755	\$ 319,875,979	\$ 320,524,302	\$ 308,443,159	\$ 315,779,838	\$ 7,336,678	2%
20000 Employee Benefits	79,724,554	84,508,023	83,988,454	77,355,134	88,977,787	11,622,653	15%
30000 Contracted Services	2,783,194	2,776,741	7,743,024	10,788,680	14,884,151	4,095,471	38%
30000 Professional Services	-	-	-	600	-	(600)	-100%
33000 Property Maintenance Services	-	-	93,669	62,162	58,023	(4,139)	-7%
35000 Travel	-	-	48,872	2,573	211,839	209,266	8134%
40000 Supplies and Materials	2,944,123	3,358,369	3,947,711	3,173,878	2,190,776	(983,103)	-31%
50000 Other Charges	548,207	1,009,696	285,440	75,853	30,272	(45,580)	-60%
70000 Capital Outlay	2,043,955	3,785,127	2,677,636	1,434,009	831,450	(602,558)	-42%
<b>Grand Total</b>	<b>\$ 393,378,788</b>	<b>\$ 415,313,935</b>	<b>\$ 419,309,109</b>	<b>\$ 401,336,048</b>	<b>\$ 422,964,136</b>	<b>\$ 21,628,088</b>	<b>5%</b>

Academics School Based	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
101100 East High School Redesign	\$ 301.00	\$ 13,006.00	\$ 267.00	\$ -	\$ -	\$ -	0%
102071 Elementary School Music and Art	15,498,790	15,315,821	15,468,982	14,779,006	15,297,798	518,792	4%
102091 Elementary School Physical Education	9,572,103	9,822,893	9,422,183	9,062,394	9,459,570	397,176	4%
102501 Librarians-Elementary	6,525,801	6,390,302	6,071,710	5,312,121	5,482,118	169,997	3%
102502 Librarians-Middle	2,541,560	2,225,293	2,279,084	2,266,044	2,228,065	(37,979)	-2%
102503 Librarians K8	2,298,398	2,275,137	2,178,936	2,145,414	2,221,692	76,278	4%
102504 Librarians-High	1,069,570	1,225,953	1,141,049	1,147,990	1,225,204	77,214	7%
106060 School Leadership	269	2,009	897	-	-	-	-
106061 School Leadership-Elementary	24,075,511	26,169,928	25,586,721	23,886,205	25,610,857	1,724,652	7%
106062 School Leadership-Middle	11,219,653	11,809,095	12,231,618	11,922,466	12,597,159	674,693	6%
106063-School Leadership-K8	14,365,819	13,813,867	12,973,948	12,411,061	12,928,461	517,400	4%
106064 School Leadership-High	3,784,537	5,805,764	6,701,431	7,009,032	7,214,835	205,803	3%
190001 General Education - Elementary	151,158,977	153,739,037	152,500,446	143,654,396	150,199,740	6,545,344	5%
190002 General Education - Middle	47,382,622	52,923,419	55,324,628	54,343,640	56,193,151	1,849,511	3%
190003 General Education K8	14,428,568	14,348,036	13,233,566	12,583,810	13,568,176	984,366	8%
190004 General Education - High	67,989,250	72,561,779	72,169,884	69,362,840	72,109,909	2,747,069	4%
190100 Hollis F Price	1,533,053	1,489,476	1,481,744	1,400,864	1,537,714	136,850	10%
190200 Middle College	1,783,482	1,726,766	1,839,356	1,768,789	1,549,096	(219,693)	-12%
190000 Goodwill Adult Learning Center	-	-	5,292,436	6,060,656	10,865,545	4,804,889	79%
203001 Student Support	-	-	2,051,101	-	-	-	0%
203011 Student Support SBB	-	631,853	-	2,291,021	2,129,680	(161,341)	-7%
203041 Guidance Counseling-Elementary	6,613,147	8,917,798	8,716,565	8,005,101	8,516,157	511,056	6%
203044 Guidance Counseling-High	2,486,073	4,003,481	3,511,635	3,333,626	3,437,962	104,336	3%
203043 Guidance Counseling-K8	5,918,680	5,411,995	4,541,873	4,085,284	4,199,243	113,959	3%
203042 Guidance Counseling-Middle	3,132,624	4,691,227	4,589,047	4,504,288	4,392,004	(112,284)	-2%
<b>Total Academic School Based</b>	<b>\$ 393,378,788</b>	<b>\$ 415,313,935</b>	<b>\$ 419,309,109</b>	<b>\$ 401,336,048</b>	<b>\$ 422,964,136</b>	<b>\$ 21,628,088</b>	<b>5%</b>



**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-2021 budget, schools receive approximately 30 percent of every dollar of the Tax Rate Distribution set by the Shelby County Board of Commissioners (using the 2020 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.

District Initiatives

This function accounts for the District’s contribution to teacher salary increases; Other Post-Employment Benefits (OPEB); adjustments to the retirement rate and lapse time (vacancy) savings.

**Divisional Budgets**

The total budget for Other Uses decreased by \$42.4 million when compared to the FY21 amended budget. This is largely due to salaries. In FY21 the budget was higher due to a strategic compensation initiative for teachers. In the FY22 budget this initiative did not reoccur and was not funded as an Other Potential Use cost. Trustee commissions also were reduced in the FY22 plan to align with the averages for previous years.



Specialty Schools	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
10000 Salaries	\$ 7,770,217	\$ 9,068,939	\$ 8,324,710	\$ 21,764,395	\$ 1,720,312	\$ (20,044,082)	-92%
20000 Employee Benefits	31,751,773	30,417,001	29,440,704	30,160,131	28,858,518	(1,301,613)	-4%
30000 Contracted Services	134,254,941	151,660,142	465,268	4,857,820	1,011,100	(3,846,720)	-79%
33000 Property Maintenance Services	-	-	-	51,196	-	(51,196)	-100%
40000 Supplies and Materials	1,737,326	813,311	(370,569)	200,781	-	(200,781)	-100%
50000 Other Charges	7,932,132	7,511,611	10,941,107	11,776,355	11,852,973	76,618	1%
70000 Capital Outlay	551,349	3,262,946	60,953	2,573,457	-	(2,573,457)	-100%
<b>Grand Total</b>	<b>183,997,738</b>	<b>202,733,950</b>	<b>48,862,171</b>	<b>71,384,135</b>	<b>43,442,903</b>	<b>(27,941,231)</b>	<b>-39%</b>

Other	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Amended Budget	2021-22 Adopted Budget	2021 vs 2022 Budget Variance	2021 vs 2022 % Change
010000 Trustee Commission	\$ 7,452,688	\$ 7,439,979	\$ 7,486,763	\$ 8,000,000	\$ 7,500,926	\$ (499,074)	0%
190000 Schools / Fee Waiver	422,106	675,257	190,742	212,117	452,047	239,930	0%
203100 Money Due Board (School Reimbursement)	1,206,515	983,152	255,922	323,481	1,205,375	881,894	273%
211000 Charter Schools	128,231,865	143,041,477	-	-	-	-	0%
325010 Benefits - Retirees	28,830,403	28,599,681	28,142,553	28,891,842	28,830,403	(61,439)	0%
325010 OPEB	-	-	3,000,000	3,000,000	3,000,000	-	0%
560000 Other Potential Uses	17,854,161	21,994,404	9,786,191	30,956,695	2,454,152	(28,502,543)	-92%
<b>Total Other</b>	<b>\$ 183,997,738</b>	<b>\$ 202,733,950</b>	<b>\$ 48,862,171</b>	<b>\$ 71,384,135</b>	<b>\$ 43,442,903</b>	<b>\$ (27,941,231)</b>	<b>-39%</b>



Picture taken prior to COVID-19



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# CAPITAL PROJECTS FUND



## FY2022 District Adopted Budget



This section includes the following information:

- Budget for Capital Projects Fund
- District’s Deferred Maintenance Needs

**iii. CAPITAL PROJECTS FUND**

The Capital Projects Fund budget is defined to account for financial resources used for the acquisition or construction of major capital facilities as well as major repairs of existing facilities. The total cost to complete a project is appropriated at the time the individual project is approved by the Shelby County Board of Education and Shelby County Commission.

Shelby County Schools ensures that students have the appropriate learning environment to excel by maintaining and repairing 176 school buildings. With appropriate and timely capital investments, disruptions to student learning can be prevented and a culture of excellence and care can be reinforced. The District is dedicated to examining our portfolio of school buildings in ensuring our footprint promotes quality education, efficiency, and equity.

**BUDGET FOR CAPITAL PROJECTS FUND**

The Capital Projects Fund has various prior year projects that will carry over into fiscal year 2021-22 from fiscal year 2019-20 and FY2020-21 appropriations. The notable carry forward projects include Kingsbury Gymnasium, Germantown multipurpose fields and various HVAC and boiler replacements.

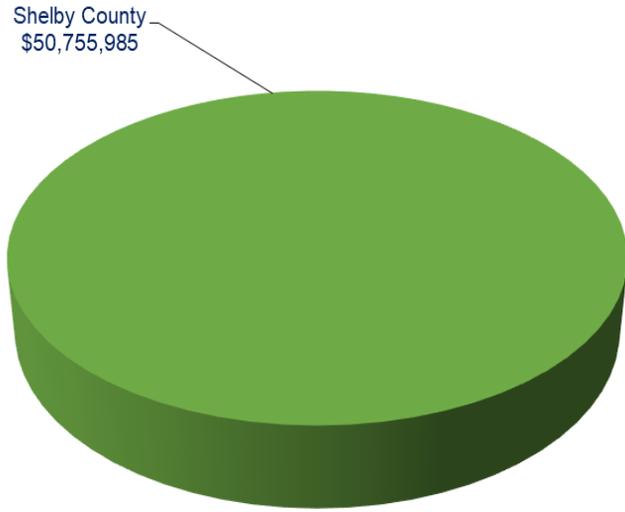
In addition to the prior year appropriation, the Capital Projects Fund includes proposals of upcoming projects to be funded through capital. These specific projects-listed further below- do not have specific locations at this time and will need to be vetted and prioritized based on the funding received.

The highlights of the new allocation include the following projects:

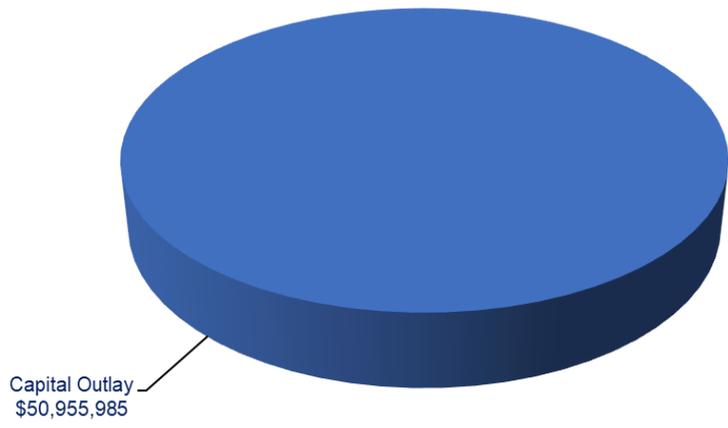
- Kingsbury HS Gym \$4.5 million
- Cummings Construction \$3.8 million
- Winchester ES Boiler/Pumps \$3.5 million
- Kingsbury ES Construction \$2.8 million
- Kingsbury MS/HS HVAC \$2.2 million



**Where the Money Comes From**



**....and Where the Money Goes**





Below is the Adopted Capital Projects Fund Budget by function for fiscal year 2021-22.

**FISCAL YEAR 2021-22  
CAPITAL PROJECTS FUND BY FUNCTION**

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 3,611,333	\$ 113,862	\$ -	\$ -	\$ -	\$ -	0.0%
Shelby County	47,689,237	54,932,413	81,327,937	48,104,943	50,755,985	2,651,042	5.5%
Other Local Sources	335,704	286,313	736,482	1,034,216	-	(1,034,216)	-100.0%
<b>Total Revenues</b>	<b>\$ 51,636,274</b>	<b>\$ 55,332,588</b>	<b>\$ 82,064,419</b>	<b>\$ 49,139,159</b>	<b>\$ 50,755,985</b>	<b>\$ 1,616,826</b>	<b>3.3%</b>
<b>Expenditures</b>							
Capital Outlay	\$ 67,226,251	\$ 75,560,959	\$ 83,882,221	\$ 49,539,164	\$ 50,955,985	\$ 1,416,821	2.9%
<b>Total Expenditures</b>	<b>\$ 67,226,251</b>	<b>\$ 75,560,959</b>	<b>\$ 83,882,221</b>	<b>\$ 49,539,164</b>	<b>\$ 50,955,985</b>	<b>\$ 1,416,821</b>	<b>2.9%</b>
Excess (deficiency) of revenues over expenditures	(15,589,977)	(20,228,371)	(1,817,802)	(400,005)	(200,000)	200,005	
Approved use of Fund balance	15,589,977	20,228,371	1,817,802	400,005	200,000	(200,005)	
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Beginning Fund Balance</b>	6,218,216	1,665,284	2,154,042	336,240	7,005,273		
Increase (decrease) in revenue for encumbrances	(4,640,827)	(655,257)	(2,372,582)	-	(200,000)		
Insurance Recovery	-	546,785	554,780	89,509	-		
Sale of Capital Assets	87,895	597,230	-	6,579,524	-		
<b>Ending Fund Balance</b>	<b>\$ 1,665,284</b>	<b>\$ 2,154,042</b>	<b>\$ 336,240</b>	<b>\$ 7,005,273</b>	<b>\$ 6,805,273</b>		
<b>Fund Balance Categories</b>							
Restricted	1,665,284	2,154,042	336,240	7,005,273	6,805,273		
<b>Total Ending Fund Balance</b>	<b>\$ 1,665,284</b>	<b>\$ 2,154,042</b>	<b>\$ 336,240</b>	<b>\$ 7,005,273</b>	<b>\$ 6,805,273</b>		



Below is the Adopted Capital Projects Fund Budget by object for fiscal year 2021-22.

**FISCAL YEAR 2021-22  
CAPITAL PROJECTS FUND BY OBJECT**

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 3,611,333	\$ 113,862	\$ -	\$ -	\$ -	\$ -	0.0%
Shelby County	47,689,237	54,932,413	81,327,937	48,104,943	50,755,985	2,651,042	5.5%
Other Local Sources	335,704	286,313	736,482	1,034,216	-	(1,034,216)	-100.0%
<b>Total Revenues</b>	<b>\$ 51,636,274</b>	<b>\$ 55,332,588</b>	<b>\$ 82,064,419</b>	<b>\$ 49,139,159</b>	<b>\$ 50,755,985</b>	<b>\$ 1,616,826</b>	<b>3.3%</b>
<b>Expenditures</b>							
Contracted Services	\$ 5,840,471	\$ 5,260,320	\$ -	\$ -	\$ -	\$ -	0.0%
Professional Services	-	-	3,222,828	3,290,269	911,096	(2,379,172)	-72.3%
Supplies and Materials	(2,480)	64,450	-	-	-	-	0.0%
Capital Outlay	61,388,260	70,236,189	80,659,392	46,248,895	50,044,889	3,795,993	8.2%
<b>Total Expenditures</b>	<b>\$ 67,226,251</b>	<b>\$ 75,560,959</b>	<b>\$ 83,882,221</b>	<b>\$ 49,539,164</b>	<b>\$ 50,955,985</b>	<b>\$ 1,416,821</b>	<b>2.9%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>(15,589,977)</b>	<b>(20,228,371)</b>	<b>(1,817,802)</b>	<b>(400,005)</b>	<b>(200,000)</b>	<b>200,005</b>	
<b>Approved use of Fund balance</b>	<b>15,589,977</b>	<b>20,228,371</b>	<b>1,817,802</b>	<b>400,005</b>	<b>200,000</b>	<b>(200,005)</b>	
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Beginning Fund Balance</b>							
Beginning Fund Balance	\$ 6,218,216	\$ 1,665,284	\$ 2,154,042	\$ 336,240	\$ 7,005,273		
Increase (decrease) in revenue for encumbrances	(4,640,827)	(655,257)	(2,372,582)	-	(200,000)		
Insurance Recovery	-	546,785	554,780	89,509	-		
Sale of Capital Assets	87,895	597,230	-	6,579,524	-		
<b>Ending Fund Balance</b>	<b>\$ 1,665,284</b>	<b>\$ 2,154,042</b>	<b>\$ 336,240</b>	<b>\$ 7,005,273</b>	<b>\$ 6,805,273</b>		
<b>Fund Balance Categories</b>							
Restricted	1,665,284	2,154,042	336,240	7,005,273	6,805,273		
<b>Total Ending Fund Balance</b>	<b>\$ 1,665,284</b>	<b>\$ 2,154,042</b>	<b>\$ 336,240</b>	<b>\$ 7,005,273</b>	<b>\$ 6,805,273</b>		



**SUMMARY OF THE CAPITAL PROJECTS FUND BY PROJECT**

The charts below provide a comparison of the FY 2020-2021 Budget to the FY 2021-2022 Budget for each project.

**FY 2020-2021 CARRY-OVER PROJECTS**

<b>PROJECT</b>	<b>2020-2021 Amended Budget</b>	<b>2021-2022 Adopted Budget</b>	<b>2021 vs 2022 Variance</b>	<b>% Change</b>
6904 Unforeseen Emergencies	1,424,903	200,000	(1,224,903)	-86.0%
C734 New Construction Alcy ES	5,370,477	1,141,015	(4,229,462)	-78.8%
C735 New Construction Goodlett ES	855,487	299,572	(555,915)	-65.0%
C823 Bayer Building/Associated Capital Expenses	99,021	-	(99,021)	-100.0%
C901 Alton ES Roofing	2,144	-	(2,144)	-100.0%
C905 Chickasaw MS Roofing	116,306	-	(116,306)	-100.0%
C906 Dexter ES HVAC	266,309	-	(266,309)	-100.0%
C919 Macon Hall ES Construction	5,396	-	(5,396)	-100.0%
C927 Shrine/Sheffield ES HVAC	542,976	-	(542,976)	-100.0%
C928 Snowden K-8 Windows	201,468	-	(201,468)	-100.0%
C934 Whitehaven HS Windows	168,674	-	(168,674)	-100.0%
C936 Cummings Gymnasium	5,148,348	5,093,089	(55,258)	-1.1%
C938 Germantown ES 12 Classroom Addition	113,229	23,287	(89,942)	-79.4%
C939 Jackson ES 12 Classroom Addition	790,057	-	(790,057)	-100.0%
C940 Kingsbury ES 12 Classroom Addition	1,856,722	-	(1,856,722)	-100.0%
C941 Macon Hall ES 14 Classroom Addition	957,677	-	(957,677)	-100.0%
C942 Newberry ES 12 Classroom Addition	967,801	-	(967,801)	-100.0%
C954 Macon Hall Foundation Repair	48,134	-	(48,134)	-100.0%
C955 Crump Stadium Turf Replacement	575,829	-	(575,829)	-100.0%
C956 Double Tree ES Roofing	994,004	-	(994,004)	-100.0%
C957 Frayser ES (ASD) HVAC	1,036,850	-	(1,036,850)	-100.0%
C958 Frayser ES (ASD) Roofing	135,511	-	(135,511)	-100.0%
C959 Hamilton MS HVAC	288,905	-	(288,905)	-100.0%
C960 Hanley ES (ASD) Structural	323,617	-	(323,617)	-100.0%
C961 Keystone ES HVAC	175,137	-	(175,137)	-100.0%
C962 Kingsbury CTC Roofing	728,754	-	(728,754)	-100.0%
C963 Volland ES Roofing	1,266,131	-	(1,266,131)	-100.0%
C964 Volland ES Windows	856,338	-	(856,338)	-100.0%
C966 Rozelle Elm –Kitchen Restoration	509,454	-	(509,454)	-100.0%
C967 Riverview MS Cooling Tower Replacement	254,667	250,167	(4,500)	-1.8%
C968 Kingsbury HS New Gym Safe Building	8,910,339	8,608,477	(301,862)	-3.4%
C969 Kingsbury MS/HS HVAC Replacement	2,438,600	2,266,772	(171,828)	-7.0%
C970 Kingsbury MS/HS Int/Ext Campus Improv AE Services	287,700	103,866	(183,834)	-63.9%
C971 Willow Oaks ES Annex Boiler/Chiller Replacement	470,495	371,109	(99,386)	-21.1%
C972 Germantown HS Chiller/Boiler	1,332,980	1,102,386	(230,594)	-17.3%
C973 Belle Forest ES K-8 Gym/Safe Building	3,221,946	3,159,346	(62,600)	-1.9%
C974 Kate Bond ES Driveway Repaving	264,869	-	(264,869)	-100.0%
C975 Sherwood ES Boilers/Pumps	447,068	294,054	(153,014)	-34.2%
C976 Winchester ES Boiler/Pumps	2,780,206	2,596,437	(183,769)	-6.6%
C977 Egypt ES Roof Replacement	1,381,807	1,301,297	(80,510)	-5.8%
C979 Germantown MS Multipurpose Fields	70,500	34,160	(36,340)	-51.5%
C980 Alton ES Chiller Replacement	629,330	601,821	(27,509)	-4.4%
C981 Germantown HS Intercom Replacement	379,000	55,313	(323,688)	-85.4%
C982 Southwind HS Track Replacement	255,000	241,333	(13,667)	-5.4%
C983 Traffic Control Sign Installation	589,000	330,733	(258,267)	-43.8%
<b>Total \$</b>	<b>49,539,164</b>	<b>28,074,235</b>	<b>\$ (21,464,929)</b>	<b>-43.3%</b>



**FY 2021-2022 NEW PROJECTS**

PROJECT	2021-2022 Amended Budget	2021-2022 Adopted Budget	2021 vs 2022 Variance	% Change
C985 Mitchell HS Painting	-	120,425	120,425	100.0%
C764 Avon Lenox HS Civil/ Paving	-	400,000	400,000	100.0%
C765 Craigmont MS Civil/ Paving	-	350,000	350,000	100.0%
C767 Mallory Warehouse Civil Paving	-	650,000	650,000	100.0%
C766 Maxine Smith Academy Civil/ Paving	-	390,875	390,875	100.0%
C768 Sheffield HS Civil/ Paving	-	500,000	500,000	100.0%
C769 Shrine School Civil/ Paving	-	600,000	600,000	100.0%
C770 Woodale HS Civil Paving	-	650,000	650,000	100.0%
C987 Mitchell HS Fire Alarm	-	400,000	400,000	100.0%
C986 Delano ES Gym	-	5,000,000	5,000,000	100.0%
C771 Frayser HS New Facility	-	6,000,000	6,000,000	100.0%
C772 Orange Mound K-8 New Facility	-	750,000	750,000	100.0%
C773 Treadwell Pre-K- 8th New Facility	-	2,220,450	2,220,450	100.0%
C988 Halle Stadium	-	2,500,000	2,500,000	100.0%
C989 Whitehaven HS Stadium	-	2,000,000	2,000,000	100.0%
C970 Raleigh Egypt HS Track	-	350,000	350,000	100.0%
<b>Total \$</b>	<b>- \$</b>	<b>\$ 22,881,750</b>	<b>\$ 22,881,750</b>	<b>100.0%</b>
<b>Grand Total \$</b>	<b>49,539,164</b>	<b>\$ 50,955,985</b>	<b>\$ 1,416,821</b>	<b>2.9%</b>





The following list highlights the estimated start date that begins with design, completion date, and annual project costs for the fiscal year 2021-22 Shelby County Schools' adopted capital projects.

**Project Number:** C936  
**Project Name:** Cummings K-8 Gym/ Safe Space  
**Start Date:** August 2020  
**Estimated Completion Date:** August 2022  
**Description:** Design & Construction of a new Gym/Safe Space  
**FY20-21 Project Costs:** \$5,093,089

**Project Number:** C967  
**Project Name:** Riverview Middle School HVAC Replacement  
**Start Date:** July 2020  
**Estimated Completion Date:** September 2021  
**Description:** Cooling Tower Replacement  
**FY20-21 Project Costs:** \$250,167

**Project Number:** C968  
**Project Name:** Kingsbury High School Gym/ Classroom Addition  
**Start Date:** August 2020  
**Estimated Completion Date:** TBD  
**Description:** Design & Construction of a Classroom Addition & Gym Renovation  
**FY20-21 Project Costs:** \$8,608,477

**Project Number:** C969  
**Project Name:** Kingsbury Middle/High School HVAC Replacement  
**Start Date:** August 2020  
**Estimated Completion Date:** December 2021  
**Description:** Design & Construction for a complete HVAC Replacement  
**FY20-21 Project Costs:** \$2,266,772

**Project Number:** C970  
**Project Name:** Kingsbury Middle/High School Interior/ Exterior Renovations  
**Start Date:** August 2020  
**Estimated Completion Date:** December 2020  
**Description:** Design Only Services for Int/Ext Campus Improvements  
**FY20-21 Project Costs:** \$103,866



**Project Number:** C971  
**Project Name:** Willow Oaks Elementary School HVAC Replacement  
**Start Date:** August 2020  
**Estimated Completion Date:** September 2021  
**Description:** Design & Construction for the Annex Boiler/Chiller Replacement  
**FY20-21 Project Costs:** \$371,109

**Project Number:** C972  
**Project Name:** Germantown High School HVAC Replacement  
**Start Date:** August 2020  
**Estimated Completion Date:** September 2021  
**Description:** Design & Construction for (4) AHU/120-T Chiller/ (3) Boilers  
**FY20-21 Project Costs:** \$1,102,386

**Project Number:** C973  
**Project Name:** Belle Forest Elementary School Gym/ Safe Space  
**Start Date:** August 2020  
**Estimated Completion Date:** August 2022  
**Description:** Design & Construction Services for a K-8 Gym/Safe Building  
**FY20-21 Project Costs:** \$3,159,346

**Project Number:** C974  
**Project Name:** Kate Bond Elementary School Civil/ Paving  
**Start Date:** August 2020  
**Estimated Completion Date:** June 2021  
**Description:** Construction Services for Drive Repaving  
**FY20-21 Project Costs:** \$264,869

**Project Number:** C975  
**Project Name:** Sherwood Elementary School HVAC Replacement  
**Start Date:** August 2020  
**Estimated Completion Date:** September 2021  
**Description:** Design & Construction Services for Replacement of (3) Boilers/ (4) Pumps  
**FY20-21 Project Costs:** \$294,054



**Project Number:** C976  
**Project Name:** Winchester Elementary School HVAC Replacement  
**Start Date:** August 2020  
**Estimated Completion Date:** September 2021  
**Description:** Design & Construction Services for G-Bldg. Boiler/Heat Pumps/SCUV Replacement  
**FY20-21 Project Costs:** \$2,596,437

**Project Number:** C977  
**Project Name:** Egypt Elementary School Roof Replacement  
**Start Date:** August 2020  
**Estimated Completion Date:** September 2021  
**Description:** Design & Construction Services for a Roof Replacement  
**FY20-21 Project Costs:** \$11,301,297

**Project Number:** C980  
**Project Name:** Alton Elementary School HVAC Replacement  
**Start Date:** August 2020  
**Estimated Completion Date:** September 2021  
**Description:** Design & Construction Services for a Chiller/ Boiler Replacement  
**FY20-21 Project Costs:** \$601,821

**Project Number:** C981  
**Project Name:** Germantown High School Intercom Replacement  
**Start Date:** August 2020  
**Estimated Completion Date:** September 2021  
**Description:** Design & Construction Services for an Intercom Replacement  
**FY20-21 Project Costs:** \$55,313

**Project Number:** C982  
**Project Name:** Southwind High School Track Resurfacing  
**Start Date:** August 2020  
**Estimated Completion Date:** August 2021  
**Description:** Construction Services for Track Surfacing Repair & Replacement  
**FY20-21 Project Costs:** \$241,333



**Project Number:** C983  
**Project Name:** Multiple Schools- Traffic Control Sign Installation @ 7 Locations  
**Start Date:** August 2020  
**Estimated Completion Date:** August 2021  
**Description:** Construction Services for Traffic Control Sign Installation  
**FY20-21 Project Costs:** \$330,733

**Project Number:** C764  
**Project Name:** Avon Lenox High School Civil/ Paving  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design/ Build Services for Civil/Paving  
**FY20-21 Project Costs:** \$400,000

**Project Number:** C765  
**Project Name:** Craigmont Middle School Civil/ Paving  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design/ Build Services for Track & Field Improvements  
**FY20-21 Project Costs:** \$350,000

**Project Number:** C766  
**Project Name:** Maxine Smith Academy Civil/ Paving  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design/ Build Services for parking lot and drop-off area improvements  
**FY20-21 Project Costs:** \$390,875

**Project Number:** C767  
**Project Name:** Mallory Warehouse Civil/ Paving  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design/ Build Services for Paving, curb, and dock improvements  
**FY20-21 Project Costs:** \$650,000



**Project Number:** C768  
**Project Name:** Sheffield High School Civil/ Paving  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design/ Build Services for parking lot and drop-off area improvements  
**FY20-21 Project Costs:** \$500,000

**Project Number:** C769  
**Project Name:** Shrine/Sheffield Elementary School Civil/ Paving  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design/ Build Services for parking lot and drop-off area improvements  
**FY20-21 Project Costs:** \$600,000

**Project Number:** C770  
**Project Name:** Wooddale High School Civil/ Paving  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design/ Build Services for parking lot and drop-off area improvements  
**FY20-21 Project Costs:** \$650,000

**Project Number:** C771  
**Project Name:** New Frayser Area High School  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design Services Only for a new high school campus in the Frayser area  
**FY20-21 Project Costs:** \$6,000,000

**Project Number:** C772  
**Project Name:** New Orange Mound Area Pre-K-8 School  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design Services Only for a new K-8 campus in the Orange Mound area  
**FY20-21 Project Costs:** \$750,000



**Project Number:** C773  
**Project Name:** New Treadwell Pre-K-8 School  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design Services Only for a K-8 campus in the Treadwell area  
**FY20-21 Project Costs:** \$2,220,450

**Project Number:** C985  
**Project Name:** Mitchell High School Painting  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Construction services for a limited painting scope  
**FY20-21 Project Costs:** \$120,425

**Project Number:** C986  
**Project Name:** Delano Elementary School Gym/ Safe Space  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design/ Build Services for a new ES Gym/ Safe Space  
**FY20-21 Project Costs:** \$5,000,000

**Project Number:** C987  
**Project Name:** Mitchell High School Fire Alarm Replacement  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design & Construction Services for Fire/Safety Upgrades  
**FY20-21 Project Costs:** \$400,000

**Project Number:** C988  
**Project Name:** Halle Stadium Upgrades & Improvements  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design/ Build Services for Stadium Upgrades & Improvements  
**FY20-21 Project Costs:** \$2,500,000

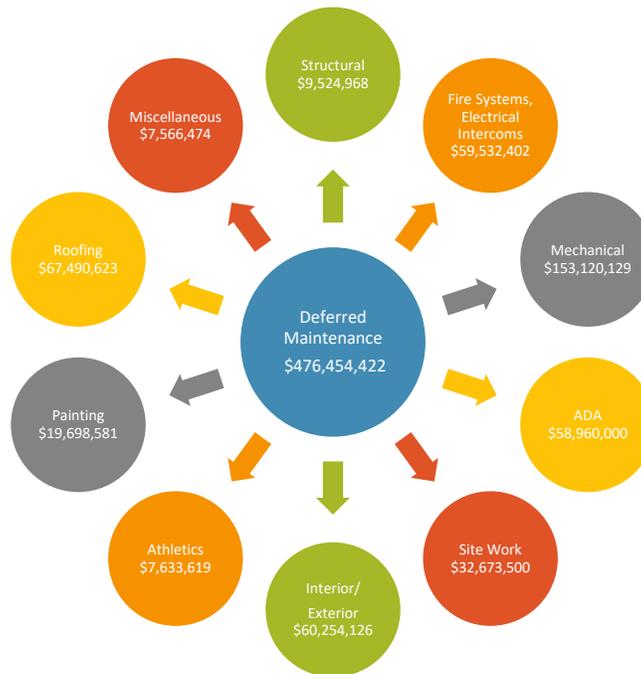


**Project Number:** C989  
**Project Name:** Whitehaven High School Stadium Upgrades & Improvements  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design/ Build Services for Stadium Upgrades & Improvements  
**FY20-21 Project Costs:** \$2,000,000

**Project Number:** C790  
**Project Name:** Raleigh-Egypt High School Track Repair & Resurfacing  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Construction Services for Track Repair & Resurfacing  
**FY20-21 Project Costs:** \$350,000

**DISTRICT'S DEFERRED MAINTENANCE NEEDS**

In fiscal year 2015-16, the District engaged Fleming-Marshall JV and Self Tucker Architects to conduct a capital deferred maintenance study that evaluated the condition of facilities owned and operated by the District. The review included a comprehensive assessment of existing physical conditions that identified, inventoried, and quantified physical deficiencies and hazards that require critical maintenance and corrective action. After the evaluation of the facility conditions was completed, deferred maintenance projects were ranked based on needs, enrollment changes, work order history, risk, and utilization. Also, the District consulted with subject matter experts about the prioritization, which included engineers, school principals, and the strategic planning team. The prioritization of the deferred maintenance projects was reviewed by the facility planning staff, the Superintendent, 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 2020-21, about 36% of the original \$476.5 million in critical deferred maintenance projects were either addressed or budgeted. The FY 2021-2022 Capital budget includes approximately \$3 million in proposed critical deferred maintenance projects.

On Dec. 27, 2020, the ESSER Fund 2.0 under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021, Public Law 116-260, was enacted providing additional economic stimulus. The District along with SCS and Charter Schools were awarded \$224 million.

The Elementary and Secondary School Emergency Relief (ESSER) Fund under the American Rescue Plan Act (ARPA) of 2021, Public Law 117-2, enacted on March 11, 2021. ARPA ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students. In addition to ARPA ESSER Funding, ARPA includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives. The final application for state review is due August 1, 2021. The District along with SCS and Charter Schools were awarded \$503 million.



Both ESSER 2.0 and 3.0 include provisions to address Facility Needs and Deferred Maintenance: such as school facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Additionally, the inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.

The District proposed the following deferred maintenance projects for ESSER-funded renovations at SCS-owned buildings, including those used by Achievement School District (ASD) and charter schools plus needlepoint bipolar ionization from ESSER 2.0 and ESSER 3.0 of \$224 million:

- Heating, ventilation, and air conditioning (HVAC) units (~\$100M)
- Roof repair (~\$50M)
- IT upgrades (~\$15M)
- Window repair and replacement (~\$5M)
- Water quality/access improvement (~\$5M)

To promote social distancing the following ESSER-funded building construction is currently proposed (\$65M):

- Thirteen (13) new additions: Brownsville Road Elementary (increase space/receive students from Dexter),
- BTW 6-12 (classroom renovations for distanced space),
- Downtown Elementary (increase space/expand to K-8),
- Macon Hall Elementary (increase space),
- Melrose High (center for excellence in teacher preparation),
- Mt. Pisgah Middle (build space to expand to serve grades 6-12),
- Sheffield Elementary (increase space/replace portables),
- Shelby Oaks Elementary (increase space/replace portables),
- Snowden School (increase space/replace portables),
- Raleigh-Bartlett Meadows Elementary (increase space/replace portables),
- Westhaven Elementary (increase space for distancing),
- White Station High (increase space for distancing),
- Willow Oaks Elementary (increase space/replace portables)

With these proposals, deferred maintenance could potentially be reduced from the original \$476 million to \$225 million by fiscal year 2025.

# SPECIAL REVENUE FUND



FY 2022 Adopted Budget



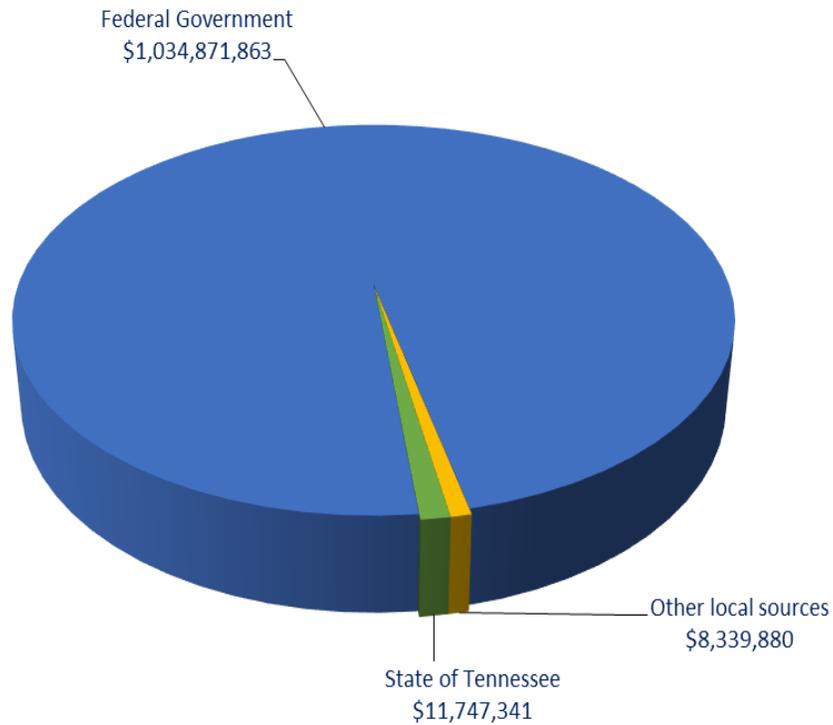
This section includes the following information for Special Revenue Funds:

- Special Revenue Funds Revenues
- Special Revenue Funds Expenditures
- Special Revenue Funds By Function
- Special Revenue Funds By Object
- All Special Revenue Funds by Function (Non-Federal, Food Services, and Federal Programs)
- All Special Revenue Funds by Object (Non-Federal, Food Services, and Federal Programs)
- Special Revenue Funds Categorically Aided By Function (Non-Federal Programs and Federal Programs)
- Special Revenue Funds Categorically Aided By Object (Non-Federal Programs and Federal Programs)

**iv. SPECIAL REVENUE FUNDS**

**2021-22 SPECIAL REVENUE FUNDS**

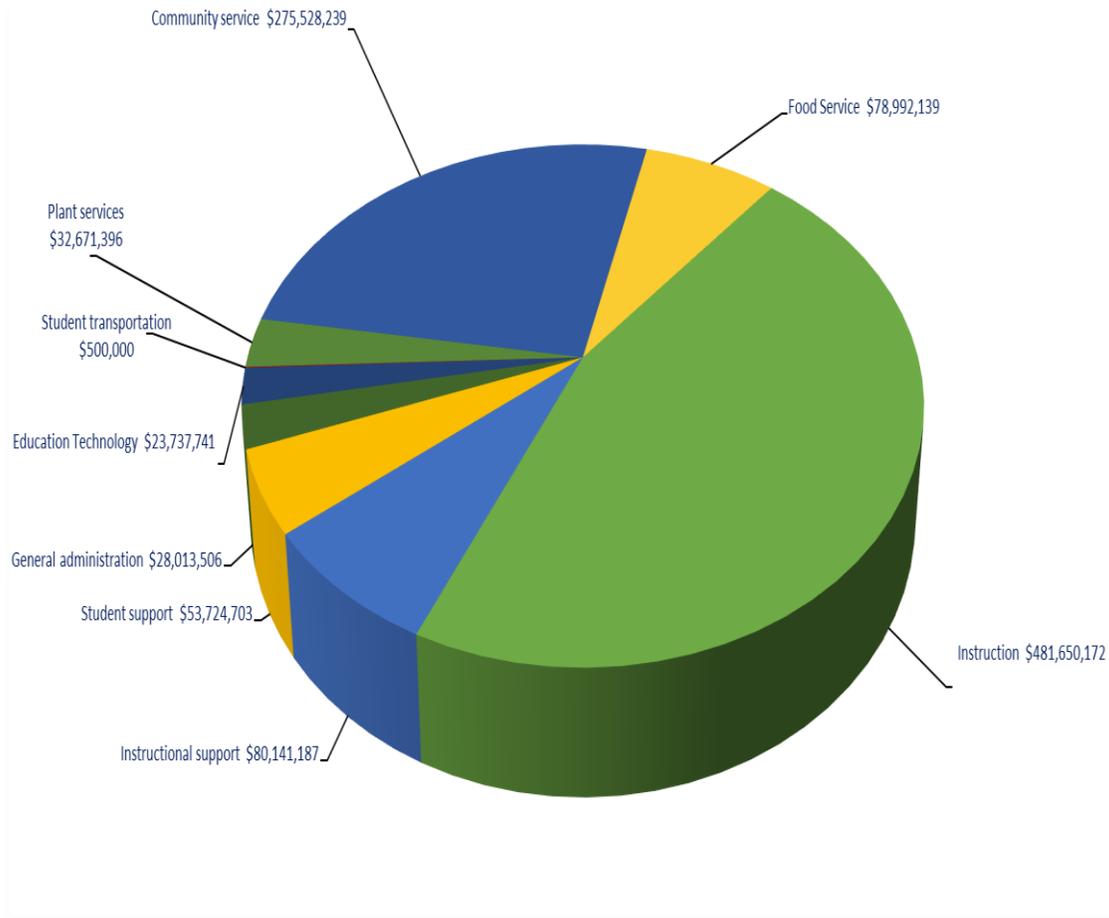
**Revenues**





**2021-22 SPECIAL REVENUE FUNDS**

**Expenditures**





**SPECIAL REVENUE FUNDS BY FUNCTION  
FISCAL YEAR 2021-22 BUDGET**

**ALL FUND TYPES**

**With Comparative Information for Fiscal Years 2017-18 through 2021-22**

	2017-2018 Actual	2018-2019 Actual	2019-2020 Actual	2020-2021 Amended Budget	2021-2022 Adopted Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 12,598,434	\$ 14,047,773	\$ 11,828,238	\$ 12,339,847	\$ 11,747,340	(592,507)	-4.8%
Federal Government	230,901,393	217,654,157	179,942,555	564,736,807	1,034,871,863	470,135,056	83.2%
Other local sources	14,677,283	14,521,012	11,793,930	11,170,619	8,339,880	(2,830,739)	-25.3%
<b>Total Revenues</b>	<b>\$ 258,177,110</b>	<b>\$ 246,222,942</b>	<b>\$ 203,564,723</b>	<b>\$ 588,247,273</b>	<b>\$ 1,054,959,083</b>	<b>\$ 466,711,810</b>	<b>79.3%</b>
<b>Expenditures</b>							
Instruction	\$ 75,336,502	\$ 53,549,088	\$ 48,534,487	\$ 265,929,770	\$ 351,114,589	85,184,819	32.0%
Instructional Support	36,176,857	41,994,006	43,145,372	82,051,482	80,141,187	(1,910,295)	-2.3%
Student Support	8,830,735	7,431,245	8,191,286	22,967,308	53,724,703	30,757,395	133.9%
Office of the Principal	41,196	40,015	20,506	-	-	-	0.0%
General administration	197,007	-	-	38,843,756	-	(38,843,756)	-100.0%
Education Technology	-	-	-	22,555,073	28,013,506	5,458,433	100.0%
Fiscal Services	116,446	-	-	-	-	-	0.0%
Student transportation	3,173,742	2,294,764	16,181	4,193,774	23,737,741	19,543,967	466.0%
Plant Services	703,857	549,820	753,764	33,428,858	924,000	(32,504,858)	-97.2%
Charter Schools	-	1,018	-	11,651,668	130,535,583	118,883,915	1020.3%
Community services	50,025,399	53,811,885	47,711,531	56,067,381	49,339,789	(6,727,592)	-12.0%
Food Service	72,114,566	78,685,187	67,258,978	81,790,493	337,427,985	255,637,492	312.6%
<b>Total Expenditures</b>	<b>\$ 246,446,306</b>	<b>\$ 238,357,028</b>	<b>\$ 215,632,104</b>	<b>\$ 619,479,564</b>	<b>\$ 1,054,959,083</b>	<b>\$ 435,479,520</b>	<b>70.3%</b>
<b>Excess (deficiency) of revenues</b>							
Debt service	\$ 11,730,804	\$ 7,865,914	(\$ 12,067,381)	(\$ 31,232,288)	\$ -	-	-
Approved use of fund balance	-	-	\$ 12,067,381	\$ 31,232,288	-	-	-
<b>Net Change</b>	<b>\$ 11,730,804</b>	<b>\$ 7,865,914</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>
<b>Beginning Fund Balance</b>							
Beginning Fund Balance	\$ 35,886,340	\$ 47,462,150	\$ 55,971,826	\$ 47,019,222	\$ 30,847,384	-	-
Increase (decrease) in revenue for encumbr	\$ 11,468,716	\$ 8,509,676	\$ (8,957,644)	\$ (16,171,838)	-	-	-
Sale of Capital Assets	\$ 107,094	-	\$ 5,040	-	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 47,462,150</b>	<b>\$ 55,971,826</b>	<b>\$ 47,019,222</b>	<b>\$ 30,847,384</b>	<b>\$ 30,847,384</b>	<b>\$ -</b>	<b>-</b>



**SPECIAL REVENUE FUNDS BY OBJECT  
FISCAL YEAR 2021-22 BUDGET**

**ALL FUND TYPES**

**With Comparative Information for Fiscal Years 2017-18 through 2021-22**

	2017-2018 Actual	2018-2019 Actual	2019-2020 Actual	2020-2021 Amended Budget	2021-2022 Adopted Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 12,598,434	\$ 14,047,773	\$ 11,828,238	\$ 9,833,446	\$ 11,747,341	1,913,894	19.5%
Federal Government	230,868,393	217,654,157	179,942,555	564,736,807	1,034,871,863	470,135,056	83.2%
Other local sources	14,677,283	14,521,012	11,793,930	13,677,020	8,339,880	(5,337,140)	-39.0%
<b>Total Revenues</b>	<b>\$ 258,144,110</b>	<b>\$ 246,222,942</b>	<b>\$ 203,564,723</b>	<b>\$ 588,247,273</b>	<b>\$ 1,054,959,083</b>	<b>\$ 466,711,811</b>	<b>79.3%</b>
<b>Expenditures</b>							
Salaries	\$ 101,441,078	\$ 100,082,903	\$ 105,979,999	\$ 165,401,049	\$ 276,922,514	111,521,465	67.4%
Benefits	22,960,309	22,380,340	19,146,380	39,479,551	20,538,781	(18,940,770)	-48.0%
Contracted Services	40,899,965	44,585,623	14,665,410	170,285,237	276,910,552	106,625,315	62.6%
Professional Services	943,996	457,094	16,598,574	30,825	59,175	28,350	92.0%
Property Maintenance Services	1,071,118	1,219,002	1,033,457	43,203,179	76,920,841	33,717,662	78.0%
Travel	548,679	443,412	184,654	4,434,284	5,066,794	632,510	14.3%
Supplies and Materials	44,913,201	45,724,006	36,734,508	110,379,232	72,175,526	(38,203,706)	-34.6%
Furniture, equipment & building improvements	1,732,022	4,269,558	2,915,297	6,111,691	4,179,700	(1,931,991)	-31.6%
Capital Outlay	22,960,307	6,064,918	7,206,346	33,435,846	258,755,668	225,319,822	673.9%
Other Charges	9,240,662	13,130,177	11,167,481	46,718,668	63,429,532	16,710,864	35.8%
<b>Total</b>	<b>\$ 246,711,337</b>	<b>\$ 238,357,034</b>	<b>\$ 215,632,104</b>	<b>\$ 619,479,561</b>	<b>\$ 1,054,959,083</b>	<b>\$ 435,479,524</b>	<b>70.3%</b>
<b>Excess (deficiency) of revenues</b>							
Debt service	\$ 11,432,773	\$ 7,865,909	\$ (12,067,381)	\$ (31,232,288)	\$ -		
Approved use of fund balance	-	-	12,067,381	31,232,288	-		
<b>Net Change</b>	<b>\$ 11,432,773</b>	<b>\$ 7,865,909</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>							
Beginning Fund Balance	\$ 35,886,340	\$ 47,462,150	\$ 55,971,826	\$ 47,019,222	\$ 30,847,384		
Increase (decrease) in revenue for encumbrance	11,468,716	8,509,676	(8,957,644)	(16,171,838)	-		
Sale of Capital Assets	107,094	-	5,040	-	-		
<b>Ending Fund Balance</b>	<b>\$ 47,462,150</b>	<b>\$ 55,971,826</b>	<b>\$ 47,019,222</b>	<b>\$ 30,847,384</b>	<b>\$ 30,847,384</b>		



**ALL SPECIAL REVENUE FUNDS BY FUNCTION  
FISCAL YEAR 2021-22 BUDGET**

	<u>Non-Federal Programs</u>	<u>Food Services</u>	<u>Federal Programs</u>	<u>Total Special Revenue</u>
<b>Revenues</b>				
State of Tennessee	\$ 11,117,340	\$ 630,000	-	\$ 11,747,340
Federal Government	-	77,994,555	956,877,308	1,034,871,863
Other local sources	7,972,296	367,584	-	8,339,880
<b>Total revenues</b>	<u>\$ 19,089,636</u>	<u>\$ 78,992,139</u>	<u>\$ 956,877,308</u>	<u>\$ 1,054,959,083</u>
<b>Expenditures</b>				
Instruction	\$ 1,076,335	-	\$ 350,038,254	\$ 351,114,589
Instructional support	351,908	-	79,789,279	80,141,187
Student support	145,000	-	53,579,703	53,724,703
Education Technology	-	-	28,013,506	28,013,506
Student transportation	-	-	23,737,741	23,737,741
Plant services	424,000	-	500,000	924,000
Community service	17,092,393	-	32,247,396	49,339,789
Charter schools	-	-	130,535,583	130,535,583
Food Service	-	78,992,139	258,435,846	337,427,985
<b>Total expenditures</b>	<u>\$ 19,089,636</u>	<u>\$ 78,992,139</u>	<u>\$ 956,877,308</u>	<u>\$ 1,054,959,083</u>
<b>Beginning Fund Balance</b>	<u>\$ 1,090,656</u>	<u>\$ 29,756,728</u>	<u>\$ -</u>	<u>\$ 30,847,384</u>
<b>Ending Fund Balance</b>	<u>\$ 1,090,656</u>	<u>\$ 29,756,728</u>	<u>\$ -</u>	<u>\$ 30,847,384</u>
<b>Fund balance categories</b>				
Restricted	\$ 1,090,656	\$ 29,756,728	-	\$ 30,847,384
<b>Total ending fund balance</b>	<u>\$ 1,090,656</u>	<u>\$ 29,756,728</u>	<u>\$ -</u>	<u>\$ 30,847,384</u>



**ALL SPECIAL REVENUE FUNDS BY OBJECT  
FISCAL YEAR 2021-22 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	\$ 11,117,340	\$ 630,000	-	\$ 11,747,341
Federal Government	-	77,994,555	956,877,308	1,034,871,863
Other local sources	7,972,296	367,584	-	8,339,880
<b>Total revenues</b>	<b>\$ 19,089,636</b>	<b>\$ 78,992,139</b>	<b>\$ 956,877,308</b>	<b>\$ 1,054,959,083</b>
<b>Expenditures</b>				
Salaries	\$ 10,629,080	\$ 35,055,036	\$ 231,238,397	\$ 276,922,514
Benefits	2,873,028	8,570,802	9,094,951	20,538,781
Contracted services	3,555,620	1,944,840	271,410,092	276,910,552
Professional services	-	29,175	30,000	59,175
Property maintenance services	8,920	643,050	76,268,871	76,920,841
Travel	11,842	37,714	5,017,238	5,066,794
Supplies & materials	630,539	25,276,116	46,268,871	72,175,526
Capital Outlay			258,435,846	258,435,846
Furniture, equipment & building improvements	319,822	4,179,700	-	4,499,522
Other objects	1,060,785	3,255,706	59,113,041	63,429,532
<b>Total expenditures</b>	<b>\$ 19,089,636</b>	<b>\$ 78,992,139</b>	<b>\$ 956,877,308</b>	<b>\$ 1,054,959,083</b>
<b>Beginning Fund Balance</b>	<b>\$ 1,090,656</b>	<b>\$ 29,756,728</b>	<b>-</b>	<b>\$ 30,847,384</b>
<b>Ending Fund Balance</b>	<b>\$ 1,090,656</b>	<b>\$ 29,756,728</b>	<b>\$ -</b>	<b>\$ 30,847,384</b>



**SPECIAL REVENUE FUNDS  
CATEGORICALLY AIDED BY FUNCTION  
FISCAL YEAR 2021-22 BUDGET**

	<u>Non-Federal Programs</u>	<u>Federal Programs</u>	<u>Total Categorically Aided Funds</u>
<b>Revenues</b>			
State of Tennessee	\$ 11,117,340	\$ 630,000	\$ 11,747,340
Federal Government	-	1,034,871,863	1,034,871,863
Other local sources	7,972,296	367,584	8,339,880
<b>Total revenues</b>	<u>\$ 19,089,636</u>	<u>\$ 1,035,869,447</u>	<u>\$ 1,054,959,083</u>
<b>Expenditures</b>			
Instruction	\$ 1,076,335	\$ 350,038,254	\$ 351,114,589
Instructional support	351,908	79,789,279	80,141,187
Student support	145,000	53,579,703	53,724,703
Education Technology	-	28,013,506	28,013,506
Student transportation	-	23,737,741	23,737,741
Plant services	424,000	500,000	924,000
Community service	17,092,393	32,247,396	49,339,789
Charter schools	-	130,535,583	130,535,583
Food service	-	337,427,985	337,427,985
<b>Total expenditures</b>	<u>\$ 19,089,636</u>	<u>\$ 1,035,869,447</u>	<u>\$ 1,054,959,083</u>
<b>Beginning Fund Balance</b>	<u>\$ 1,090,656</u>	<u>\$ 29,756,728</u>	<u>\$ 30,847,384</u>
<b>Ending Fund Balance</b>	<u>\$ 1,090,656</u>	<u>\$ 29,756,728</u>	<u>\$ 30,847,384</u>
<b>Fund balance categories</b>			
Restricted	<u>\$ 1,090,656</u>	<u>\$ 29,756,728</u>	<u>\$ 30,847,384</u>
<b>Total ending fund balance</b>	<u>\$ 1,090,656</u>	<u>\$ 29,756,728</u>	<u>\$ 30,847,384</u>



**SPECIAL REVENUE FUNDS  
CATEGORICALLY AIDED BY OBJECT  
FISCAL YEAR 2021-22 BUDGET**

	<b>Non-Federal Programs</b>	<b>Federal Programs</b>	<b>Total Categorically- Aided Funds</b>
<b>Revenues</b>			
State of Tennessee	\$ 11,117,340	\$ 630,000	\$ 11,747,341
Federal Government	-	1,034,871,863	1,034,871,863
Other local sources	7,972,296	367,584	8,339,880
<b>Total revenues</b>	<b>\$ 19,089,636</b>	<b>\$ 1,035,869,448</b>	<b># \$ 1,054,959,083</b>
<b>Expenditures</b>			
Salaries	\$ 10,629,080	\$ 266,293,434	\$ 276,922,514
Benefits	2,873,028	17,665,753	20,538,781
Contracted services	3,555,620	273,354,932	276,910,552
Professional services	-	59,175	59,175
Property maintenance services	8,920	76,911,921	76,920,841
Travel	11,842	5,054,952	5,066,794
Supplies & materials	630,539	71,544,987	72,175,526
Capital Outlay		258,435,846	258,435,846
Furniture, equipment & building improvements	319,822	4,179,700	4,499,522
Other objects	1,060,785	62,368,747	63,429,532
<b>Total expenditures</b>	<b>\$ 19,089,636</b>	<b>\$ 1,035,869,448</b>	<b>\$ 1,054,959,083</b>
<b>Excess (deficiency) of revenues</b>			
Debt service	\$ 19,089,636	-	-
<b>Net Change</b>	<b>\$ 19,089,636</b>	<b>-</b>	<b>-</b>
<b>Beginning Fund Balance</b>	<b>\$ 1,090,656</b>	<b>\$ 29,756,728</b>	<b>\$ 30,847,384</b>
<b>Ending Fund Balance</b>	<b>\$ 20,180,292</b>	<b>\$ 29,756,728</b>	<b>\$ 30,847,384</b>



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# FEDERAL PROGRAMS



## FY 2022 District Adopted Budget



**FEDERAL PROGRAMS**

This section includes the following information:

- I. Needs of Shelby County Schools Students
  - a. Poverty
  - b. Special Learning Needs
- II. Budget Summary of the Federal Programs Fund
- III. 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.

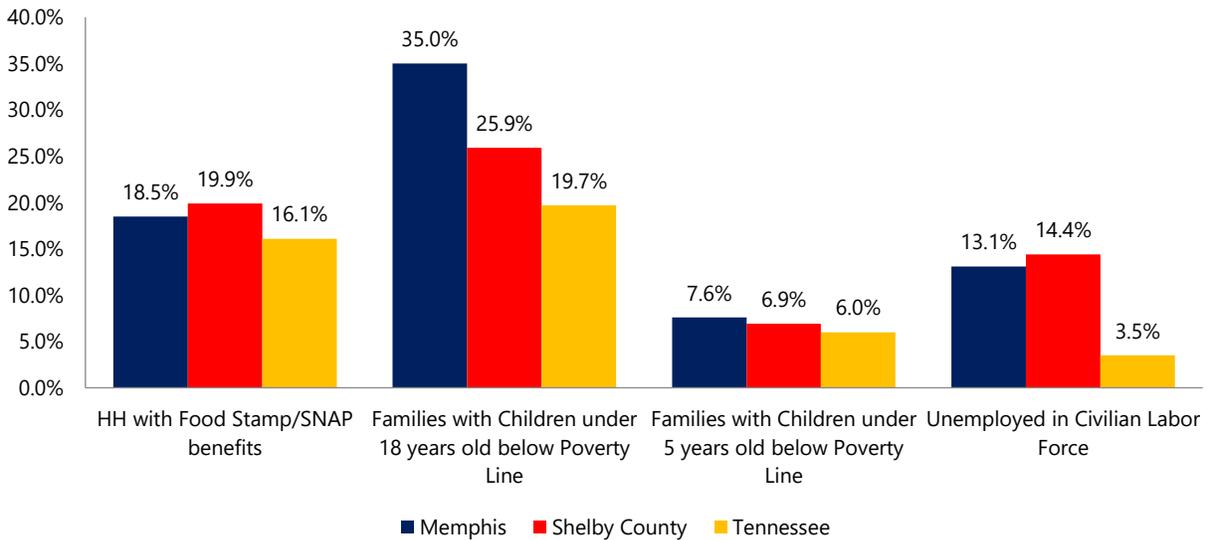
**I. NEEDS OF SHELBY COUNTY SCHOOLS STUDENTS**

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 US metropolitan cities. According to the latest US Census estimates, over 25% of the children under 18 years old in Memphis lived below the poverty line in 2019.

In the chart below, several socio-economic measures showcase higher levels of poverty in Shelby County and Memphis relative to that of Tennessee.



Source: 2019 Estimates from US Census Bureau, 2015-2019 American Community Survey 5-Year 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 2019. Also, a fourth of families with children under 5 years old lived below the poverty line. Unemployment in Memphis and Shelby County outpaced that of Tennessee in 2019.

TN Department of Education (TDOE) has redefined ‘economically disadvantaged’ to differentiate needs, particularly under the Community Eligibility Provision. Previously, the term ‘economically disadvantaged’ was defined as students from families who met the eligibility requirements for free or reduced school meals. In school year 2016-17, the definition changed to reflect students who are direct-certified to receive free lunches based on their families receiving certain government assistance. Migrant, homeless, runaway and foster students also are directly certified as economically disadvantaged. Under the new definition of ‘economically disadvantaged,’ 56.9% of students in Shelby County Schools were considered economically disadvantaged in school year 2018-19.

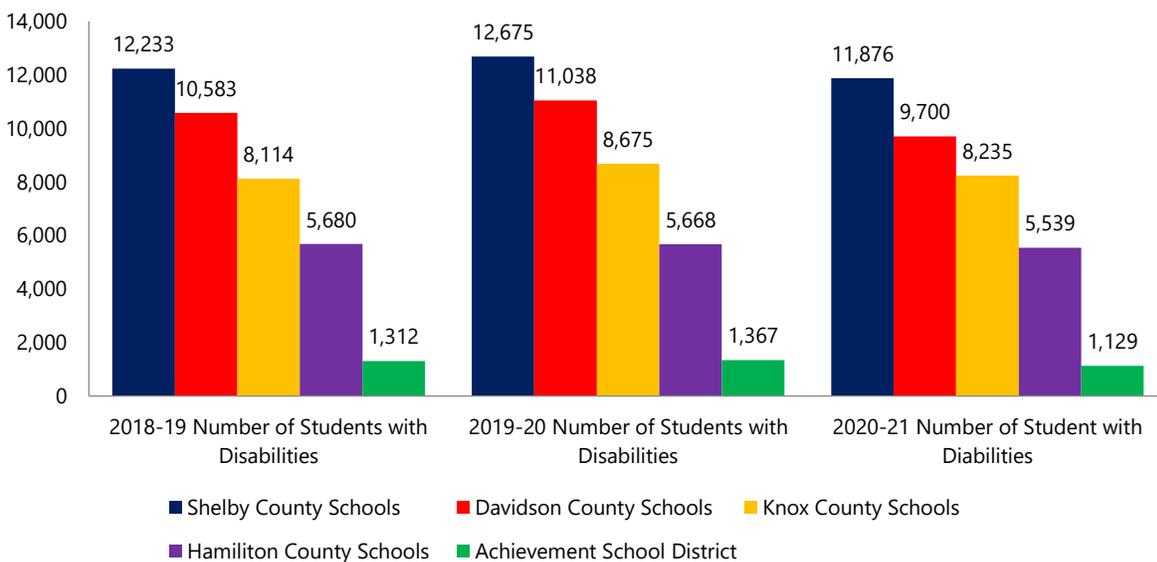
**b. Special Learning Needs**

Our students arrive at our schools with different needs. On a daily basis, 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.

**Students 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.

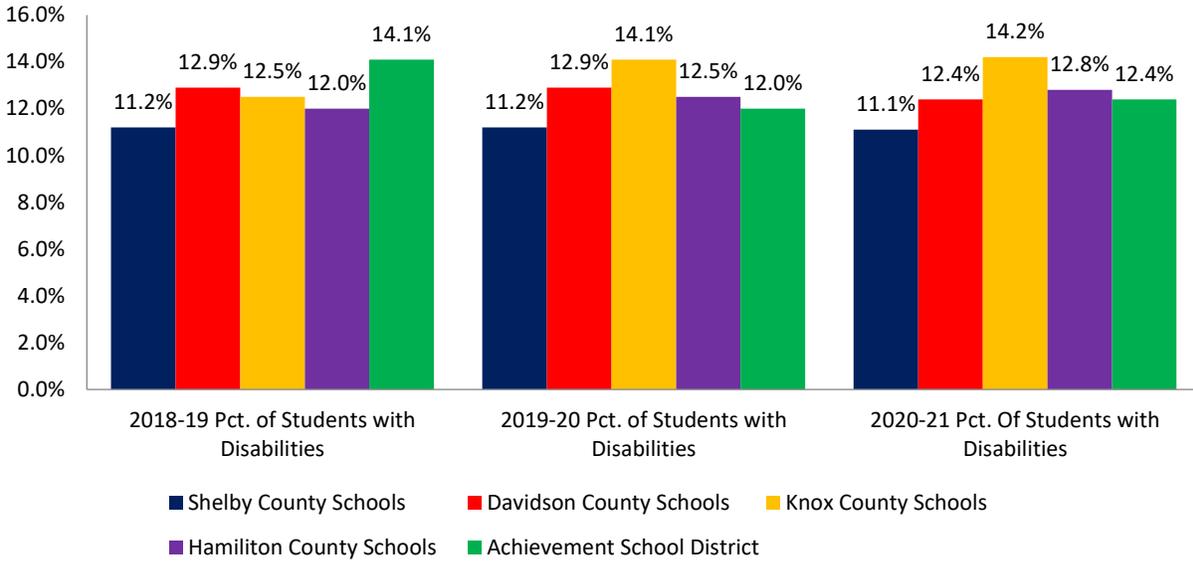
The District served approximately 11,876 students with disabilities in the school year 2020-21, which was 799 less than that in school year 2019-20. This is the largest number of students with disabilities among the large urban school districts in Tennessee, which is illustrated in the below chart.



\*Data Source: State Report Card, School Years 2018-19, 2019-20, and 2020-21. URL: [www.tn.gov/education/topic/report-card](http://www.tn.gov/education/topic/report-card)



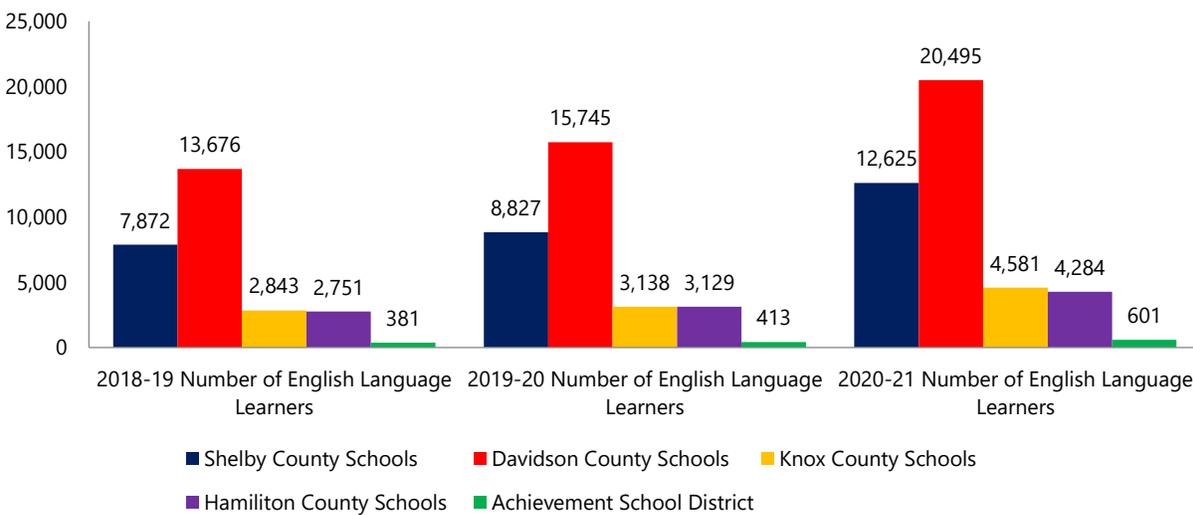
On a relative basis, slightly over 11% of the District’s student population had at least one disability in school year 2020-21. In the chart below, Shelby County Schools serves a similar population of students with disabilities as compared to other major school districts across the state.



\*Data Source: State Report Card, School Years 2018-19, 2019-20, and 2020-21. URL: [www.tn.gov/education/topic/report-card](http://www.tn.gov/education/topic/report-card)

**English Language Learners**

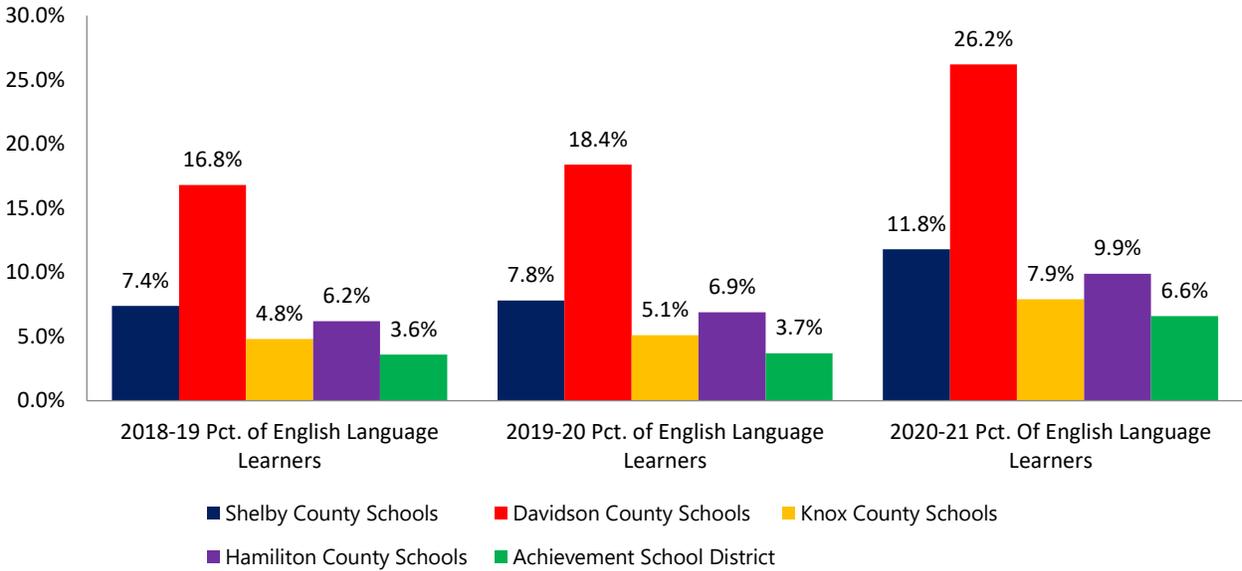
In school year 2019-20, Shelby County Schools had nearly 8,827 English Language Learners, which is 955 students more than that in the previous school year. Shelby County Schools had the second largest share of English Language Learners (ELL) among the large urban school districts in Tennessee. Fifty languages were represented among these students.



\*Data Source: State Report Card, School Years 2018-19, 2019-20, and 2020-21. URL: [www.tn.gov/education/topic/report-card](http://www.tn.gov/education/topic/report-card)



The relative share of ELL students continued to grow, standing at 11.8% in school year 2020-21. 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 2018-19, 2019-20, and 2020-21. 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 3rd grade, the student has approximately a 90% chance of graduating from high school.

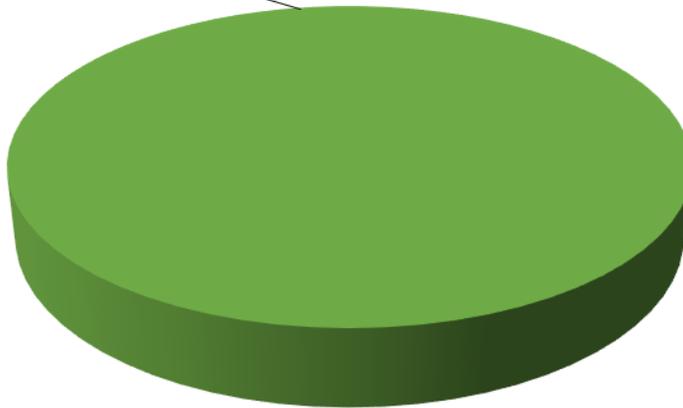




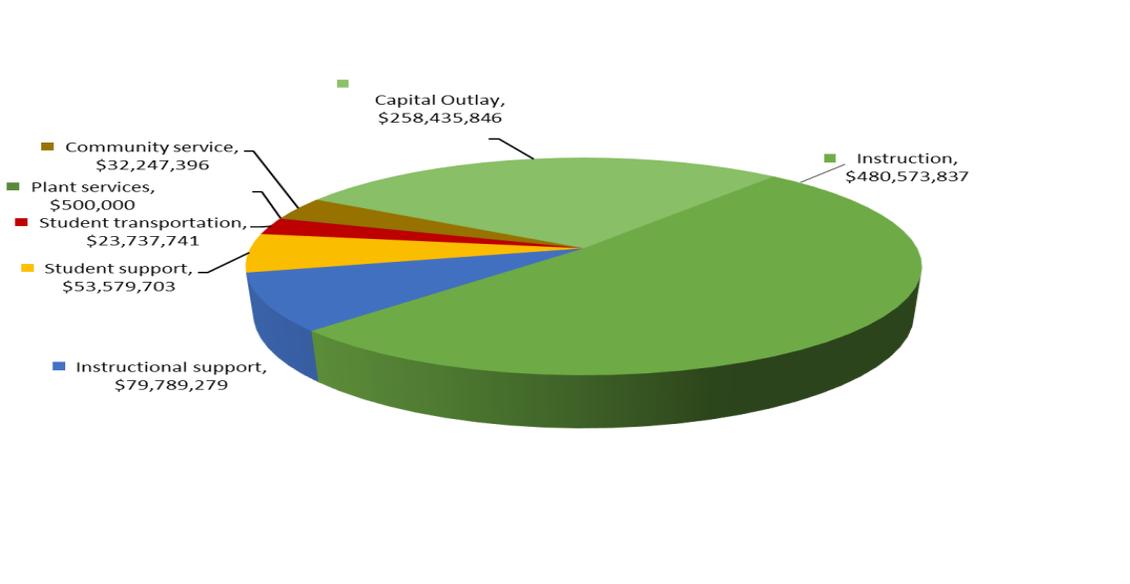
II. BUDGET SUMMARY OF THE FEDERAL PROGRAMS FUND

### Where the Money Comes From ...

Federal Government  
\$956,877,308



### ...And Where the Money Goes





The financial statement below represents the proposed Federal Programs Fund budget by state function.

	2017-2018 Actual	2018-2019 Actual	2019-2020 Actual	2020-2021 Amended Budget	2021-2022 Adopted Budget	Variance	% Change
<b>Revenues</b>							
Federal Government	\$ 151,566,681	\$ 136,057,758	\$ 119,286,786	\$ 512,162,808	\$ 956,877,308	\$ 444,714,500	86.8%
<b>Total Revenues</b>	<b>\$ 151,566,681</b>	<b>\$ 136,057,758</b>	<b>\$ 119,286,786</b>	<b>\$ 512,162,808</b>	<b>\$ 956,877,308</b>	<b>\$ 444,714,500</b>	<b>86.8%</b>
<b>Expenditures</b>							
Instruction	\$ 69,872,046	\$ 48,604,364	\$ 45,393,729	\$ 264,533,487	\$ 350,038,254	\$ 85,504,767	32.3%
Instructional Support	34,088,799	39,363,619	41,524,359	81,486,277	79,789,279	(1,696,998)	-2.1%
Educational Technology	-	-	-	38,468,756	28,013,506	(10,455,250)	-27.2%
Student Support	8,531,561	7,046,750	7,785,061	22,800,359	53,579,703	30,779,344	135.0%
Transportation	3,091,058	2,190,802	27,628	22,555,073	23,737,741	1,182,668	5.2%
Plant Services	-	-	-	4,193,774	500,000	(3,693,774)	-88.1%
Community Services	29,782,133	31,353,325	24,554,415	33,037,568	32,247,396	(790,172)	-2.4%
Charter Schools	6,201,084	7,498,092	-	11,651,668	130,535,583	118,883,915	1020.3%
Capital Outlay	-	-	-	33,435,846	258,435,846	225,000,000	672.9%
Food Services	-	807	1,594	-	-	-	0.0%
<b>Total Expenditures</b>	<b>\$ 151,566,681</b>	<b>\$ 136,057,758</b>	<b>\$ 119,286,786</b>	<b>\$ 512,162,808</b>	<b>\$ 956,877,308</b>	<b>\$ 444,714,500</b>	<b>86.8%</b>

The Federal Programs Fund budget includes several major federal grants such as Title I, IDEA Part B (Individuals with Disabilities Education Act), Head Start, and Carl Perkins. Title I fund's aim to bridge the gap between low-income students and other students by providing each child with fair and equal opportunities to achieve an exceptional education. IDEA ensures students living with disabilities receive a free appropriate public education. Head Start is a comprehensive program designed to foster the healthy development of young children.

The Federal Programs Fund budget stands at \$956.9 million for fiscal year 2021-22, which represents a \$445 million budget increase compared to the prior fiscal year's budget. Below are the factors that resulted in the net increase in federal funds:

- Elementary and Secondary School Emergency Relief 2.0 and 3.0 grant awards for \$727 million.
- The Technology Connectivity Grant for \$2.4 million, the Remote Learning Technology Grant for \$9.5 million, LEA Reopening and Programmatic Supports for \$125,000 and the City of Memphis CARES award for \$5.0 million were all one-time awards for fiscal year 2020-21.
- Also, the Priority School Improvement Grant, ATSI 2018 and ATSI 2019 are scheduled to end September 30, 2021.

To address the impact of COVID-19, Congress has provided financial support for districts through the Elementary and Secondary School Emergency Relief (ESSER) Fund. Districts have the flexibility to use the ESSER funds on instructional materials, assessments, software, computer hardware, professional development, connectivity, summer-school activities, learning loss and other approved activities. Additional details are included below in the ESSER section.



Picture taken prior to COVID-19

The financial statement below represents the proposed Federal Programs Fund budget by object.

	<b>2017-2018 Actual</b>	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2020-2021 Amended Budget</b>	<b>2021-2022 Adopted Budget</b>	<b>Variance</b>	<b>% Change</b>
<b>Revenues</b>							
Federal Government	\$ 151,566,681	\$ 136,057,758	\$ 119,286,786	\$ 512,162,808	\$ 956,877,308	\$ 444,714,500	86.8%
<b>Total Revenues</b>	<b>\$ 151,566,681</b>	<b>\$ 136,057,758</b>	<b>\$ 119,286,786</b>	<b>\$ 512,162,808</b>	<b>\$ 956,877,308</b>	<b>\$ 444,714,500</b>	<b>86.8%</b>
<b>Expenditures</b>							
Salaries	\$ 65,245,969	\$ 62,583,604	\$ 55,138,449	\$ 122,646,325	\$ 231,118,397	\$ 108,472,072	88.4%
Benefits	15,734,344	15,171,009	14,388,086	28,213,087	9,094,951	(19,118,136)	-67.8%
Contracted Services	26,201,546	26,748,016	12,746,430	131,595,244	356,423,681	224,828,437	170.8%
Professional Services	9,869	16,500	16,574,907	20,199,311	22,988,180	2,788,869	13.8%
Property Maintenance Services	634,352	831,561	683,670	1,631,850	1,533,012	(98,837)	-6.1%
Travel	393,096	339,199	125,039	132,579	143,881	11,302	8.5%
Supplies and Materials	7,361,984	8,167,642	6,970,343	73,631,763	76,063,850	2,432,086	3.3%
Capital Outlay	22,328,750	5,348,355	7,206,346	79,983,743	35,822,426	(44,161,317)	-55.2%
Other Charges	7,450,719	9,353,782	5,453,518	42,477,237	93,153,346	50,676,109	119.3%
Debt Services	4,968	-	-	-	-	-	0.0%
Charter Schools	6,201,084	7,498,092	-	11,651,668	130,535,583	118,883,915	100.0%
<b>Total Expenditures</b>	<b>\$ 151,566,681</b>	<b>\$ 136,057,760</b>	<b>\$ 119,286,786</b>	<b>\$ 512,162,808</b>	<b>\$ 956,877,308</b>	<b>\$ 444,714,500</b>	<b>86.8%</b>



The increase in salaries and benefits is related to approximately 400 positions that will be funded from the ESSER 2.0 and 3.0 funds to address learning loss and social emotional supports. The increase in contracted services can be related to approximately 914 positions that will be utilized by 42 charter schools. The contracted personnel will include Teacher, Interventionist and Educational Assistant positions to provide instructional and other learning supports to address learning loss due to COVID-19. Increases to supplies and materials include print and digital materials for extended learning programs to address learning loss. Capital increases include improving existing HVAC equipment to improve air quality. Additional details are included below in the ESSER section.



Picture taken prior to COVID-19



III. Summary of Major Federal Grants

Below is the Federal Programs budget by project, for fiscal year 2021-22.

Project	Project Name	FY2020-21 Amended Budget	FY2021-22 Adopted Budget	Variance	% Change
0016	Consolidated Administration	3,121,423	3,226,809	105,386	3.4%
0130	ATSI 2018 Designation	504,101	83,000	(421,101)	-83.5%
0135	ATSI 2019 Designation	864,947	40,000	(824,947)	-95.4%
1005	Title I, Part A, Improving Academic Achievement	81,166,248	80,827,449	(338,799)	-0.4%
1006	Title 1 A, Neglected	779,131	779,131	-	0.0%
1110	Adaptive Learning Technology Grant	106,704	-	(106,704)	-100.0%
1505	Title I, Part D	265,356	258,852	(6,504)	-2.5%
2005	Title II, Part A, Training & Recruiting	8,771,446	7,103,338	(1,668,108)	-19.0%
3005	Title III, Part A, English Language Acquisition	1,464,264	1,458,217	(6,047)	-0.4%
3635	Technology Connectivity Grant	2,416,760	-	(2,416,760)	-100.0%
3634	Success Rate Grant	13,252	-	(13,252)	-100.0%
4337	Title IV B Trauma Informed Schools	6,180	-	(6,180)	-100.0%
5008	Principal Pipeline	36,646	36,646	-	0.0%
5011	Title IV	8,466,243	4,879,369	(3,586,874)	-42.4%
5013	Title IV- 21st Century Comm Learning FY19	997,604	997,604	0	0.0%
5022	21st CCLC MASE Charter Schools	293,349	293,349	0	0.0%
5023	Title IV- 21st Century Community Learning	446,785	446,785	0	0.0%
5515	Stem in the Library	1,447,603	1,026,449	(421,154)	-29.1%
7006	Title IX Homeless	136,716	136,716	0	0.0%
8005	Carl Perkins	3,044,963	2,916,101	(128,862)	-4.2%
8108	CTE Perkins Reserve	70,000	-	(70,000)	-100.0%
8709	STOP Sch Violence Threat Assessment	135,892	135,892	-	0.0%
8710	STOP Sch Violence Prev and Mental Health	140,569	140,569	-	0.0%
8810	WIN In School	7,821	-	(7,821)	-100.0%
9005	IDEA, Part B	35,802,702	35,799,762	(2,940)	0.0%
9017	Substance Abuse Prevention & Treatment	75,600	75,600	-	0.0%
9030	Transition School to Work (FY21)	180,478	178,417	(2,061)	-1.1%
9105	IDEA, Preschool	525,246	525,246	-	0.0%
9109	IDEA Technology Partnership	5,510	-	(5,510)	-100.0%
9110	Partnership for Systemic Change	20,000	-	(20,000)	-100.0%
9118	Priority School Improvement Grant	5,519,484	990,000	(4,529,484)	-82.1%
9214	Remote Learning Technology Grant	9,563,519	-	(9,563,519)	-100.0%
9216	Innovative High Schools Model Grant	2,000,000	2,000,000	-	0.0%
9420	Head Start	14,798,384	-	(14,798,384)	-100.0%
9421	Head Start	12,829,760	25,659,519	12,829,759	100.0%
9520	Head Start CARES	2,812,184	1,977,832	(834,352)	-29.7%
9521	Head Start CRRSA-CARES	963,101	963,101	-	0.0%
9606	Principal Priority Leadership Incentive Grant	262,953	-	(262,953)	-100.0%
9708	CDCP HIV/STD Prevention	202,703	94,000	(108,703)	-53.6%
9709	CDCP HIV/STD Prevention	565,909	40,000	(525,909)	-92.9%
9710	CDCP HIV/STD Prevention FY2022	-	360,000	360,000	100.0%
9908	Priority Exit	357,696	37,109	(320,587)	-89.6%
9910	LEA Reopening and Programmatic Supports	125,000	-	(125,000)	-100.0%
9917	Comprehensive School Safety Initiative	1,069,585	30,000	(1,039,585)	-97.2%
9930	Pre-Disaster Mitigation Grant	1,847,531	1,847,531	-	0.0%
9983	ESSER 1.0	48,776,804	24,358,254	(24,418,550)	-50.1%
9984	ESSER 2.0	224,032,803	224,032,803	-	100.0%
9985	ESSER 3.0	-	503,000,000	503,000,000	100.0%
9986	Epidmiology & Laboratory Capacity (ELC)	29,877,865	29,877,865	-	100.0%
D398	Gear Up 3.0 2020	243,992	243,992	-	0.0%
D990	City of Memphis CARES	5,000,000	-	(5,000,000)	-100.0%
<b>Grand Total</b>		<b>\$ 512,162,808</b>	<b>\$ 956,877,307</b>	<b>\$ 444,714,499</b>	<b>86.8%</b>



Below are details for federal grants with a budget of \$1 million or greater in the FY2020-21 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 FY2020-21:* 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 FY2020-21:* 108,000

Individuals with Disabilities Education Act (IDEA), Part B: IDEA Part B provides funds to state educational agencies which flow to local educational agencies. These funds assist in ensuring that children with disabilities, including children ages three through five, have access to a free appropriate public education to meet each child's unique needs and prepare each child for further education, employment, and independent living. The grant supplements state and local funds for special education services. Additional details regarding IDEA, Part B can be found on the website: <https://www2.ed.gov/programs/osepgrts/index.html>

- *Participating Schools in FY2020-21:* All Schools
- *Estimated number of students served in FY2020-21:* 15,664

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 FY2020-21:* 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 FY2020-21:* 50 schools
- *Estimated number of students served in FY2020-21:* 17,654



Consolidated Administration: Consolidated Administration is the administrative portion of several federal grants, which are used to support the grant.

- *Participating Schools in FY2020-21: Not Applicable*
- *Estimated number of students served in FY2020-21: 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 FY2020-21: 103 Schools*
- *Estimated number of students served in FY2020-21: 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 FY2020-21: 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 FY2020-21: 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 toward their educational, literacy and employment goals. Head Start supports the District’s first strategic priority under its Destination 2025 plan, Strengthen Early Literacy, by encouraging family engagement and early childhood reading and development. Data reveals a need for strong early learning programs to strengthen literacy and numeracy skills in young children. Additional details about Head Start can be found on the website: <http://www.acf.hhs.gov/programs/ohs>

- *Participating Schools in FY2020-21: 41 school-based sites, 10 center-based sites (Porter Leath)*
- *Estimated number of students served in FY2020-21: 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 FY2020-21:* All District managed schools and participating non-public/private schools
- *Estimated number of students served in FY2020-21:* 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 FY2020-21:* 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 FY2020-21:* 15,240

STEM in the Library: This grant is designed to bring together school librarians and STEM teachers from the District’s most fragile schools as well as its most innovative STEM schools to ensure students have access to up to-date and engaging literacy materials that expand their understanding of their options within a STEM-driven future.

- *Participating Schools in FY2020-21:* A.B. Hill, Getwell, Hawkins Mill, Knight Road, La Rose, Magnolia, Raleigh-Bartlett Meadows, Robert R. Church, Sheffield, Springdale, Westside, and Winchester, American Way, Georgian Hills, Grandview Heights, Hamilton, Havenview, and Woodstock, Geeter, Riverview, Cordova Elem, Cordova Middle, Delano Elem, Ridgeway Middle, Sherwood Middle, White Station Middle, and Whitehaven Elem.
- *Estimated number of students served in FY2020-21:* 14,000

Technology Connectivity Grant: The purpose of this grant is to extend internet connectivity to additional Tennessee students. The Tennessee Department of Education (TDOE) awarded local education agencies (LEAs) or charter schools up to the equivalent of \$150 per household. The TNDOE determined each allocation based on need.

- *Participating Schools in FY2020-21:* All SCS District run schools and charter schools.
- *Estimated number of students served in FY2020-21:* 108,000

Remote Learning Technology Grant: The TNDOE released a \$50 million grant technology purchases. The grant reimbursed local educational agencies for one in three devices (purchased with state and local funds) that were needed to implement their Continuous Learning Plan (CLP) and other 1:1 technology programs. This award allowed students to succeed in a virtual learning environment amid the current pandemic.

- *Participating Schools in FY2020-21:* All SCS District run schools and charter schools
- *Estimated number of students served in FY2020-21:* 108,000



City of Memphis CARES: The CARES Act established the \$150 billion Coronavirus Relief Fund. The Treasury made payments from the Fund to States and eligible units of local government; the District of Columbia and U.S. Territories (the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands); and Tribal governments (collectively “governments”). The CARES Act requires that the payments from the Coronavirus Relief Fund only be used to cover expenses that—

- are necessary expenditures incurred due to the public health emergency with respect to the Coronavirus Disease 2019 (COVID–19);
  - were not accounted for in the budget most recently approved as of March 27, 2020 (the date of enactment of the CARES Act) for the State or government; and
  - were incurred during the period that begins on March 1, 2020 and ends on December 31, 2021.
- *Participating Schools in FY2020-21: All SCS District run schools and charter schools*
  - *Estimated number of students served in FY2020-21: 108,000*

Head Start C.A.R.E.S: The COVID-19 one-time funding grant provides funding and support to the head start classrooms to prepare and support school readiness during the pandemic. This includes virtual support for technology devices to enhance cognitive and social services while also providing personal protected equipment (PPE) for Teachers and students.

- *Participating Schools in FY2020-21: 41 school-based sites, 10 center-based sites (Porter Leath)*
- *Estimated number of students served in FY2020-21: 3,200*

**DISTRICT-WIDE COVID RELIEF FUNDS**

In recognition of the impact COVID-19 has had—and will continue to have—on public education, school districts nationwide are receiving historic levels of federal relief funding through the Elementary and Secondary School Emergency Relief Fund.

ESSER funds are provided to state educational agencies and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students.



In fiscal year 2021, Congress set aside approximately \$13.2 billion to the Education Stabilization Fund through CARES Act for the Elementary and Secondary School Emergency Relief Fund (ESSER). The purpose of this grant was to provide local educational agencies including charter schools with emergency relief funds to address the impact that COVID-19 has had and continues to have on elementary and secondary schools across the Nation.



On December 27, 2020, the ESSER Fund 2.0 under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021, Public Law 116-260, was enacted providing additional economic stimulus. The CRRSAA provides an additional \$54.3 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER II). Allowable expenditures under the CRRSAA are similar to eligible uses under the Coronavirus Aid, Relief, and Economic Security (CARES) Act (i.e., ESSER I), however this additional round of funding also allows for expanded uses and timing.



On March 11, 2021, The Elementary and Secondary School Emergency Relief (ESSER) Fund under the American Rescue Plan Act (ARPA) of 2021, Public Law 117-2, was enacted. ARPA ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely

reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. In addition to ARPA ESSER Funding, ARPA includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives.

Program	ESSER 1.0 (CARES)	ESSER 2.0 (CRRSA)	ESSER 3.0 (ARP)
Federal Funding	\$13.2 billion	\$54.3 billion	\$122 billion
State Funding	\$260 million	\$1.1 billion	\$2.48 billion
SEA Spending Requirements	None	None	\$120 million for interventions to address learning loss \$24 million for summer enrichment programs \$24 million comprehensive afterschool programs
Funding Amount to LEAs (90%)	\$233 million	\$996 million	\$2.2 billion
Purpose	To address the impact that the Coronavirus has had, and continues to have, on elementary and secondary schools.	To support reopening of schools, facilitate continuity of learning, and measure and address the learning loss caused by a lack of in-person learning.	To help safely reopen and sustain the safe operations of schools and address the impact of the Coronavirus pandemic on the nation's students.



**ESSER MISSION & VISION**

**MISSION:** Shelby County Schools will use allocated Elementary and Secondary School Emergency (ESSER) Relief funds to prepare all students for success in learning, leadership, and life. As our commitment to transparency and community engagement, District staff will inform the community of how the funds can be utilized to support students and schools, under State guidance.

**VISION:** As we reimagine education, schools, and communities, Shelby County Schools will use Elementary and Secondary School Emergency (ESSER) Relief funds to become a premier school district attracting a diverse student population and effective teachers, leaders, and staff all committed to excellence.

Shelby County Schools (SCS) received reimbursable allocations in the total amount of \$776 million from the CARES Act (ESSER 1.0), Coronavirus Response and Relief Supplemental Appropriations Act (ESSER 2.0), and American Rescue Plan Act (ESSER 3.0). These three allocations will be referred to throughout this document as ESSER 1.0, ESSER 2.0, and ESSER 3.0. These funds are one-time allocations that must be spent respectively by June 30, 2022 (ESSER 1.0), June 30, 2023 (ESSER 2.0), and June 30, 2024 (ESSER 3.0).

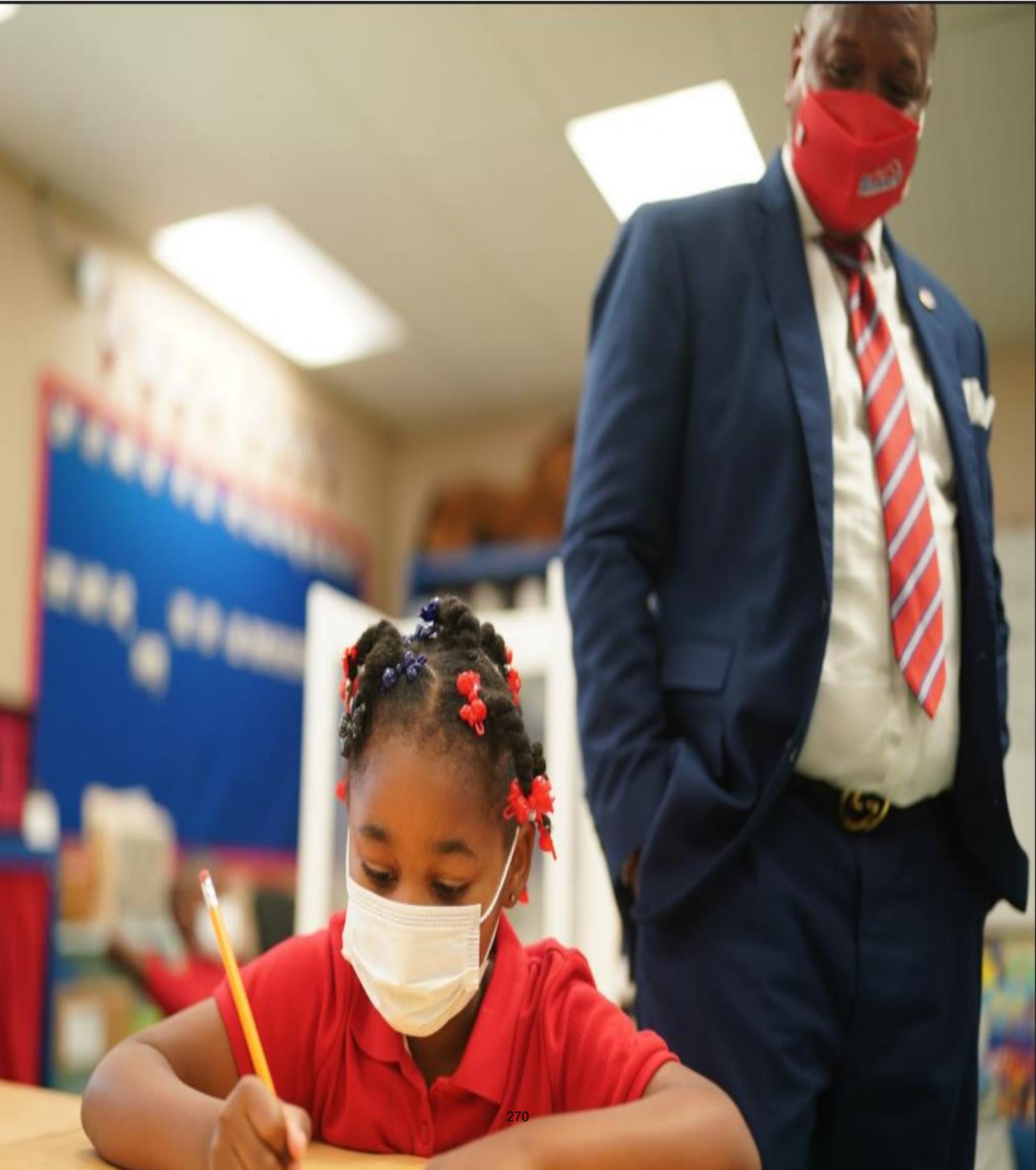
Starting last winter, Shelby County Schools began holding community events to gather feedback related to the 2021-22 school year budget and ESSER funding. Stakeholders were asked to share ideas for how SCS spends these dollars in accordance with federal and Tennessee state guidelines.

SCS has engaged and provided opportunities for students, teachers, board members, and community stakeholders to provide input on the use of funds that will address the needs of students and addressing recovery from the pandemic. A needs assessment has been completed and included in the section “Needs Assessment”.



Spending proposals were developed with consideration of stakeholder feedback, needs assessments, administration input and include but not limited to instructional resources, indoor air quality improvements, summer school to support learning loss, providing additional learning opportunities for students, reducing the adult-to-student ratio, and more discussed throughout this document.







## NEEDS ASSESSMENT



Along with information collected from engagement with community and stakeholder groups, Shelby County Schools conducted a comprehensive Needs Assessment to guide our strategic planning and inform the District's ESSER funding investments.

Using the data and information identified in the Needs Assessment, Shelby County Schools considered investments across several areas:

- Investments in areas where additional support, resources, or attention would positively benefit students.
- Investments in areas needing strengthening as a result of the pandemic.
- ESSER 1.0 and ESSER 2.0 investment areas that needed revision or re-allocation to align investments with the needs identified through the assessment.
- Existing District focus areas that were impacted due to the pandemic, where additional investments would be beneficial.



As a result of this work, Shelby County Schools identified and named the top three investment priorities across four focus areas (Academics, Student Readiness, Educators, and Foundational Elements). ESSER funding investments will be made in these areas to address the Needs Assessment with data, community, and stakeholder feedback to accelerate academic achievement.

**Identified Key Investment Priorities**

**ACADEMICS**

- 1 Interventionists
- 2 Tutoring Programs
- 3 High Quality Materials and Curriculum

**STUDENT READINESS**

- 1 Mental Health
- 2 Transformative School Models and Family Engagement Supports
- 3 High School Innovation

**EDUCATORS**

- 1 Adult to Student Ratio
- 2 Strategic Teacher Retention
- 3 Teacher Recruitment

**FOUNDATIONAL ELEMENTS**

- 1 Academic Space - Facilities
- 2 Technology & High Speed
- 3 Auditing and Reporting; Indirect Cost in support of sustainability of academic initiatives



## COMMUNITY ENGAGEMENT

Shelby County Schools devised community engagement plans to meaningfully consult with stakeholders about how ESSER funds will directly impact students, families, as well as all stakeholders in the school district. Shelby County Schools released a comprehensive ESSER Community/Stakeholder Feedback Survey, aligned to the components of the ESSER application via email, text message, posted to all social media channels, and through school-to-home communications (see results below). SCS also held several events both in-person and virtually in which stakeholders could participate and provide feedback.

These events included but were not limited to:

- County and City Commission Meetings
- Community Meetings
- Board Work Sessions
- Board Committee Meetings
- Board Business Meetings
- Back-to-School Virtual Town Hall
- Parent Ambassador Orientation





Opportunities were shared in both English and Spanish across social media and the district website. Feedback was solicited and documented for each event. As data were collected from surveys and events, the SCS Research and Performance management team organized the feedback into categories aligned to the categories within the ESSER application.

**Return STRONGER**  
for the 2021-22 school year!  
**Back-to-School Virtual Town Hall with the Deputies**

- ✓ ESSER 3.0 Funding
- ✓ Health Updates
- ✓ Back-to-School Information

Join us online!  
Monday, August 2, 2021  
5:00 p.m.  
[bit.ly/SCSBacktoSchool21](http://bit.ly/SCSBacktoSchool21)

E-mail questions to [BacktoSchool@scsk12.org](mailto:BacktoSchool@scsk12.org)

**RE IMAGINING 901**

**Dr. John Barker**  
Deputy Superintendent of Strategic Operations & Finance

**Dr. Angela Whitelaw**  
Deputy Superintendent of Schools & Academic Support

In this way, SCS was able to determine the extent to which stakeholders had prioritized needs within each category and/or were out of alignment with the original proposed priorities. We used that information to have several priority re-set conversations ensuring that all decisions were driven by a compelling dataset related to student performance and need. In cases where we received narrative feedback, the SCS Research and Performance team performed a text analysis to align topics to the ESSER application categories.

Shelby County Schools also developed an ESSER information page, housed on the SCS website. The SCS ESSER webpage (<http://www.scsk12.org/esser/>) provides the dates of community engagement events, key findings of the ESSER Community/Stakeholder Feedback Survey, samples of outreach documents, and links to presentations that were shared with the community for stakeholder input.

We believe there is strong alignment between what our stakeholders prioritized and what we had anticipated. For stakeholder groups in which we were unable to engage a meaningful representative sample, we have plans to ensure engagement each quarter as we share achieved outcomes, fine-tune implementation of strategies that are achieving appropriate traction, and reallocate to budget areas. Our stakeholders will determine a need based on data from the return to in-person instruction, such as student diagnostic and universal screener data, formative assessment data, social and emotional needs data, mental health and behavioral data, absenteeism data, COVID-related data, and educator/staff data.

**RE IMAGINING 901 Program**  
Wednesday, August 4, 2021 at 5:30p.m.  
Memphis Botanic Garden

- Welcome & Icebreaker - **Chemberly Forbes**, Family & Community Partnerships Advisor
- Greetings - **Stephanie P. Love**, Board Member- District 3
- Purpose - **Dr. Lori Phillips**, Chief of Student, Family, & Community Affairs
- Reimagining 901 - **Dr. Joris M. Ray**, Superintendent
- ESSER Overview - **Toni Williams**, Chief Financial Officer
- Motivation - **Dr. Karren Todd**, Empowerment Coach
- Your Voice Matters - **Sunya Payne**, Director of Family & Community Engagement
- Book Chat - **Precious Hallman**, Author: *Parents + Children + Home: Creating A Supportive Learning Environment During A Pandemic & Beyond*
- Parent Ambassador Program Overview - **Dr. Erin Y. Luster**, Community Outreach Team Manager
- Closing - **Sunya Payne**, Director of Family & Community Engagement

Reimagining Education. Reimagining Schools. Reimagining Communities.

**Return STRONGER August 2021**

## TEACHER WEEKLY

### Top 5 things to know

- Welcome back, teachers! As we embark on a new school year, please familiarize yourself with these COVID-19 safety reminders.
- We want to hear from you! How should SCS put Elementary and Secondary School Emergency Relief (ESSER) funds to work for our students? Share your feedback on [this survey](#).
- Are you a fully licensed teacher interested in earning up to \$7,500 and FREE tuition to add on a SPED endorsement to teach Special Education at your school? Please complete [this brief form!](#) More info [here](#).
- Congratulations to Shavonne Bragg of Double Tree ES and Erica Stephens of John P. Freeman for winning the 2021 Urban Science Educator Development Award! Read more about their accomplishment at the [SCS Newsroom](#).
- Thank you to everyone that participated in the 2021 Summer Fitness Challenge! To view all winners and important information about the prizes, [click here](#).

**COMMUNITY MEETINGS**  
Hosted by the School Board  
**2021-22 Budget Proposal, ESSER Funding & Third Grade Commitment**

The Shelby County Board of Education will be hosting community meetings to discuss the Budget, ESSER Funding (COVID-19 Relief), and the Third Grade Commitment plan.

- Budget Proposal** - presenting the proposed 2021-22 budget designed to improve student achievement
- ESSER Funding (COVID-19 Relief)** - will inform the community of how the funds can be utilized, under State guidance, and the District's proposal for allocating those funds for students and adults
- Third Grade Commitment** - will allow everyone to make new friends, understand the policy and mission of success for students

**Join Us In-Person (Limited seating) or Virtually**

**Date: Monday, April 26**  
Hosted by Board Member: Stephanie Love  
Time: 5:00 P.M.  
Location: Raleigh, Fayette High School, 4215 State Ave. Dr., 38129

**Date: Wednesday, April 28**  
Hosted by Board Member: Karan Woods, Deborah Turner, and  
William "Wag" O'Neil  
Time: 5:00 P.M.  
Location: Germantown Elementary School, 2730 Green Country Dr., 38118

**Date: Thursday, April 29**  
Hosted by Board Member: Maki Clay Bibbs (Chair)  
Time: 5:00 p.m.  
Location: Middle College High School, 750 E. Parkway S, 38104

Streamed Live: [voiceofscs.com](http://voiceofscs.com) & [scsk12.org/board](http://scsk12.org/board)



**Summer/Fall 2021 Community Survey**

Shelby County Schools disseminated a Summer/Fall community survey to all stakeholders, including students, employees, families, and community partners, to gather feedback related to the allocation of ESSER dollars.

**Additional surveys were also completed throughout January 2021-August 2021.**

Some key findings of the Summer/Fall Community Survey are as follows:

- 4,957 people provided feedback on how the ESSER funds should be spent.
- Academic needs were overwhelmingly selected as the top issue facing students.
- Parents (56.4%) and teachers (33.5%) represented the two largest response groups.
- For student academic support strategies early literacy and interventions for students in need were ranked highest overall.
- To support educators a reduction in class size is essential. Teachers felt that additional planning time would help them as well.
- In other student support strategies, mental health and more school counselors, nurses, and psychologist were ranked highest (3.7 weighted average out of 5).

<b>Top Issues Facing SCS students Related to the Pandemic</b>		
<b>Issues</b>	<b>%</b>	<b>N</b>
<b>Academic needs</b>	<b>42.00%</b>	<b>2,021</b>
<b>Social-emotional needs</b>	<b>15.92%</b>	<b>766</b>
<b>Opportunities for social connection</b>	<b>5.76%</b>	<b>277</b>
<b>Mental health needs</b>	<b>9.08%</b>	<b>437</b>
<b>Family economic challenges</b>	<b>15.75%</b>	<b>758</b>
<b>Other</b>	<b>11.49%</b>	<b>553</b>





OUTCOMES/MEASURES

The federal relief funding (ESSER 1.0, ESSER 2.0 and ESSER 3.0) is a significant opportunity for Shelby County Schools to accelerate student achievement. Though these are one-time funds, outcomes achieved over the next four years will set a foundation with a need for fiscal sustainability for years to come. In order to demonstrate strong growth, SCS has invested in several high-impact strategies that are aligned to the four main state provided categories:

1. **Academics-** *All TN students will have access to a high-quality education... by learning to read and reading to learn with high-quality materials*
2. **Student Readiness-** *TN schools will be equipped to serve the academic and non-academic needs of all students... by developing robust career pathway opportunities and connecting students to real-time support.*
3. **Educators Foundations-** *TN will set a new path for the education profession...*
4. **Foundations-** *Strengthen Structural Expectations to ensure that all our students have the technology and safe environments needed in order to succeed in school.*





These categories are directly aligned with the Board Adopted SCS priorities and three initiatives:

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

→*State Focus: Academics*

**SCS Initiative 2:** Recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skill concepts, and entrench them in the community and classroom.

→*State Focus: Educators Foundations*

**SCS Initiative 3:** Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

→*State Focus: Student Readiness*



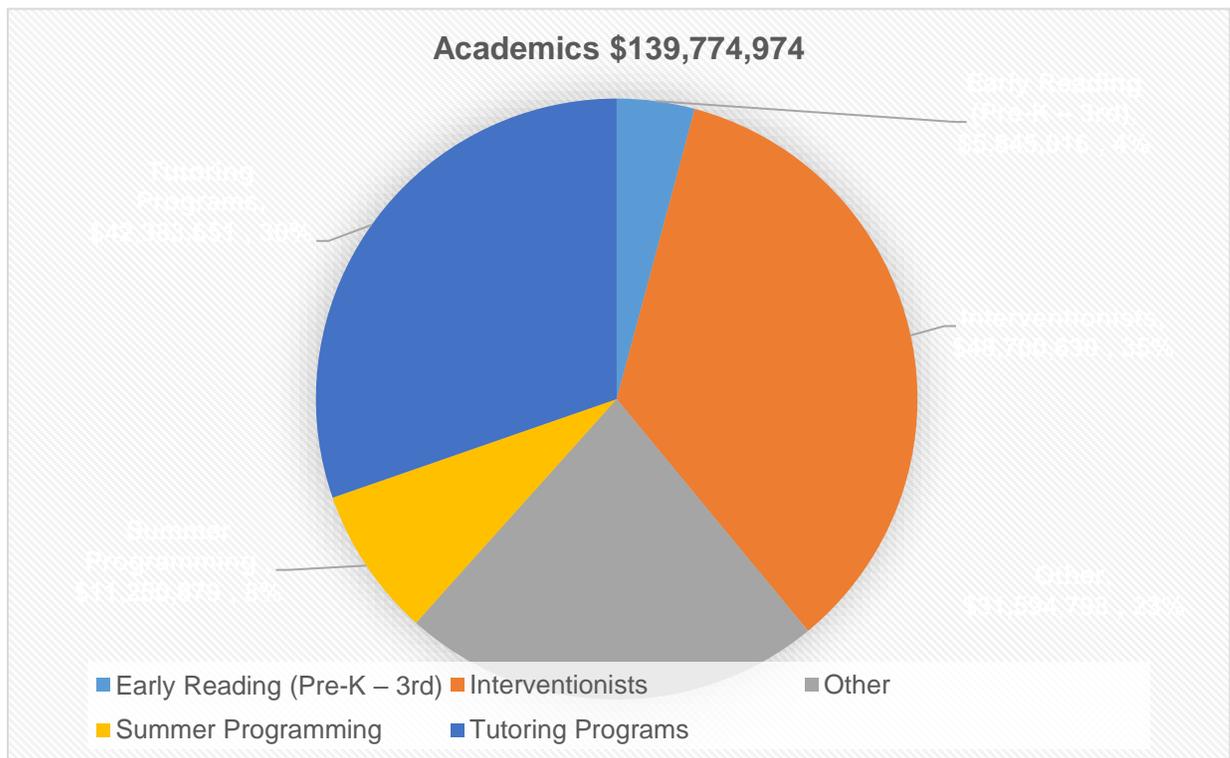




**ACADEMICS**

Shelby County Schools is putting a strong focus on the academic achievement of our students through investing in educators, tutoring, supplemental curriculum, and other positions in support of student academic achievement. Through our need’s assessment and stakeholder feedback, we determined that it was critical to intensify our tutoring programs, increase the number of interventionists serving our students, and reinforce our efforts toward early reading.

The district will use these allocations towards supporting these needs and grow the academic achievement of our students. Our specific academic strategies include: high dosage, low ratio tutoring offered before, during, and after school; summer programming; elementary academic initiatives in support of early literacy instruction, foundational literacy skills, championing our teachers through reading academies; middle school academic initiatives that that reinforce student literacy skills; high school academic initiatives to bolster literacy; additional English Language Arts and math supports and virtual education and logistics.





Below are **some** key Academic strategies of the total \$139,774,974.

<b>High Dosage, Low Ratio Tutoring</b>	
<b>Total Investment: \$42,383,650</b>	
<p>Students below a specified academic threshold will receive instructional support in English Language Arts and/or math via high dosage/low ratio tutoring. Shelby County Schools will offer a 1:10 tutor/student ratio for before and after school tutoring at grades K - 12, and a 1:3 or 1:4 tutor/student ratio for tutoring taking place during the school day at grades K - 8.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Student achievement growth</li> <li>• Close learning gaps created by COVID school closures</li> <li>• Differentiated instruction to ensure individual students needs are met</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Elementary students in the bottom 20% will show a 10% increase on pre and post assessment results after a year of participation	Using the fall, winter, and spring iReady diagnostics, we will review and analyze window to window results, particularly for those students who attended tutoring versus those who did not.
Middle school students in the bottom 20% will show a 5% increase on pre and post assessment results after a year of participation.	Using the fall, winter, and spring iReady diagnostics, we will review and analyze window to window results, particularly for those students who attended tutoring versus those who did not.
High school students will increase proficiency by 20% after a year of participation	We will review and analyze end of course exam results to measure effectiveness, particularly reviewing growth between students who attended tutoring versus those who did not.



<b>Summer Learning Academy</b>	
<b>Total Investment: \$11,250,878</b>	
<p>The Summer Learning Academy is a four-week summer educational program, as part of the learning loss remediation and student acceleration program, that is designed to support student academic needs and remediate student learning loss. The Summer Learning Academy provides four weeks of additional reading and math instruction as well as intervention and activity for identified students. Students also participate in a STREAM course. The STREAM course provides remediation and engagement through programming in which students participate in real-world experiences and problem solving across several content areas.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increased mastery of prerequisite skills</li> <li>• Reduced behavior challenges</li> <li>• Reduced drop-outs</li> <li>• Increase in student, school, and district performance</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Student mastery will increase by 10% on the Summer Learning Academy pre and post assessment</p>	<p>Using pre and post Summer Learning Academy assessment results, we will review student mastery increases, particularly looking at the performance of priority students.</p>
	<p>We will review spring to fall percentile changes in Illuminate Fastbridge and iReady Assessments for students who attended the Summer Learning Academy, comparing them against the results of their student peers who did not attend.</p>
<p>Students who are 2 or more grade levels below will see a 7 - 10% reduction in RTI Diagnostic data.</p>	<p>We will review diagnostic data for Tier 2 and Tier 3 students looking for increased scale score percentiles, comparing these results against the results of student peers who did not attend the summer learning academy.</p>



<b>Foundational Literacy Skills</b>	
<b>Total Investment: \$27,562,447</b>	
<p>Shelby County Schools has invested significant funds in Foundational Literacy Skills Instruction.</p> <p>Links to Shelby County Schools' Foundational Literacy Skills Plan:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.scsk12.org/academic/files/2021/Shelby%20County%20Approved%20FLSP.pdf?PID=1981">http://www.scsk12.org/academic/files/2021/Shelby%20County%20Approved%20FLSP.pdf?PID=1981</a></li> <li>• <a href="http://www.scsk12.org/earlyliteracy/files/2021/Shelby%20County%20Approved%20FLSP%20(003).pdf?PID=19">http://www.scsk12.org/earlyliteracy/files/2021/Shelby%20County%20Approved%20FLSP%20(003).pdf?PID=19</a> (Spanish)</li> </ul> <p>The Foundational Literacy Skills plan has been approved by the Tennessee Department of Education and meets the requirements of the <i>Tennessee Literacy Success Act</i>.</p> <p>We are or plan to participate in the following:</p> <ul style="list-style-type: none"> <li>• Reading 360 Summer Teacher PD (elementary),</li> <li>• Reading 360 Advanced Literacy PD in Summer 2022 (secondary),</li> <li>• Reading 360 PK-12 Literacy Implementation Networks,</li> <li>• Reading 360 Early Reading Implementation Networks,</li> <li>• Ready4K with TDOE and the Governor's Early Literacy Foundation,</li> <li>• Reading 360 Foundational Literacy Skills Curriculum Supplement and supports, Provided families with information on FREE at-home decodables,</li> <li>• Using the free universal screener provided to districts,</li> <li>• TDOE supplemental instructional materials for math (elementary),</li> <li>• TDOE math professional development, implementation support and networks.</li> </ul>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increased mastery of prerequisite skills</li> <li>• Increase in student, school, and district performance</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Students who are 2 or more grade levels below will see a 7 - 10% reduction in RTI Diagnostic data.</p>	<p>We will review spring to fall percentile changes in Illuminate Fastbridge, iReady Assessments, diagnostic data for Tier 2 and Tier 3 students for increased scale score percentiles.</p>



English Language Arts & Math Supports	
Total Investment: \$18,726,807	
<p>Investments in this area are a continuation of the implementation of robust standards-aligned materials to better support teachers and students in K-8 Math and English Language Arts curricula, as well as Algebra I and some Advanced Placement subjects.</p>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Increase in school, student, and district performance</li> <li>• Increased skills mastery</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
<p>Accelerated academic growth and achievement through the adoption of standards-based and skill-based instructional materials in English Language Arts and Math.</p>	<p>Increase in median student growth on English Language Arts and Math TCAP assessment results</p>
	<p>Increase in percentage of students achieving On-Track and Proficient performance on English Language Arts and Math TCAP assessments</p>
<p>Accelerated academic growth and achievement for students with disabilities.</p>	<p>Increase in performance on ESSA accountability measures for students with disabilities who are identified as at-risk or below grade level.</p>





<b>Virtual Education and Logistics</b>	
<b>Total Investment: \$3,316,000</b>	
<p>Shelby County Schools will acquire and implement a comprehensive digital pedagogical model that integrates standards-aligned blended learning into classrooms.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increased equity of access to a diversity of coursework</li> <li>• Expanded online coursework reduces the impact of individual staff departures</li> <li>• Increased ready graduates and post-secondary attainment rates</li> <li>• Decreased future textbook costs</li> <li>• Increased student, school, and district performance</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
5 - 7% increase in student achievement	Review of TNReady results (2021-22 results compared to historical averages)
	Review of K-8 assessments (annual window to window results for iReady, Illuminate Fastbridge aMath/aReading, CBM Math/CBM Reading)
	Review of 9-12 PSAT and ACT Results and student grades
Increase in student attendance (Target: 93% or above) and a reduction in chronic absenteeism (Target: 5 - 7%)	Increases in average student attendance rates and decreases in chronic absenteeism (before and after implementation)



<b>Continued: Virtual Education and Logistics</b>	
<b>Continued: Total Investment: \$3,316,000</b>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increased access to courses	Increase in the number of school support offerings for online coursework not physically offered at the enrolled school
	Increases in the number of schools who have blended learning 4 days a week by Dec. 15, 2021 and the number of schools who have personalized blended learning at least 3 days a week by May 15, 2022
	Increases in the number of middle school enrollments in online coursework



**Picture taken prior to COVID-19**



**STUDENT READINESS**

Shelby County Schools understands the importance of supporting the whole child, not just academic growth. Through analysis of our needs and our stakeholder feedback, the district has allocated ESSER funds in support of the needs of our faculty, staff, and students. We are investing in high school innovations, advanced placement and dual credit enrollment courses, academic advising, attendance, and truancy supports, community engagement supports, and social emotional and mental health supports. In addition, SCS understands the need to have a strategic focus on our students that are within the special population’s category. To that end, in multiple areas of our ESSER budgets, we are investing in our economically disadvantaged students, students with disabilities, students in foster care, students experiencing homelessness, migrant students, English as Second Language students, and the mental health of our entire student population.



Picture taken prior to COVID-19



Below are **some** key Student Readiness strategies of the total \$97,143,941.

<b>AP and Dual Credit/Enrollment Courses</b>	
<b>Total Investment: \$6,196,415</b>	
<p>Through the expansion of advanced academic offerings, SCS will increase the percentage of students who earn the state’s designation as a “Ready Graduate” by increasing the number of Honors, Dual Credit, Dual Enrollment, Advanced Placement, Pre-Advanced Placement, and Virtual Advanced Placement offerings and expanding access to these courses.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increased equity in learning and leading</li> <li>• Improved post-secondary readiness</li> <li>• More students earning Ready Graduate status</li> <li>• Increase in global ready graduates</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Increase the number of students participating in PSAT 8/9 Exam Administration (Target: 88% of 9th Grade students identified in baseline enrollment report take exam, increasing to 90% in following years; 85% of 8th grade students identified in baseline enrollment report take exam; increasing in subsequent years)</p>	<p>PSAT 8/9 Exam - # of 8th grade students participating (year over year or versus historical average)</p>
	<p>PSAT 8/9 Exam - # of 9th grade students participating (year over year)</p>
<p>Increase the percentage of students enrolled in Honors, AP, Pre-AP, Virtual AP, Dual Enrollment, and Dual Credit courses</p>	<p>Number of students enrolled in each type of course (DC, DE, AP, Pre-AP, Virtual AP, honors)</p>
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Continued: Increase the percentage of students enrolled in Honors, AP, Pre-AP, Virtual AP, Dual Enrollment, and Dual Credit courses</p>	<p>Number of DC/DE courses at each HS Number of AP/Pre-AP/Virtual AP courses available at each HS (100% at 3 by 2021-22, and 8 by 2025)</p>
	<p>Number of students earning college credit (DE courses only)</p>
	<p>DE – Pass Rates (Target 95% pass rate)</p>
	<p>DC – EPSO credit attainment</p>
	<p>% of students achieving 3+ on AP exams</p>



<b>High School Innovation</b>	
<b>Total Investment: \$18,951,976</b>	
<b>Transformative School Model</b>	
<p>Beginning in the 2021-22 school year, SCS will provide K-12 district managed schools who have completed the application for Transformational Models with the opportunity to engage in one of three Transformational School Models:</p> <ol style="list-style-type: none"> <li>1. Social Justice</li> <li>2. Environmental/Outdoor Learning</li> <li>3. Leadership</li> </ol> <p>Transformational School Models influence the culture of the school organization for the sake of its effectiveness and efficiency, particularly as it relates to student growth and achievement.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• The Social Justice Model will provide a lens and framework for educators to help create more equitable classroom environments</li> <li>• Students will have a better understanding of our world, but also of the world of education</li> <li>• The Environmental model and Outdoor Learning Spaces is designed to enhance appreciation of the natural and human-made environment</li> <li>• Students will gain in-depth knowledge of environmental policies and decision-making processes</li> </ul>	
<ul style="list-style-type: none"> <li>• The Leadership model will provide students with positive role models as facilitators so students can learn effective ways to manage, lead, communicate, and resolve conflict.</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>100% of schools will adopt one of the three models by the 2021-22 school year, implement at least one school-wide launch-event in September, identify at least one community partner to assist with implementation during the 2021-22 school year, and provide students with at least one service-learning opportunity associated with the adopted Transformational Model.</p>	<p>Google or Survey Documents to capture information on community partners, verifying interaction with partners, identifying model, etc.</p>



Improved school culture and climate	Increased Student Attendance
	Decreased Student Discipline/Behavior Referrals
	Increased Student Retention
	Improvements on select Insight Survey question responses (My school is a good place to teach and learn; Leaders at my school set clear expectations for family and community engagement)
	Improvements on selected Instructional Climate responses via the Panorama Survey (for environmental models only)
	Improvements on Diversity, Equity, and Inclusion question responses on the Panorama Survey (for social justice models only)



Picture taken prior to COVID-19



<b>Virtual Schools Expansion/1:1 Device Management</b>	
Expand student access to a diverse selection of virtual course offerings	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increased equity in access to a diversity of coursework</li> <li>• Community schools remain competitive as course offerings are universally available</li> <li>• Expanded online coursework reduces the impact of individual staff departures</li> <li>• Increased ready graduates and post-secondary attainment rates</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Increase in the number of enrollments in advanced online coursework for courses not physically offered at enrolled school	Student enrollments in advanced coursework not currently offered at enrolled school
Increase in the overall number of EPSOs obtained via advanced coursework	Number of EPSOs attained via advanced coursework
Increase in the # of Ready Graduates	# of Ready Graduates
Increase in the number of Middle School students engaging in online coursework	Number of MS enrollments in online coursework



Adjust 9-12 School Start/Bell Schedules	
SCS will adjust all high school start/bell schedules to a later time. This adjustment could support the improvement of student absenteeism, tardiness, and achievement rates.	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Decrease student tardiness</li> <li>• Increase in student attendance</li> <li>• Increase student achievement</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
1 – 3% decrease in student tardy rates	Student tardy rates
1 – 3% Increase in student attendance	Average student attendance rates
Academic achievement improvement	TN Ready Results
	9-12 PSAT and ACT Results
	Student grades



Picture taken prior to COVID-19



ACT Preparation	
<p>This is a continuation (not an expansion) of our current partnership/caseload of schools where Peer Power provides tutoring for ACT skills/content.</p>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>Increased ready graduates and post-secondary attainment rates</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
<p>Enhance student preparedness for and access to post-secondary opportunities through near-peer intervention delivery model.</p>	<p>Increase in average ACT official exam scores compared to 20-21 baseline and ACT practice test scores (if accessible)</p>



Picture taken prior to COVID-19



CCTE	
<p>Various programs, practices, and activities designed to provide students with relevant education and training that will lead to attainment of high-quality, in-demand post-secondary degrees and credentials. Some of the programs will include CCTE Apprenticeships, Certification and Coding Training, Robotics, Project Stand, Project Based Learning Modules, Agri Stem, and Southwest TN Community College.</p>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Provide students with relevant education and training that will lead to attainment of high-quality, in-demand post-secondary degrees and credentials</li> <li>• Prepare students for a career path in Information Technology; agriculture, digital autonomy (which provide students with a foundation in both conventional regenerative agricultural practices), technology, conservation science; college majors in Science, Engineering, Technology, and Mathematics</li> <li>• Provide school autonomy to Reimagine school wide programs to support engagement based on interest of students, teachers, and the community.</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Enhance student preparedness for and access to post-secondary opportunities	% of students meeting Ready Graduate criteria
Improve the culture and climate of schools.	Improvements on the Culture and Climate section surveys via the Panorama/Insight surveys



<b>Academic Advising:</b>	
<b>Total Investment: \$1,728,000</b>	
This is a continuation of the Naviance platform and services for middle and high school students to develop robust career pathway opportunities.	
<b>Expected Benefits as a Result of this Investment</b>	
Create relevant and equitable academic choices and learning environments to ensure students are prepared for the global workforce by providing support for college and career readiness.	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Increase fidelity of implementation with key student planning and exploration tasks for college and career goals	% completion of Naviance assessments
	% completion of Naviance career favorites
	% completion of Naviance diagnostics
	% completion of Naviance college favorites
	% completion of Naviance course plans
	Student platform log-in metrics
Increase student attainment on Ready Graduate indicators	% of students meeting Ready Graduate criteria



<b>Academic Support for Homeless Students</b>	
<b>Total Investment: \$567,000</b>	
SCS will increase support for homeless students and those with adverse childhood experiences.	
<b>Expected Benefits as a Result of this Investment</b>	
Increase the percent of homeless students who are served by Homeless Liaisons	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Increase the percent of homeless students served by Homeless Liaisons and create safe spaces for students.	Increase the percent of homeless students served by homeless liaison
	Increase in the academic achievement of homeless students
	Increase in attendance for homeless students



Picture taken prior to COVID-19



<b>English as Second Language (ESL) &amp; Special Populations</b>	
<b>Total Investment: \$14,792,449</b>	
<p><i>Student Readiness &amp; Academics</i> SCS will expand English Language instruction, ESL Summer School and before and after school tutoring utilizing programs, such as ELLevation Strategies, Learning A-Z, Lexia/Rosetta Stone, Word Heroes, picture books and IXL to address learning loss and assist students in being successful in the classroom and gain language proficiency by equipping the teacher with adequate resources.</p> <p><i>Multilingual Family Engagement</i> SCS will expand the ability to communicate with parents of English Learners by increasing Translation Service (RTT), onboarding 3 Bilingual Communications Specialists and a Multilingual Cultural Senior Advisor and engaging in multilingual activities to inform parents of department, community, and language resources.</p> <p><i>Educators</i> SCS will provide ESL Senior Advisor, tutors and peer coaches to increase academic performance of English Learners and build capacity of general education and ESL teachers. Additionally, SCS will pay for tuition of 50 educators to engage in ESL practicum at an accredited university to achieve in their ESL endorsement</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increase language proficiency of English Learners (ELs)</li> <li>• Improve academic progress</li> <li>• Increase support of parents of English Learners by informing them of academic progress of their students, academic opportunities, and resources available to them to assist their children in school</li> <li>• Increase communication with parents in their native language</li> <li>• Build capacity of general education and ESL teachers to assist English Learners (ELs)</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Improve academic grade level performance for ELs	Reduction in number of quarter/course failures
	Target: at least 10% decrease in quarter/course failures for each quarter Increase percentage of students that are showing growth on Mastery Connect and Illuminate Fast Bridge
Improved English proficiency growth through proficiency	WIDA Model Benchmarking
	WIDA ACCESS Target: increase percentage of students meeting growth standard to at least 35%
Improved parent engagement and participation at schools with the assistance of a translation service to discuss academic/proficiency progress and provide an opportunity to engage in communication with district staff.	RTT Translation Service Usage
	Increase in number of parent meetings Target: at least 10% increase in RTT Translation Service usage
	Target: at least 90% of families of ELs contacted in their native language to participate in school/district activities



Provided PD sessions to address instructional strategies for ELL student growth	Participant surveys from PLZ and provided by ESL Office
	Target: continue excellent participant survey results

<b>Attendance &amp; Truancy Supports</b>	
<b>Total Investment: \$2,255,400</b>	
SCS will invest funds in this area to provide additional support in improving attendance and truancy rates. The following positions will be included in the investments to improve culture and climates as well as increase attendance rates and attendance accuracy: Discipline Registration Truancy Analysts Advisors <ul style="list-style-type: none"> <li>• Specialists</li> </ul>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Reduce negative behaviors and suspensions</li> <li>• Reduce chronic absenteeism and truancy</li> <li>• Better attendance = positive impacts on funding</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Improve the culture and climate of schools.	Increase in the use of progressive disciplinary practices (Re-Set Room, Counseling, etc.)
	Target: 3% reduction in OOS suspension in schools with RSRs; 5% in schools with RSRs and behavior specialists Increases in the culture/climate section of the Panorama/Insight Survey
Increase in attendance rates and attendance accuracy	100% of schools are completing attendance reconciliations daily.
	Increase in documented SART teams in PowerSchool.



<b>Transformational Models</b>	
<b>Total Investment: \$10,282,120</b>	
<p>The World Language Expansion Program is a multi-year plan that will expand the world language offerings currently available. At least one language will be offered at 35 elementary schools. Implementation will start with Pre-K in the 2022-23 school year and additional grades will be added up to 2nd grade by the 2025-26 school year.</p>	
<b>Foreign Language Expansion</b>	
<b>Expected Benefits as a Result of this Investment</b>	
<p>Prepare SCS students to develop into well-rounded citizens that are linguistically and culturally competent, successful, and who exhibit the ability to compete in a global economy</p>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Expand the number of elementary world language programs from 5 to 35.</p>	<p>By 2022-23, the number of elementary schools (30) will be prepared to offer the world language program for Pre-K Students will grow from 5 to 35</p>
	<p>By 2022-23, all elementary schools offering world language programs (30) will be paired with a partner school and have a weekly schedule for assigned teachers</p>
	<p>By 2023-24, all elementary schools offering world language programs (30) have a Flex program for grades K-2</p>
	<p>Students are authentically engaged in the target language for 95% of the class period (Class Observations)</p>
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>By 2025-2026, increase the number of 2nd grade students scoring novice-mid on the STAMP assessment.</p>	<p>80% of grade 2 students will score Novice-Mid-on Stamp 4SE assessment by 2025-26.</p>
<p>By 2029-30, increase the number of students enrolled and engaged in middle and high school world language programs</p>	<p>Increase in the number of students participating in the Seal of Biliteracy</p>
	<p>Increase the number of students participating in the Certificate of Multiliteracy</p>
	<p>Increased language course enrollment numbers – Middle School and High School</p>
	<p>Increased number of students taking the EOC test in Middle School</p>



<b>Theatre and Performing Arts Expansion</b>	
SCS will implement a three-tiered performing arts expansion strategy by implementing successful afterschool opportunities at pilot schools, in addition to itinerant staffing models to enrich teaching strategies with Arts Integration, and expanding engagement with cultural community arts opportunities.	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Cultivate nationally competitive arts programs</li> <li>• Students are empowered to actively participate in school culture and the community through the arts</li> <li>• School culture and climate are positively impacted</li> </ul>	
Equitable access to K-8 Art and Music instruction	
<ul style="list-style-type: none"> <li>• Students are nurtured through a sequential arts curriculum that addresses empathy, creativity, and self-expression</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Increase student enrollment in performing arts courses and opportunities	Number of students enrolled in Dance Education (ES, MS, HS)
	Number of students enrolled in Theater (HS)
	Number of students enrolled in Instrumental Music (MS and HS)
	Overall fine arts course enrollment (District-wide), broken down by course.
Expand quality offerings at pilot schools, increasing student access to dance and theatre classes and programs	Increase number of SCS schools that offer the Elementary Dance Pilot
	Increase number of SCS schools that participate in Arts Integration Pilot
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Improve school culture and climate	Increases in student attendance
	Increases in math and reading assessment scores
	Increase in on time graduation rate, beginning in 2024-25
	100% of students in Arts Integration Pilot attend a minimum of one extracurricular experience with a cultural institution/arts agency



<b>Elementary to Middle and Middle to High School Transition Program</b>	
<p>This program is designed to give students focused, intensive help in areas of need in order to springboard them into the next grade and to prepare them for successful performance in middle school and high school. The one-week Bridge Program will run daily from 8:00 AM to 3:00 PM.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• An effective transition program helps students move to a new school, become a part of the new school, and maintain their social and academic status.</li> <li>• Assist students in becoming more acclimated to a new school environment.</li> <li>• Create organizational structures for students as well as foster purposeful learning and meaningful relationships</li> <li>• Provides comprehensive guidance and support services to meet the needs of 6th grade and 9th grade students during their formative years</li> <li>• Presents the new school environment as inviting, safe, inclusive, and supportive of all</li> <li>• Incoming 6th graders and 9th graders will garner skills that will allow for academic and social success.</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>On-track readiness as evidenced by 80% of students having successfully passed core classes during their 6th &amp; 9th grade school year.</p>	End-of-course midterm and final exam grades
	Quarterly and End-of-Year report card grades
	Promotion records
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>No more than a 15% discipline referral rate of students in the 6th &amp; 9th grade cohort by the end of the academic school year.</p>	Quarterly discipline referral records/logs
	End-of-Year discipline referral records/logs
<p>An expected 95% attendance rate will be demonstrated by the 6th &amp; 9th grade cohort of students by the end of the 6th &amp; 9th grade school year.</p>	Quarterly attendance records
	End-of-Year attendance records
<p>Retention of 95% of the cohort of the 6th &amp; 9th grade students as they transition to 7th &amp; 10th grades.</p>	Completed registration records for students entering 7th & 10th grades.



<b>Expand Social-Emotional Learning &amp; Attendance Supports</b>	
<b>Total Investment: \$19,903,850</b>	
<p>SCS will expand Social Emotional Learning and attendance supports to include Re-Set rooms, evening mental health care centers, universal screening for all students, additional behavior specialists, and additional support for students with adverse childhood experiences.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Reduce negative behaviors and suspensions</li> <li>• Reduce chronic absenteeism and truancy</li> <li>• Increased support of homeless students and those with adverse childhood experiences.</li> <li>• Better attendance = positive impacts on funding</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Improve the culture and climate of schools.</p>	<p>Increase in the use of progressive disciplinary practices (Re-Set Room, Counseling, etc.)</p>
	<p>Target: 3% reduction in OOS suspension in schools with RSRs; 5% in schools with RSRs and behavior specialists</p>
	<p>Increases on the culture and climate section scores on the Panorama/Insight Survey</p>
<p>Create safe spaces for students and adults.</p>	<p>Increase in Tier 3 supports provided to students (restorative circles, behavior intervention plans, etc.). Target: 10% increase</p>
	<p>Increase in number of teletherapy sessions</p>
	<p>SEL hotline usage 100% of students are screened by the universal screening tool, with 100% of students identified assigned a student review team.</p>
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Increase in attendance rates and attendance accuracy</p>	<p>100% of schools are completing attendance reconciliations daily.</p>
	<p>Increase in documented SART teams in PowerSchool.</p>



<b>Community Engagement Supports</b>	
<b>Total Investment: \$7,622,640</b>	
<p>SCS will invest funds to expand existing community schools and implement the model in new schools. Community Schools provide an integrated focus on academics, health and social services, youth and community development, and community engagement in effort to lead to improved student learning, stronger families, and healthier communities.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Raise student achievement by ensuring that children are physically, emotionally, and socially supported to learn</li> <li>• Serve as a community hub by providing access to such critical programs and services as health care, mentoring, expanded learning programs, adult education, and other services that support the whole child, engage families, and strengthen the entire community</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Increased attendance and student engagement	Average attendance goal for Community School: 95% or higher
	Reported early chronic absenteeism
Greater connectedness to adults and classmates in their schools	Percent of students reporting stable relationships with supportive adults, including their teachers or afterschool staff.
	Students report feeling supported by teachers and school administration
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Development of social and emotional skills necessary for success	Percentage of students demonstrating CASEL
	% of Students report being self-aware
Improved academic performance	Standardized test scores
	Report of in-school and out-of-school suspensions
	Increases on scores in the culture and climate sections of the Panorama/Insight Survey
Families are more actively engaged in children’s education	Number of parents who attend teacher-parent conferences or other events
	Percent of families who report positive interactions with teachers and other school



Picture taken prior to COVID-19



<b>Community Engagement Supports: Student Recruitment/Student decline due to the Pandemic</b>	
Shelby County Schools will build a strategic focus on challenges and solutions for recruiting new students, retaining current students, and reclaiming students who have been lost to other educational service providers.	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increase student market share</li> <li>• Increase student enrollment, as well as enrollment trends within feeder pattern schools</li> <li>• Retain currently enrolled students</li> <li>• Market the myriad of programming options and support available within the SCS district</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increased student enrollment percentages	Utilize Student Recruitment Coordinators at each school site (100%) to implement unique and customized recruit and retain strategies within the school community.
	Deploy Student Recruitment Ambassadors at each school site (100%) to raise internal and external awareness of their school’s environment and programming options.
	Collaborate with School-based Public Relations Organizers (PROs) to market and increase the school’s brand identity and connect with students and families.
Increased visibility of SCS as a premier school district through varied marketing mediums	Implement a digital marketing campaign targeting electronic methods for city and county-wide saturation.
	Display positive imagery showcasing SCS students, families, and alumni to increase awareness of the benefits of attending Shelby County Schools.
	Utilize program leads such as optional, arts, CCTE, athletics, and school-based contacts to assist with district-wide recruit, retain, and reclaim strategies.
	Community based recruitment at various venues throughout the 901 community.
Decreased student withdrawals to other educational providers	Create data jackets and trend reports for feeder pattern schools to better determine matriculation patterns for individual schools.
	Monitor withdrawal data to identify and target district “hotspots” for immediate intervention.



<b>Community Engagement Supports: Expand Parent/Community Resource Center and Establish Multicultural Department</b>	
Provide academic and non-academic wraparound services to support students and families in under-resourced communities aiming to become a one-stop shop for students and families addressing factors such as: Parental Resilience, Parenting and Child Development, and Social and Emotional Competence.	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increased the feasibility for access to Resource Centers within high needs communities</li> <li>• Expansion of existing service areas for Resource Centers</li> <li>• Availability of educational support services targeted toward multicultural and multilingual families</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Establish welcoming spaces that can be utilized by a mixture of diverse families and community members.	Increased frequency of usage of Resource Centers and total number of families serviced annually
	Increased community perception rates
	Increased attendance/participation in family engagement programming
Provide services that are grounded in a strengths-based approach, are culturally sensitive and, when possible, linguistically competent, or offered in languages that reflect the families and communities being served.	Increased availability of family support services delivered to non-English speaking families
	Increased service patterns and referrals to partner agencies for student and family case management for English learners
Establish Centers as integral parts of the community – serving as a link between families, schools, service partners, and the community – and sustain strong partnerships with a variety of other community-based providers, leaders, and key stakeholders in order to adequately address local needs.	Increased numbers and types of referrals to wraparound service agencies (e.g., adult education, employment/job readiness, housing and utility assistance)
	Increased homework help and tutorial service participation among targeted students

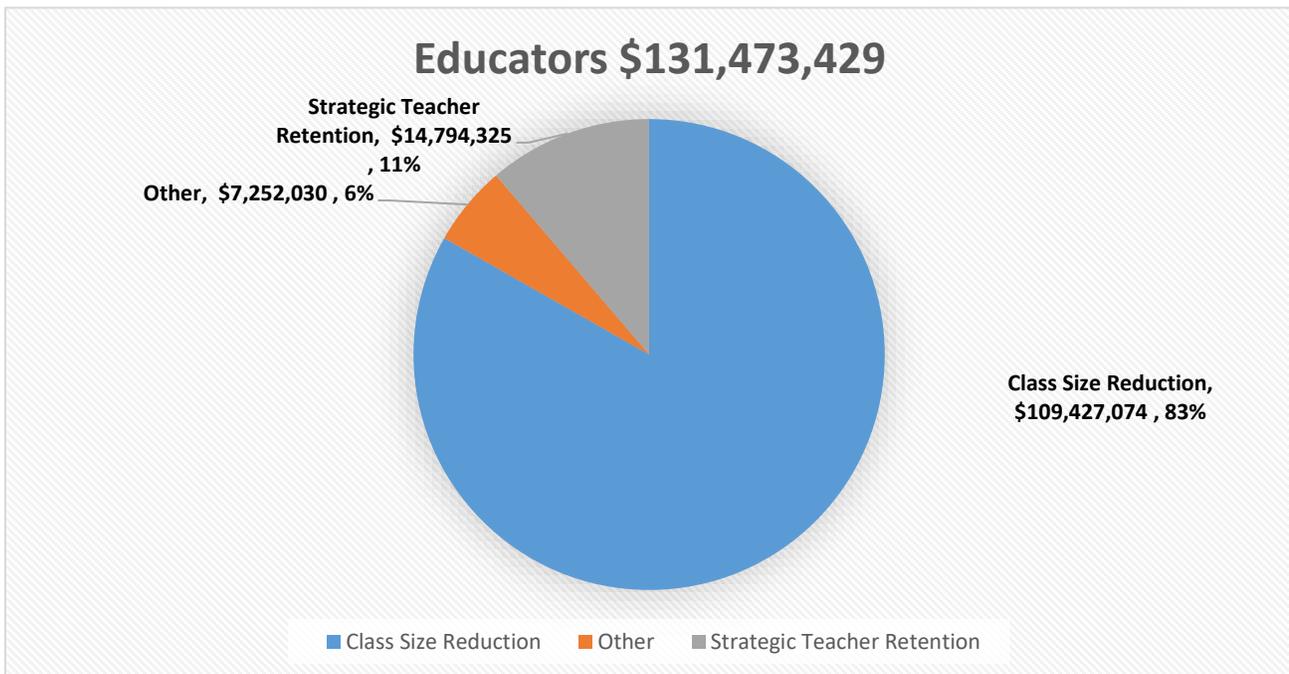




Shelby County Schools understands that valuing and supporting our educators yields high- quality student academic performance and a well-rounded student body, not to mention a happy, satisfied workforce. Through analysis of our needs and stakeholder feedback related to the impact that COVID-19 has had on our educators, we have prioritized the following areas to support with ESSER funds:

- Increase in Adult to Student Ratio
- Strategically Recruiting and Retaining High-Quality Teachers
- Increasing the Number of Teacher Assistants.

We believe that through these initiatives, by means of the ESSER funds, the district can help bolster our teachers as they take on the monumental task of supporting students with learning loss and prepare them to achieve the rigorous standards that they are charged with learning all while they are also preparing them for success in life. The initiatives in support of our educators include strategic teacher retention and establishing sustainable teacher recruitment models, increasing the adult to student ratio and increased student support, initiating the leadership transformational model.





Below are **some** key Educators strategies of the total \$131,473,429.

<b>Strategic Teacher Retention &amp; Establishing Sustainable Teacher Recruitment Models</b> <b>These initiatives are funded within the Strategic Teacher Retention and Other categories within the ESSER budget</b>	
<b>Total Investment: \$20,789,175</b>	
<p>The Human Resources team will implement and expand a variety of strategies designed to recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skill concepts, and entrench them in the community and classroom.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Improved student achievement</li> <li>• Improved teacher/staff retention = greater effectiveness</li> <li>• Recruit more high-quality talent</li> <li>• Development of current staff = greater effectiveness</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Increased job applications and decreased vacancies</p> <ul style="list-style-type: none"> <li>• Relocation Bonus</li> <li>• Sign on Bonus for Early Contract Teachers</li> <li>• Hard to Staff Bonus for Hard to Staff</li> <li>• Relay Graduate School of Education</li> <li>• Teach for America (TFA)</li> <li>• Proximity Learning</li> <li>• Recruitment Agencies</li> <li>• Participate Learning – Foreign Language Recruitment</li> </ul>	<p>Increase in percentage of applications coming from candidates</p>
	<p>Vacancies year over year (looking for reduction in number of vacancies at the start of the year, % staffed as opposed to # vacancies)</p>
	<p>Decrease in average days to fill position rates</p>
	<p>Increase in number of early hires</p>
	<p>Increase in percent of licensed workforces (teachers) vs. prior years</p>
	<p>Number of relocations, hard-to-staff, and early sign-on bonuses paid vs. previous years</p>



What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increase teacher quality by increasing the number of licensed teachers <ul style="list-style-type: none"> <li>• Praxis Reimbursement</li> </ul>	Percentage of teachers licensed (historical average Vs. Annual 2021-22 and beyond) Number of teachers reimbursed for passing Praxis assessment (increases year over year) Decrease in multi-year permit teachers
Increase staff retention via a reduction of the mentee/mentor ratio, Spot Awards (CO) and comprehensive induction program <ul style="list-style-type: none"> <li>• Teacher Mentors</li> <li>• Facilitator Fellows</li> <li>• Technical Support/PD</li> <li>• Spot Awards for Employee performance</li> </ul>	Decrease in the mentee/mentor ratio (baseline 1:12) Feedback from mentors and mentees (Beginning-of-year, mid-year, and end-of-year) Monthly mentee observation logs Teacher retention numbers; look at region over-all, but particularly at novice teacher retention and first year teacher retention, year over year Performance data (yearly evals and/or academic outcomes) for staff who have gone through the comprehensive induction program (vs. cohort data from previous years) Academic outcomes for mentored teachers who are remain in the program for 3 years (looking for possible academic outcome increases) % of mentee teachers who remain in the mentor/mentee program for 3 years



<b>Specifically reduce student to adult ratio and increase student support</b>	
<b>Total Investment: \$109,427,074</b>	
All K-2 classrooms will receive a full-time specialized ed. assistant who will receive on-going, targeted professional development on foundational skills instruction and best instructional practices. These additional educators will support the implementation of small group instruction and interventions.	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Reduce unemployment</li> <li>• Community investment</li> <li>• Poverty rate reduction</li> <li>• Market share increase</li> <li>• More students attending SCS; more state/federal funding</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Increase in student mastery (Target: 10% increase in On Track/Mastery for students in 3 <sup>rd</sup> Grade on TN Ready by 2022-23)	iReady Diagnostic (Reading and Math) Median Percentile/Scale Score
	iReady Diagnostic (Reading and Math) % of students classified as "On Grade Level"
	Changes in median percentile on Illuminate Fastbridge assessment results
	Rate of students meeting or approaching CLUE qualifications (Currently based on Illuminate Fastbridge screener)
	Measure assessment outcomes from 2021-22 K-3 students who were persistent to determine impact of 1 year/2 year/3 year in smaller ratio classes
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Decrease in K-2 Teacher Vacancies (Target 5% reduction in teacher vacancies in 2022-23)	Number of yearly K-2 vacancies
	Teacher Retention, K-2; specialized education assistants' retention, K - 2
	Insight Survey measures including workload sub score and overall culture scores
	CLP Report Measures - % of teachers who missed x # of days. Using a pre-pandemic year as a baseline.
	Survey to determine how Ed Assistants are being used.
Improved culture and climate	Historical OSS & ISS compared to current; ISS/OSS to progressive discipline ratio, historical and current
	Decrease in most prevalent coded teacher concern log prevalence
	Panorama student results historical to current

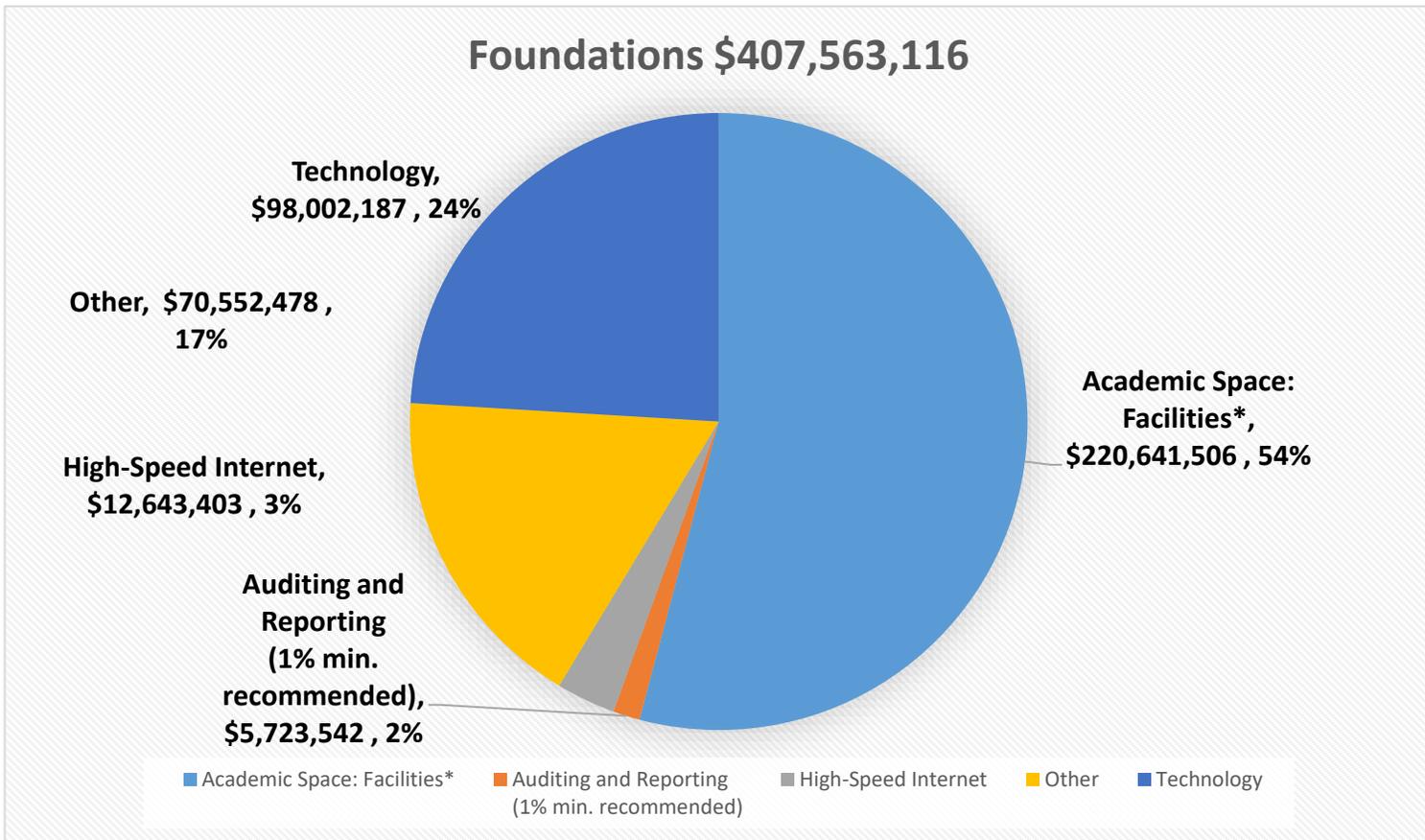
A young girl with dark curly hair, wearing a blue and white long-sleeved shirt, is sitting at a wooden desk. She is wearing large black headphones and a colorful leopard-print face mask with a cartoon animal face. She is looking directly at the camera. In front of her is a tablet device. The background is a blurred classroom setting.

**ESSER STRATEGIES  
& PERFORMANCE MEASURES  
"FOUNDATIONS"  
ESSER  
CAPITAL PLANNING**



**FOUNDATIONS**

Shelby County Schools is committed to serving our students in the safest environment possible. Moreover, we will ensure that all our students have the technology needed in order to succeed in school. Through analyzing our needs assessment and stakeholder feedback, the district is investing in facilities to provide the safest teaching and learning environment possible. Our initiatives within the area of foundations include: Technology, High-Speed Internet, Academic Space (Facilities), Monitoring Auditing and Data Collection and Reporting, and Indirect Cost which is detailed in the Fiscal Management and Long-Term Sustainability section of this document.





<b>Technology &amp; Internet</b>	
<b>Total Investment: \$82,899,962</b>	
<p>Shelby County Schools will ensure that our students have the safest environment possible by providing every student with a device. To ensure continuity of learning, despite closures and quarantines, we will also invest in high speed internet, device asset management, infrastructure upgrades &amp; IT Support. Investments will also be made in ensuring a high-quality online learning and virtual school experience through investments in virtual education and logistics supports.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
Continuity of learning for students to learn virtually as well as throughout possible school/district closures and quarantines.	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Students do not experience lost learning time due to closures or quarantine	% of students with access to a device and internet connection
	% of teachers with access to a device
Increased academic achievement	As measured by state assessments and benchmarks



Picture taken prior to COVID-19



**DEFERRED MAINTENANCE & ACADEMIC FACILITIES**

In fiscal year 2015-16, the District engaged Fleming-Marshall JV and Self Tucker Architects to conduct a capital deferred maintenance study that evaluated the condition of facilities owned and operated by the District. The review included a comprehensive assessment of existing physical conditions that identified, inventoried, and quantified physical deficiencies and hazards that require critical maintenance and corrective action.

After the evaluation of the facility conditions was completed, deferred maintenance projects were ranked based on needs, enrollment changes, work order history, risk, and utilization. Also, the District consulted with subject matter experts about the prioritization, which included engineers, school principals, and the strategic planning team. The prioritization of the deferred maintenance projects was reviewed by the facility planning staff, the Superintendent, Shelby County School Board of Education, and the Shelby County Board of Commissioners. Approximately \$476.5 million of capital deferred maintenance costs over five years were identified as top priorities; the cost is categorized below





Today, the \$476.5 million of deferred maintenance has been updated for additional cost that would have totaled in fiscal year 2015 \$633 million instead of \$476.5 million. The difference between the original \$476.5M in deferred maintenance costs and the newly estimated \$633M costs is the addition of design costs (A&E fees) and construction management costs.

Additionally, many projects had their construction cost estimates updated to represent present day costs prior to the projects being approved for capital funding and execution.

To date, the Shelby County Commission along with the Shelby County School Board has invested and made decisions with facilities reducing deferred maintenance by \$231 million, ultimately reducing the balance to \$402 million.

**ESSER & CAPITAL PLANNING**

Both ESSER 2.0 and 3.0 include provisions to address Facility Needs and Deferred Maintenance:

- Such as school facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Additionally, the inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.

The District proposed the following deferred maintenance projects for ESSER-funded renovations at SCS-owned buildings, including those used by Achievement School District (ASD) and charter schools plus needlepoint bipolar ionization from ESSER 2.0 and ESSER 3.0 of \$224 million:

- **HVAC Improvements / Replacements (\$124,591,724)**
  - IAQ (indoor air quality) issues
  - Airborne pathogens in buildings
  - Insufficient ventilation
- **Water Bottle Filling (\$5,000,000)**
  - Implement stations to minimize communicable disease transmission.
- **Classroom Additions (\$71,500,000)**
  - Inadequate classroom space for social distancing
- **Playground Expansions (\$5,000,000)**
  - To promote social distancing and student social and emotional wellbeing.

With these proposals, deferred maintenance could potentially be reduced from the remaining \$402 million to \$196 million by fiscal year 2025.



<b>Academic Space: Facilities</b>	
<b>Total Investment: \$206,091,724</b>	
<p>The district will ensure the transmission of COVID and other transmissible diseases are decreased by increasing social distancing measures, improving indoor air quality, and reducing the deferred maintenance burden.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>Lower transmission of COVID and other transmissible air-borne diseases; Improved facilities; Reduced deferred maintenance burden; Improved air quality; Better student outcomes/academic growth; Safe drinking water</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Improved air quality in all district buildings	Air Quality index measurements in buildings with improvements
	Categorized as acceptable on air-quality assessments
	Insight Survey perception increases (my building is maintained and clean)
Reduction of deferred maintenance burden	Reduction of deferred maintenance backlog
	% of projects completed on time/performance to schedule
Increase social distancing and other COVID mitigation strategies	All schools have water bottle filling station by Jan. 2022
	Measurements of lead in water supply every two years
	Increase in useable square footage in permanent buildings
	Square foot per student ratio increases
	Reduction in the number of portable buildings used as classroom space



### **Reallocation Process for Capital Projects**

Bids are sent out for each project, sometimes bids come back higher than the allocated amount. In the case where bids come back higher, a budget amendment is needed to reallocate funds. If additional funds are awarded for infrastructure or underspent on construction, the District will then prioritize those funds to support infrastructure needs as follows.

- Roof Improvements / Replacements
  - Roof leak water intrusion leads to AMG (apparent mold growth)
  - AMG leads to IAQ issues
  - IAQ issues lead to respiratory health issues in buildings
- Window Improvements / Replacements
  - Inadequate ventilation and limited use of outdoor fresh air



Picture taken prior to COVID-19



**ELEMENTARY CAPITAL PROJECTS**

<b>Elementary Schools</b>			
<b>School Name</b>	<b>Type of Maintenance</b>	<b>ESSER 2.0</b>	<b>ESSER 3.0</b>
Brownsville Road ES	Bldg. Addition	-	5,500,000
Downtown ES	Bldg. Addition	-	5,500,000
Macon Hall ES	Bldg. Addition	-	5,500,000
Raleigh Bartlett Meadows ES	Bldg. Addition	-	5,500,000
Sheffield ES	Bldg. Addition	-	5,500,000
Shelby Oaks ES	Bldg. Addition	-	5,500,000
Westhaven ES	Bldg. Addition	-	5,500,000
Willow Oaks ES	Bldg. Addition	-	5,500,000
A. B. Hill ES	HVAC	-	387,000
Alton ES	HVAC	-	1,242,000
Bruce ES	HVAC	738,000	-
Cromwell ES	HVAC	-	250,000
Crump ES	HVAC	-	2,150,000
Double Tree ES	HVAC	-	444,000
Downtown ES	HVAC	269,000	-
Egypt ES	HVAC	1,900,000	-
Evans ES	HVAC	-	1,500,000
Fox Meadows ES	HVAC	-	320,000
Germanshire ES	HVAC	-	79,000
Getwell ES	HVAC	-	440,000
Gordon ES	HVAC	1,998,000	-
Hawkins Mill ES	HVAC	242,000	-
Larose ES	HVAC	470,000	-
Lucie E. Campbell ES	HVAC	696,000	-
Northaven ES	HVAC	1,555,000	-
Oak Forest ES	HVAC	-	451,000
Peabody ES	HVAC	3,321,000	-
Raleigh Bartlett Meadows ES	HVAC	-	990,705
Richland ES	HVAC	78,000	-
Sharpe ES	HVAC	-	2,500,000
Southwind ES	HVAC	-	2,375,000
Springdale ES	HVAC	1,755,000	-



Elementary Schools			
School Name	Type of Maintenance	ESSER 2.0	ESSER 3.0
Vollentine ES	HVAC	1,042,000	-
Wells Station ES	HVAC	62,000	-
Westside ES	HVAC	1,462,000	-
White Station ES	HVAC	82,000	-
Whitehaven ES	HVAC	-	955,000
Winridge ES	HVAC	-	145,000
<b>Total</b>		<b>15,670,000</b>	<b>58,228,705</b>





**MIDDLE SCHOOL CAPITAL PROJECTS**

K-8 and Middle School			
School Name	Type of Maintenance	ESSER 2.0	ESSER 3.0
Geeter K-8	Bldg. Addition	-	5,500,000
Mt. Pisgah MS	Bldg. Addition	-	5,500,000
Snowden K-8	Bldg. Addition	-	5,500,000
Airways MS	HVAC	-	2,040,000
American Way MS	HVAC	-	614,000
Chickasaw MS	HVAC	-	164,000
Cordova MS	HVAC	2,678,000	-
Craigmont MS	HVAC	500,000	-
Cummings K-8	HVAC	2,212,000	-
Dexter MS	HVAC	2,082,000	-
Geeter K-8	HVAC	-	839,000
Grandview Heights MS	HVAC	1,350,000	-
Hamilton K-8	HVAC	-	3,403,000
J. P. Freeman K-8	HVAC	-	750,000
Kate Bond MS	HVAC	563,000	-
Mt. Pisgah MS	HVAC	116,000	-
Ridgeway MS	HVAC	-	2,875,000
Riverview K-8	HVAC	-	3,816,000
Snowden K-8	HVAC	5,675,000	-
Woodstock MS	HVAC	1,075,000	-
<b>Total</b>		<b>16,251,000</b>	<b>31,001,000</b>



**HIGH SCHOOL CAPITAL PROJECTS**

High Schools			
School Name	Type of Maintenance	ESSER 2.0	ESSER 3.0
Melrose HS	Bldg. Addition	-	5,500,000
White Station HS	Bldg. Addition	-	5,500,000
Avon Lenox School	HVAC	38,000	-
Bolton HS	HVAC	3,354,619	-
Carver HS	HVAC	-	1,804,000
Central HS	HVAC	1,449,000	-
Craigmont HS	HVAC	639,000	-
East Career and Tech Center	HVAC	1,002,000	-
East HS	HVAC	-	2,820,000
Hamilton HS	HVAC	-	3,525,000
Kingsbury CTC	HVAC	-	888,000
Kirby HS	HVAC	-	3,000,000
Mitchell HS	HVAC	-	3,000,000
Oakhaven HS	HVAC	-	1,874,000
Overton HS	HVAC	-	167,000
Ridgeway HS Annex	HVAC	-	1,000,000
Sheffield CTC	HVAC	-	75,000
Southwest CTC	HVAC	-	518,000
Southwind HS	HVAC	-	1,500,000
Trezevant CTC	HVAC	1,020,000	-
White Station HS	HVAC	1,750,000	-
Wooddale HS	HVAC	-	4,000,000
<b>Total</b>		<b>9,252,619</b>	<b>35,171,000</b>



**OTHER CAPITAL PROJECTS**

Other Deferred Maintenance			
School Name	Type of Maintenance	ESSER 2.0	ESSER 3.0
"ALL "Administration Building	HVAC	2,237,000	-
Bond Building	HVAC	-	1,832,000
Farmville Bus Lot	HVAC	50,000	-
Flicker St Admin	HVAC	197,000	-
North Area Office (Gragg)	HVAC	1,173,000	-
Raineswood Training Center	HVAC	-	101,000
Teaching and Learning Academy	HVAC	252,000	-
All	HVAC Indoor air quality improvements	24,675,400	-
All Elementary and K-8 Schools	Playground Expansions	5,000,000	-
All	Water Bottle Filling Stations	-	5,000,000
<b>Total</b>		<b>33,584,400</b>	<b>6,933,000</b>



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# NON- FEDERAL PROGRAMS



PICTURE TAKEN PRIOR TO COVID-19



## **FINANCIAL SUMMARY OF THE NON-FEDERAL PROGRAMS FUND**

### **NON-FEDERAL PROGRAMS**

This section includes the following information:

- I. Needs of Shelby County Schools Students
- II. Financial Summary of the Non-Federal Programs Fund
- III. Summary of the Non-Federal Programs Revenue Sources
- IV. Non-Federal Grant Summary by Project

#### **I. 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 are a critical endeavor for the District, with a focus on four developmental areas to ensure our students are productive citizens: Cognitive, Physical, Social and Emotional.

In the 2015 book *Off to a Good Start*, the Urban Child Institute reported that for children to succeed into adulthood, “they must be able to problem solve, to develop resilience and handle stress, and to interact appropriately with peers and adults. While there is significant focus on the racial/ethnic and economic disparities in academic achievement and other cognitive outcomes, far less attention has been paid to the capacities that help build social and emotional skills.”<sup>1</sup> The Urban Child Institute and the RAND Corporation explored the social and emotional well-being of children in Memphis and Shelby County and determined these key findings:

- Social and emotional development is a child's growing understanding of who they are, what they feel, and how they interact with others.
- In Shelby County, about 25 percent of one-year-olds show problem behaviors that are related to difficulties regulating their emotions.
- Many children in Shelby County live in poverty and have mothers who are single, young, and have less than a high school education.
- Both parent-child and provider-child interactions are important to the development of a child's social and emotional skills.
- Shelby County has valuable assets that provide stimulating environments for young children at little to no expense to families. There may be opportunities to further leverage these resources on behalf of children.

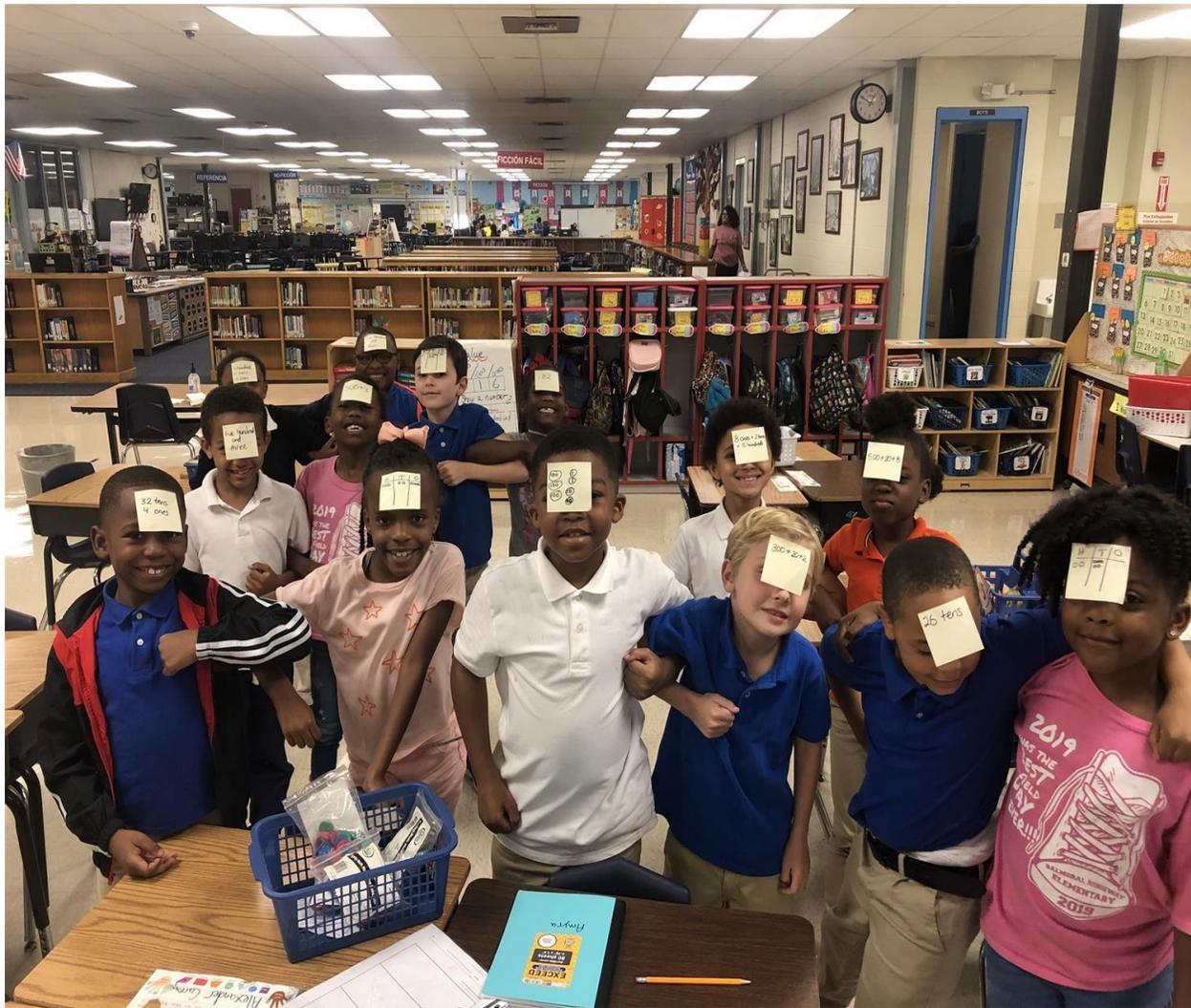
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<sup>1</sup> *Off to a Good Start: Social and Emotional Development of Memphis Children.* The Urban Child Institute. URL: [www.urbanchildinstitute.org/resources/publications/off-to-a-good-start](http://www.urbanchildinstitute.org/resources/publications/off-to-a-good-start).



## II. Financial Summary of the Non-Federal Programs Fund

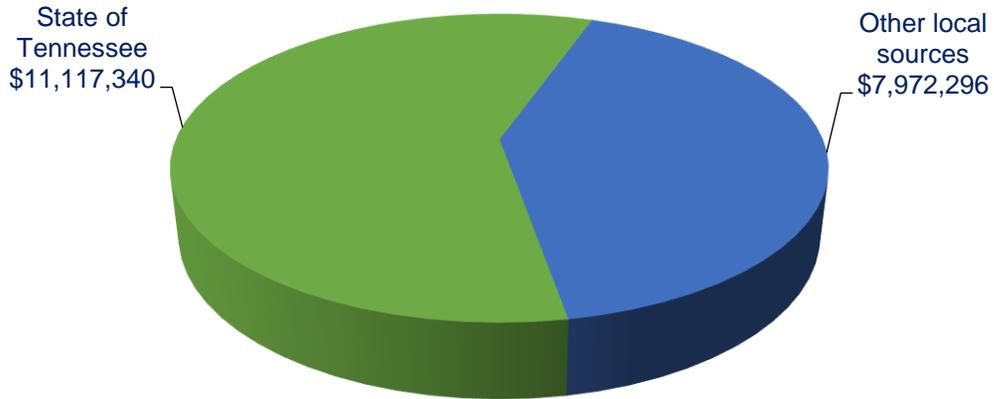
The Non-Federal Program Fund is self-supporting. The resources are generated from grants, donations, and fees from the state of Tennessee and the local community. The fund consists of resources that are spent on cognitive, social, emotional, student achievement and instructional supports. Some of the resources supplement the District's student support and operational services. Evening Reporting Center, Lottery for Education Afterschool Programs, Project Graduation, and other grants/fees have been used to address student achievement through the improvement of instructional support and development. The Non-Federal budget projects a decrease of \$6.4 million. The decrease is primarily attributed to the Extended Learning Opportunities Program (ELOP) transitioning over to the YMCA full time in the upcoming year. In addition, all the corresponding grants associated with ELOP have been removed from the budget along with some one-time grants received in the prior year in the form of donations to assist with technology.



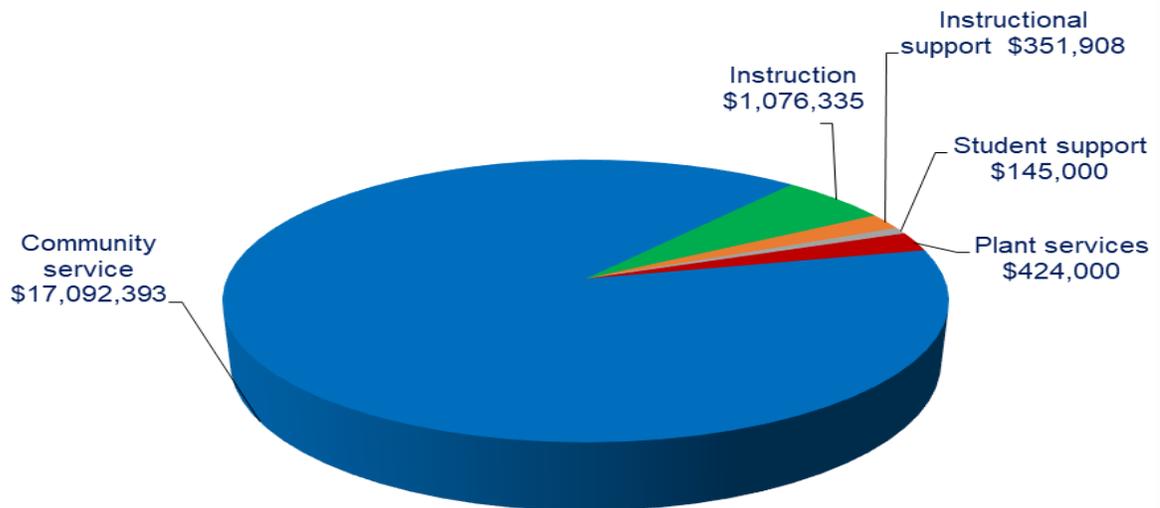
Picture taken prior to COVID-19



### Where the Money Comes From ...



### Where the Money Goes....





Below is the Non-Federal Programs Fund Adopted budget for fiscal year 2021-22 by state function.

	2017-2018 Actual	2018-2019 Actual	2019-2020 Actual	2020-2021 Actual	2021-2022 Adopted Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 11,967,407	\$ 13,412,272	\$ 11,173,191	\$ 11,811,847	\$ 11,117,340	\$ (694,507)	-5.9%
Other Local Sources	11,124,715	10,507,615	9,584,150	9,305,446	7,972,296	(1,333,150)	-14.3%
<b>Total Revenues</b>	<b>\$ 23,092,122</b>	<b>\$ 23,919,887</b>	<b>\$ 20,757,341</b>	<b>\$ 21,117,293</b>	<b>\$ 19,089,636</b>	<b>\$ (2,027,657)</b>	<b>-9.6%</b>
<b>Expenditures</b>							
Instruction	\$ 1,393,444	\$ 1,464,912	\$ 1,643,754	\$ 1,396,283	\$ 1,076,335	\$ (319,948)	-22.9%
Instructional Support	1,112,794	823,414	366,703	565,205	351,908	(213,297)	-37.7%
Student Support	34,910	32,168	86,354	166,949	145,000	(21,949)	-13.1%
Office of the Principal	41,196	40,015	20,506	-	-	-	0.0%
General administration	197,007	-	-	375,000	-	(375,000)	-100.0%
Fiscal Services	116,446	-	-	-	-	-	0.0%
Plant Services	703,857	549,820	555,919	391,290	424,000	32,710	8.4%
Community services	19,435,405	20,703,754	21,791,413	22,631,535	17,092,393	(5,539,142)	-24.5%
<b>Total Expenditures</b>	<b>\$ 23,035,059</b>	<b>\$ 23,614,083</b>	<b>\$ 24,464,649</b>	<b>\$ 25,526,263</b>	<b>\$ 19,089,636</b>	<b>\$ (6,436,627)</b>	<b>-25.2%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ 57,063</b>	<b>\$ 305,804</b>	<b>(\$ 3,707,308)</b>	<b>(\$ 4,408,970)</b>	<b>-</b>		
<b>Approved use of Fund balance</b>			<b>3,707,308</b>	<b>4,408,970</b>			
<b>Net Change</b>	<b>\$ 57,063</b>	<b>\$ 305,804</b>	<b>-</b>	<b>-</b>	<b>-</b>		
<b>Beginning Fund Balance</b>	<b>9,863,161</b>	<b>10,266,411</b>	<b>10,214,640</b>	<b>6,507,332</b>	<b>1,090,656</b>		
Increase (decrease) in revenue for encumbrance	368,606	(51,771)	(3,707,308)	(5,416,676)	-		
Sale of Capital Assets	34,644	-	-	-	-		
<b>Ending Fund Balance</b>	<b>\$ 10,266,411</b>	<b>\$ 10,214,640</b>	<b>\$ 6,507,332</b>	<b>\$ 1,090,656</b>	<b>\$ 1,090,656</b>		
<b>Fund Balance Categories</b>							
Restricted	10,266,411	9,141,397	5,737,662	430,445	430,445		
Committed	-	1,076,857	769,670	660,211	660,211		
<b>Total Ending Fund Balance</b>	<b>\$ 10,266,411</b>	<b>\$ 10,218,254</b>	<b>\$ 6,507,332</b>	<b>\$ 1,090,656</b>	<b>\$ 1,090,656</b>		



Below is the Non-Federal Programs Fund Adopted budget for fiscal year 2021-22 by major object.

	2017-2018 Actual	2018-2019 Actual	2019-2020 Actual	2020-2021 Actual	2021-2022 Adopted Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 11,967,407	\$ 13,412,272	\$ 11,173,191	\$ 11,811,847	\$ 11,117,340	\$ (694,507)	-5.9%
Other Local Sources	11,124,715	10,507,615	9,584,150	9,305,446	7,972,296	(1,333,150)	-14.3%
<b>Total Revenues</b>	<b>\$ 23,092,122</b>	<b>\$ 23,919,887</b>	<b>\$ 20,757,341</b>	<b>\$ 21,117,293</b>	<b>\$ 19,089,636</b>	<b>\$ (2,027,657)</b>	<b>-9.6%</b>
<b>Expenditures</b>							
Salaries	\$ 10,711,150	\$ 11,716,416	\$ 11,744,175	\$ 11,156,948	\$ 10,629,080	\$ (527,868)	-4.7%
Benefits	2,431,108	2,563,899	2,957,978	3,096,518	2,873,028	(223,490)	-7.2%
Contracted Services	6,260,091	6,453,807	5,205,993	4,135,335	3,479,468	(655,867)	-15.9%
Professional Services	905,205	416,522	199,165	190,000	195,000	5,000	2.6%
Property Maintenance Services	8,151	2,960	48,703	12,920	8,920	(4,000)	-31.0%
Travel	65,561	36,949	19,216	13,385	16,843	3,458	25.8%
Supplies and Materials	669,657	832,139	633,397	4,495,428	637,709	(3,857,718)	-85.8%
Capital Outlay	631,557	716,563	2,724,713	1,319,423	256,804	(1,062,619)	-80.5%
Other Charges	1,352,578	874,829	931,308	1,106,306	992,785	(113,522)	-10.3%
<b>Total Expenditures</b>	<b>\$ 23,035,058</b>	<b>\$ 23,614,084</b>	<b>\$ 24,464,649</b>	<b>\$ 25,526,263</b>	<b>\$ 19,089,636</b>	<b>\$ (6,436,627)</b>	<b>-25.2%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ 57,064</b>	<b>\$ 305,803</b>	<b>(\$ 3,707,308)</b>	<b>(\$ 4,408,970)</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Approved use of Fund balance</b>	<b>-</b>	<b>-</b>	<b>3,707,308</b>	<b>4,408,970</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Change</b>	<b>\$ 57,064</b>	<b>\$ 305,803</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Beginning Fund Balance</b>	<b>9,863,161</b>	<b>10,266,411</b>	<b>10,214,640</b>	<b>6,507,332</b>	<b>1,090,656</b>	<b>-</b>	<b>-</b>
Increase (decrease) in revenue for encumbrance	368,606	(51,771)	(3,707,308)	(5,416,676)	-	-	-
Sale of Capital Assets	34,644	-	-	-	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 10,266,411</b>	<b>\$ 10,214,640</b>	<b>\$ 6,507,332</b>	<b>\$ 1,090,656</b>	<b>\$ 1,090,656</b>	<b>-</b>	<b>-</b>
<b>Fund Balance Categories</b>							
Restricted	10,266,411	9,141,397	5,737,662	430,445	430,445	-	-
Committed	-	1,076,857	769,670	660,211	660,211	-	-
<b>Total Ending Fund Balance</b>	<b>\$ 10,266,411</b>	<b>\$ 10,218,254</b>	<b>\$ 6,507,332</b>	<b>\$ 1,090,656</b>	<b>\$ 1,090,656</b>	<b>-</b>	<b>-</b>

The Non-Federal Funds' expenditure budget will decrease by \$6.4 million largely due to the Extended Learning Opportunities Program (ELOP) transitioning over to the YMCA. All corresponding grants associated with ELOP have been removed from the budget along with some one-time grants received in the prior year in the form of donations to assist with technology. The decrease is also attributed to the ending or reductions to the following grant programs: TVA ENERNOC Demand Response Program, SCIAA Dues & Fines, Research & Evaluation, Project Graduation, Tennessee SCORE, Trauma Intensive Parenting (TIP), Middle School CTE Start UP Grant, EXPO Expansion Grant, WIFI Donations and Community Foundation Donations.



**III. Summary of the Non-Federal Programs Revenue Sources**

The chart below provides a comparison of the FY 2020-2021 budget to the FY 2021-2022 Adopted Budget for each project.

Project	Project Name	2020-2021	2021-2022	2021 vs 2022	
		Amended Budget	Adopted Budget	Variance	% Change
D025	School Age Childcare (ELOP)	490,000	-	(490,000)	-100.0%
D045	Security-Ancillary Services	199,467	200,000	533	0.3%
D065	TVA ENERNOC Demand Response Program	150,000	136,000	(14,000)	-9.3%
D075	Facility Rental	41,823	88,000	46,177	110.4%
D085	After-School Childcare (ELOP)	5,079,287	-	(5,079,287)	-100.0%
D095	Very Special Arts Festival	11,000	11,000	-	0.0%
D125	Telecommunications Center US	23,227	34,616	11,389	49.0%
D205	Adopt a School Seminar	-	137	137	100.0%
D225	After-School Snacks	16,000	-	(16,000)	-100.0%
D240	Class Piano Program	1,949	15,000	13,051	669.6%
D275	Coalition of Large School Systems	150,000	-	(150,000)	-100.0%
D415	Homeless Children & Youth Program	1,359	2,359	1,000	73.6%
D465	Mental Health Records	40,000	40,000	-	0.0%
D485	SCIAA Dues & Fines	382,755	220,000	(162,755)	-42.5%
D525	Pre-K	10,619,940	10,619,940	-	0.0%
D526	First 8.1	5,002,000	4,920,000	(82,000)	-1.6%
D555	Research & Evaluation	78,877	9,000	(69,877)	-88.6%
D570	Colonial Hearing & Vision Center	11,000	11,000	-	0.0%
D606	Community in Schools	83,334	83,334	-	100.0%
D670	Adolescent Parenting Program	10,000	10,000	-	0.0%
D730	SOTA Music Program Support	28,089	72,877	44,788	159.5%
D766	Shelby County Government Pre-K	1,170,000	1,150,000	(20,000)	-1.7%
D777	Evening Reporting Center	309,000	309,000	-	0.0%
D795	SPED Medicaid Reimbursement	292,207	207,207	(85,000)	-29.1%
D907	Project STAND	5,000	-	(5,000)	-100.0%
D956	Bolton College Trust	25,000	25,000	-	0.0%
D957	Project Graduation	42,981	21,701	(21,280)	-49.5%
D958	Verizon Innovative Award	-	11,370	11,370	100.0%
D960	Lottery for Education Afterschool Programs (LEAPS)	356,400	356,400	-	0.0%
D961	Urban Strategies	321,695	321,695	-	0.0%
D963	Sponsorships and Donations	-	10,000	10,000	100.0%
D964	Tennessee SCORE	37,141	-	(37,141)	-100.0%
D966	Bolton High School & TN State Univ Agri-STEM Grant	114,000	114,000	-	0.0%
D968	Trauma Intensive Parenting (TIP)	125,000	90,000	(35,000)	-28.0%
D969	Middle School CCTE Start Up Grant	12,732	-	(12,732)	-100.0%
D971	EXPO Expansion Grant	10,000	-	(10,000)	-100.0%
D972	Middle School STEM Start-Up Grant FY21	40,000	-	(40,000)	-100.0%
D973	Middle School CTE Career Exploration FY21	20,000	-	(20,000)	-100.0%
D991	WIFI Donations	100,000	-	(100,000)	-100.0%
D992	Community Foundation Donation	125,000	-	(125,000)	-100.0%
<b>Grand Total</b>		<b>\$ 25,526,263</b>	<b>\$ 19,089,636</b>	<b>\$ (6,436,627)</b>	<b>-25.2%</b>



**Financial**

This chart categorizes the fiscal year 2021-22 budgeted projects as summarized by different foci. Cognitive, social, and emotional support is a key focus area in the Non-Federal Programs Fund.

CATEGORY	PROJECT	PROJECT NAME	FY2020-2021	FY2021-2022	BUDGET	BUDGET VARIANCE
			AMENDED BUDGET	ADOPTED BUDGET	VARIANCE	PERCENTAGE CHANGE
Cognitive Social Emotional Support	D025	School Age Childcare (ELOP)	490,000	-	(490,000)	-100.0%
	D085	After-School Childcare (ELOP)	5,079,287	-	(5,079,287)	-100.0%
	D095	Very Special Arts Festival	11,000	11,000	-	0.0%
	D225	After-School Snacks	16,000	-	(16,000)	-100.0%
	D240	Class Piano Program	1,949	15,000	13,051	669.6%
	D485	SCIAA Dues & Fines	382,755	220,000	(162,755)	-42.5%
	D525	Pre-K	10,619,940	10,619,940	-	0.0%
	D526	First 8.1	5,002,000	4,920,000	(82,000)	-1.6%
	D766	Shelby County Government Pre-K	1,170,000	1,150,000	(20,000)	-1.7%
	D960	Lottery for Education Afterschool Programs (LEAPS)	356,400	356,400	-	0.0%
	D961	Urban Strategies	321,695	321,695	-	0.0%
	D969	Middle School CTE Start Up Grant	12,732	-	(12,732)	-100.0%
	D971	EXPO Expansion Grant	10,000	-	(10,000)	-100.0%
	Cognitive Social Emotional Support			\$ 23,451,026	\$ 17,614,035	\$ (5,836,991)
Operational Support	D045	Security-Ancillary Services	199,467	200,000	533	0.3%
	D065	TVA ENERNOC Demand Response Program	150,000	136,000	(14,000)	-9.3%
	D075	Facility Rental	41,823	88,000	46,177	110.4%
	D125	Telecommunications Center US	23,227	34,616	11,389	49.0%
	D907	Project STAND	5,000	-	(5,000)	-100.0%
	D956	Bolton College Trust	25,000	25,000	-	0.0%
Operational Support			\$ 444,517	\$ 483,616	\$ 39,099	8.8%
Student Achievement/Instructional Support	D555	Research & Evaluation	78,877	9,000	(69,877)	-88.6%
	D730	SOTA Music Program Support	28,089	72,877	44,788	159.5%
	D957	Project Graduation	42,981	21,701	(21,280)	-49.5%
	D958	Verizon Innovative Award	-	11,370	11,370	100.0%
	D964	Tennessee SCORE	37,141	-	(37,141)	-100.0%
	D966	Bolton High School & TN State Univ Agri-STEM Grant	114,000	114,000	-	0.0%
Student Achievement/Instructional Support			\$ 301,088	\$ 228,948	\$ (72,140)	-24.0%
Student Support Services	D205	Adopt a School Seminar	-	137	137	100.0%
	D275	Coalition of Large School Systems	150,000	-	(150,000)	-100.0%
	D415	Homeless Children & Youth Program	1,359	2,359	1,000	73.6%
	D465	Mental Health Records	40,000	40,000	-	0.0%
	D570	Colonial Hearing & Vision Center	11,000	11,000	-	0.0%
	D606	Community in Schools	83,334	83,334	-	100.0%
	D670	Adolescent Parenting Program	10,000	10,000	-	0.0%
	D777	Evening Reporting Center	309,000	309,000	-	0.0%
	D795	SPED Medicaid Reimbursement	292,207	207,207	(85,000)	-29.1%
	D963	Sponsorships and Donations	-	10,000	10,000	100.0%
	D968	Trauma Intensive Parenting (TIP)	125,000	90,000	(35,000)	-28.0%
	D969	Middle School CCTE Start Up Grant	12,732	-	(12,732)	-100.0%
	D971	EXPO Expansion Grant	10,000	-	(10,000)	-100.0%
	D972	Middle School STEM Start-Up Grant FY21	40,000	-	(40,000)	-100.0%
	D973	Middle School CTE Career Exploration FY21	20,000	-	(20,000)	-100.0%
D991	WiFi Donations	100,000	-	(100,000)	-100.0%	
D992	Community Foundation Donation	125,000	-	(125,000)	-100.0%	
Student Support Services			\$ 1,329,632	\$ 763,037	\$ (566,595)	-42.6%
Grand Total			\$ 25,526,263	\$ 19,089,636	\$ (6,436,627)	-25.2%



**IV. Non-Federal Grant Summary by Project**

The Non-Federal Programs Fund is comprised of state grants, local grants, tuition and fees. State grants are primarily funded based on the entitlement basis. Some grants are competitive and are based on the application. Grant funds are categorical; the revenues are reimbursed based on expenditures that are restricted for specific purposes that cannot supplant the District’s general operating fund. Local grants, tuition or fees are derived from outside sources other than State governments. Revenues from local grants may be received through donations or a competitive application process. The project descriptions below are for projects with forecasted activity for fiscal year 2021-22.

DO45 - Security-Ancillary: The Shelby County Schools District provides security services for school-sponsored events. Schools make a request for Security Officers to work these events, and they are billed for the security services provided. Money received from the schools and identification badge replacement costs are deposited to this fund as revenue. Funds collected as a result of fingerprint/background checks are also deposited into this account and invoiced as payment to the Idemia, a company that provides identity-related security services.

*Number of Students Served in FY2020-21:* All SCS Students  
*Revenue Classification:* Local Fees and Billing for fingerprinting and background checks  
*Initiative 1:* Strengthen Early (K-2) and Continuing Literacy (3-12)

FY2020-21 Participating Schools: All SCS Schools

DO65 - 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 program includes several energy efficiencies projects such as controls for lighting and HVAC systems, and the installation of higher efficiency mechanical equipment. These projects will contribute toward reduced utility costs and help guard against future rate increases.

*Number of Students Served in FY2020-21:* All SCS Students  
*Revenue Classification:* Local Grant (TVA is a government-owned independent organization).  
*Initiative 3:* Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

FY2020-21 Participating Schools: All SCS Schools

DO75 - Facility Rental: This project captures charge-back fees for facilities over-time and incurred due to various district property rentals to outside organizations. The revenue is received from several energy efficiency projects such as controls for lighting and HVAC systems, and the installation of higher efficiency mechanical equipment. These projects will contribute toward reduced utility costs and help guard against future rate increases.

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

*Number of Students Served in FY2020-21:* All SCS Students  
*Revenue Classification:* Local Rental Agreements

FY2020-21 Participating Schools: All SCS Schools



D125 - Telecommunications Center UBS: The Telecommunications Center Underwriting & Broadcast Services (TTC-UBS) budget is funded through underwriting and broadcast services. The funds are used to provide a state-of-the-art broadcasting technology environment to educate and train students enrolled in TV and Radio Broadcasting at the Telecommunications Center. Also, the funds are used to recruit potential students from feeder schools to become graduates/completers of the A/V Production program. Moreover, funds are used to maintain the visibility and credibility of WQOX 88.5FM Radio and C19TV station brands throughout the District, to stakeholders, the community, and underwriting clients. Deposits are credited to this account as underwriting and broadcasting revenue is generated. Expenditures from this account are not to exceed line item budget balance at any time.

*Number of Students Served in FY2020-21: 90*

*Revenue Classification: Local Donations & Fees from Work in the District*

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

*FY2020-21 Participating Schools: Hamilton High, Overton High, Cordova High, Ridgeway High, Douglass High, Craigmont High, Middle College High, Southwind High and Wooddale High*

D205 - Adopt A School: The Shelby County Schools' Adopt-A-School program has funds that support programs, seminars and luncheons that generate support for Shelby County Schools. The events supported by these funds are used to create a better understanding in the community of our public-school system and to establish one-on-one relationships between businesses, faith-based, religious organizations, government agencies, civic groups and the schools directly.

*Number of Students Served in FY2020-21: All students at participating schools*

*Revenue Classification: Local Donations*

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

D240 - Class Piano Program: The Class Piano Program offers before and after-school group piano instruction to students in the District beginning in the second grade. Preparatory Piano classes are offered in designated locations for kindergarten and first grade depending upon the availability of time in the piano teacher's schedule. Class Piano offers 60 minutes of weekly instruction in the target content. Class enrollment is limited to twelve students per class. Fees are collected from the students to pay for instruction, equipment, materials and recital participation.

*Number of Students Served in FY2020-21: 550*

*Revenue Classification: Local Tuition from Parents*

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

*FY2020-21 Participating Schools: Barrett's Chapel; Brownsville Road Elementary; Chimneyrock Elementary; Cordova Elementary; Double Tree Elementary; Downtown Elementary; Germantown Elementary; Grahamwood Elementary; Idlewild Elementary; John P. Freeman Optional School; Kate Bond Elementary; Macon-Hall Elementary; Oak Forest Elementary; Rozelle Elementary; Shady Grove Elementary; Shelby Oaks Elementary; Southwind Elementary; White Station Elementary; and Willow Oaks Elementary.*

D415 - Homeless Children and Youth Program: 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 meets all mandates consistent with the McKinney-Vento Homeless Education Act. This program is designed to address the problems that displaced children and youth face enrolling, attending, and succeeding in school. The goals of the program are to ensure that each displaced child and teenager has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. The following services are provided for displaced/formerly displaced children and youth: assistance with student enrollment, after school tutoring, distribution of school supplies, transportation to school of origin, referrals to other services and service providers, payment



of school fees, payment of graduation fees, payment of college admission fees, and the provision of life skills and parenting training.

*Number of Students Served in FY2020-21: 1,800*

*Revenue Classification: Local Donations*

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

*FY2020-21 Participating Schools: All SCS Schools*

D465 - Mental Health Records: The program provides for the timely review and fulfillment of mental health records requests by external parties and agencies. One full-time staff member is designated for this purpose. D465 receives all proceeds from administrative fees collected from requesting agencies as permitted by policy and law. Funds from D465 are allocated in proportional yearly installments to meet the discretionary spending needs of Shelby County Schools Mental Health Center (SCSMHC), which operates under the direction of the Office of Student Equity, Enrollment, and Discipline (SEED).

*Number of Students Served in FY2020-21: 2,677*

*Revenue Classification: State of Tennessee Fees*

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

*FY2020-21 Participating Schools: The Shelby County Schools Mental Health Center (SCSMHC) provides a range of multi-tiered social-emotional and behavioral health services to every District school.*

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.

*Number of Students Served in FY2020-21: All student-athletes at SCS Middle and High Schools*

*Revenue Classification: Local Fundraising Activities at the Schools*

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

*FY2020-21 Participating Schools: All Shelby County Middle and High Schools*

D525 - Pre-K (VPK): The program aims to provide high quality early education to promote the cognitive, social, emotional, and physical development of young children by providing services that will maximize kindergarten readiness and empower children to begin their educational journey with an appropriate educational foundation. Major goals of the program include (a) data driven kindergarten readiness; (b) early foundational reading skills; (c) early foundational numeracy skills; (d) curricula and instruction that engages children as active learners; (e) well-trained teachers and ongoing staff supervision and training; and (f) development in areas of language and cognitive, social-emotional and physical well-being, addressed with a balance between direct instruction, group instruction, group activities, and choices of center-based activities.

*Number of Students Served in FY2020-21: 2,240*

*Revenue Classification: State of Tennessee Grant*

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

*FY2020-21 Participating Schools: A. B. Hill Elementary, Alcy Elementary, Alton Elementary, Bethel Grove Elementary, Bruce Elementary, Cherokee Elementary, Crump Elementary, Cummings Elementary, Delano Elementary, Dexter Elementary, Double Tree Elementary, Douglass Elementary, Egypt Elementary, Evans Elementary, Ford Road Elementary, Fox Meadows Elementary, Gardenvue Elementary, Geeter School, Getwell Elementary, Hamilton Elementary, Hickory Ridge Elementary, Holmes Road Elementary, Kate Bond Elementary School, Keystone Elementary, Larose Elementary, Levi Elementary, Lowrance Elementary, Lucie E. Campbell Elementary, Lucy Elementary, Northaven Elementary, Oakshire*



Elementary, Parkway Village, Ridgeway Middle, Scenic Hills Elementary, Sharpe Elementary, Sheffield Elementary, Sherwood Elementary, South Park Elementary, Springdale Elementary, Wells Station Elementary, Westhaven Elementary, White Station Elementary, Willow Oaks Elementary, Winchester Elementary

D526 - First 8.1 Memphis & D766 – First 8.2 Memphis: First 8 Memphis (a subsidiary of Seeding Success) has been selected as the fiscal agent responsible for coordinating the delivery of Pre-K services previously administered through the expired federal Preschool Development Grant, and the Shelby County Government funded classrooms, previously administered through the Shelby County Education Foundation (County Commission). These funds afford Shelby County Schools the opportunity to provide free, quality Pre-K instruction to economically disadvantaged families. First 8 Memphis programs provide 51 classrooms (1,020 seats) with developmentally appropriate instruction, as well as supplies, materials, and professional development opportunities for staff.

*Number of Students Served in FY2020-21: 980*

*Revenue Classification: Local Grant*

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

FY2020-21 Participating Schools D526 First 8.1: A. B. Hill, Belle Forest, Berclair, Chimneyrock, Cordova, Dexter, Doubletree, Downtown, Germanshire, Getwell, Highland Oaks, Holmes Road, Kingsbury, Lowrance, Oak Forest, Peabody, Raleigh-Bartlett Meadow, Ridgeway, Sea Isle, Sharpe, Shelby Oaks, Sherwood, Snowden, Southwind, Wells Station, Whitehaven, Winchester

FY2020-21 Participating Schools D766 First 8.2: Alcy, Alton, Berclair, Bethel Grove, Dunbar, Egypt, Evans, Riverview, Springdale, White Station

D555 – Research & Evaluation: This revenue comes from a variety of grants and external data and research requests. Sources include grants to provide evaluation support for the Youth Violence Intervention Initiative, Comprehensive School Safety Initiative, GEAR UP and Memphis Teacher Residency as well as application and data processing fees for those wishing to conduct research with Shelby County Schools.

*Number of Students Served in FY2020-21: All*

*Revenue Classification: Various federal and local grants and fees*

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

FY2020-21 Participating Schools: All

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 and the 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.

*Number of Students Served in FY 2020-21: 200*

*Revenue Classification: State of Tennessee Fees*

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

FY2020-21 Participating Schools: Sea Isle Elementary, White Station Elementary, White Station Middle, White Station High.



D606 - Community in Schools: The program serves as a hub for the community. It combines a pillar of support that service students, their families, and communities by making needed services available. ESSA (Every Student Succeeds Act) speaks to the advancement of community schools through defining community schools and explicit detail around community support for school success including highlighting the requirement of broader indicators beyond academics. The seven principles include Investing in A Whole-child approach to education, fostering a Learning Organization, Pursuing Equity, Committing to the Interdependence and Shared Accountability, Build on Community Strengths, Use Data to support partnerships, and Investing in Trusting Relationships.

*Revenue Classification:* Local Grant

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

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.

*Number of Students Served in FY2020-21:* 200

*Revenue Classification:* Local Donations

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

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

FY2020-21 Participating Schools: All SCS middle and high schools are eligible

D730 -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 best teaching strategies that will expand students' access to high-quality music education. Examples of the types of strategies include professional development for music teachers, support for principals and building leaders, and providing equipment to address school community equity challenges throughout the district.

*Number of Students Served in FY2020-21:* 100,000

*Revenue Classification:* Grant Funding from TN SCORE and donations.

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

FY2020-21 Participating Schools: All SCS schools.

D777 - Evening Reporting Center Grant: The Evening Reporting Center, named The Pursuit Center, is a program designed by the Division of Alternative Education (DAE) to reduce the rate of recidivism for pre-adjudicated juveniles. The Pursuit Center will serve local youth who would otherwise be ordered to be held temporarily in the Juvenile Detention Center (JDC). The Center will provide parental support and structured, supervised group activities to cultivate participation, personal responsibility and pro-social skills in at-risk youth while diverting them from substance use and other destructive behaviors. While attending the program, youth are engaged in educational activities, recreational programming and life development workshops. Special guests and other individuals with specific expertise in such focus areas Victim Impact Panels, Violence Prevention, Gang Violence, Art Therapy, Conflict Resolution, Drug Use Education, Health and Hygiene Education, and HIV/AIDS Education and Prevention are frequently used.

*Number of Students Served in FY2020-21:* 90

*Revenue Classification:* Shelby Count Government



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

FY2020-21 Participating Schools: All Schools

D795 - SPED Medicaid Reimbursement: The District's Exceptional Children Department bills TennCare (Medicaid) to receive reimbursements for related services provided to students with individualized education programs (IEPs). Related services provided to students with IEPs currently include audiological services including testing and repairs of hearing aids, speech and language therapy, occupational therapy, and physical therapy. However, we are presently engaged in conversations with TennCare, in hopes of obtaining reimbursement for nursing services as well. The program is managed by one employee who works with Public Consulting Group (PCG) to implement TennCare fee for services for the provision of related services for students with IEPs.

*Number of eligible Students in FY2020-21: 1,553*

*Number of Therapists in FY2020-21: 148*

*Revenue Classification: State of Tennessee*

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

FY2020-21 Participating Schools: All SCS Schools

D956 - Bolton High Farm Fund Trust: is a grant that provides an additional \$25,000 yearly to provide our students in grades 9-12 with additional resources. We utilize the funds to secure resources the support teachers in analyzing student data, tools to engage students as active learners, and any other needed supplies that our students need to be successful.

*Number of Students Served in FY2020-21: 730*

*Revenue Classification: Bolton Farm Fund Trust*

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

FY2020-21 Participating Schools: Bolton High School

D957 - SCS Project Graduation: is an initiative to increase graduation rates and strengthen college and career readiness in students grades 9-12 by providing an opportunity to extend the school day by taking classes in the evenings. An alternative to taking online courses, Project Graduation classes offer the teacher-student interaction that many students need for academic success. Students can earn up to four credits in a single semester through participation in Project Graduation for any of the following reasons: to earn credit in a course previously failed (Course Recovery), to complete new coursework (Accelerated Graduation), or to pursue college and career interests that would not regularly fit in the student's schedule (dual-track CTE focus and college-readiness). Major goals of the program include (a) promotion and support of individual school and district graduation data; (b) data driven college academic readiness; and (c) curricula and instruction that engages students as active and learners.

*Number of Students Served in FY2020-21: 1,824*

*Revenue Classification: Local Donations*

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

FY2020-21 Participating Schools: Adolescent Parenting Program, Bolton High School, Booker T. Washington, Central High School, Cordova High School, Craigmont High School, Douglass High School, East High School, Freedom Preparatory Academy High, George W. Carver College & Career Academy, Germantown High School, Hamilton High School, Hollis F. Price Middle High School, Kingsbury High School, Kirby High School, MLK College Preparatory High School, Manassas High School, Melrose High School, Memphis Academy of Health Sciences, Memphis Academy of Science and Engineering, Memphis



Business Academy High School, Memphis School of Excellence, Memphis Virtual School, Middle College High School, Mitchell High School, Northwest Prep Academy, Oakhaven High School, Overton High School, Power Center Academy High School, Raleigh Egypt High School, Ridgeway High School, Sheffield High School, Southwind High School, Trezevant High School, Westwood High School, White Station High School, Wooddale High School

D960 – Lottery for Education After-school Programs (LEAPs): LEAPs address student achievement, improving student behavior, involving parents in the learning process, providing quality professional development and establishing community learning centers. LEAPs focus on reading and math through a variety of materials, resources, and support activities including tutoring and mentoring. Enrichment projects, field trips and recreational activities ensure 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 were established at eight schools, which were identified by the State as having the greatest academic need. LEAPs Grants are funded from uncollected lottery winnings. More details about LEAPs can be found on the website: <https://www.tn.gov/education/topic/extended-learning>.

*Number of Students Served in FY2020-21:* 560 (allotted by grant)  
*Revenue Classification:* State of Tennessee Grant  
*Initiative 1:* Strengthen Early (K-2) and Continuing Literacy (3-12)

FY2020-21 Participating Schools: Aspire Public School, Cherokee Elementary, Douglass School, Goodlett Elementary, Hickory Ridge Elementary, Kingsbury Elementary, Larose Elementary, Raleigh Egypt Middle, Treadwell Middle, and Vollentine Elementary.

D961 - Urban Strategies: The South City Community Resource Center is an initiative of the Choice Neighborhood Grant that is working to revitalize the Foote Homes Housing Project community into a multi income housing community and will provide some improvements to the surrounding neighborhood in 38126. As a result of this grant, the South City Community Resource Center has been created to assist the former residents of Foote Homes, parents and students of BTW and Larose Elementary school services that will allow them to make better life choices, obtain skills and enhance their educational goals. There are more than 40 community agency partners that have committed to providing services to the community in the center. These services include educational programs, mental health and financial coaching, post-secondary opportunities as well as parenting programs and services that elevate social emotional behavior skills.

*Number of students Served in FY2020-21:* 425  
*Revenue Classification:* Choice Neighborhood Grant  
*Initiative 3:* Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

FY2020-21 Participating Schools: Booker T. Washington Middle and High, LaRose Elementary

D966 - Bolton High School & TN State Univ Agri-STEM Grant: This grant helps fund summer programs as well as provides resources for Bolton High School students. It will also provide an opportunity for students to work with industries in Shelby County and exposes students to industry certifications in agriculture through a contract between Tennessee State University and Shelby County Schools. According to the Department of Agriculture and the University of Tennessee Extension Service, agricultural production generates more than \$4.1 billion annually in farm receipts. Memphis area agribusiness related companies employ over 65,000 people with an annual payroll of 850 million dollars, yet there has been a decline in the number of people working or being trained to work in the agricultural field of study.

*Number of Students Served in FY2020-21:* All Bolton High School Students  
*Revenue Classification:* State Department of Education



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

FY2020-21 Participating Schools: Bolton High School

D968 – Trauma Intensive Parenting: This grant award from the State of Tennessee Department of Children’s Services builds parent awareness of Adverse Childhood Experiences (ACEs) and provides needed assistance to help mitigate the effects of ACEs. This grant improves home-school communication and family-school staff relationships. The aim of the grant is to not only increase parents’ knowledge of ACEs and the impact of ACEs on brain architecture, the grant also aims for parents to better understand the importance of self-care.

*Number of Students Served in FY2020-21: 3,200*

*Revenue Classification: State of Tennessee Grant*

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



Picture taken prior to COVID-19

# NUTRITION SERVICES



Picture taken prior to COVID-19

# FY 2022 District Adopted Budget



**NUTRITION SERVICES**

This section includes the following information:

- Children’s Nutritional Needs in Shelby County
- Overview of Nutritional Services Department
- Financial Summary of Nutritional Services Fund
- Summary of Key Nutrition Services Fund Grants

**INTRODUCTION**

Shelby County Schools places healthy children in front of educators ready-to-learn with nutritious meals that support healthy minds and bodies. The District seeks to maximize the number of nutritious meals served to children throughout the year, while operating as a self-supporting operation that relies almost exclusively on US Department of Agriculture (USDA) funds. The District prepares healthy meals not only for our schools, but also for private schools, charter schools, and Achievement School District (ASD) schools.

**CHILDREN’S NUTRITIONAL NEEDS IN SHELBY COUNTY**

According to Save the Children, hunger, something that more than 1 in 6 children in America struggle with, is robbing too many children of the childhood they deserve. Among the nation’s poorest counties, alarmingly large numbers of children miss meals and go to bed hungry on a regular basis. And while we know **this is unacceptable**, food insecurity rates for children across America remain high. 17% of all children live in households that lack access to adequate food sometime during the year - households that don't have enough nutritious food for every family member.

Hunger and food insecurity among children are significant challenges in Shelby County. Many children skip basic meals, have limited access to healthy food options, and are uncertain when they will eat their next meal. Both hunger and food insecurity are by-products of the significant poverty in the county. When a student has a basic need unmet such as food, it is unreasonable to expect that the student will reach their fullest learning potential. 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.

<b>KEY ECONOMIC INDICATOR 2020</b>	<b>Shelby County</b>	<b>Davidson County</b>	<b>Hamilton County</b>	<b>Knox County</b>	<b>Tennessee</b>
Child Poverty	33.2%	25.4%	18.1%	15.2%	21.8%
Child Deaths	80	76.3	60.5	59.9	7.1
Child Hunger	20.8%	18.1%	17.6%	16.5%	18.9%
School Dropouts	19.7%	19.9%	15.4%	3.1%	10.2%
Teen Pregnancy	31.8	25.3	21.9	25	25.3
COVID-19 Vulnerability Score	0.78	0.54	0.41	0.43	N/A

Source: [i] <https://www.savethechildren.org/us/about-us/resource-library/us-childhood-report#>

[ii] [2020 U.S. Complement to the Global Childhood Report](#)



Measure	Definition	Data Source
<sup>1</sup> Child Poverty	% of children (aged 0-18) living in poverty**	U.S. Census Bureau, SAIPE Program
<sup>2</sup> Child Mortality	Deaths among children under age 18 per 100,000	CDC WONDER morality data
<sup>3</sup> Child Food Insecurity	% of children (aged 0-18) who lack adequate access to food	Map the Meal Gap
<sup>4</sup> High School Dropouts	% of ninth-grade cohorts that fail to graduate in four years	County Health Rankings and Roadmaps
<sup>5</sup> Teen Births	Births per 1,000 females aged 15-19	National Center for Health Statistics
<sup>6</sup> COVID-19 Vulnerability	Social Vulnerability Index (SVI) Score	CDC Agency for Toxic Substances and Disease Registry

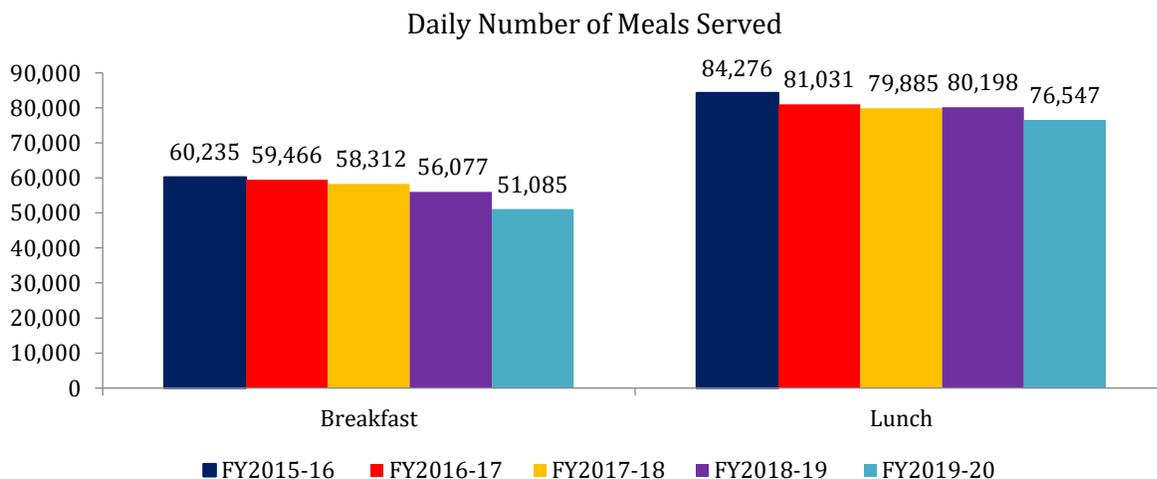
**OVERVIEW OF NUTRITION SERVICES DEPARTMENT**

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 51,085 free reimbursable breakfast meals and 76,547 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 an overall declining trend of meals served to students over the past four years due to fewer students.

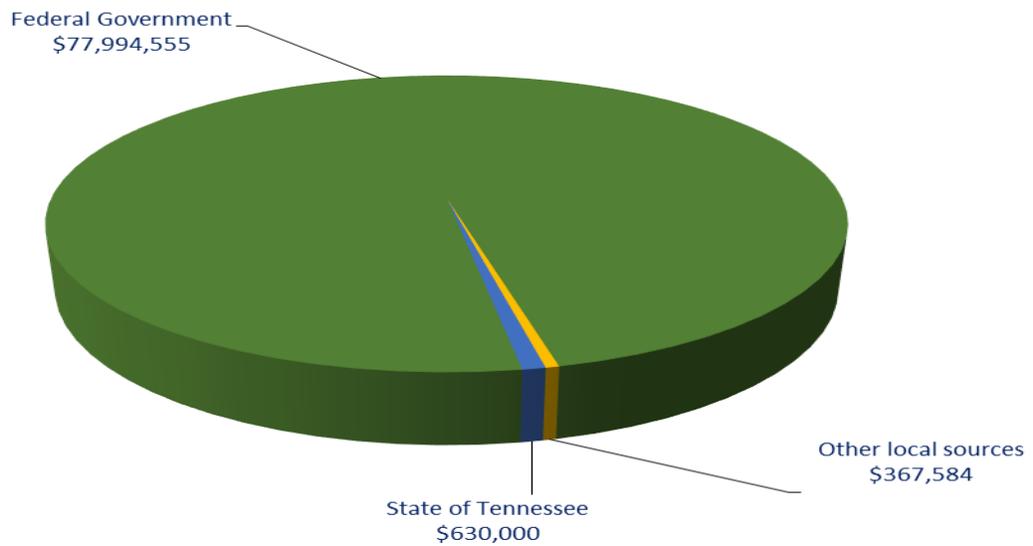




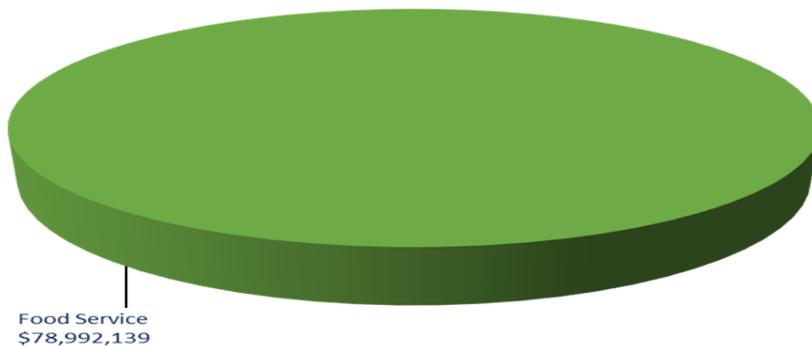
In school year 2021-22, the primary focus will be continuous improvement of both menu offerings and food presentation to increase student satisfaction and participation. The Nutrition Services Department will enhance operating efficiencies, quality, and service to students and schools through the following goals:

- Improve menu choices and minimize substitutions.
- Improve efficiencies and accountability in inventory management, and
- Improve cafeteria surrounding and equipment.

### Where the Money Comes From....



### Where the Money Goes....





**FINANCIAL SUMMARY OF THE NUTRITION SERVICES FUND**

The Nutrition Services Fund receives limited state or local governmental funding for nutrition services, except for USDA flow-through funds and payments for services rendered to private schools. The Nutrition Services Fund resembles an enterprise fund in which revenues are volume generated and expenses are optimized to maintain appropriate contingency funds and quality customer satisfaction.

Revenues for Nutrition Services are budgeted to increase by \$24.0 million (or 43.7%) to \$78.9 million, while expenditures are budgeted to decrease by \$2.8 million (or 3.4%) to \$78.9 million for fiscal year 2021-22. The primary reason for the increase in projected revenues is attributed to the return of in-person learning. Nutrition Services is expected to utilize \$26.8 million of fund balance to increase efficiencies in operation.

The below chart is the Nutrition Services Fund budget for fiscal year 2021-22 by program activity.

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 631,027	\$ 635,501	\$ 655,047	\$ 528,000	\$ 630,000	\$ 102,000	19.3%
Federal Government	79,334,712	81,596,399	57,064,452	52,573,999	77,994,555	25,420,556	48.4%
other Local Sources	3,552,568	4,013,397	2,214,821	1,865,173	367,584	(1,497,589)	-80.3%
<b>Total Revenue</b>	<b>\$ 83,518,307</b>	<b>\$ 86,245,297</b>	<b>\$ 59,934,319</b>	<b>\$ 54,967,172</b>	<b>\$ 78,992,139</b>	<b>\$ 24,024,967</b>	<b>43.7%</b>
<b>Expenditures</b>							
Food Services	\$ 72,114,566	\$ 78,685,187	\$ 65,179,616	\$ 81,790,493	\$ 78,992,139	\$ (2,798,354)	-3.4%
<b>Total Expenditures</b>	<b>\$ 72,114,566</b>	<b>\$ 78,685,187</b>	<b>\$ 65,179,616</b>	<b>\$ 81,790,493</b>	<b>\$ 78,992,139</b>	<b>\$ (2,798,354)</b>	<b>-3.4%</b>
<b>Excess (deficiency) of revenues</b>							
<b>Debt Services</b>	\$ 11,403,741	\$ 7,560,110	\$ (5,245,296)	\$ (26,823,321)	\$ -		
<b>Approved Use of Fund Balance</b>			5,245,296	26,823,321			
<b>Net Change</b>	<b>\$ 11,403,741</b>	<b>\$ 7,560,110</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>	26,023,179	37,195,739	45,757,186	40,511,890	29,756,728		
Increase (decrease) in revenue for encumbrance	11,100,110	8,561,447	(5,250,336)	(10,755,162)	-		
Sale of Capital Assets	72,450	-	5,040	-	-		
<b>Endind Fund Balance</b>	<b>\$ 37,195,739</b>	<b>\$ 45,757,186</b>	<b>\$ 40,511,890</b>	<b>\$ 29,756,728</b>	<b>\$ 29,756,728</b>		
<b>Fund Balance Categories</b>							
Nonspendable	-	4,718,867	5,597,299	5,333,662	5,333,662		
Restricted	37,195,739	41,038,318	34,914,591	24,423,067	24,423,067		
<b>.Total Ending Fund Balance</b>	<b>\$ 37,195,739</b>	<b>\$ 45,757,185</b>	<b>\$ 40,511,890</b>	<b>\$ 29,756,728</b>	<b>\$ 29,756,728</b>		



The below chart is the Nutrition Services Fund budget for fiscal year 2021-22 by object category.

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 631,027	\$ 635,501	\$ 655,047	\$ 528,000	\$ 630,000	\$ 102,000	19.3%
Federal Government	79,334,712	81,596,399	57,064,452	52,573,999	77,994,555	25,420,556	48.4%
Other Local Sources	3,552,568	4,013,397	2,214,821	1,865,173	367,584	(1,497,589)	-80.3%
<b>Total Revenue</b>	<b>\$ 83,518,307</b>	<b>\$ 86,245,297</b>	<b>\$ 59,934,319</b>	<b>\$ 54,967,172</b>	<b>\$ 78,992,139</b>	<b>\$ 24,024,967</b>	<b>43.7%</b>
<b>Expenditures</b>							
Salaries	\$ 25,483,959	\$ 25,782,883	\$ 25,344,898	\$ 31,603,851	\$ 35,055,036	\$ 3,451,185	10.9%
Benefits	4,794,857	4,645,432	4,757,038	8,182,913	8,570,802	387,889	4.7%
Contracted Services	2,237,244	3,885,708	2,046,395	674,509	1,944,840	1,270,331	188.3%
Professional Services	28,922	24,072	23,667	24,575	29,175	4,600	18.7%
Property Maintenance Services	428,615	384,481	349,787	559,444	643,050	83,606	14.9%
Travel	90,022	67,264	59,615	43,619	37,714	(5,905)	-13.5%
Supplies and Materials	36,881,560	36,724,225	27,687,689	32,267,934	25,276,116	(6,991,818)	-21.7%
Capital Outlay	1,732,022	4,269,558	2,915,297	6,111,691	4,179,700	(1,931,991)	-31.6%
Other Charges	437,365	2,901,566	1,995,230	2,321,956	3,255,706	933,750	40.2%
<b>Total Expenditures</b>	<b>\$ 72,114,566</b>	<b>\$ 78,685,189</b>	<b>\$ 65,179,616</b>	<b>\$ 81,790,493</b>	<b>\$ 78,992,139</b>	<b>\$ (2,798,354)</b>	<b>-3.4%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ 11,403,741</b>	<b>\$ 7,560,108</b>	<b>\$ (5,245,296)</b>	<b>\$ (26,823,321)</b>	<b>\$ -</b>		
<b>Approved use of Fund balance</b>			<b>5,245,296</b>	<b>26,823,321</b>			
<b>Net Change</b>	<b>\$ 11,403,741</b>	<b>\$ 7,560,108</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>							
	26,023,179	37,195,739	45,757,186	40,511,890	29,756,728		
Increase (decrease) in revenue for encumbrance	11,100,110	8,561,447	(5,250,336)	(10,755,162)	-		
Sale of Capital Assets	72,450	-	5,040	-	-		
<b>Endind Fund Balance</b>	<b>\$ 37,195,739</b>	<b>\$ 45,757,186</b>	<b>\$ 40,511,890</b>	<b>\$ 29,756,728</b>	<b>\$ 29,756,728</b>		
<b>Fund Balance Categories</b>							
Nonspendable	-	4,718,867	5,597,299	5,333,662	5,333,662		
Restricted	37,195,739	41,038,318	34,914,591	24,423,067	24,423,067		
<b>.Total Ending Fund Balance</b>	<b>\$ 37,195,739</b>	<b>\$ 45,757,185</b>	<b>\$ 40,511,890</b>	<b>\$ 29,756,728</b>	<b>\$ 29,756,728</b>		

In the above schedule, the largest budget increase for fiscal year 2021-22 \$3.5m occurs in Salaries and Benefits, due to the district authorizing a 1% pay raise for all employees who met eligible criteria. The largest budget decrease \$7.0m for the fiscal year occurs in Supplies and Materials. The decrease resulted from the district's transition to a 100% virtual learning platform, COVID-19 Pandemic, decreased student enrollment and the reduction in food supplies and materials purchases.

In fiscal year 2021-22, the total number of budgeted positions (including full and part-time) is expected to decrease by less than 6.38 FTE (or -0.5%), as compared to the adopted PCN budget for fiscal year 2020-21.

	2018-19 Actual	2019-20 Actual	2020-21 Adopted Budget	2021-22 Budget	Variance	% Change
Positions (FTE)	1,108.50	1,232.70	1,233.58	1,227.20	(6.38)	(0.5%)



## **SUMMARY OF KEY NUTRITION SERVICES FUND GRANTS**

Unlike other federal grants, most Nutrition Services grant programs are not awarded an established amount for a particular objective. Instead, the Nutrition Services Division receives a reimbursement for each eligible meal served at an annually adjusted rate. Below are details about Nutrition Services grants that make up the fiscal year 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>

In school year 2014-15, the Nutrition Services Department expanded the number of children served in the CACFP Afterschool program by providing ‘at risk’ meals in community centers, nonprofit organizations, schools and receiving meal reimbursements directly through the Tennessee DHS. The program served an average of 3,612 suppers each day, an average of 562 lunches each day, an average of 30 breakfasts each day, and an average of 2,275 snacks per day for the fiscal year 2019-2020.

*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 2020, the District’s Summer Food Service Program served 74,745 breakfasts, 163,424 lunches, 85,159 snacks, and 2,589 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>

The Fresh Fruit and Vegetable Program (FFVP) is a federally assisted program providing free fresh fruits and vegetables to children at eligible elementary schools during the school day. The goal of the FFVP is to introduce children to fresh fruits and vegetables, to include new and different varieties, and to increase overall acceptance and consumption of fresh, unprocessed produce among children. The FFVP also encourages healthier school environments by promoting nutrition education.

To learn more, visit the FFVP webpage: <https://www.fns.usda.gov/ffvp/fresh-fruitand-vegetable-program>.

The Food and Nutrition Service of the United States Department of Agriculture administers the FFVP at the Federal level. At the State level, the FFVP is administered by State agencies, which operate the Program through agreements with local school food authorities. State agency contact information is available at: <https://www.fns.usda.gov/school-meals/school-meals-contacts>.

Elementary schools in all 50 States, the District of Columbia, and the territories of Guam, Puerto Rico, and the Virgin Islands are eligible to participate. Schools must operate the National School Lunch Program in order to operate the FFVP. Importantly, the FFVP prioritizes schools with the highest percentage of children certified as eligible for free and reduced-price meals. This is because children from low-income families generally have fewer opportunities to consume fresh produce on a regular basis.

Participating elementary schools are required to publicize the availability of the FFVP and must serve the fresh fruits and vegetables outside the National School Lunch Program and School Breakfast Program meal service times. Beyond these requirements, schools have flexibility in determining their implementation plan. Schools may select the type of produce served, decide the number of days per week to serve the produce (though schools are strongly encouraged to serve a minimum of two days per week), and choose the time outside the breakfast and lunch meal service to provide fresh fruits and vegetables to children.

The Food and Nutrition Service encourages schools to serve a variety of fresh fruits and vegetables. Because the intent of the FFVP is to introduce children to new and different fresh fruits and vegetables, the produce must be served in a way that it is easily identifiable. This encourages children to enjoy fruits and vegetables “as they are.”



Schools may purchase produce through wholesalers, brokers, local grocery stores, or other retailers. Schools can also support local agricultural producers by buying fresh produce at farmers' markets and orchards, or by purchasing directly from growers in their community. In all cases, schools must follow proper procurement procedures. Purchases must be made according to existing local, State, and Federal guidelines, including the Buy American provision.

Selected elementary schools receive \$50 to \$75 per student for each school year. The exact amount of per student funding is determined by the State agency and is based on the total funds allocated to the State and the student enrollment at participating schools. With these funds, schools purchase fresh fruits and vegetables to serve free of charge to children during the school day. Participating schools submit monthly claims for reimbursement, which are reviewed by the school food authority before payment is processed by the State agency. Schools are then reimbursed for the cost of fresh fruits and vegetables, as well as limited non-food costs.

For more information about the FFVP, please contact the State agency responsible for the administration of the Program in your State: <https://www.fns.usda.gov/schoolmeals/school-meals-contacts>.

*USDA CACFP Snacks for Head Start:* For our youngest students, morning and afternoon snacks enhance their educational experience. Recognizing this, Federal Head Start regulations require that these students receive these snacks. The District's Nutrition Services Department and Early Childhood Education Division work with the Tennessee School Nutrition Program, Tennessee DHS, and the USDA Southeast Regional Office. In school year 2019-20, the Nutrition Services Department provided afternoon snacks to Head Start students, averaging 2,416 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 144 gardens throughout the district. More details about the USDA Farm to School Program can be found at: <https://www.fns.usda.gov/farmentoschool/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.

# INTERNAL SERVICES



Picture Taken Prior to COIVD-19

## FY 2022 District Adopted Budget



VII. PROPRIETARY FUNDS

i. Internal Services Fund

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 School District administrative offices as well as schools and other support divisions.
- **Warehouse (or Supply Chain):** Warehouse Fund provides for planning, implementing, and controlling the operations of the supply chain with the purpose of satisfying customer requirements as efficiently as possible. It encompasses all activities involved in requisitions, receiving, and distribution of needed inventory necessary for the functioning of Shelby County Schools. The supplies/materials purchased and distributed includes testing materials; textbooks and workbooks; custodial supplies and chemicals (i.e. toilet paper, hand towels, floor wax); duplicating paper; vehicle fuel; and educational and vocational materials.
- **Achievement School District (ASD):** ASD fund accounts for special education, facilities, security operations (i.e., producing security badges), risk management, and transportation services the District either manages or provides to the ASD. 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 – sometimes in the form of Instruction, Instructional Support and medical 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.

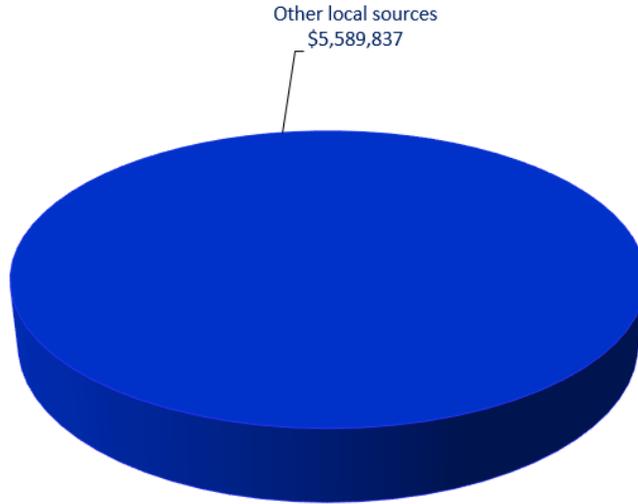


The combined Internal Services Fund budgeted revenues and expenditures are projected to increase by 51.2% from \$3.7 million in fiscal year 2020-21 to \$5.6 million in fiscal year 2021-22.

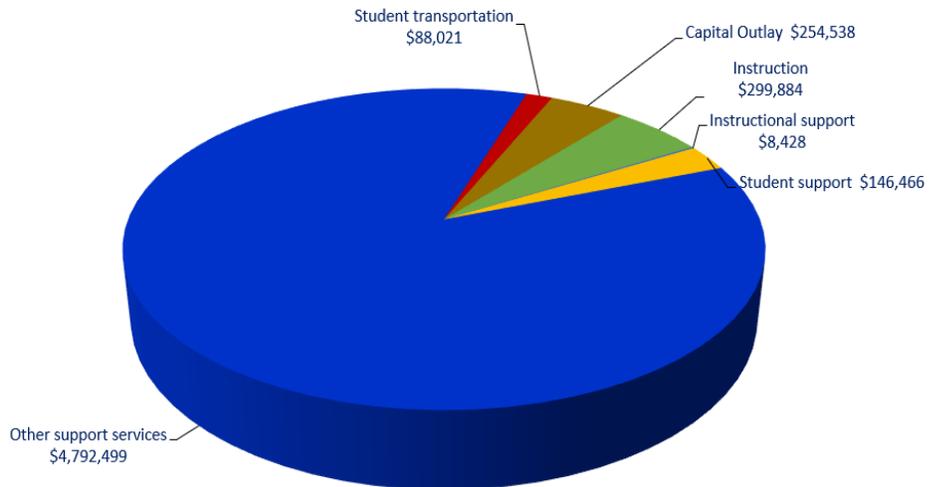




### Where the Money Comes From...



### ...and Where the Money Goes





Below is the fiscal year 2021-22 budget for each of the three Internal Service Funds shown by program activity and functions.

Fiscal Year 2021-22 Budget  
Internal Service Fund

<b>REVENUES</b>	<b>ASD</b>	<b>PRINTING</b>	<b>WAREHOUSE</b>	<b>TOTAL INTERNAL SERVICE FUND</b>
Other Local Sources	\$ 797,338	\$ 800,395	\$ 3,992,104	\$ 5,589,837
<b>TOTAL REVENUES</b>	<u>\$ 797,338</u>	<u>\$ 800,395</u>	<u>\$ 3,992,104</u>	<u>\$ 5,589,837</u>
<b>EXPENDITURES</b>				
Instruction	\$ 299,884	\$ -	\$ -	\$ 299,884
Instructional Support	8,428	-	-	8,428
Student Support	146,466	-	-	146,466
Other Support Services	-	800,395	3,992,104	4,792,499
Student Transportation	88,021	-	-	88,021
Capital Outlay	254,539	-	-	254,539
<b>TOTAL EXPENDITURES</b>	<u>\$ 797,338</u>	<u>\$ 800,395</u>	<u>\$ 3,992,104</u>	<u>\$ 5,589,837</u>
Beginning Fund Balance	<u>92,379</u>	<u>226,296</u>	<u>493,265</u>	<u>811,940</u>
Ending Fund Balance	<u>\$ 92,379</u>	<u>\$ 226,296</u>	<u>\$ 493,265</u>	<u>\$ 811,940</u>



Below is the fiscal year 2021-22 budget for each of the three Internal Service Funds shown by program activity and objects.

Fiscal Year 2021-22 Budget  
Internal Service Fund

REVENUES	ASD	PRINTING	WAREHOUSE	TOTAL INTERNAL SERVICE FUND
Other Local Sources	\$ 797,338	\$ 800,395	\$ 3,992,104	\$ 5,589,837
<b>TOTAL REVENUES</b>	<b>\$ 797,338</b>	<b>\$ 800,395</b>	<b>\$ 3,992,104</b>	<b>\$ 5,589,837</b>
<b>EXPENDITURES</b>				
Salaries	\$ 359,908	\$ 377,928	\$ 972,008	\$ 1,709,843
Employee Benefits	52,726	81,467	311,489	445,683
Contracted Services	92,235	36,000	-	128,235
Property Maintenance Services	34,131	-	1,000	35,131
Supplies and Materials	1,262	300,000	14,900	316,162
Furniture and Equipment	-	5,000	-	5,000
Other Objects and Debt	257,076	-	2,692,707	2,949,783
<b>TOTAL EXPENDITURES</b>	<b>\$ 797,338</b>	<b>\$ 800,395</b>	<b>\$ 3,992,104</b>	<b>\$ 5,589,837</b>
Beginning Fund Balance	92,379	226,296	493,265	811,940
Ending Fund Balance	\$ 92,380	\$ 226,296	\$ 493,265	\$ 811,940



Below is the fiscal year 2021-22 budget by program activity and functions, with comparative year data.

In fiscal year 2021-22, the combined Internal Service Fund budgeted revenues are expected to increase to approximately \$5.6 million, which is \$1.9 million more than fiscal year 2020-2021 amended budget revenues. In fiscal year 2021-22 the ESSER 2.0 grant afforded SCS the opportunity to purchase new textbooks. The warehouse (or supply chain fund) will receive a 15% mark up for the delivery of the new textbooks, resulting in a revenue increase for the Internal Service Fund. The increase is attributed to \$3.0m in other Support Services above the fiscal year 2020-2021 amended budget expenditures. This increase in expenditures occurred due to additional support costs in the warehouse funds for the delivery of books and materials.

**Fiscal Year 2021-22 Budget**  
**Internal Service Fund**

REVENUES	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	Variance	% Change
Other Local Sources	\$ 3,275,251	\$ 3,076,008	\$ 2,017,148	\$ 3,697,973	\$ 5,589,837	\$ 1,891,864	51.2%
<b>TOTAL REVENUES</b>	<b>\$ 3,275,251</b>	<b>\$ 3,076,008</b>	<b>\$ 2,017,148</b>	<b>\$ 3,697,973</b>	<b>\$ 5,589,837</b>	<b>\$ 1,891,864</b>	<b>51.2%</b>
<b>EXPENDITURES</b>							
Instruction	\$ 658,601	\$ 475,672	\$ 419,008	\$ 725,299	\$ 418,110	(307,189)	-42.4%
Instructional Support	2,469	12,814	6,323	-	-	-	0.0%
Student Support	11,789	86,796	65,625	-	-	-	0.0%
Other Support Services	44,128	64,922	57,222	65,451	3,119,194	3,053,743	4665.7%
Student Transportation	350,531	324,125	212,414	389,637	88,021	(301,616)	-77.4%
Plant Services	2,278,904	2,155,582	1,899,823	2,457,906	1,927,843	(530,063)	-21.6%
Charter Schools	-	-	-	59,680	36,669	(23,011)	-38.6%
<b>TOTAL EXPENDITURES</b>	<b>\$ 3,346,422</b>	<b>\$ 3,119,911</b>	<b>\$ 2,660,414</b>	<b>\$ 3,697,973</b>	<b>\$ 5,589,837</b>	<b>\$ 1,891,864</b>	<b>51.2%</b>
Excess (deficiency) of revenues over expenditures	(71,171)	(43,903)	(643,266)	-	-	-	
Approved use of Fund balance	71,171	43,903	643,266	-	-	-	
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Increase (decrease) in revenue for encumbrances	-	-	(643,265)	-	-	-	
<b>Ending Fund Balance</b>	<b>\$ 1,139,328</b>	<b>\$ 1,124,788</b>	<b>\$ 481,556</b>	<b>\$ 811,940</b>	<b>\$ 811,940</b>		
<b>Fund Balance Categories</b>							
Unassigned	1,139,328	1,124,788	481,556	811,940	811,940		
<b>Total Ending Fund Balance</b>	<b>\$ 1,139,328</b>	<b>\$ 1,124,788</b>	<b>\$ 481,556</b>	<b>\$ 811,940</b>	<b>\$ 811,940</b>		



Below is the Internal Service Fund by program activity and object category, with comparative year data.

Fiscal Year 2021-22 Budget  
Internal Service Fund

	2017- 18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Adopted Budget	Variance	% Change
<b>Revenues</b>							
Other Local Sources	\$ 3,275,251	\$ 3,076,008	\$ 2,017,148	\$ 3,697,973	\$ 5,589,837	\$ 1,891,864	51.2%
<b>Total Revenues</b>	<b>\$ 3,275,251</b>	<b>\$ 3,076,008</b>	<b>\$ 2,017,148</b>	<b>\$ 3,697,973</b>	<b>\$ 5,589,837</b>	<b>\$ 1,891,864</b>	<b>51.2%</b>
<b>Expenditures</b>							
Salaries	\$ 1,682,563	\$ 1,613,482	\$ 1,512,100	\$ 1,905,322	\$ 1,755,834	\$ (149,488)	-7.8%
Benefits	358,530	350,828	316,315	430,914	399,692	(31,222)	-7.2%
Contracted Services	502,687	396,461	65,547	179,277	40,214	(139,063)	-77.6%
Professional Services	-	-	212,414	389,637	88,021	(301,616)	-77.4%
Property Maintenance Services	1,145	-	28,890	77,841	35,131	(42,710)	-54.9%
Supplies and Materials	684,851	458,197	354,326	365,767	316,162	(49,605)	-13.6%
Capital Outlay	720	198,694	74,863	221,718	5,000	(216,718)	-97.7%
Other Charges	115,926	102,249	95,959	127,497	2,949,783	2,822,285	2213.6%
<b>Total Expenditures</b>	<b>\$ 3,346,422</b>	<b>\$ 3,119,911</b>	<b>\$ 2,660,414</b>	<b>\$ 3,697,973</b>	<b>\$ 5,589,837</b>	<b>\$ 1,891,864</b>	<b>51.2%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	(71,171)	(43,903)	(643,266)	-	-	-	
<b>Approved use of Fund balance</b>	71,171	43,903	643,266	-	-	-	
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Beginning Fund Balance</b>	1,189,988	1,139,328	1,124,788	481,556	811,940		
Increase (decrease) in revenue for encumbrances	-	-	(643,265)	-	-		
Transfers To/(From)Other Funds	(50,660)	(14,540)	33	330,384	-		
<b>Ending Fund Balance</b>	<b>\$ 1,139,328</b>	<b>\$ 1,124,788</b>	<b>\$ 481,556</b>	<b>\$ 811,940</b>	<b>\$ 811,940</b>		
<b>Fund Balance Categories</b>							
Unassigned	1,139,328	1,124,788	481,556	811,940	811,940		
<b>Total Ending Fund Balance</b>	<b>\$ 1,139,328</b>	<b>\$ 1,124,788</b>	<b>\$ 481,556</b>	<b>\$ 811,940</b>	<b>\$ 811,940</b>		



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# INFORMATIONAL



Picture taken prior to COVID-19

## FY 2022 District Adopted Budget



This section includes the following information:

- I. DISTRICT ENROLLMENT TRENDS
  - i. Enrollment History and Projections by School
  - ii. Enrollment Projection Methodology
  
- II. STAFFING TRENDS
  - i. Staffing Formula
  - ii. Staffing Levels
  
- III. SCHOOLS
  - i. Student Based Budgeting (SBB)
  - ii. SBB Flexibility
  - iii. Guide on Understanding School Level Information and School Data
    - Elementary Schools Data
    - Middle Schools Data
    - High Schools Data
  
- IV. DEBT RETIREMENT SCHEDULE
  
- V. PROPERTY CLASSIFICATIONS AND ASSESSED PROPERTY VALUE
  - i. Assessed Value and Estimated Actual Value of Taxable Property
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- IX. SURVEYS
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- X. POSITION CONTROL AT FUND LEVEL
  
- XI. GLOSSARY OF TERMS
  
- XII. HELPFUL LINKS



**I. DISTRICT ENROLLMENT TRENDS**

**i. Enrollment History and Projections by School**

<b>School/Building</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
A. B. Hill ES (1909)	258	226	226	212	293	348	343	338
A. Maceo Walker MS (2003)	661	665	702	716	796	806	795	783
Alcy ES (1970)	225	219	-	-	874	566	566	566
Alton ES (1969)	248	254	277	270	320	294	289	285
American Way MS (2003)	666	697	711	701	705	697	687	678
B.T. Washington HS (1949)	523	477	463	436	439	459	452	446
Barret's Chapel ES (1960)	636	587	466	457	403	380	374	369
Bellevue MS (1928)	503	559	567	560	598	1,047	1,032	1,017
Belle Forrest ES	1,084	1,169	1,138	1,144	1,017	601	592	584
Berclair ES (1953)	603	611	608	623	598	589	581	572
Bethel Grove ES (1932)	217	206	214	199	168	185	182	179
Bolton HS (1960)	1,324	1,029	889	848	620	678	668	659
Brownsville Rd ES (1966)	526	563	546	575	516	484	477	470
Bruce ES (1999)	297	432	443	441	522	530	523	515
Central HS (1915)	1,604	1,512	1,484	1,432	1,431	1,421	1,401	1,381
Charjean ES (1950)	341	363	299	307	-	404	398	393
Cherokee ES (1951)	527	483	438	436	429	-	-	-
Chickasaw MS (1970)	342	296	343	368	361	361	356	351
Chimneyrock (2011)	712	892	892	939	878	869	856	844
Colonial MS (1954)	1,060	1,075	1,122	1,097	1,121	1,100	1,084	1,069
Cordova ES (2002)	619	813	789	819	732	693	683	673
Cordova HS (1997)	2,028	2,302	2,241	2,268	2,198	2,244	2,212	2,181
Cordova MS (1993)	659	719	784	813	788	742	731	721
Craigmont HS (1978)	936	856	807	840	707	726	716	706
Craigmont MS (2001)	637	566	559	557	553	506	498	491
Cromwell ES (1963)	541	500	449	425	457	406	400	395
Crump ES (1999)	647	615	558	533	481	528	521	513
Cummings ES (1961)	451	512	519	543	428	381	376	370
Delano ES (1957)	221	237	269	273	225	247	243	240
Dexter ES (2002)	843	834	830	820	762	771	760	749
Dexter MS (2002)	363	400	372	378	372	384	379	373
Double Tree ES (1977)	272	333	378	369	368	400	395	389
Douglass ES (1964)	370	418	452	459	441	437	431	425
Douglass HS (2008)	447	525	540	557	612	621	612	603
Downtown ES (2003)	628	611	608	613	684	677	667	657
Dunbar ES (1955)	282	241	241	232	207	219	215	212
East HS (1948)	522	363	370	371	387	615	606	598
E.E. Jeter (1949)	350	377	408	431	506	329	324	320
Egypt ES (1964)	514	530	505	505	458	522	515	508
Evans ES (1965)	450	455	457	420	407	370	365	360
Ford Road ES (1952)	527	533	502	512	475	513	506	498
Fox Meadows ES (1965)	592	552	572	574	491	508	501	494
Gardenview ES (1967)	319	249	242	230	298	288	284	279
Geeter MS (1961)	403	265	595	604	657	711	701	691
Georgian Hills MS (1959)	272	249	289	274	309	296	292	288
Germanshire ES (2001)	758	779	786	766	788	718	708	698
Germantown ES (1975)	648	622	626	611	619	600	591	583
Germantown HS (1964)	2,086	1,992	1,939	1,883	1,971	1,947	1,919	1,892
Germantown MS (1979)	674	717	705	710	799	814	803	791
Getwell ES (2001)	332	305	334	438	411	421	415	409
Goodlett ES (1964)	458	453	420	900	808	-	-	-
Grahamwood ES (1953)	1,008	985	982	995	972	944	931	917
Grandview Hts. ES (1953)	564	445	464	486	358	394	388	383



<b>School/Building</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Hamilton HS (1972)	627	602	620	611	578	625	616	607
Hamilton MS (1946)	383	257	232	202	498	601	593	584
Havenview MS (1960)	664	718	668	714	768	727	717	707
Hawkins Mill ES (1965)	309	321	327	311	302	286	282	278
Hickory Ridge ES (2001)	831	759	673	619	695	660	651	641
Hickory Ridge MS (2001)	854	828	870	876	852	803	791	780
Highland Oaks ES (1993)	829	847	776	825	817	745	734	724
Highland Oaks MS (2009)	692	687	725	715	589	622	613	604
Holmes Road ES (2001)	562	646	570	584	620	637	628	619
Idlewild ES (1903)	493	491	488	497	515	503	496	489
Jackson ES (1957)	346	327	300	274	303	656	647	638
John P. Freeman MS (1973)	567	590	622	662	630	262	258	255
Kate Bond ES (1993)	1,095	830	821	801	778	696	686	676
Kate Bond MS (2012)	1,167	1,123	1,156	1,090	1,122	1,120	1,104	1,089
Keystone ES (1991)	459	473	430	405	336	381	376	370
Kingsbury ES (1959)	582	546	496	453	517	495	488	481
Kingsbury MS (1955)	609	601	642	639	673	676	666	657
Kingsbury HS (1950)	1,215	1,357	1,265	1,232	1,332	1,347	1,328	1,309
Kirby HS (1980)	967	876	821	780	895	807	796	784
Knight Road ES (1959)	470	501	497	-	-	-	-	-
Larose ES (1963)	337	296	282	275	232	187	184	181
Levi ES (1992)	480	440	430	412	406	429	423	417
Lowrance K-8 (1995)	786	829	796	807	841	861	849	837
Lucie E. Campbell ES (2002)	492	486	514	503	483	509	502	494
Lucy ES (1921)	435	387	382	355	352	310	305	301
Macon Hall ES (1997)	1,136	1,157	1,160	1,164	1,199	1,084	1,069	1,053
Magnolia ES (1950)	224	282	354	361	-	-	-	-
Manassas HS-New (2007)	345	498	438	400	406	393	387	382
Manor Lake ES (1971)	248	314	-	-	-	-	-	-
Maxine Smith STEAM Academy (2015)	330	338	357	371	375	364	359	354
Melrose HS (1970)	617	578	569	803	691	752	742	731
Mitchell HS (1957,2002)	527	449	445	442	401	421	415	409
Mt. Pisgah Middle (2007)	486	476	487	569	568	555	547	539
Newberry ES (1970)	369	454	454	463	439	391	386	380
Northaven ES (1978)	297	295	303	313	305	315	311	306
Oak Forest ES (1994)	482	380	409	408	359	388	382	377
Oakhaven ES (1957)	608	628	582	545	530	482	475	468
Oakhaven HS (1956)	355	358	339	374	366	395	390	384
Oakhaven MS (1963)	379	317	293	313	323	322	318	313
Oakshire ES (1966)	424	368	347	314	350	339	335	330
Overton HS (1959)	1,201	1,162	1,101	1,097	1,260	1,339	1,320	1,301
Parkway Village (2019)	-	-	-	-	-	808	-	-
Peabody ES (1909)	377	336	368	367	356	332	327	322
Raleigh-Bartlett ES (1976)	445	453	464	462	477	453	447	440
Raleigh-Egypt HS (1969)	742	1,006	960	986	548	657	648	639
Raleigh-Egypt MS (1969)	-	-	-	-	464	476	476	476
Richland ES (1957)	797	798	835	836	866	802	791	780
Ridgeway/Balmoral ES (1970)	307	317	324	334	308	288	284	280
Ridgeway HS (1970)	1,188	1,273	1,161	1,124	938	852	840	828
Ridgeway MS (2001)	623	696	750	762	785	784	773	762
Riverview MS (1967)	443	411	403	368	404	404	399	393
Riverwood ES (2011)	1,011	939	948	949	844	864	852	840
Robert R. Church ES (2001)	600	726	707	668	643	627	618	609
Ross ES (1976)	829	702	659	608	537	545	537	530



## Informational Section

School/Building	2017	2018	2019	2020	2021	2022	2023	2024
Rozelle ES (1914)	268	238	239	232	234	215	211	208
Scenic Hills ES (1957)	281	316	279	280	207	265	262	258
Sea Isle ES (1955)	455	448	421	398	433	413	408	402
Shady Grove ES (1962)	415	392	376	379	386	371	366	360
Sharpe ES (1954)	399	292	298	264	289	286	282	278
Sheffield ES (1970)	636	576	574	437	536	488	481	475
Sheffield HS (1966)	765	745	661	604	511	537	529	522
Shelby Oaks ES (1990)	793	910	840	825	824	739	728	718
Sherwood ES (1950)	640	691	594	530	554	506	499	492
Sherwood MS (1957)	835	789	772	728	773	786	775	764
Snowden ES (1909)	1,446	1,369	1,288	1,255	1,226	1,272	1,254	1,236
South Park ES (1998)	516	565	490	468	453	451	445	438
Southwind ES (1990)	735	726	706	623	616	623	614	605
Southwind HS (2007)	1,507	1,501	1,610	1,667	1,549	1,463	1,442	1,422
Springdale ES (1940)	259	259	243	242	266	272	269	265
Treadwell ES (1985)	614	693	690	691	774	770	759	748
Treadwell MS (1948)	383	456	464	477	602	604	596	587
Trezevant HS (1960)	633	530	530	514	445	512	505	498
Vollentine ES (1930)	210	298	293	278	268	261	257	253
Wells Station ES (1954)	733	736	730	734	710	662	653	643
Westhaven ES (1956)	923	746	753	756	748	750	739	728
Westside ES (1952)	320	323	312	309	337	330	326	321
Westwood HS (1958)	385	346	348	333	345	357	352	347
White Station ES (1933)	655	626	618	617	646	608	599	590
White Station HS (1952)	2,203	2,199	2,135	1,836	2,035	1,998	1,970	1,942
White Station MS (1960,2007)	1,286	1,273	1,264	1,228	1,259	1,182	1,165	1,149
Whitehaven ES (1949)	439	427	470	459	418	400	394	388
Whitehaven HS (1931)	1,779	1,683	1,663	1,692	1,616	1,522	1,501	1,479
William H. Brewster ES (2006)	379	416	401	430	451	420	414	408
Willow Oaks ES (1951)	681	682	726	738	688	649	640	631
Winchester ES (1960)	616	546	606	599	544	549	541	533
Winridge ES (2001)	538	485	485	464	476	461	454	448
Wooddale HS (1967)	962	759	590	485	606	665	655	646
Woodstock Middle (1956)	331	260	292	301	325	313	309	304
<b>Total</b>	<b>88,439</b>	<b>87,498</b>	<b>85,801</b>	<b>84,886</b>	<b>84,843</b>	<b>83,865</b>	<b>81,893</b>	<b>80,745</b>



## Informational Section

School/Building	2017	2018	2019	2020	2021	2022	2023	2024
<b>Charter Schools</b>								
Arrow Academy	81	84	75	73	89	111	118	126
Aspire College Prep Academy	120	185	294	375	426	426	453	482
Aster College Prep	-	-	-	120	-	-	-	-
Aurora Collegiate Academy	270	337	335	343	327	340	362	385
Beacon College Prep	-	-	-	-	116	125	125	125
Believe Memphis Academy	-	-	110	167	247	387	412	438
Circles of Success Learning Academy	231	212	238	246	229	209	222	236
City Boys Prep	56	66	88	66	-	-	-	-
City Girls Prep	83	97	100	110	141	127	135	144
City University School of Independence	22	17	16	16	14	28	30	32
City University School of Liberal Arts	300	273	269	282	244	254	270	287
Compass Binghampton	-	-	-	180	175	201	214	227
Compass Berclair	-	-	-	180	172	210	223	238
Compass Frayser	-	-	-	180	162	181	193	205
Compass Hickory Hill	-	-	-	233	237	249	265	282
Compass Midtown	-	-	-	250	240	265	282	300
Compass Orange Mound	-	-	-	160	177	200	213	226
Crosstown High	-	-	149	294	399	528	562	597
Dubois Elem for Entrepreneurship	265	306	237	233	331	-	-	-
Dubois Elem Arts & Technology	274	244	206	195	-	-	-	-
Dubois High Arts & Technology	300	192	-	-	-	-	-	-
Dubois Middle Arts & Technology	205	160	128	135	-	-	-	-
Dubois High Leadership/Public Policy	200	143	-	-	-	-	-	-
Dubois Middle Leadership/Public Policy	125	190	127	132	-	-	-	-
The Excel Center	-	349	450	244	-	-	-	-
Freedom Prep Academy	695	793	656	869	1,054	2,189	2,328	2,476
Freedom Prep Elementary	168	239	353	394	493	-	-	-
Freedom Prep Academy Sherwood	-	-	171	288	341	-	-	-
Gateway University	-	115	158	229	-	-	-	-
Granville T. Woods Academy of Innovation	314	475	413	419	405	403	429	456
Grizzlies Academy	251	326	345	344	341	351	373	397
KIPP Academy at Cypress	891	881	1,578	1,682	1,531	1,695	1,803	1,917
KIPP Diamond (est. 2009)	658	846	-	-	-	-	-	-
Kaleidoscope School of Memphis	-	44	71	96	74	61	65	69
Leadership Prep Charter School	150	197	265	254	346	394	419	446
Legacy Leadership Academy	-	37	-	-	-	-	-	-
Memphis Academy of Health Sciences MS	265	283	309	296	278	242	257	274
Memphis Academy of Health Sciences HS	386	439	423	435	448	372	396	421
Memphis Academy of Science & Engineering	401	503	605	622	550	596	634	674
Memphis Business Academy ES	333	406	305	272	304	277	295	313
Memphis Business Academy MS	317	452	479	483	480	481	512	544
Memphis Business Academy HS	377	460	468	510	523	565	601	639
Memphis Business Academy Hickory Hill ES	-	-	70	88	135	109	116	123
Memphis Business Academy Hickory Hill MS	-	-	26	54	89	63	67	71
Memphis College Preparatory	309	266	253	245	265	284	302	321
Memphis Delta Preparatory	300	286	334	341	409	392	417	443
Memphis Goodwill Excel Center	136	-	-	-	-	-	-	-
Memphis Merit Academy	-	-	-	120	191	244	260	276
Memphis Rise Academy	324	438	559	669	750	775	824	877
Memphis School of Excellence	453	618	689	742	1,256	1,306	1,389	1,477
Memphis Stem Elementary	68	122	185	231	198	292	311	330
Moving Ahead School of Scholars	150	-	-	-	-	-	-	-
Nexus STEM Academy	145	300	-	-	-	-	-	-
Perea Elementary	-	-	76	142	195	320	340	362
Power Center Academy	1,448	1,640	2,001	2,228	2,253	2,386	2,538	2,699
Promise Academy	422	392	366	372	322	319	339	361
Soulsville Academy	639	647	658	690	662	634	674	717
Southern Avenue Elementary	436	437	364	346	375	383	407	433
Southwest Early College High	-	102	179	273	-	-	-	-
Star Academy	238	229	280	307	348	304	323	344
Veritas College Preparatory	134	147	142	150	178	163	173	184
Vision Prep	240	287	363	397	388	396	421	448
Unknown from Closing Schools	247	-	-	-	-	-	-	-
<b>Total Charter School Enrollments</b>	<b>13,427</b>	<b>15,262</b>	<b>15,966</b>	<b>18,802</b>	<b>18,908</b>	<b>19,837</b>	<b>21,091</b>	<b>22,424</b>
<b>District Total Enrollment</b>	<b>101,866</b>	<b>102,760</b>	<b>101,767</b>	<b>103,688</b>	<b>103,751</b>	<b>103,702</b>	<b>102,983</b>	<b>103,169</b>

\* Enrollment projections FY 2023-24 based on historical trends



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 each zip code will matriculate to kindergarten five years later. Trend data of births versus kindergarten enrollment over the course of several years assists with developing the birth-to-kindergarten ratio.

Classes entering new schools (for example, 6th grade for middle and 9th grade for high) are estimated by multiplying the total students from zones of feeder schools by a survival ratio developed by examining the likelihood that students from one feeder school will attend the next school in the feeder pattern and the average change in class size from one year to the next for each feeder school. Finally, 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.



**II. STAFFING TRENDS**

**i. Staffing Formula**

Below and on the following page are the District’s school staffing formulas for school year 2021-22. These staffing formulas are adhered to closely except for smaller schools that may need additional staffing for scheduling and otherwise as deemed necessary for academic progress.

***Classroom Teacher Allocations***

<b>Grade Level</b>	<b>Teacher to Student Ratio</b>
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**

<b>Grade Level</b>	<b>Education Improvement Act Average</b>	<b>Education Improvement Act Maximum</b>
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**

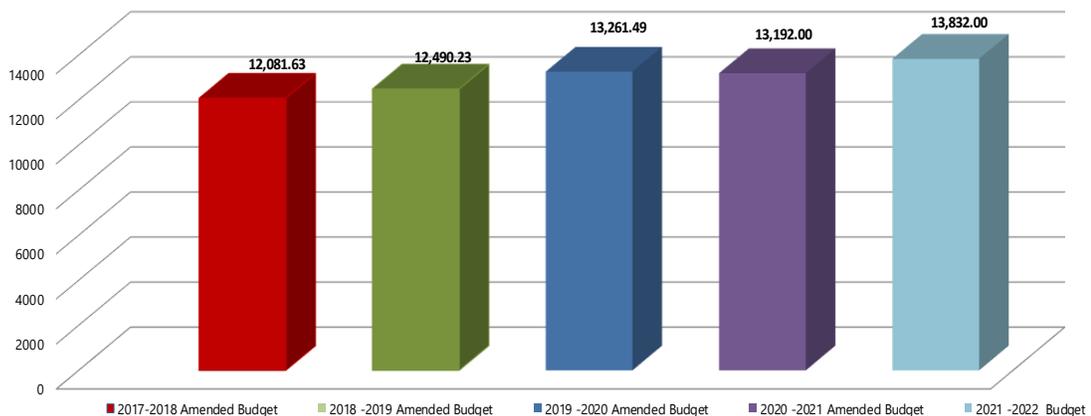
	2017-2018 Amended Budget	2018 -2019 Amended Budget	2019 -2020 Amended Budget	2020 -2021 Amended Budget	2021 -2022 Adopted Budget	Change from 2021 Amended Budget to 2022 Budget	Percentage Change from 2021 Amended Budget to 2022 Budget
<b>Full-Time Employees</b>							
Officials/Administration/Management	215.00	215.00	256.05	253.00	250.00	(3.00)	-1.19%
Principals	160.00	157.00	157.00	154.00	155.00	1.00	0.65%
Assistant Principals, Non-Teachers	172.00	194.00	203.00	201.00	207.00	6.00	2.99%
Elementary Classroom Teachers	2,472.50	2,472.16	2,368.00	2,264.00	2,277.00	13.00	0.57%
Secondary Classroom Teachers	1,860.00	1,911.65	1,892.85	1,816.00	1,834.00	18.00	0.99%
Other Classroom Teachers	2,166.95	2,168.50	2,197.12	2,188.00	2,297.00	109.00	4.98%
Guidance	262.00	313.00	299.00	280.00	282.00	2.00	0.71%
Psychological	76.00	76.00	79.00	74.00	74.00	-	0.00%
Librarian/Audio/Visual	166.00	166.00	145.00	138.00	133.00	(5.00)	-3.62%
Consultants/Supervisors	108.00	120.00	153.00	147.00	139.00	(8.00)	-5.44%
Other Professional	538.00	600.08	747.20	786.00	828.00	42.00	5.34%
Teachers' Aides	1,600.55	1,674.89	1,749.00	1,927.00	2,379.00	452.00	23.46%
Technicians	131.15	134.00	171.00	150.00	150.00	-	0.00%
Clerical/Secretarial	665.50	729.20	688.64	696.00	692.00	(4.00)	-0.57%
Service Workers	1,002.98	1,062.75	1,211.20	1,666.00	1,667.00	1.00	0.06%
Skilled Crafts	119.00	119.00	111.00	117.00	117.00	-	0.00%
Laborers Unskilled	258.00	258.00	260.00	276.00	276.00	-	0.00%
Professional Instructional	42.00	53.00	5.00	1.00	2.00	1.00	100%
<b>Total</b>	<b>12,015.63</b>	<b>12,424.23</b>	<b>12,104.10</b>	<b>13,134.00</b>	<b>13,759.00</b>	<b>625.00</b>	<b>4.76%</b>
<b>Part-Time Staff Employees</b>							
All Other	59.00	59.00	17.00	46.00	61.00	15.00	32.61%
Part-Time	7.00	7.00	8.00	12.00	12.00	-	0.00%
<b>Total</b>	<b>66.00</b>	<b>66.00</b>	<b>25.00</b>	<b>58.00</b>	<b>73.00</b>	<b>15.00</b>	<b>25.86%</b>
<b>Total Full-Time &amp; Part-Time Staff</b>	<b>12,081.63</b>	<b>12,490.23</b>	<b>13,261.49</b>	<b>13,192.00</b>	<b>13,832.00</b>	<b>640.00</b>	<b>4.85%</b>

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

For fiscal year 2021-22, the District budgeted for 13,832 positions. School staffing needs are determined by the uses 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 47.2% of the District’s expenditures for all funds and 67.2% of the District’s General Fund. The District has had a net increase of 640 positions in the Fiscal Year 2021-22 budget. The increase is attributed to the addition of positions in ESSER grants and to support the Clue and Pre-K expansions along with an investment in the Equity Office. These additions are offset by the movement of school-based positions, leveraging other funding sources, and the removal of non-critical vacant positions.

The chart below shows staffing levels for Fiscal Years 2018 through 2022. 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.



Picture taken prior to COVID-19

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 2020-21, the size of the pool is \$386 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.

<b>Type of Resource</b>	<b>In the SBB Pool?</b>	<b>Follows the student?</b>	<b>Empowered schools choose how to spend?</b>
<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 83,865 students, and sending \$4,602 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 \$4,542 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.

Student



1.4 = \$4,662

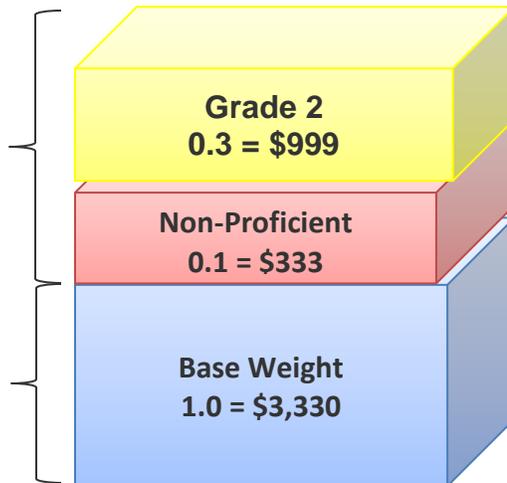
Student



1.1 = 4,296

Additional money is given to reflect the increased cost to meet certain student needs

Schools receive a base amount of money for each student served





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.



Picture taken prior to COVID-19



Here are the characteristics chosen for the District’s SBB formula in **2021-22**:

**Student Need**

**Rationale**

**Base Weight**

Base Weight-- \$3,370 for all K12 General Education Setting Students

- 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.

**Grade Weight:  
K-5 with emphasis on K-2**

Grade Level-- \$1011 or 0.3 for K-2, \$674 or 0.2 for 3-5

- Based on the resources that have been unlocked to schools, ES need a slightly higher weight to cover their lower-class size requirements. Additionally, many of the locked resources (i.e., athletics, CTE, security, custodial, etc.) are places where Secondary schools are likely to get a higher share than Elementary schools.
- K-2 is weighted more because literacy is critical district focus area and highly predictive of future outcomes.

DATA USED: 21-22 Projected enrollments by grade

**Incoming Student Performance (High and Low)**

Incoming student performance (high and low) – \$337 or 0.1

- Student performance is one of the most important indicators of student need at a school.
- 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)

DATA USED: ES/K-8 – Because incoming performance data is not available,

- Low Performance: 18-19 TNReady Below/Approaching Proficient % of 4<sup>th</sup> graders in 19-20 enrollment year
- High Performance: 18-19 TNReady Advanced % of 4<sup>th</sup> graders in 19-20 enrollment year
- DATA USED: MS/HS/6-12
- Low Performance: 18-19 TNReady Below/Approaching Proficient % of Incoming 6th/9th graders in 19-20 enrollment year
- High Performance: 18-19 TNReady Advanced % of Incoming 6th/9th graders in 19-20 enrollment year

**Stand Mobility**

Mobility – \$977 or 0.29

- Schools with highly mobile populations have greater levels of need. We will weight mobility instead of poverty because mobility is highly correlated to poverty but provides a more nuanced look at need.



DATA USED: Mobility rate (defined by 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 SY18-19 data.

**Poverty** Direct Certified - \$337 or .10

- ELL (English language learners)- \$84 or .03 (please note that you will continue to receive ELL resources (e.g. ESL or English as a Second Language Teachers) outside of SBB. This small weight is meant to alleviate imperfections in the measurement of poverty for the poverty weight).

DATA USED: The number of students eligible for the Poverty weight is calculated using the 2021-22 Direct Certified %

*Enrollment Projections and Fall Adjustments*

Since school-by-school enrollment cannot be measured until the beginning of the school year but budget planning must begin the previous winter, we rely on *projected* enrollment figures to apply the 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.

Note that in the charts below, FTE means Full Time Equivalent or one position.

<b>Position / Service</b>	<b>Grades K-8</b>	<b>Grades 9-12</b>	<b>Source</b>
<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



**Informational Section**

<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 per pupil (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 ensured that all schools received the amount of funds equivalent to what they would have received under SY18-19 Staffing Ratios. If a school’s initial SBB allocation AND baseline supplement were not sufficient to pay for these services, the District added additional money to the school’s allocation, bringing it up to the amount required to repurchase 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



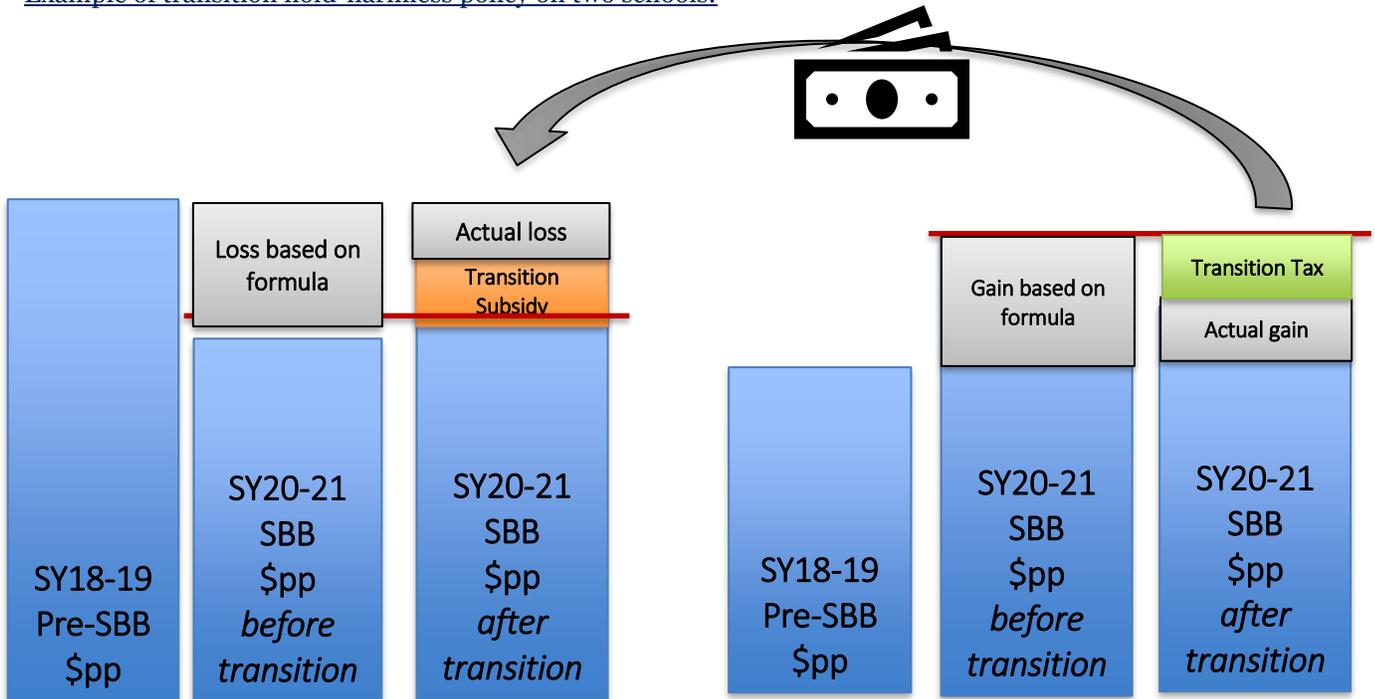
teachers and staff build upon each year. SCS’s transition into SBB includes a **soft-landing** policy by which no school can gain more than 9% or lose more than 8%.

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 SY20-21, it will receive a “transition subsidy” to limit its loss is not greater than 8%

**School B** was underfunded relative to its enrollment/student need profile, so it will gain money in shift to SBB.

In SY20-21, 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 -8%/+9.0% caps are calculated on a dollar per pupil (\$pp basis) and not on a total \$ basis, to isolate the change due to transition to SBB.

<b>SBB Transition Gain Cap</b>	+9.0% on a \$pp basis
<b>SBB Transition Loss Cap</b>	Lesser of -8% or 4 Teacher FTEs on a \$pp basis

So, for example, in School A who is losing money under the new SBB formula:

<b>Total Enrollment</b>	500
<b>SY17-18 Unlocked Comparison \$pp</b>	\$5,000 pp
<b>SY18-19 SBB Allocations \$pp</b>	\$4,500 pp
<b>If no loss limit existed, School A would experience a loss due to the transition to SBB of ...</b>	-\$500 pp or -10% loss on \$pp basis
<b>But with the 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>	\$5,000 pp
<b>SY18-19 SBB Allocations \$pp</b>	\$5,500 pp
<b>If no gain limit existed, School A would experience a gain due to the transition to SBB of ...</b>	+\$500 pp or +10% gain on \$pp basis
<b>But with the 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 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.



**Informational Section**

**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.

<b><i>Position Title (SBB Pool Only)</i></b>	<b><i>Avg. Compensation used for Budgeting*</i></b>
<b>Classroom Teacher (General Ed)</b>	<b>\$72,065</b>
<b>Assistant Principal</b>	<b>\$103,596</b>
<b>Librarian</b>	<b>\$81,738</b>
<b>Educational Assistant (General Ed)</b>	<b>\$28,186</b>
<b>Financial Secretary</b>	<b>\$50,774</b>
<b>Clerical Assistant</b>	<b>\$38,078</b>
<b>In-School Suspension Assistant</b>	<b>\$28,242</b>
<b>Interventionist</b>	<b>\$76,186</b>
<b>Instructional Facilitator</b>	<b>\$79,912</b>
<b>Graduation Coach</b>	<b>\$81,630</b>
<b>Study Hall Monitor</b>	<b>\$28,089</b>

***\*Note: The District will continue to budget Title I allocations with actual salaries and benefits.***

**ii. SBB Flexibility**

During school year 2019-20, SCS instituted school-based flexibility. All schools began 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 Instructional Leadership Directors (ILDs) are expected to focus on securing expert support for Cycles of Professional Learning and Cycles of Observation and Coaching. They are also expected to ensure sufficient time exists for collaborative planning in PLCs (90 minutes per grade or content area weekly).

Traditional School Flexibility

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



**Informational Section**

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.

<b>Level 1</b>	<b>Traditional Schools in Good Standing</b>	<b>Priority Schools/Critical Focus Schools</b>
Trade-Offs	<ul style="list-style-type: none"> <li>• Part-Time staff</li> <li>• Teachers</li> <li>• Librarians</li> <li>• Study Hall Monitors</li> <li>• In-School Suspension (ISS)</li> <li>• Educational Assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Part-Time staff</li> <li>• Teachers</li> <li>• Librarians</li> <li>• Study Hall Monitors</li> <li>• In-School Suspension (ISS)</li> <li>• Educational Assistants</li> </ul>
Other Budgets	<ul style="list-style-type: none"> <li>• Substitute Budget</li> <li>• Technology (with Chief Information Officer or CIO approval)</li> </ul>	<ul style="list-style-type: none"> <li>• Substitute Budget</li> <li>• Technology (with CIO approval)</li> </ul>
Special Fund Allocations	<ul style="list-style-type: none"> <li>• Title I (for eligible schools)</li> </ul>	<ul style="list-style-type: none"> <li>• Title I (for eligible schools)</li> </ul>
Supports	<ul style="list-style-type: none"> <li>• Support for Intervention – Tier II and Tier III students (Teacher Assistants)</li> <li>• Support for Before and After School Tutoring (with additional small group supports for accountability subgroups - ELL, SWD)</li> <li>• Part-time Clerical Assistant for attendance only to address COOS</li> </ul>	<ul style="list-style-type: none"> <li>• Support – Teacher on</li> <li>• Assignment to support the process</li> <li>• End of Course Support – Teacher Assistant</li> <li>• Parental engagement</li> <li>• Staffing bonuses</li> <li>• ACT Prep teacher allocated to address Ready Graduate Indicator</li> <li>• Full-time Family Specialist to address children out of school. The rates at many of these schools are significantly above the district average</li> <li>• World -class instructional design and assessment prep materials/ tutoring hours for ELL students</li> <li>• Teacher-on-Assignment to assist with culture/climate issues</li> </ul>
Extra Funds Available	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teacher Assistants</li> <li>• Assistant Principals</li> <li>• Study Hall Monitor</li> <li>• ISS Assistant</li> <li>• Behavioral Specialist</li> <li>• Part-time Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teacher Assistants</li> <li>• Assistant Principals</li> <li>• Study Hall Monitor</li> <li>• ISS Assistant</li> <li>• Behavioral Specialist</li> <li>• Part-time Teachers</li> </ul>

Traditional schools must also meet baseline guardrail guidelines to implement the curriculum with 100% fidelity. School plans must show evidence to support a strong ILT, how the ILT develops effective collaborative lesson plans and how the ILT participates in the development of Cycles of Professional Learning. Principals should utilize Instructional Practice Guides during informal observations to provide richer feedback and plan development for teachers.

Early Adopter & Cohort Flexibility



**Informational Section**

Early Adopter and Cohort schools must use their flexibilities to improve expert support and to expand collaborative planning time to 90 minutes per grade or content area weekly. Since Early Adopter and Cohort principals and ILDs have participated in almost a year of Strategic School Design (SSD) professional learning, they have full discretion to use their flexibility to align with their SSD plans as previously developed with their school teams.

In keeping with the strategic focus of the District and expressed in the design sessions, schools can use their flexibility to improve expert support and to expand collaborative planning time to 90 minutes per grade or content area weekly. In the next chart are examples of the flexibility available to the principal of Early Adopter and Cohort schools if additional resources are available.

<b>Level 2</b>	<b>Cohorts</b>	<b>Early Adopters</b>
Trade-Offs	<ul style="list-style-type: none"> <li>Teachers</li> <li>Librarians</li> <li>Study Hall Monitors</li> <li>In-School Suspension</li> <li>Educational Assistants</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Librarians</li> <li>Study Hall Monitors</li> <li>In-School Suspension</li> <li>Educational Assistants</li> </ul>
Supports	<ul style="list-style-type: none"> <li>Support to improve GOOD FIRST TEACHING</li> <li>Support for Tier II and Tier III students (Teachers, TAs)</li> <li>Wrap-Around Services for High Schools (ACT Tutoring –1/2 credit)</li> <li>Support for Collaborative Planning</li> <li>Support for Parent Engagement (Parent Liaison, Parent Specialist, etc.)</li> <li>Stipends for additional support to support academics</li> <li>Administrative support</li> <li>EOC support</li> <li>Funds to support Speakers, field trips to improve Social Emotional Learning</li> </ul>	<ul style="list-style-type: none"> <li>Support to improve GOOD FIRST TEACHING</li> <li>Support for Tier II and Tier III students (Teachers, TAs)</li> <li>Wrap-Around Services for High Schools (ACT Tutoring –1/2 credit)</li> <li>Support for Collaborative Planning</li> <li>Support for Parent Engagement (Parent Liaison, Parent Specialist, etc.)</li> <li>Stipends for additional support to support academics</li> <li>Administrative support</li> <li>EOC support</li> <li>Funds to support Speakers, field trips to improve Social Emotional Learning</li> </ul>
Other Budgets	<ul style="list-style-type: none"> <li>Substitute Budget</li> </ul>	<ul style="list-style-type: none"> <li>Substitute Budget</li> </ul>
Special Fund Allocations	<ul style="list-style-type: none"> <li>Title I (for eligible schools)</li> </ul>	<ul style="list-style-type: none"> <li>Title I (for eligible schools)</li> </ul>
<b>Level 2</b>	<b>Cohorts</b>	<b>Early Adopters</b>
Personnel	<ul style="list-style-type: none"> <li>Create new positions</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>Criteria for selecting: Retention of teachers, ILT rating, 2-year trend of TVASS 4 or 5, 3.5 or higher on TEAM</li> </ul>	<ul style="list-style-type: none"> <li>Criteria for selecting: Retention of teachers, ILT rating, 2-year trend of TVASS 4 or 5, 3.5 or higher on TEAM</li> </ul>
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 ILD previously had an AP with science experience and a PLC coach with math experience; there were no other coaches)
- School exchanges current Assistant Principal position for an instructional leadership position that is targeted to address ELA or math needs.
- School purchases an additional math teaching position to provide two math lead teachers release time to coach teachers, model lessons, and support PLC meeting, planning and facilitation.

**Collaborative planning time**

- School purchases additional instructional aide positions to cover lunch so that recess time can be added adjacent to weekly collaborative planning time. Additionally, instructional aides can be used to provide support at other times during day, provided that instructional time is preserved, to free teachers for planning.
- School purchases additional support position(s) to double supports one day per week for all or targeted grades or content areas so that teachers have a double planning block.
- School purchases time for substitutes to cover classes for two grades or content areas on Fridays every three weeks for 160 consecutive minutes. This time, which teams receive on a rotating basis, added to the 45 minutes per week of regular collaborative planning time equals an average of 90 minutes per week for deep collaborative planning time.
- One of the PLC coaches, Assistant Principals, or other full-time non-teaching position is transformed to a half-time teaching position, thereby enabling changes to the schedule.

**iii. Guide on Understanding School Level Information and School Data**

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, 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 2017-2018 and 2018-2019, budget data from school year 2019-2020, as well as the proposed budgets for the upcoming 2020-2021 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 Librarian Allocation

Enrollment	Clerical Staff Allocation
< 300	0.5
300 – 1,500	1
= or > 1,500	2



**Guidance Counselors** – for school year 2021-22, 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 2021-22. These staffing formulas are adhered to closely except for smaller schools that may need additional staffing for scheduling and otherwise as deemed necessary for academic progress.

**Classroom Teacher Allocations**

Grade Level	Teacher to Student Ratio
K - 3	1:20
4 - 5	1:24.75
6 - 8	1:24.95 (student enrollment 600 or fewer) 1:23.75 (student enrollment greater than 600)
9 - 12	1:26.05 (student enrollment 1,200 or fewer) 1:24.5 (student enrollment greater than 1,200)

Career and Technical staffing assignments are determined by the Career and Technical Education department. Generally, a high school receives one additional general classroom teacher for every four CTE teachers at their school location.

**Assistant Principal Allocations**

*Elementary*

Enrollment	Assistant Principal Allocation
1 - 549	0
550 - 1,099	1
= or > 1,110	2

*Middle and High Schools*

Enrollment	Assistant Principal Allocation
1 - 650	1
651 - 1,249	2
1,250 - 1,499	3
1,500 - 1,750	4
= or > 1,751	5



***Librarian Allocations***

TN State Board of Education has established rules about Library Information Center personnel in Chapter 0520-01-03 Minimum Requirements for the Approval of Public Schools (0520-01-03-.07 Library Information Center, Requirement E (2)). According to the rules, schools including grades kindergarten through eight (K-8) or any combination thereof shall provide library information personnel as indicated below:

*Elementary & K-8 Schools*

<b>Enrollment</b>	<b>Librarian Allocation</b>
< 400	No faculty member shall serve as a library information coordinator.
400-549	0.5
= or > 500	1

*High Schools*

<b>Enrollment</b>	<b>Librarian Allocation</b>
< 300	0.5
300 – 1,500	1
= or > 1,500	2

***Clerical Staff Allocations***

*Elementary Schools*

<b>Enrollment</b>	<b>Clerical Staff Allocation</b>
1 – 749	2
750 – 1,099	3
= or > 1,100	4

*Middle and High Schools*

<b>Enrollment</b>	<b>Clerical Staff Allocation</b>
1 – 499	2
500 – 749	3
750 – 1,099	4
1,100 – 1,649	5
1,650 – 2,049	6
= or > 2,050	7



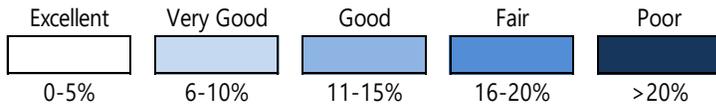
School Information

**Grade Level** – indicates the grade specific published objectives for learning skill proficiency. Grade-level proficiency refers to reading, writing, math, oral communication, and group-process skills.

**School Type** – specifies the school type such as Alternative, CTE, Traditional, 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 All World Project Management.



**Utilization** – rate calculated by dividing the Baseline Enrollment by the Programmatic Capacity. Baseline enrollment includes Pre-K. The capacity utilization rate is a metric used to measure the rate at which potential output levels are being met or used. Displayed as a percentage, the capacity utilization level provides insight into the overall slack that exist in schools at a given point in time. If a school is operating at a 70% capacity utilization rate, it has room to increase production up to a 100% utilization rate without incurring the expensive costs of building a new plant or facility.

**Square Footage** – a measure of the length and width of the building only, including the boiler room and other usable space. This does not include portables and outside lands.

**Student Capacity** – refers to programmatic capacity, which is a measure of how many general education K-12

students will fit in a building. It includes all space utilized as SPED classrooms, Pre-K classrooms, art rooms, music rooms, PE rooms, computer labs, administrative uses, health professional uses, optional program uses, etc. If a building has a design capacity of 1,000, the assumption is that 1,000 students can fit into that building. However, it’s not the case. There are various uses that take up classroom space that cannot be used by general K-12 enrollment (baseline enrollment). This measures how many general-education students can fit into a school comfortably with all academic programs operating at their best. Comprehensive Development Classes (CDC) and Pre-K are included in the capacity formula due to differing class sizes, funding, and enrollment reporting methods. CDC and Pre-K are zoned in sections, not by address.

Student Demographics

**Economically Disadvantaged Students** – for Tennessee school districts participating in Community Eligibility Provision, an alternate definition of “Economically Disadvantaged” (ED) was needed; only students who are direct certified are counted. Based on USDA guidelines, students are considered direct certified through any of the following measures: Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance to Needy Families (TANF), Homeless, Migrants, Runaways, certified foster children and students enrolled in Head Start or Even Start programs (those operated by the school system).

Using the state Accountability and 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 2019-20. The grant amounts for fiscal year 2020-21 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.

**Rezoning Information:**

SCS opened two state of art schools: New Alcy Elementary and Parkway Village in FY20/21. With the opening of new schools there were rezoning and closure of four schools. Charjean and Magnolia schools were closed, and those students were rezoned to Alcy Elementary. Due to the closure of Goodlett and Knight Road, those students were rezoned to Parkway Village.



**Informational Section**

**Elementary School Summary**

SCHOOL NAME	SCHOOL TYPE	FY 2021-22 STUDENT DEMOGRAPHICS					FY 2021-22 FINANCIAL BUDGET				
		FY 2021-22 K-12 ENROLLMENT	ECONOMICALLY DISADVANTAGED	STUDENTS WITH DISABILITIES	ENGLISH LANGUAGE LEARNERS	GENERAL FUND	TITLE I	IDEA	OTHER	TOTAL	PER PUPIL EXPENDITURE
1 A B Hill Elementary School	iZone	348	85%	25%	0%	2,722,055	177,905	166,960	224,267	3,291,188	9,457
2 Alton Elementary School	Traditional	294	88%	9%	1%	1,806,742	167,790	-	258,028	2,232,561	7,594
3 Balmora-Ridgeway Elementary School	Optional	288	51%	6%	5%	1,968,257	112,455	24,138	-	2,104,849	7,309
4 Belle Forest Elementary School	Traditional	1,017	66%	7%	7%	-	-	-	-	-	-
5 Berclair Elementary School	Traditional	589	55%	9%	44%	3,728,135	332,010	106,200	284,123	4,450,468	7,556
6 Bethel Grove Elementary School	Traditional	185	83%	24%	0%	1,792,398	150,535	91,137	236,916	2,270,966	12,276
7 Brownsville Road Elementary	Optional	484	64%	10%	4%	3,201,330	249,305	60,656	30,638	3,541,929	7,318
8 Bruce Elementary School	Traditional	530	73%	9%	10%	3,336,930	260,015	123,788	321,286	4,042,020	7,626
9 Charjean Elementary School	Traditional	-	86%	6%	21%	-	218,365	-	79,804	298,169	298,169
10 Cherokee Elementary School	iZone	404	82%	9%	2%	2,063,655	304,045	-	260,764	2,628,464	6,506
11 Chimneyrock Elementary School	Traditional	869	41%	8%	9%	4,971,273	269,535	78,687	188,039	5,507,534	6,338
12 Cordova Elementary School	Optional	693	41%	12%	7%	4,700,928	243,950	124,853	123,255	5,192,986	7,493
13 Cromwell Elementary School	Traditional	406	73%	12%	11%	3,074,137	264,775	91,623	32,512	3,463,047	8,530
14 Crump Elementary School	Traditional	528	68%	12%	18%	3,472,744	342,720	24,138	333,392	4,172,994	7,903
15 Delano Elementary School	Optional	247	63%	2%	0%	1,973,338	101,745	-	110,312	2,185,395	8,848
16 Dexter Elementary School	Traditional	771	47%	12%	12%	4,922,344	312,970	344,567	330,970	5,910,850	7,666
17 Double Tree Elementary School	Optional	400	77%	11%	1%	2,274,051	186,830	-	305,385	2,766,266	6,916
18 Downtown Elementary School	Optional	677	51%	5%	1%	3,871,261	253,470	-	174,647	4,299,378	6,351
19 Dunbar Elementary School	Traditional	219	88%	9%	1%	1,789,700	164,815	-	303,225	2,257,740	10,309
20 Egypt Central Elementary School	Traditional	522	74%	6%	15%	2,692,246	312,970	-	317,887	3,323,103	6,366
21 Evans Elementary School	Traditional	370	67%	6%	22%	2,408,841	301,070	-	355,368	3,065,279	8,285
22 Ford Road Elementary School	iZone	513	86%	17%	0%	2,740,469	329,630	169,776	241,605	3,481,481	6,787
23 Fox Meadows Elementary School	Traditional	508	72%	11%	8%	3,440,205	328,440	161,441	364,222	4,294,308	8,453
24 Gardenview Elementary School	Traditional	288	85%	18%	0%	1,806,272	161,840	134,213	258,781	2,361,107	8,198
25 Germanshire Elementary School	Traditional	718	49%	9%	11%	4,419,802	317,730	83,822	209,979	5,031,333	7,007
26 Germantown Elementary School	Optional	600	34%	12%	6%	3,904,296	139,230	144,260	-	4,187,786	6,980
27 Getwell Elementary School	Traditional	421	80%	14%	10%	2,885,305	205,870	235,095	861,245	4,187,515	9,947
28 Goodlett Elementary School	Traditional	808	73%	7%	24%	-	277,270	-	9,791	287,061	355
29 Grahamwood Elementary School	Optional	944	34%	8%	18%	6,318,329	268,345	102,238	31,004	6,719,916	7,119
30 Hamilton Elementary School	Traditional	310	88%	13%	3%	3,683	188,615	-	-	192,298	620
31 Hawkins Mill Elementary School	Traditional	286	84%	13%	0%	2,102,018	197,540	59,657	28,740	2,387,955	8,349
32 Hickory Ridge Elementary School	Traditional	660	74%	6%	18%	4,185,504	433,755	123,878	282,910	5,026,046	7,615
33 Highland Oaks Elementary School	Traditional	745	50%	9%	7%	4,206,078	318,920	24,067	294,905	4,843,969	6,502
34 Holmes Road Elementary School	Empowerment	637	74%	12%	2%	4,028,129	380,800	144,892	437,632	4,991,453	7,836
35 Idlewild Elementary School	Optional	503	23%	5%	1%	3,008,145	-	-	41,624	3,049,769	6,063
36 Jackson Elementary School	Traditional	262	59%	8%	42%	2,259,066	183,855	-	113,287	2,556,208	9,757



**Informational Section**

**Elementary School Summary**

SCHOOL NAME	SCHOOL TYPE	FY 2021-22 STUDENT DEMOGRAPHICS				FY 2021-22 FINANCIAL BUDGET					PER PUPIL EXPENDITURE
		FY 2021-22 K-12 ENROLLMENT	ECONOMICALLY DISADVANTAGED	STUDENTS WITH DISABILITIES	ENGLISH LANGUAGE LEARNERS	GENERAL FUND	TITLE I	IDEA	OTHER	TOTAL	
		39 Kingsbury Elementary School	Traditional	495	60%	15%	48%	3,348,889	336,770	203,925	
40 Knight Road Elementary School	Traditional	506	75%	10%	39%	8,184	326,655	-	-	334,839	662
41 LaRose Elementary School	Traditional	187	89%	8%	0%	1,509,880	189,805	-	176,800	1,876,485	10,035
42 Levi Elementary School	Traditional	429	84%	10%	0%	2,569,746	292,145	-	291,121	3,153,013	7,350
43 Lowrance K-8 School	Traditional	861	55%	9%	7%	4,908,774	282,030	53,355	400,419	5,644,578	6,556
44 Lucie E. Campbell Elementary	iZone	509	81%	18%	0%	3,155,385	353,430	204,319	378,144	4,091,278	8,038
45 Lucy Elementary School	Traditional	310	67%	10%	5%	2,148,597	180,880	56,785	313,977	2,700,240	8,710
46 Macon-Hall Elementary School	Traditional	1,084	28%	7%	6%	7,072,605	-	122,283	-	7,194,888	6,637
47 Magnolia Elementary School	iZone	-	84%	9%	1%	-	177,905	-	24,286	202,191	202,191
48 Newberry Elementary School	Traditional	391	70%	10%	11%	2,460,920	268,345	95,066	-	2,824,331	7,223
49 Northaven Elementary School	Traditional	315	83%	13%	2%	2,439,648	188,615	86,981	91,609	2,806,853	8,911
50 Oak Forest School	Optional	388	45%	15%	12%	2,665,622	145,775	140,851	253,699	3,205,947	8,263
51 Oakhaven Elementary School	Traditional	482	77%	8%	16%	2,934,474	351,050	-	31,604	3,317,128	6,882
52 Oakshire Elementary School	Traditional	339	78%	8%	1%	2,502,740	226,695	25,318	266,756	3,021,509	8,913
53 Peabody Elementary School	Optional	332	54%	8%	1%	2,093,192	147,560	-	125,534	2,366,286	7,127
54 Raleigh-Bartlett Meadows School	Traditional	453	72%	9%	5%	2,701,755	605,710	-	187,005	3,494,470	7,714
55 Richland Elementary School	Traditional	802	16%	14%	4%	5,221,690	-	60,998	-	5,282,688	6,587
56 Riverwood Elementary School	Optional	864	28%	9%	7%	5,810,316	-	54,319	-	5,864,635	6,788
57 Robert R. Church Elementary School	Traditional	627	79%	8%	4%	3,917,677	427,210	49,781	614,633	5,009,300	7,989
58 Ross Elementary School	Traditional	545	63%	10%	6%	3,837,078	427,210	-	-	4,264,288	7,824
59 Rozelle Elementary School	Optional	215	64%	10%	-	1,955,249	135,065	-	-	2,090,314	9,722
60 Scenic Hills Elementary School	Traditional	265	82%	11%	0%	2,036,496	213,010	83,668	400,796	2,733,970	10,317
61 Sea Isle Elementary School	Traditional	413	51%	17%	7%	3,596,246	146,370	136,169	97,880	3,976,665	9,629
62 Shady Grove Elementary School	Traditional	371	50%	7%	24%	2,340,499	163,625	33,498	-	2,537,622	6,840
63 Sharpe Elementary School	Traditional	286	72%	4%	36%	2,328,598	201,705	-	359,963	2,890,266	10,106
64 Sheffield Elementary School	Traditional	488	58%	5%	50%	3,146,941	304,640	-	328,805	3,780,387	7,747
65 Shelby Oaks Elementary School	Traditional	739	60%	9%	13%	4,567,762	403,410	27,169	245,433	5,243,773	7,096
66 Sherwood Elementary School	Optional	506	74%	7%	19%	3,200,745	429,590	24,305	286,037	3,940,678	7,788
67 Shrine School	Specialty	127	46%	99%	1%	1,912,432	-	962,827	-	2,875,259	22,640
68 South Park Elementary School	Traditional	451	66%	10%	40%	3,206,207	363,545	89,792	371,753	4,031,296	8,939
69 Southwind Elementary School	Traditional	623	44%	10%	6%	3,868,816	262,990	110,724	378,934	4,621,465	7,418
70 Springdale Elementary School	Optional	272	86%	9%	1%	1,924,351	177,310	-	270,844	2,372,504	8,722
71 Treadwell Elementary School	Optional	770	64%	6%	34%	4,475,057	445,655	-	32,881	4,953,593	6,433
72 Vollentine Elementary School	Optional	261	81%	22%	2%	2,405,463	189,210	292,137	48,312	2,935,122	11,246
73 Wells Station Elementary School	Traditional	662	54%	7%	54%	4,865,577	387,345	126,197	407,352	5,786,471	8,741
74 Westhaven Elementary School	iZone	748	79%	16%	0%	-	496,230	-	-	496,230	663
75 Westside Elementary School	Traditional	330	87%	10%	2%	2,150,007	201,705	-	-	2,351,712	7,126
76 White Station Elementary School	Traditional	608	32%	14%	11%	4,359,759	173,145	125,971	244,824	4,903,698	8,065



**Elementary School Summary**

SCHOOL NAME	SCHOOL TYPE	FY 2021-22 STUDENT DEMOGRAPHICS				FY 2021-22 FINANCIAL BUDGET					PER PUPIL EXPENDITURE
		FY 2021-22 K-12 ENROLLMENT	ECONOMICALLY DISADVANTAGED	STUDENTS WITH DISABILITIES	ENGLISH LANGUAGE LEARNERS	GENERAL FUND	TITLE I	IDEA	OTHER	TOTAL	
77 Whitehaven Elementary STEM School	Optional	400	67%	9%	3%	2,380,078	206,465	-	106,532	2,693,075	6,733
78 William H Brewster Elementary School	Optional	420	72%	14%	20%	2,933,186	274,890	88,060	32,881	3,329,017	7,926
79 Willow Oaks Elementary School	Optional	649	67%	8%	31%	3,601,355	398,055	-	232,433	4,231,843	6,521
80 Winchester Elementary School	Traditional	549	86%	8%	5%	3,544,708	341,530	-	343,562	4,229,800	7,705
81 Winridge Elementary School	Traditional	461	74%	13%	8%	3,093,435	280,840	150,888	77,562	3,602,725	7,815
<b>Elementary School Totals</b>		<b>39,654</b>	<b>62%</b>	<b>11%</b>	<b>12%</b>	<b>\$ 238,697,270</b>	<b>\$ 20,147,890</b>	<b>\$ 6,370,368</b>	<b>\$ 15,530,576</b>	<b>\$ 280,746,105</b>	<b>\$ 7,080</b>



**Informational Section**

**Elementary School Summary**

SCHOOL NAME	SCHOOL TYPE	FY 2021-22 K-12 ENROLLMENT	FY 2021-22 STAFFING									TOTAL TEACHERS	TEACHER TO STUDENT RATIO	TEACHERS WITH TEM 3 OR ABOVE
			GENERAL ED. CLASSROOM TEACHERS	SPED. TEACHERS	CAREER AND TECHNOLOGY TEACHERS	TITLE I TEACHERS	OPTIONAL SCHOOL TEACHERS	WORLD LANGUAGE TEACHERS	BAND AND STRINGS	ESL TEACHERS				
1 A B Hill Elementary School	iZone	348	17	4	-	-	-	-	-	-	21	1:12	100%	
2 Alton Elementary School	Traditional	294	14	1	-	-	-	-	-	-	15	1:15	100%	
3 Balmoral-Ridgeway Elementary School	Optional	288	14	1	-	-	1	1	-	1	18	1:16	96%	
4 Berclair Elementary School	Traditional	589	28	4	-	-	-	-	-	8	40	1:14	100%	
5 Bethel Grove Elementary School	Traditional	185	10	4	-	-	-	-	-	-	14	1:14	100%	
6 Brownsville Road Elementary	Optional	484	22	4	-	-	1	-	-	1	28	1:17	89%	
7 Bruce Elementary School	Traditional	530	23	4	-	-	-	-	-	3	30	1:13	100%	
8 Charjean Elementary School	Traditional	-	-	-	-	-	-	-	-	-	0	1:16	100%	
9 Cherokee Elementary School	iZone	404	19	2	-	-	-	-	-	1	22	1:22	91%	
10 Chimneyrock Elementary School	Traditional	869	41	5	-	-	-	-	-	2	48	1:18	88%	
11 Cordova Elementary School	Optional	693	33	6	-	-	1	-	-	3	43	1:18	100%	
12 Cromwell Elementary School	Traditional	406	19	5	-	-	-	-	-	2	26	1:17	100%	
13 Crump Elementary School	Traditional	528	25	2	-	-	-	-	-	3	30	1:16	100%	
14 Delano Elementary School	Optional	247	13	-	-	-	1	-	-	-	14	1:18	95%	
15 Dexter Elementary School	Traditional	771	37	10	-	-	-	-	-	3	50	1:16	95%	
16 Double Tree Elementary School	Optional	400	19	2	-	-	1	-	-	-	22	1:18	100%	
17 Downtown Elementary School	Optional	677	33	2	-	-	1	-	-	-	36	1:18	100%	
18 Dunbar Elementary School	Traditional	219	13	2	-	-	-	-	-	-	15	1:18	100%	
19 Egypt Central Elementary School	Traditional	522	24	1	-	-	-	-	-	3	28	1:16	78%	
20 Evans Elementary School	Traditional	370	17	2	-	-	-	-	-	3	22	1:17	97%	
21 Ford Road Elementary School	iZone	513	25	5	-	-	-	-	-	-	30	1:18	100%	
22 Fox Meadows Elementary School	Traditional	508	23	5	-	-	-	-	-	2	30	1:16	100%	
23 Gardenview Elementary School	Traditional	288	15	4	-	-	-	-	-	-	19	1:14	95%	
24 Germanshire Elementary School	Traditional	718	34	5	-	-	-	-	-	2	41	1:18	98%	
25 Germantown Elementary School	Optional	600	28	3	-	-	1	1	-	1	34	1:16	100%	
26 Getwell Elementary School	Traditional	421	20	7	-	-	-	-	-	1	28	1:14	96%	
27 Grahamwood Elementary School	Optional	944	44	6	-	-	2	-	-	6	58	1:15	100%	
28 Hawkins Mill Elementary School	Traditional	286	15	2	-	-	-	-	-	-	17	1:17	96%	
29 Hickory Ridge Elementary School	Traditional	660	31	4	-	-	-	-	-	4	39	1:17	98%	
30 Highland Oaks Elementary School	Traditional	745	36	5	-	-	-	-	-	2	43	1:19	100%	
31 Holmes Road Elementary School	Empowerment	637	30	7	-	-	-	-	-	1	38	1:16	98%	
32 Idlewild Elementary School	Optional	503	22	1	-	-	2	-	-	-	25	1:18	100%	
33 Jackson Elementary School	Traditional	262	13	1	-	-	-	-	-	5	19	1:14	95%	
34 Kate Bond Elementary School	Traditional	696	33	6	-	-	-	-	-	9	48	1:16	97%	
35 Keystone Elementary School	Optional	381	18	7	-	-	1	-	-	-	26	1:16	100%	
36 Kingsbury Elementary School	Traditional	495	23	6	-	-	-	-	-	7	36	1:13	98%	
37 LaRose Elementary School	Traditional	187	10	1	-	-	-	-	-	-	11	1:15	96%	
38 Levi Elementary School	Traditional	429	19	3	-	-	-	-	-	1	23	1:17	89%	



**Informational Section**

**Elementary School Summary**

SCHOOL NAME	SCHOOL TYPE	FY 2021-22 K-12 ENROLLMENT	FY 2021-22 STAFFING								TOTAL TEACHERS	TEACHER TO STUDENT RATIO	TEACHERS WITH TEM 3 OR ABOVE
			GENERAL ED. CLASSROOM TEACHERS	SPED. TEACHERS	CAREER AND TECHNOLOGY TEACHERS	TITLE I TEACHERS	OPTIONAL SCHOOL TEACHERS	WORLD LANGUAGE TEACHERS	BAND AND STRINGS	ESL TEACHERS			
39 Lowrance K-8 School	Traditional	861	36	5	1	2	-	-	2	2	46	1:18	94%
40 Lucie E. Campbell Elementary	iZone	509	24	8	-	-	-	-	-	-	32	1:15	100%
41 Lucy Elementary School	Traditional	310	15	4	-	-	-	-	-	-	19	1:14	94%
42 Macon-Hall Elementary School	Traditional	1,084	54	7	-	-	-	-	-	2	63	1:18	100%
43 Magnolia Elementary School	iZone	-	-	-	-	-	-	-	-	-	0	1:13	100%
44 Newberry Elementary School	Traditional	391	19	3	-	-	-	-	-	2	24	1:18	97%
45 Northaven Elementary School	Traditional	315	15	5	-	-	-	-	-	-	20	1:15	80%
46 Oak Forest School	Optional	388	19	3	-	0	1	1	-	2	26	1:16	97%
47 Oakhaven Elementary School	Traditional	482	22	2	-	-	-	-	-	3	27	1:17	93%
48 Oakshire Elementary School	Traditional	339	17	2	-	-	-	-	-	-	19	1:18	92%
49 Peabody Elementary School	Optional	332	15	1	-	-	2	1	-	-	19	1:17	96%
50 Raleigh-Bartlett Meadows School	Traditional	453	21	1	-	-	-	-	-	1	23	1:18	97%
51 Richland Elementary School	Traditional	802	38	6	-	-	-	-	-	1	45	1:17	100%
52 Riverwood Elementary School	Optional	864	40	5	-	-	1	-	-	2	48	1:17	100%
53 Robert R. Church Elementary School	Traditional	627	29	4	-	-	-	-	-	2	35	1:17	100%
54 Ross Elementary School	Traditional	545	27	4	-	-	-	-	-	2	33	1:17	98%
55 Rozelle Elementary School	Optional	215	12	1	-	-	2	-	-	-	15	1:16	100%
56 Scenic Hills Elementary School	Traditional	265	13	3	-	-	-	-	-	-	16	1:14	87%
57 Sea Isle Elementary School	Traditional	413	20	10	-	-	-	-	-	1	31	1:13	100%
58 Shady Grove Elementary School	Traditional	371	16	1	-	-	-	-	-	3	20	1:15	100%
59 Sharpe Elementary School	Traditional	286	15	2	-	-	-	-	-	3	20	1:14	100%
60 Sheffield Elementary School	Traditional	488	24	1	-	-	-	-	-	4	29	1:17	32%
61 Shelby Oaks Elementary School	Traditional	739	35	4	-	-	-	-	-	5	44	1:17	88%
62 Sherwood Elementary School	Optional	506	23	3	-	-	1	-	-	4	31	1:17	96%
63 Shrine School	Specialty	127	-	17	1	-	-	-	-	-	17	1:7	95%
64 South Park Elementary School	Traditional	451	20	6	-	-	-	-	-	6	32	1:13	81%
65 Southwind Elementary School	Traditional	623	30	5	-	-	-	-	-	2	37	1:17	100%
66 Springdale Elementary School	Optional	272	13	2	-	-	1	-	-	-	16	1:14	100%
67 Treadwell Elementary School	Optional	770	34	2	-	-	1	-	-	6	43	1:15	100%
68 Vollenine Elementary School	Optional	281	13	7	-	-	1	-	-	-	21	1:12	100%
69 Wells Station Elementary School	Traditional	662	31	4	-	-	-	-	-	13	48	1:13	100%
70 Westside Elementary School	Traditional	330	15	2	-	-	-	-	-	1	18	1:15	100%
71 White Station Elementary School	Traditional	608	29	7	-	-	-	-	-	2	38	1:15	100%
72 Whitehaven Elementary STEM School	Optional	400	19	2	-	-	1	-	-	0	22	1:18	97%
73 William H Brewster Elementary School	Optional	420	20	3	-	-	1	-	-	2	26	1:14	100%
74 Willow Oaks Elementary School	Optional	649	30	2	-	1	1	-	-	6	40	1:16	95%
75 Winchester Elementary School	Traditional	549	27	3	-	-	-	-	-	1	31	1:16	90%
76 Winchester Elementary School	Traditional	549	27	3	-	-	-	-	-	1	31	1:16	95%
77 Winridge Elementary School	Traditional	461	22	5	-	-	-	-	-	2	29	1:15	97%
<b>Elementary School Totals</b>		<b>36,814</b>	<b>1,738</b>	<b>294</b>	<b>2</b>	<b>3</b>	<b>25</b>	<b>4</b>	<b>2</b>	<b>151</b>	<b>2,217</b>	<b>1:17.00</b>	



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### Elementary School Summary

		FY 2021-22 K-12				ASSISTANT/ VICE- PRINCIPALS		GUIDANCE COUNSELORS	EDUCATIONAL ASSTANTS	LIBRARIANS	INSTRUCTIONAL FACILITATOR	
SCHOOL NAME	SCHOOL TYPE	ENROLLMENT	TEACHERS	SPECIAL SKILLS	OTHER	PRINCIPALS						
1	A B Hill Elementary School	iZone	348	17	2	7	1	1	1	20	-	1
2	Alton Elementary School	Traditional	294	14	3	8	1	-	1	3	-	2
3	Balmoral-Ridgeway Elementary School	Optional	288	14	5	6	1	-	1	2	-	1
4	Berclair Elementary School	Traditional	589	28	4	9	1	1	2	9	1	3
5	Bethel Grove Elementary School	Traditional	185	10	2	5	1	-	1	9	1	1
6	Brownsville Road Elementary	Optional	484	22	5	8	1	1	1	8	1	2
7	Bruce Elementary School	Traditional	530	24	3	12	1	1	2	9	1	2
8	Charjean Elementary School	Traditional	-	-	-	1	-	-	-	-	-	-
9	Cherokee Elementary School	iZone	404	19	3	11	1	-	1	7	1	2
10	Chimneyrock Elementary School	Traditional	869	41	6	13	1	2	2	14	1	1
11	Cordova Elementary School	Optional	693	33	6	9	1	1	2	11	1	1
12	Cromwell Elementary School	Traditional	406	19	3	8	1	1	1	11	1	1
13	Crump Elementary School	Traditional	528	25	4	12	1	-	2	7	1	2
14	Delano Elementary School	Optional	247	13	3	8	1	-	1	3	1	1
15	Dexter Elementary School	Traditional	771	37	6	11	1	1	2	29	1	1
16	Double Tree Elementary School	Optional	400	19	4	8	1	-	1	8	1	2
17	Downtown Elementary School	Optional	677	33	6	9	1	1	2	9	1	2
18	Dunbar Elementary School	Traditional	219	13	3	7	1	-	1	3	-	1
19	Egypt Central Elementary School	Traditional	522	24	3	12	1	-	1	7	1	1
20	Evans Elementary School	Traditional	370	17	3	11	1	-	1	5	1	2
21	Ford Road Elementary School	iZone	513	25	3	11	1	-	2	12	1	3
22	Fox Meadows Elementary School	Traditional	508	23	4	10	1	1	2	12	1	2
23	Gardenview Elementary School	Traditional	288	15	3	12	1	-	1	9	-	1
24	Germanshire Elementary School	Traditional	718	34	5	9	1	1	2	8	1	3
25	Germantown Elementary School	Optional	600	28	7	7	1	1	1	11	1	2
26	Getwell Elementary School	Traditional	421	20	2	15	1	1	1	17	1	2
27	Grahamwood Elementary School	Optional	944	44	8	12	1	1	2	10	1	1
28	Hawkins Mill Elementary School	Traditional	286	15	2	6	1	-	1	4	-	1
29	Hickory Ridge Elementary School	Traditional	660	31	5	14	1	1	2	6	1	3
30	Highland Oaks Elementary School	Traditional	745	36	6	13	1	1	1	12	1	2
31	Holmes Road Elementary School	mpowerment	637	30	5	31	1	2	2	16	1	2
32	Idlewild Elementary School	Optional	503	22	5	6	1	-	1	6	1	2
33	Jackson Elementary School	Traditional	262	13	2	7	1	-	1	6	1	1
34	Kate Bond Elementary School	Traditional	696	33	6	11	1	1	2	9	1	2
35	Keystone Elementary School	Optional	381	18	4	9	1	1	1	14	1	1
36	Kingsbury Elementary School	Traditional	495	23	3	11	1	1	1	11	1	1
37	LaRose Elementary School	Traditional	187	10	2	6	1	-	1	3	-	1
38	Levi Elementary School	Traditional	429	19	4	11	1	1	1	3	1	1
39	Lowrance K-8 School	Traditional	861	38	6	13	1	3	2	14	1	1
40	Lucie E. Campbell Elementary	iZone	509	24	3	11	1	2	1	18	1	1
41	Lucy Elementary School	Traditional	310	15	3	10	1	-	1	6	-	2
42	Macon-Hall Elementary School	Traditional	1,084	54	8	14	1	2	3	11	1	1
43	Magnolia Elementary School	iZone	-	-	-	1	-	-	-	-	-	-
46	Oak Forest School	Optional	388	19	5	8	1	-	1	8	1	1
47	Oakhaven Elementary School	Traditional	482	22	4	9	1	1	1	5	1	1
48	Oakshire Elementary School	Traditional	339	17	3	9	1	2	1	5	1	2
49	Peabody Elementary School	Optional	332	15	6	6	1	1	1	3	1	1
50	Raleigh-Bartlett Meadows School	Traditional	453	21	3	7	1	1	1	7	1	2



**Informational Section**

**Elementary School Summary**

SCHOOL NAME	SCHOOL TYPE	FY 2021-22 K-12				PRINCIPALS	ASSISTANT/ VICE- PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSTANTS	LIBRARIANS	INSTRUCTIONAL FACILITATOR
		ENROLLMENT	TEACHERS	SPECIAL SKILLS	OTHER						
51 Richland Elementary School	Traditional	802	38	6	7	1	2	2	11	1	1
52 Riverwood Elementary School	Optional	864	40	7	10	1	1	2	12	1	3
53 Robert R. Church Elementary School	Traditional	627	29	6	12	1	2	2	6	1	2
54 Ross Elementary School	Traditional	545	27	5	11	1	1	1	7	1	2
55 Rozelle Elementary School	Optional	215	12	4	11	1	-	1	2	1	1
56 Scenic Hills Elementary School	Traditional	265	13	3	15	1	-	1	6	-	2
57 Sea Isle Elementary School	Traditional	413	20	3	8	1	1	1	15	1	1
58 Shady Grove Elementary School	Traditional	371	16	3	8	1	1	1	2	-	1
59 Sharpe Elementary School	Traditional	286	15	3	10	1	-	1	6	1	1
60 Sheffield Elementary School	Traditional	488	24	4	12	1	1	1	2	1	2
61 Shelby Oaks Elementary School	Traditional	739	35	6	12	1	1	2	12	1	2
62 Sherwood Elementary School	Optional	506	23	6	16	1	1	1	6	1	1
63 Shrine School	Specialty	127	-	-	3	1	1	1	35	1	-
64 South Park Elementary School	Traditional	451	20	3	8	1	1	1	17	1	2
65 Southwind Elementary School	Traditional	623	30	4	10	1	-	1	18	1	2
66 Springdale Elementary School	Optional	272	13	4	5	1	-	1	5	1	1
67 Treadwell Elementary School	Optional	770	34	7	10	1	2	2	9	1	2
68 Vollenline Elementary School	Optional	261	13	4	7	1	1	1	13	-	1
69 Wells Station Elementary School	Traditional	662	31	5	14	1	1	2	10	1	2
70 Westside Elementary School	Traditional	330	15	3	6	1	-	1	4	1	1
71 White Station Elementary School	Traditional	608	29	4	9	1	1	2	11	1	2
72 Whitehaven Elementary STEM School	Optional	400	19	4	5	1	-	1	6	-	3
73 William H Brewster Elementary School	Optional	420	20	4	11	1	-	1	9	1	2
74 Willow Oaks Elementary School	Optional	649	31	5	9	1	1	2	6	1	2
75 Winchester Elementary School	Traditional	549	27	4	11	1	1	1	8	1	1
76 Winridge Elementary School	Traditional	461	22	3	8	1	1	1	10	1	3
<b>Elementary School Totals</b>		<b>36,265</b>	<b>1,716</b>	<b>297</b>	<b>724</b>	<b>74</b>	<b>56</b>	<b>99</b>	<b>683</b>	<b>61</b>	<b>119</b>



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**Middle School Summary**

	SCHOOL NAME	SCHOOL TYPE	FY 2021-22 STUDENT DEMOGRAPHICS				FY 2021-22 FINANCIAL BUDGET					PER PUPIL EXPENDITURE
			FY 2021-22 K-12 ENROLLMENT	ECONOMICALLY DISADVANTAGED	STUDENTS WITH DISABILITIES	ENGLISH LANGUAGE LEARNERS	GENERAL FUND	TITLE I	IDEA	OTHER	TOTAL	
1	A. Maceo Walker Middle School	Empowerment	806	78%	14%	2%	4,174,850	386,750	267,528	-	4,829,128	5,991
2	American Way Middle School	Traditional	697	76%	14%	19%	4,114,379	417,095	105,553	142,246	4,779,274	6,857
3	Avon-Lenoxx	Specialty	138	47%	89%	2%	3,018,961	-	431,276	-	3,450,237	25,002
4	Barret's Chapel K-8 School	Traditional	380	51%	13%	2%	3,409,857	157,080	64,659	-	3,631,596	9,557
5	Bellevue Middle School	Optional	601	54%	4%	2%	3,197,440	196,350	-	-	3,393,790	5,647
6	Chickasaw Middle School	iZone	361	84%	15%	0%	1,946,416	180,880	49,088	-	2,176,383	6,029
7	Colonial Middle School	Optional	1,100	58%	8%	9%	5,989,377	526,575	64,841	-	6,580,793	5,983
8	Cordova Middle School	Optional	742	37%	10%	4%	3,707,567	198,135	79,090	-	3,984,792	5,370
9	Craigmont Middle School	Optional	506	66%	15%	2%	3,268,354	325,465	24,305	38,975	3,657,099	7,227
10	Cummings K-8 School	Optional	381	87%	7%	-	2,767,275	305,830	-	252,289	3,325,394	8,728
11	Dexter Middle School	Traditional	384	45%	9%	2%	2,132,127	129,710	29,049	-	2,290,886	5,966
12	Douglass K-8 School	iZone	437	83%	10%	2%	2,894,157	320,110	48,372	28,984	3,291,622	7,532
13	E. E. Jeter K-8 School	Traditional	329	32%	12%	2%	3,110,751	-	-	-	3,110,751	9,455
14	Georgian Hills Middle School	Traditional	296	85%	19%	-	2,159,726	147,560	113,798	48,752	2,469,836	8,344
15	Germantown Middle School	Optional	814	37%	8%	3%	4,295,279	168,385	219,858	-	4,683,522	5,754
16	Grandview Heights Middle School	iZone	394	84%	17%	1%	2,883,190	274,295	175,362	-	3,332,847	8,459
17	Hamilton Middle School	iZone	601	86%	13%	1%	-	157,080	-	-	157,080	261
18	Hamilton School	iZone	498	-	-	-	3,621,725	-	141,404	107,009	3,870,138	7,771
19	Havenview Middle School	Empowerment/Optional	727	72%	12%	1%	4,223,876	418,880	53,405	11,370	4,707,531	6,475
20	Hickory Ridge Middle School	Traditional	803	70%	5%	4%	4,181,518	478,975	57,996	-	4,718,490	5,876
21	Highland Oaks Middle School	Traditional	622	51%	10%	4%	3,273,423	248,710	88,999	-	3,611,132	5,806
22	John P. Freeman K-8 Optional School	Optional	656	46%	1%	0%	4,217,140	167,790	-	-	4,384,930	6,684
23	Kate Bond Middle School	Traditional	1,120	43%	11%	8%	5,778,676	405,790	188,382	-	6,372,848	5,690
24	Kingsbury Middle School	Traditional	676	59%	12%	23%	3,322,077	317,730	88,188	45,975	3,773,970	5,583
25	Maxine Smith STEAM Academy	Optional	375	12%	1%	0%	1,948,853	-	-	-	1,948,853	5,197
26	Mt Pisgah Middle School	Traditional	555	31%	7%	1%	2,641,614	-	24,376	-	2,665,990	4,804
27	Oakhaven Middle School	Traditional	322	79%	10%	6%	1,680,158	182,665	24,305	-	1,887,129	5,861
28	Ridgeway Middle School	Optional	784	54%	8%	2%	3,779,111	293,335	87,091	-	4,159,537	5,306
29	Riverview K-8 School	iZone	404	87%	12%	1%	2,892,008	255,850	56,147	112,679	3,316,684	8,210
30	Sherwood Middle School	iZone	786	81%	13%	7%	4,266,469	481,355	227,344	-	4,975,168	6,330
31	Snowden K-8 School	Optional	1,272	50%	5%	4%	6,833,081	1,034,110	-	93,507	7,960,698	6,258
32	Treadwell Middle School	iZone	604	68%	12%	19%	3,511,634	257,040	110,784	39,511	3,918,969	6,488
33	White Station Middle School	Optional	1,182	27%	8%	4%	6,924,541	-	282,881	-	7,207,423	6,098
34	Woodstock Middle School	Traditional	313	76%	15%	0%	2,089,880	147,560	-	94,136	2,331,576	7,449
<b>Middle School Totals</b>			<b>20,666</b>	<b>58%</b>	<b>10%</b>	<b>5%</b>	<b>\$ 118,255,492</b>	<b>\$ 8,581,090</b>	<b>\$ 3,104,082</b>	<b>\$ 1,015,434</b>	<b>\$ 130,956,097</b>	<b>\$ 6,337</b>



# Informational Section

## Middle School Summary

SCHOOL NAME	SCHOOL TYPE	FY 2021-22 K-12 ENROLLMENT	FY 2021-22 STAFFING									TEACHER TO STUDENT RATIO	TEACHERS WITH TEM 3 OR ABOVE
			GENERAL ED. CLASSROOM TEACHERS	SPEL. TEACHERS	CAREER AND TECHNOLOGY TEACHERS	TITLE I TEACHERS	OPTIONAL SCHOOL TEACHERS	WORLD LANGUAGE TEACHERS	BAND AND STRINGS	ESL TEACHERS	TOTAL TEACHERS		
1 A. Maceo Walker Middle School	Empowerment	806	32	9	1	-	-	-	-	-	41	1:18	98%
2 American Way Middle School	Traditional	697	31	8	1	-	-	-	-	3	42	1:17	84%
3 Avon-Lenox	Specialty	138	-	23	-	-	-	-	-	1	24	1:10	100%
4 Barret's Chapel K-8 School	Traditional	380	23	4	1	-	-	-	-	1	28	1:16	97%
5 Bellevue Middle School	Optional	601	25	2	1	-	-	1	1	-	30	1:20	97%
6 Chickasaw Middle School	iZone	361	15	4	1	-	-	-	-	-	19	1:13	100%
7 Colonial Middle School	Optional	1,100	46	5	2	-	3	1	1	3	58	1:17	91%
8 Cordova Middle School	Optional	742	30	5	1	-	1	-	-	1	37	1:18	86%
9 Craigmont Middle School	Optional	506	22	7	1	-	1	1	1	1	33	1:15	91%
10 Cummings K-8 School	Optional	381	25	2	1	-	-	1	-	-	28	1:12	74%
11 Dexter Middle School	Traditional	384	15	3	1	-	-	-	-	1	19	1:16	96%
12 Douglass K-8 School	iZone	437	24	4	1	-	1	-	-	1	30	1:10	100%
13 E. E. Jeter K-8 School	Traditional	329	23	2	-	-	-	-	-	-	25	1:13	93%
14 Georgian Hills Middle School	Traditional	296	14	5	1	-	-	-	-	-	19	1:14	72%
15 Germantown Middle School	Optional	814	34	6	1	-	1	2	1	1	45	1:17	98%
16 Grandview Heights Middle School	iZone	394	15	8	1	-	-	-	-	-	23	1:12	98%
17 Havenview Middle School	erment/Optional	727	31	6	1	-	1	-	-	-	38	1:17	86%
18 Hickory Ridge Middle School	Traditional	803	33	4	1	-	-	-	1	2	40	1:17	98%
19 Highland Oaks Middle School	Traditional	622	27	5	1	-	-	-	-	1	33	1:19	98%
20 John P. Freeman K-8 Optional School	Optional	656	31	-	1	2	1	1	1	-	37	1:17	95%
21 Kate Bond Middle School	Traditional	1,120	45	9	2	-	-	-	1	3	58	1:16	97%
22 Kingsbury Middle School	Traditional	676	29	5	1	-	-	-	-	6	40	1:16	100%
23 Maxine Smith STEAM Academy	Optional	375	15	-	1	-	1	1	-	-	17	1:20	84%
24 Mt Pisgah Middle School	Traditional	555	22	3	1	-	-	-	1	-	26	1:19	86%
25 Oakhaven Middle School	Traditional	322	13	2	1	-	-	-	-	1	16	1:16	61%
26 Ridgeway Middle School	Optional	784	33	5	1	-	2	1	-	1	42	1:19	88%
27 Riverview K-8 School	iZone	404	24	4	1	-	-	-	-	-	28	1:14	97%
28 Sherwood Middle School	iZone	786	34	10	1	-	-	-	-	2	46	1:16	100%
29 Snowden K-8 School	Optional	1,272	58	4	1	-	2	1	1	2	68	1:18	100%
30 Treadwell Middle School	iZone	604	26	7	1	-	-	-	-	5	38	1:16	100%
31 White Station Middle School	Optional	1,182	50	11	-	-	1	3	1	1	67	1:17	100%
32 Woodstock Middle School	Traditional	313	16	4	1	-	-	-	-	-	20	1:15	78%
<b>Middle School Totals</b>		<b>19,567</b>	<b>861</b>	<b>176</b>	<b>31</b>	<b>2</b>	<b>17</b>	<b>12</b>	<b>10</b>	<b>36</b>	<b>1,113</b>	<b>1:18.00</b>	



**Informational Section**

**Middle School Summary**

SCHOOL NAME	SCHOOL TYPE	FY 2021-22 K-12				PRINCIPALS	ASSISTANT/ VICE- PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSTANTS	LIBRARIANS	INSTRUCTIONAL FACILITATOR
		ENROLLMENT	TEACHERS	SPECIAL SKILLS	OTHER						
1 A. Maceo Walker Middle School	mpowerment	806	32	-	14	1	3	3	18	1	2
2 American Way Middle School	Traditional	697	31	-	13	1	2	2	6	1	4
3 Avon-Lenox	Specialty	138	-	1	4	1	1	1	35	1	-
4 Barret's Chapel K-8 School	Traditional	380	23	2	7	1	1	2	9	1	1
5 Bellevue Middle School	Optional	601	25	2	9	1	1	2	3	1	1
6 Chickasaw Middle School	iZone	361	15	-	7	1	1	1	6	-	1
7 Colonial Middle School	Optional	1,100	46	5	16	1	2	4	7	1	3
8 Cordova Middle School	Optional	742	30	1	9	1	2	2	8	1	2
9 Craigmont Middle School	Optional	506	22	3	10	1	1	2	4	1	2
10 Cummings K-8 School	Optional	381	25	2	11	1	1	2	3	1	2
11 Dexter Middle School	Traditional	384	15	-	6	1	1	2	2	1	1
12 Douglass K-8 School	iZone	437	24	3	9	1	1	2	11	-	1
13 E. E. Jeter K-8 School	Traditional	329	23	2	6	1	1	2	7	1	-
14 Georgian Hills Middle School	Traditional	296	14	-	6	1	1	1	8	-	1
15 Germantown Middle School	Optional	814	34	4	10	1	2	2	12	1	1
16 Grandview Heights Middle School	iZone	394	15	-	13	1	1	1	8	1	2
17 Hamilton School	iZone	498	28	2	13	1	2	2	10	1	2
18 Havenvue Middle School	rmment/Optional	727	31	1	12	1	3	3	4	1	4
19 Hickory Ridge Middle School	Traditional	803	33	1	13	1	2	4	5	1	3
20 Highland Oaks Middle School	Traditional	622	27	-	10	1	1	2	4	1	1
21 John P. Freeman K-8 Optional School	Optional	656	33	6	10	1	2	2	2	1	2
22 Kate Bond Middle School	Traditional	1,120	45	1	31	1	3	4	12	1	2
23 Kingsbury Middle School	Traditional	676	29	-	15	1	1	2	4	1	3
24 Maxine Smith STEAM Academy	Optional	375	15	2	7	1	1	1	-	-	1
25 Mt Pisgah Middle School	Traditional	555	22	1	7	1	1	2	1	1	1
26 Oakhaven Middle School	Traditional	322	13	-	5	1	1	1	2	-	1
27 Ridgeway Middle School	Optional	784	33	3	12	1	2	2	5	1	2
28 Riverview K-8 School	iZone	404	24	2	8	1	1	2	5	1	2
29 Sherwood Middle School	iZone	786	34	-	14	1	2	3	14	1	2
30 Snowden K-8 School	Optional	1,272	58	10	29	1	4	4	6	2	2
31 Treadwell Middle School	iZone	604	26	-	23	1	1	2	5	1	3
32 White Station Middle School	Optional	1,182	50	5	11	1	3	4	9	1	2
33 Woodstock Middle School	Traditional	313	16	-	6	1	1	1	3	-	1
<b>Middle School Totals</b>		<b>20,065</b>	<b>891</b>	<b>58</b>	<b>376</b>	<b>33</b>	<b>53</b>	<b>72</b>	<b>238</b>	<b>28</b>	<b>58</b>



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**Informational Section**

**High School Summary**

SCHOOL NAME	SCHOOL TYPE	FY 2021-22 STUDENT DEMOGRAPHICS					FY 2021-22 FINANCIAL BUDGET				
		FY 2021-22 K-12 ENROLLMENT	ECONOMICALLY DISADVANTAGED	STUDENTS WITH DISABILITIES	ENGLISH LANGUAGE LEARNERS	GENERAL FUND	TITLE I	IDEA	OTHER	TOTAL	PER PUPIL EXPENDITURE
1 B T Washington High School	Traditional	459	86%	14%	1%	3,246,464	304,640	86,098	-	3,637,202	7,924
2 Bolton High School	Optional	678	48%	16%	1%	3,809,504	296,905	87,677	25,000	4,219,086	6,223
3 Central High School	Optional	1,421	50%	7%	3%	7,196,415	571,200	117,250	-	7,884,865	5,549
4 Cordova High School	Traditional	2,244	35%	12%	7%	11,910,681	604,520	157,625	29,307	12,702,134	5,660
5 Craigmont High School	Optional	726	62%	16%	2%	4,494,288	434,945	51,474	-	4,980,707	6,860
6 Douglass High School	iZone	621	79%	17%	8%	3,815,358	265,965	161,796	-	4,243,119	6,833
7 East Career Technology Center	Optional	506	-	-	-	539,719	-	-	-	539,719	1,067
8 East High School	Optional	615	28%	2%	1%	4,278,327	170,170	-	-	4,448,497	7,233
9 Germantown High School	Optional	1,947	28%	8%	2%	10,161,368	-	221,090	-	10,382,458	5,333
10 Hamilton High School	iZone	625	83%	21%	1%	4,426,106	368,305	252,901	217,002	5,264,314	8,423
11 Hollis F. Price Middle College High	Specialty	93	64%	1%	-	1,386,417	58,310	-	-	1,444,727	15,535
12 Kingsbury High School	Optional	1,347	55%	15%	25%	7,227,088	527,170	199,551	372,340	8,326,149	6,181
13 Kirby High School	Traditional	807	65%	14%	7%	4,899,393	434,350	176,218	-	5,509,961	6,828
14 Manassas High School	Traditional	393	78%	19%	1%	2,874,731	290,955	196,099	-	3,361,785	8,554
15 Melrose High School	iZone	752	79%	14%	3%	3,984,160	332,605	34,043	-	4,350,808	5,786
16 Middle College High	Specialty	326	28%	2%	0%	1,928,880	60,690	-	-	1,989,570	6,103
17 Mitchell High School	iZone	421	79%	17%	-	2,551,610	261,800	49,231	-	2,862,641	6,800
18 Oakhaven High School	Traditional	395	73%	14%	5%	2,175,144	198,135	-	-	2,373,279	6,008
19 Overton High School	Optional	1,339	59%	10%	13%	7,178,878	478,975	144,560	-	7,802,413	5,827
20 Raleigh Egypt High School	iZone	657	77%	16%	1%	4,110,074	253,470	134,536	50,360	4,548,439	6,923
21 Ridgeway High School	Optional	852	51%	10%	3%	4,836,843	430,185	235,206	-	5,502,234	6,458
22 Sheffield High School	iZone	537	71%	17%	22%	3,420,827	386,750	85,408	34,621	3,927,606	7,314
23 Southwind High School	Traditional	1,463	45%	10%	4%	7,665,648	446,250	116,030	-	8,227,929	5,624
24 Trezevant High School	iZone	512	79%	21%	0%	3,196,416	311,780	149,248	83,758	3,741,202	7,307
25 Westwood High School	iZone	357	79%	24%	1%	2,722,344	213,010	147,363	-	3,082,717	8,635
26 White Station High School	Optional	1,998	25%	9%	3%	10,485,918	458,745	503,588	-	11,448,251	5,730
27 Whitehaven High School	erment/Optional	1,522	58%	9%	1%	8,769,851	668,185	35,359	-	9,473,395	6,224
28 Wooddale High School	Optional	665	65%	14%	10%	4,307,933	382,585	153,069	-	4,843,587	7,284
<b>High School Totals</b>		<b>24,278</b>	<b>54%</b>	<b>12%</b>	<b>6%</b>	<b>\$ 137,600,385</b>	<b>\$ 9,210,600</b>	<b>\$ 3,495,420</b>	<b>\$ 812,388</b>	<b>\$ 151,118,793</b>	<b>\$ 6,225</b>



**Informational Section**

**High School Summary**

		FY 2021-22 STAFFING												
SCHOOL NAME	SCHOOL TYPE	FY 2021-22 K-12 ENROLLMENT	GENERAL ED. CLASSROOM TEACHERS	SPEDED. 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	B T Washington High School	Traditional	459	26	5	2	-	-	-	-	31	1:14	98%	
2	Bolton High School	Optional	678	26	7	7	-	-	-	-	33	1:19	94%	
3	Central High School	Optional	1,421	57	7	4	-	3	1	1	71	1:20	97%	
4	Cordova High School	Traditional	2,244	90	15	12	-	-	-	1	112	1:19	88%	
5	Craigmont High School	Optional	726	29	8	5	-	1	-	-	39	1:19	77%	
6	Douglass High School	iZone	621	23	7	3	-	1	-	1	34	1:17	88%	
7	East High School	Optional	615	37	1	-	-	1	-	-	39	1:12	95%	
8	Germantown High School	Optional	1,947	78	9	12	-	1	-	-	90	1:19	100%	
9	Hamilton High School	iZone	625	27	12	4	-	-	-	-	40	1:17	79%	
10	Hollis F. Price Middle College High	Specialty	93	-	-	-	-	-	-	-	0	1:9	93%	
11	Kingsbury High School	Optional	1,347	51	12	2	-	1	-	-	74	1:19	81%	
12	Kirby High School	Traditional	807	29	10	5	-	-	-	-	41	1:18	83%	
13	Manassas High School	Traditional	393	16	7	2	-	-	-	-	23	1:18	72%	
14	Melrose High School	iZone	752	29	8	5	-	-	-	-	37	1:18	87%	
15	Middle College High	Specialty	326	-	1	2	-	-	-	-	1	1:16	100%	
16	Mitchell High School	iZone	421	16	6	-	-	-	-	-	22	1:19	100%	
17	Oakhaven High School	Traditional	395	17	2	2	-	-	-	-	19	1:17	72%	
18	Overton High School	Optional	1,339	54	9	5	-	3	-	1	71	1:19	95%	
19	Raleigh Egypt High School	iZone	657	26	9	-	-	-	-	-	36	1:15	90%	
20	Ridgeway High School	Optional	852	35	6	5	-	-	-	-	42	1:20	89%	
21	Sheffield High School	iZone	537	23	7	-	-	-	-	-	34	1:18	72%	
22	Southwind High School	Traditional	1,463	59	11	10	-	-	-	-	72	1:18	86%	
23	Trezevant High School	iZone	512	20	6	-	-	-	-	-	26	1:17	61%	
24	Westwood High School	iZone	357	16	7	1	-	-	-	-	23	1:11	66%	
25	White Station High School	Optional	1,998	81	16	4	-	3	2	1	105	1:20	98%	
26	Whitehaven High School	erment/Optional	1,522	63	10	14	-	1	1	1	76	1:20	97%	
27	Wooddale High School	Optional	665	26	6	4	-	1	-	-	35	1:17	65%	
<b>High School Totals</b>			<b>23,772</b>	<b>954</b>	<b>204</b>	<b>110</b>	<b>-</b>	<b>16</b>	<b>4</b>	<b>6</b>	<b>43</b>	<b>1:19.00</b>		



**Informational Section**

**High School Summary**

	SCHOOL NAME	SCHOOL TYPE	FY 2021-22 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	459	26	-	16	1	2	2	7	1	1
2	Bolton High School	Optional	678	26	-	14	1	2	3	5	1	2
3	Central High School	Optional	1,421	57	5	19	1	4	5	4	2	1
4	Cordova High School	Traditional	2,244	90	1	28	1	6	7	20	2	2
5	Craigmont High School	Optional	726	29	1	15	1	2	2	8	1	2
6	Douglass High School	iZone	621	23	2	17	1	3	2	6	1	2
7	East Career Technology Center	Optional	506	-	-	-	-	-	1	-	-	-
8	East High School	Optional	615	37	1	14	1	3	1	-	1	1
9	Germantown High School	Optional	1,947	78	1	26	1	5	6	9	2	1
10	Hamilton High School	iZone	625	27	-	18	1	2	2	13	1	1
11	Hollis F. Price Middle College High	Specialty	93	-	-	4	1	1	1	-	-	-
12	Kingsbury High School	Optional	1,347	51	1	27	1	5	4	13	1	4
13	Kirby High School	Traditional	807	29	-	19	1	4	4	12	1	2
14	Manassas High School	Traditional	393	16	-	17	1	1	1	10	1	2
15	Melrose High School	iZone	752	29	-	12	1	3	3	5	1	2
16	Middle College High	Specialty	326	-	-	4	1	1	1	1	1	-
17	Mitchell High School	iZone	421	16	-	11	1	1	2	6	1	1
18	Oakhaven High School	Traditional	395	17	-	10	1	1	1	2	1	1
19	Overton High School	Optional	1,339	54	4	22	1	4	4	6	2	2
20	Raleigh Egypt High School	iZone	657	27	-	15	1	2	2	9	1	2
21	Ridgeway High School	Optional	852	35	-	15	1	3	4	7	1	2
22	Sheffield High School	iZone	537	23	-	14	1	2	2	6	1	1
23	Southwind High School	Traditional	1,463	59	-	17	1	4	5	9	2	1
24	Trezevant High School	iZone	512	20	-	17	1	2	2	7	1	1
25	Westwood High School	iZone	357	16	-	10	1	1	2	7	1	1
26	White Station High School	Optional	1,998	81	6	23	1	5	5	12	2	1
27	Whitehaven High School	ment/Optional	1,522	63	3	28	-	6	5	5	2	2
28	Wooddale High School	Optional	665	26	1	17	1	3	2	9	1	1
<b>High School Totals</b>			<b>24,278</b>	<b>955</b>	<b>26</b>	<b>448</b>	<b>26</b>	<b>78</b>	<b>81</b>	<b>198</b>	<b>33</b>	<b>39</b>



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**Informational Section**

**SBB Allocations by District**

District 1 Board Member Michelle Robinson McKissack		District 2 Board Member Althea Greene		District 3 Board Member Stephanie P. Love	
School Name	SBB Allocation	School Name	SBB Allocation	School Name	SBB Allocation
B. T. Washington High	2,559,367.58	Alton Elementary	1,522,035.43	Delano Elementary	1,474,089.41
Bellevue Middle	2,360,728.76	Brownsville Road Elementary	2,326,174.43	E.E. Jeter Elementary	2,488,809.29
Bruce Elementary	2,640,252.72	Craigmont High	2,907,230.92	Egypt Elementary	2,537,165.53
Central High	5,578,761.34	Craigmont Middle	2,017,445.07	Hawkins Mill Elementary	1,477,275.93
Downtown Elementary	3,265,633.74	Douglass High	2,588,965.11	Keystone Elementary	1,925,546.84
Idlewild Elementary	2,320,540.34	Douglass K-8	2,574,262.58	Lucie E. Campbell Elementary	2,605,537.12
LaRose Elementary	1,181,301.22	East High	3,508,461.10	Lucy Elementary	1,552,582.59
Peabody Elementary	1,668,305.07	Grahamwood Elementary	4,354,821.56	Northaven Elementary	1,688,896.47
Rozelle Elementary	1,326,897.96	Jackson Elementary	1,507,703.36	Georgian Hills Middle	1,352,576.32
Snowden Elementary	5,712,064.60	Kingsbury Elementary	2,413,773.39	Scenic Hills Elementary	1,476,529.46
Westside Elementary	1,634,190.55	Kingsbury High	5,409,873.32	Grandview Heights Middle School	1,660,296.74
		Kingsbury Middle	2,761,077.75	Raleigh-Egypt High	2,748,624.98
		Manassas High	1,688,393.14	Raleigh-Egypt Middle	1,925,646.34
		Raleigh-Bartlett Meadows Elementary	2,254,237.06	Trezevant High	2,157,992.30
		Springdale Elementary	1,403,830.77	Woodstock Middle School	1,457,865.71
		Treadwell Elementary	3,763,855.70		
		Treadwell Middle School	2,495,686.01		
		Vollentine Elementary	1,434,858.97		
		Wells Station Elementary	3,192,730.02		
		William Herbert Brewster Elementary	2,073,598.05		



**SBB Allocations by District**

District 4 Board Member Kevin Woods		District 5 Board Member Sheleah Harris		District 6 Board Member Shante K. Avant	
School Name	SBB Allocation	School Name	SBB Allocation	School Name	SBB Allocation
Germanshire Elementary	3,413,267.42	Barret's Chapel Elementary	2,419,247.47	A. B. Hill Elementary	1,882,177.47
Germantown Elementary	2,965,682.46	Bolton High	2,669,581.30	Chickasaw Middle	1,593,736.88
Germantown High	7,329,206.16	Chimneyrock Elementary School	4,167,054.53	Cummings Elementary	2,493,780.03
Germantown Middle	3,249,778.33	Cordova Elementary	3,338,346.71	Double Tree Elementary	1,998,597.31
Hickory Ridge Middle	3,250,860.89	Cordova High School	8,755,718.34	Ford Road Elementary	2,585,522.61
Highland Oaks Elementary	3,618,287.03	Cordova Middle	3,028,913.75	Geeter School	3,345,774.14
Highland Oaks Middle	2,541,568.38	Dexter Elementary	3,701,229.65	Havenview Middle	2,991,392.90
Kirby High	3,301,951.11	Dexter Middle	1,583,633.30	Holmes Road Elementary	3,122,965.86
Lowrance Elementary	3,845,310.83	Macon-Hall Elementary	5,629,659.74	J. P. Freeman Elementary	3,150,533.96
Oak Forest Elementary	1,926,954.92	Mt. Pisgah Middle	2,139,118.51	Levi Elementary	2,109,120.41
Ross Elementary	2,767,295.79	Riverwood Elementary School	4,062,474.56	Mitchell High	1,718,837.72
Southwind Elementary	3,023,269.76			Riverview Elementary	2,421,573.07
Southwind High	5,744,545.74			Westhaven Elementary	3,724,286.65
Winridge Elementary	2,308,585.54			Westwood High	1,685,079.39
				Whitehaven Elementary	1,927,309.11
				Whitehaven High	5,954,600.63



**Informational Section**

**SBB Allocations by District**

District 7 Board Member Miska Clay Bibbs		District 8 Board Member William "Billy" Orgel		District 9 Board Member Joyce Dorse Coleman	
School Name	SBB Allocation	School Name	SBB Allocation	School Name	SBB Allocation
A. Maceo Walker Middle	3,335,848.78	Berclair Elementary	2,913,777.95	Balmoral/Ridgeway Elementary	1,476,776.72
Alcy Elementary	2,879,119.19	Kate Bond Elementary School	3,341,160.94	Belle Forest Community School	5,138,206.28
American Way Middle	2,983,098.95	Kate Bond Middle School	4,417,893.95	Bethel Grove Elementary	1,181,751.90
Cromwell Elementary	2,034,198.95	Richland Elementary	3,960,915.68	Cherokee Elementary	2,024,570.70
Crump Elementary	2,544,529.49	Shady Grove Elementary	1,801,470.33	Colonial Middle	4,304,876.98
Gardenview Elementary	1,550,708.69	Shelby Oaks Elementary	3,553,321.97	Dunbar Elementary	1,327,759.72
Getwell Elementary	2,045,359.87	White Station Elementary	2,986,738.01	Evans Elementary	1,778,216.32
Hamilton High	2,684,428.33	White Station High	7,417,150.22	Fox Meadows Elementary	2,565,104.24
Hamilton K8	2,902,887.90	White Station Middle	4,636,087.48	Maxine Smith STEAM Academy	1,581,885.36
Hickory Ridge Elementary	3,193,296.30			Melrose High	3,141,408.66
Oakhaven Elementary	2,380,983.15			Newberry Elementary	1,926,231.60
Oakhaven High	1,686,643.97			Overton High	5,361,126.97
Oakhaven Middle	1,352,892.94			Ridgeway High	3,347,486.50
Oakshire Elementary	1,727,384.72			Ridgeway Middle	3,138,619.74
Parkway Village Elementary	3,942,299.62			Sea Isle Elementary	2,053,560.94
Robert R. Church Elementary	3,038,863.18			Sharpe Elementary	1,550,206.34
Sheffield Elementary	2,422,714.51			Sherwood Elementary	2,473,560.59
Sheffield High	2,247,762.03			Sherwood Middle	3,246,466.46
Winchester Elementary	2,750,898.94			South Park Elementary	2,213,840.62
				Willow Oaks Elementary	3,111,488.79
				Wooddale High	2,806,016.32



# **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>FY2020-21 Utilization:</b> 40%	<b>FCI:</b> 7
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	212	212	293	348	55
Attendance Rate	93.7%	93.7%	94.4%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	76.6%	87.5%	85%	-	-
Students with Disabilities (%)	24.1%	25.3%	25.1%	-	-
English Language Learners (%)	0%	0%	0.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	0	-	1	1
Classroom Teacher	23	22	-	23	23
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	11	12	-	19	19
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Nutrition	6	3	-	1	1
Other	2	2	-	4	4

<b>School Level Funds</b>					
General Fund	\$2,417,438	\$2,547,811	\$2,492,504	\$2,740,561	\$248,057
Title I	\$112,776	\$120,158	\$196,427	\$176,925	-\$19,502
IDEA, Part B	\$158,517	\$152,462	\$166,055	\$166,960	\$905
Other Special Revenue & Federal Funds	\$122,066	\$204,469	\$234,341	\$224,266	-\$10,074
<b>Total</b>	<b>\$2,810,799</b>	<b>\$3,024,901</b>	<b>\$3,089,328</b>	<b>\$3,308,714</b>	<b>\$219,385</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	74%	100%			
TEM 5	5%	42%			
TEM 4	16%	46%			
TEM 3	53%	12%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	3	5	N/A	N/A	N/A

**Total SBB Allocation \$1,882,177**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,882,177
			Last Year (1920)	\$1,886,032	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$1,882,177	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	348	\$1,172,760
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	63	\$63,693
Grade 1	0.30	\$1,011	64	\$64,704
Grade 2	0.30	\$1,011	43	\$43,473
Grade 3	0.20	\$674	82	\$55,268
Grade 4	0.20	\$674	41	\$27,634
Grade 5	0.20	\$674	55	\$37,070
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	271	\$95,663
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	134	\$130,958
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	290	\$97,730
Incoming High Proficiency	0.10	\$337	8	\$2,696
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	44	\$36,300
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>\$0</b>

**2. SBB Transition Supplements \$1,882,177**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	5,875.48	\$(5,875)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.10773446		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,882,177</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>FY2020-21 Utilization:</b> 63%	<b>FCI:</b> 25
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	244	270	320	294	-26
Attendance Rate	95.3%	95.3%	93.9%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	71.3%	85.4%	87.7%	-	-
Students with Disabilities (%)	5.7%	6.2%	9%	-	-
English Language Learners (%)	0%	0%	0.7%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Classroom Teacher	18	19	-	17	17
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	1	1	-	3	3
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	-	-
Nutrition	5	3	-	1	1
Other	6	3	-	5	5

<b>School Level Funds</b>					
General Fund	\$2,084,282	\$2,122,889	\$1,942,474	\$1,822,646	-\$119,827
Title I	\$134,502	\$152,832	\$170,433	\$151,725	-\$18,708
Other Special Revenue & Federal Funds	\$116,582	\$258,865	\$259,553	\$258,028	-\$1,525
<b>Total</b>	<b>\$2,335,367</b>	<b>\$2,534,588</b>	<b>\$2,372,461</b>	<b>\$2,232,399</b>	<b>-\$140,061</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	100%			
TEM 5	32%	9%			
TEM 4	36%	45%			
TEM 3	27%	45%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	4	1	N/A	N/A	N/A
TVAAS Numeracy	5	1	N/A	N/A	N/A

**Total SBB Allocation \$1,522,035**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$38,055
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,483,981
			Last Year (1920)	\$1,581,706	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$1,522,035	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$38,055**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	294	\$990,780
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	61	\$61,671
Grade 1	0.30	\$1,011	50	\$50,550
Grade 2	0.30	\$1,011	41	\$41,451
Grade 3	0.20	\$674	45	\$30,330
Grade 4	0.20	\$674	53	\$35,722
Grade 5	0.20	\$674	44	\$29,656
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	231	\$81,543
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	85	\$83,071
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	249	\$83,913
Incoming High Proficiency	0.10	\$337	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$38,055
<b>SBB Allocations Total</b>				<b>\$38,055</b>

**2. SBB Transition Supplements \$1,483,981**

<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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$129	5,511.17	\$(5,382)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.05903646		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,483,981</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>FY2020-21 Utilization:</b> 114%	<b>FCI:</b> 27
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	313	334	308	288	-20
Attendance Rate	96.4%	96.4%	96.8%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	73.7%	47.4%	51.2%	-	-
Students with Disabilities (%)	4%	4.2%	6.3%	-	-
English Language Learners (%)	5.8%	5.7%	4.9%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Classroom Teacher	19	17	-	16	16
Special Skills	6	5	-	4	4
Counselor	1	1	-	1	1
Educational Assistant	3	3	-	2	2
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Nutrition	5	2	-	1	1
Other	2	2	-	3	3

<b>School Level Funds</b>					
General Fund	\$2,114,846	\$2,136,381	\$2,042,105	\$1,984,144	-\$57,961
Title I	\$125,162	\$136,866	\$134,394	\$121,800	-\$12,594
IDEA, Part B	\$24,701	\$7,333	\$24,066	\$24,137	\$71
<b>Total</b>	<b>\$2,264,711</b>	<b>\$2,280,581</b>	<b>\$2,200,566</b>	<b>\$2,130,081</b>	<b>-\$70,485</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	92%	96%			
TEM 5	13%	13%			
TEM 4	50%	63%			
TEM 3	29%	21%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	4	3	N/A	N/A	N/A
TVAAS Numeracy	2	3	N/A	N/A	N/A

Total SBB Allocation		\$1,476,777
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$131,484
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$1,345,292
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 (1920)	\$1,520,788
	This Year (2021)	\$1,476,777
	Total Difference	\$-
	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 \$-

**Detailed Breakdown**

1. SBB Allocations					\$131,484
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,370	288	\$970,560	
<b>Grade Weights</b>					
Grade K	0.30	\$1,011	40	\$40,440	
Grade 1	0.30	\$1,011	35	\$35,385	
Grade 2	0.30	\$1,011	46	\$46,506	
Grade 3	0.20	\$674	46	\$31,004	
Grade 4	0.20	\$674	59	\$39,766	
Grade 5	0.20	\$674	62	\$41,788	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	131	\$46,243	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	84	\$7,392	
<b>Mobility Weights</b>					
Mobility	0.29	\$977	31	\$30,296	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$337	166	\$55,942	
Incoming High Proficiency	0.10	\$337	22	\$7,414	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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.					\$104,226
<b>SBB Allocations Total</b>				<b>\$131,484</b>	

**2. SBB Transition Supplements** \$1,345,292

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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$457	5,208.17	\$(4,752)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.015452697		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,345,292</b>



**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>FY2020-21 Utilization:</b> 93%	<b>FCI:</b> 28
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	609	623	598	589	-9
Attendance Rate	94.7%	94.7%	95%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	79.1%	63.2%	54.9%	-	-
Students with Disabilities (%)	8.8%	10.6%	9.4%	-	-
English Language Learners (%)	37%	35.8%	44.3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	38	40	-	42	42
Special Skills	5	4	-	4	4
Counselor	1	1	-	2	2
Educational Assistant	4	8	-	9	9
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	-	5	5

**School Level Funds**

General Fund	\$3,825,397	\$3,902,747	\$3,706,595	\$3,757,056	\$50,460
Title I	\$351,760	\$341,574	\$312,848	\$280,560	-\$32,288
IDEA, Part B	\$83,458	\$100,536	\$103,370	\$106,200	\$2,829
Other Special Revenue & Federal Funds	\$195,679	\$266,255	\$313,292	\$284,123	-\$29,169
<b>Total</b>	<b>\$4,456,296</b>	<b>\$4,611,113</b>	<b>\$4,436,107</b>	<b>\$4,427,939</b>	<b>-\$8,167</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	4	5	N/A	N/A	N/A

**Total SBB Allocation \$2,913,778**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$42,755
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,871,023
How has funding changed under SBB?		Last Year (1920)		\$2,911,156	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,913,778	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$42,755**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	589	\$1,984,930
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	96	\$97,056
Grade 1	0.30	\$1,011	98	\$99,078
Grade 2	0.30	\$1,011	92	\$93,012
Grade 3	0.20	\$674	94	\$63,356
Grade 4	0.20	\$674	114	\$76,836
Grade 5	0.20	\$674	95	\$64,030
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	294	\$103,782
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	111	\$108,480
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	346	\$116,602
Incoming High Proficiency	0.10	\$337	92	\$31,004
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$42,755</b>

**2. SBB Transition Supplements \$2,871,023**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$73	4,925.81	\$(4,853)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.00429946		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,871,023</b>



**Bethel Grove Elementary School**

2459 Arlington, Memphis, TN 38114

Phone: (901) 416-5012 Fax: (901) 416-5005

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 54,324	<b>Student Capacity:</b> 398	<b>FY2020-21 Utilization:</b> 59%	<b>FCI:</b> 12
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	196	199	168	185	17
Attendance Rate	94.9%	94.9%	98.5%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	75.4%	83.6%	82.9%	-	-
Students with Disabilities (%)	15.9%	17.9%	23.9%	-	-
English Language Learners (%)	0.4%	0.4%	0.5%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Classroom Teacher	16	18	-	16	16
Special Skills	3	2	-	1	1
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	-	3	3

<b>School Level Funds</b>					
General Fund	\$1,942,471	\$1,860,372	\$1,737,394	\$1,805,018	\$67,624
Title I	\$97,484	\$121,142	\$120,590	\$103,425	-\$17,165
IDEA, Part B	\$71,173	\$80,312	\$91,039	\$91,137	\$97
Other Special Revenue & Federal Funds	\$130,116	\$191,113	\$226,184	\$236,915	\$10,731
<b>Total</b>	<b>\$2,241,246</b>	<b>\$2,252,941</b>	<b>\$2,175,208</b>	<b>\$2,236,496</b>	<b>\$61,288</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	84%	100%			
TEM 5	16%	41%			
TEM 4	53%	55%			
TEM 3	16%	5%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	4	N/A	N/A	N/A
TVAAS Numeracy	2	4	N/A	N/A	N/A

**Total SBB Allocation \$1,181,752**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$237,309
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$944,443
			Last Year (1920)	\$1,179,388	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$1,181,752	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$237,309**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	185	\$623,450
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	40	\$40,440
Grade 1	0.30	\$1,011	31	\$31,341
Grade 2	0.30	\$1,011	33	\$33,363
Grade 3	0.20	\$674	24	\$16,176
Grade 4	0.20	\$674	34	\$22,916
Grade 5	0.20	\$674	23	\$15,502
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	143	\$50,479
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	46	\$44,956
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	138	\$46,506
Incoming High Proficiency	0.10	\$337	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$237,309</b>

**2. SBB Transition Supplements \$944,443**

<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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$1,283	6,701.06	\$(5,418)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.044676037		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$944,443</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>FY2020-21 Utilization:</b> 88%	<b>FCI:</b> 14
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	575	575	516	484	-32
Attendance Rate	95.8%	95.8%	93.3%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	76.7%	64.1%	63.9%	-	-
Students with Disabilities (%)	8.7%	8.3%	10.1%	-	-
English Language Learners (%)	2.6%	2.6%	3.6%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	0	1	-	1	1
Classroom Teacher	30	34	-	29	29
Special Skills	7	5	-	4	4
Counselor	1	1	-	1	1
Educational Assistant	5	9	-	8	8
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	-	3	3

<b>School Level Funds</b>					
General Fund	\$3,337,715	\$3,463,796	\$3,212,440	\$3,225,844	\$13,404
Title I	\$278,537	\$298,354	\$277,411	\$252,000	-\$25,411
IDEA, Part B	\$54,829	\$58,569	\$60,532	\$60,656	\$123
Other Special Revenue & Federal Funds	\$30,834	\$30,070	\$30,595	\$30,638	\$42
<b>Total</b>	<b>\$3,701,918</b>	<b>\$3,850,790</b>	<b>\$3,580,979</b>	<b>\$3,569,139</b>	<b>-\$11,840</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	91%	89%			
TEM 5	9%	5%			
TEM 4	47%	34%			
TEM 3	34%	50%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation \$2,326,174**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,326,174
			Last Year (1920)	\$2,390,408	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$2,326,174	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	484	\$1,631,080
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	70	\$70,770
Grade 1	0.30	\$1,011	66	\$66,726
Grade 2	0.30	\$1,011	84	\$84,924
Grade 3	0.20	\$674	80	\$53,920
Grade 4	0.20	\$674	98	\$66,052
Grade 5	0.20	\$674	86	\$57,964
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	274	\$96,722
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	67	\$65,479
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	357	\$120,309
Incoming High Proficiency	0.10	\$337	25	\$8,425
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,326,174**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,742.87	\$(4,743)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.013340378		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,326,174</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>FY2020-21 Utilization:</b> 68%	<b>FCI:</b> 6
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	462	441	522	530	8
Attendance Rate	95.2%	95.2%	93.6%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	77.3%	76.8%	73.3%	-	-
Students with Disabilities (%)	10.6%	9.6%	9.2%	-	-
English Language Learners (%)	9.2%	7.2%	9.6%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	21	25	-	32	32
Special Skills	3	2	-	3	3
Counselor	1	1	-	2	2
Educational Assistant	4	4	-	9	9
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	7	3	-	1	1
Other	3	3	-	7	7

**School Level Funds**

General Fund	\$3,117,122	\$3,313,397	\$3,163,881	\$3,362,317	\$198,435
Title I	\$288,043	\$236,018	\$285,994	\$255,675	-\$30,319
IDEA, Part B	\$83,994	\$92,786	\$110,741	\$123,788	\$13,047
Other Special Revenue & Federal Funds	\$246,307	\$247,723	\$228,767	\$321,286	\$92,518
<b>Total</b>	<b>\$3,735,467</b>	<b>\$3,889,925</b>	<b>\$3,789,384</b>	<b>\$4,063,067</b>	<b>\$273,682</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$2,640,253**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,640,253
How has funding changed under SBB?		Last Year (1920)		\$2,453,050	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,640,253	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	530	\$1,786,100
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	77	\$77,847
Grade 1	0.30	\$1,011	76	\$76,836
Grade 2	0.30	\$1,011	91	\$92,001
Grade 3	0.20	\$674	103	\$69,422
Grade 4	0.20	\$674	88	\$59,312
Grade 5	0.20	\$674	95	\$64,030
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	358	\$126,374
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	144	\$140,731
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	404	\$136,148
Incoming High Proficiency	0.10	\$337	29	\$9,773
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,640,253**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,935.71	\$(4,936)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.008727343		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,640,253</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>FY2020-21 Utilization:</b> 78%	<b>FCI:</b> 4
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	478	436	429	404	-25
Attendance Rate	93.7%	93.7%	90.2%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	86.1%	85.7%	81.6%	-	-
Students with Disabilities (%)	6.3%	7.9%	9.4%	-	-
English Language Learners (%)	1.8%	1.4%	2.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Classroom Teacher	25	31	-	23	23
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	-	4	4

<b>School Level Funds</b>					
General Fund	\$2,530,898	\$2,200,626	\$2,290,714	\$2,085,026	-\$205,687
Title I	\$259,388	\$240,808	\$270,299	\$237,300	-\$32,999
IDEA, Part B	\$10,707	\$1,330	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$238,963	\$220,069	\$260,543	\$260,764	\$221
<b>Total</b>	<b>\$3,039,959</b>	<b>\$2,662,835</b>	<b>\$2,821,556</b>	<b>\$2,583,091</b>	<b>-\$238,465</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	91%			
TEM 5	47%	17%			
TEM 4	40%	35%			
TEM 3	13%	39%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation \$2,024,571**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,024,571
How has funding changed under SBB?		Last Year (1920)		\$1,995,555	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,024,571	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	404	\$1,361,480
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	75	\$75,825
Grade 1	0.30	\$1,011	77	\$77,847
Grade 2	0.30	\$1,011	70	\$70,770
Grade 3	0.20	\$674	67	\$45,158
Grade 4	0.20	\$674	57	\$38,418
Grade 5	0.20	\$674	58	\$39,092
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	303	\$106,959
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	101	\$98,707
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	312	\$105,144
Incoming High Proficiency	0.10	\$337	25	\$8,425
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,024,571**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	5,077.74	\$(5,078)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.012986814		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,024,571</b>



**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>FY2020-21 Utilization:</b> 98%	<b>FCI:</b> 11
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	883	939	878	869	-9
Attendance Rate	95.9%	95.9%	96.2%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	60%	42%	40.8%	-	-
Students with Disabilities (%)	12%	8.2%	8.5%	-	-
English Language Learners (%)	11.5%	10.6%	8.9%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	2	2
Classroom Teacher	44	50	-	51	51
Special Skills	6	5	-	5	5
Counselor	1	1	-	2	2
Educational Assistant	14	14	-	14	14
Instructional Facilitator	1	2	-	1	1
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	0	0	-	1	1
Nutrition	8	5	-	3	3
Other	4	4	-	6	6

**School Level Funds**

General Fund	\$5,044,663	\$5,314,115	\$4,965,862	\$5,010,123	\$44,260
Title I	\$278,054	\$337,154	\$299,842	\$262,920	-\$36,922
IDEA, Part B	\$151,243	\$109,614	\$103,051	\$78,686	-\$24,364
Other Special Revenue & Federal Funds	\$183,191	\$158,452	\$321,334	\$188,039	-\$133,295
<b>Total</b>	<b>\$5,657,153</b>	<b>\$5,919,336</b>	<b>\$5,690,090</b>	<b>\$5,539,769</b>	<b>-\$150,321</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	3	N/A	N/A	N/A
TVAAS Numeracy	5	1	N/A	N/A	N/A

**Total SBB Allocation \$4,167,055**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$4,167,055
			Last Year (1920)	\$4,129,398	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$4,167,055	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	869	\$2,928,530
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	151	\$152,661
Grade 1	0.30	\$1,011	133	\$134,463
Grade 2	0.30	\$1,011	145	\$146,595
Grade 3	0.20	\$674	148	\$99,752
Grade 4	0.20	\$674	149	\$100,426
Grade 5	0.20	\$674	143	\$96,382
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	275	\$97,075
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	181	\$176,891
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	529	\$178,273
Incoming High Proficiency	0.10	\$337	128	\$43,136
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$4,167,055**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,773.87	\$(4,774)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.004821155		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$4,167,055</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>FY2020-21 Utilization:</b> 97%	<b>FCI:</b> 3
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	787	819	732	693	-39
Attendance Rate	95.8%	95.8%	94.5%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	56.1%	42.9%	41.4%	-	-
Students with Disabilities (%)	12%	10.4%	11.5%	-	-
English Language Learners (%)	9.3%	9.3%	7%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	38	46	-	45	45
Special Skills	7	6	-	6	6
Counselor	1	1	-	2	2
Educational Assistant	12	12	-	11	11
Instructional Facilitator	1	2	-	1	1
Librarian	1	1	-	1	1
Nutrition	5	3	-	1	1
Other	2	3	-	4	4

<b>School Level Funds</b>					
General Fund	\$4,947,503	\$4,974,344	\$4,467,490	\$4,732,336	\$264,846
Title I	\$271,728	\$297,374	\$275,880	\$241,920	-\$33,960
IDEA, Part B	\$115,523	\$114,574	\$115,247	\$124,853	\$9,605
Other Special Revenue & Federal Funds	\$119,180	\$120,082	\$122,159	\$123,254	\$1,095
<b>Total</b>	<b>\$5,453,935</b>	<b>\$5,506,377</b>	<b>\$4,980,777</b>	<b>\$5,222,364</b>	<b>\$241,587</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	100%			
TEM 5	51%	43%			
TEM 4	37%	33%			
TEM 3	10%	24%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	2	3	N/A	N/A	N/A

**Total SBB Allocation \$3,338,347**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$47,529
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,290,818
How has funding changed under SBB?		Last Year (1920)		\$3,410,232	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$3,338,347	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$47,529**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	693	\$2,335,410
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	110	\$111,210
Grade 1	0.30	\$1,011	104	\$105,144
Grade 2	0.30	\$1,011	111	\$112,221
Grade 3	0.20	\$674	132	\$88,968
Grade 4	0.20	\$674	119	\$80,206
Grade 5	0.20	\$674	117	\$78,858
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	243	\$85,779
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	103	\$100,662
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	438	\$147,606
Incoming High Proficiency	0.10	\$337	85	\$28,645
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$47,529</b>

**2. SBB Transition Supplements \$3,290,818**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$69	4,736.43	\$(4,668)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.017060489		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,290,818</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>FY2020-21 Utilization:</b> 86%	<b>FCI:</b> 9
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	521	425	457	406	-51
Attendance Rate	96.4%	96.4%	96.6%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	68.9%	77.7%	73.4%	-	-
Students with Disabilities (%)	11.3%	13.7%	11.8%	-	-
English Language Learners (%)	10.6%	11.1%	11.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	33	29	-	26	26
Special Skills	6	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	10	9	-	11	11
Instructional Facilitator	1	2	-	1	1
Librarian	1	1	-	1	1
Nutrition	7	4	-	1	1
Other	4	3	-	3	3

<b>School Level Funds</b>					
General Fund	\$3,252,732	\$3,171,753	\$3,067,611	\$3,096,206	\$28,595
Title I	\$255,968	\$240,310	\$266,289	\$241,500	-\$24,789
IDEA, Part B	\$93,920	\$84,609	\$100,873	\$91,622	-\$9,251
Other Special Revenue & Federal Funds	\$0	\$37,148	\$38,391	\$32,512	-\$5,879
<b>Total</b>	<b>\$3,602,621</b>	<b>\$3,533,821</b>	<b>\$3,473,166</b>	<b>\$3,461,842</b>	<b>-\$11,324</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	100%			
TEM 5	22%	38%			
TEM 4	56%	47%			
TEM 3	19%	16%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	3	3	N/A	N/A	N/A
TVAAS Numeracy	3	5	N/A	N/A	N/A

**Total SBB Allocation** **\$2,034,199**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,034,199
			Last Year (1920)	\$2,093,333	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$2,034,199	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations** **\$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	406	\$1,368,220
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	73	\$73,803
Grade 1	0.30	\$1,011	70	\$70,770
Grade 2	0.30	\$1,011	66	\$66,726
Grade 3	0.20	\$674	58	\$39,092
Grade 4	0.20	\$674	79	\$53,246
Grade 5	0.20	\$674	60	\$40,440
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	262	\$92,486
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	98	\$95,775
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	305	\$102,785
Incoming High Proficiency	0.10	\$337	28	\$9,436
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements** **\$2,034,199**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,960.50	\$(4,961)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.010046694		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,034,199</b>



**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>FY2020-21 Utilization:</b> 87%	<b>FCI:</b> 25
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	579	533	481	528	47
Attendance Rate	95.6%	95.6%	94.7%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	82.8%	72.5%	67.6%	-	-
Students with Disabilities (%)	8.4%	7.8%	11.6%	-	-
English Language Learners (%)	12.2%	11%	17.7%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	-	-
Classroom Teacher	40	40	-	34	34
Special Skills	6	4	-	3	3
Counselor	1	1	-	2	2
Educational Assistant	7	4	-	7	7
Instructional Facilitator	1	2	-	2	2
Librarian	1	1	-	-	-
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	11	6	-	1	1
Other	5	5	-	6	6

<b>School Level Funds</b>					
General Fund	\$3,880,886	\$3,747,727	\$3,353,605	\$3,500,484	\$146,879
Title I	\$364,289	\$300,807	\$282,034	\$256,200	-\$25,834
IDEA, Part B	\$24,269	\$18,971	\$24,276	\$24,137	-\$139
Other Special Revenue & Federal Funds	\$107,013	\$236,653	\$242,629	\$333,392	\$90,762
<b>Total</b>	<b>\$4,376,458</b>	<b>\$4,304,159</b>	<b>\$3,902,546</b>	<b>\$4,114,214</b>	<b>\$211,668</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	100%			
TEM 5	41%	21%			
TEM 4	50%	57%			
TEM 3	7%	21%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	3	4	N/A	N/A	N/A

**Total SBB Allocation** **\$2,544,529**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,544,529
			Last Year (1920)	\$2,548,192	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$2,544,529	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations** **\$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	528	\$1,779,360
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	80	\$80,880
Grade 1	0.30	\$1,011	87	\$87,957
Grade 2	0.30	\$1,011	88	\$88,968
Grade 3	0.20	\$674	87	\$58,638
Grade 4	0.20	\$674	105	\$70,770
Grade 5	0.20	\$674	81	\$54,594
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	329	\$116,137
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	70	\$68,411
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	371	\$125,027
Incoming High Proficiency	0.10	\$337	29	\$9,773
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements** **\$2,544,529**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,798.85	\$(4,799)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.004236531		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,544,529</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>FY2020-21 Utilization:</b> 115%	<b>FCI:</b> 37
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	297	273	225	247	22
Attendance Rate	96.9%	96.9%	95.8%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	72.9%	66.4%	62.9%	-	-
Students with Disabilities (%)	1.7%	2%	2.4%	-	-
English Language Learners (%)	0%	0%	0.4%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Classroom Teacher	13	15	-	16	16
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	-	5	5

<b>School Level Funds</b>					
General Fund	\$2,170,313	\$1,968,576	\$1,804,352	\$1,987,682	\$183,330
Title I	\$108,618	\$143,337	\$112,827	\$102,480	-\$10,347
Other Special Revenue & Federal Funds	\$0	\$0	\$67,456	\$110,312	\$42,856
<b>Total</b>	<b>\$2,278,932</b>	<b>\$2,111,914</b>	<b>\$1,984,636</b>	<b>\$2,200,474</b>	<b>\$215,838</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	95%			
TEM 5	25%	50%			
TEM 4	75%	40%			
TEM 3	0%	5%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	4	N/A	N/A	N/A
TVAAS Numeracy	5	5	N/A	N/A	N/A

**Total SBB Allocation \$1,474,089**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$240,146
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,233,943
How has funding changed under SBB?		Last Year (1920)		\$1,471,297	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$1,474,089	
		Total Difference		\$-	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$58,154	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$240,146**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	247	\$832,390
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	64	\$64,704
Grade 1	0.30	\$1,011	44	\$44,484
Grade 2	0.30	\$1,011	31	\$31,341
Grade 3	0.20	\$674	50	\$33,700
Grade 4	0.20	\$674	26	\$17,524
Grade 5	0.20	\$674	32	\$21,568
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	144	\$50,832
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	12	\$11,728
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	157	\$52,909
Incoming High Proficiency	0.10	\$337	17	\$5,729
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$173,563
<b>SBB Allocations Total</b>				<b>\$240,146</b>

**2. SBB Transition Supplements \$1,233,943**

**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. \$0

Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$972	5,815.40	\$(4,843)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.036197345		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,233,943</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>FY2020-21 Utilization:</b> 112%	<b>FCI:</b> 11
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	811	820	762	771	9
Attendance Rate	95.7%	95.7%	96.3%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	66.8%	48.1%	46.7%	-	-
Students with Disabilities (%)	10.6%	10%	12.2%	-	-
English Language Learners (%)	9.1%	7.5%	11.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	51	60	-	55	55
Special Skills	6	6	-	6	6
Counselor	1	1	-	2	2
Educational Assistant	14	18	-	29	29
Instructional Facilitator	1	2	-	1	1
Librarian	1	1	-	1	1
Nutrition	7	4	-	2	2
Other	3	3	-	5	5

**School Level Funds**

General Fund	\$4,663,039	\$5,174,673	\$4,441,579	\$4,956,719	\$515,139
Title I	\$286,346	\$368,402	\$340,860	\$314,160	-\$26,700
IDEA, Part B	\$281,885	\$289,715	\$330,847	\$344,566	\$13,719
Other Special Revenue & Federal Funds	\$264,908	\$284,855	\$293,478	\$330,969	\$37,490
<b>Total</b>	<b>\$5,496,180</b>	<b>\$6,117,646</b>	<b>\$5,406,766</b>	<b>\$5,946,415</b>	<b>\$539,649</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	5	N/A	N/A	N/A
TVAAS Numeracy	3	2	N/A	N/A	N/A

**Total SBB Allocation \$3,701,230**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$14,671
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,686,559
			Last Year (1920)	\$3,666,571	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$3,701,230	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$14,671**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	771	\$2,598,270
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	136	\$137,496
Grade 1	0.30	\$1,011	121	\$122,331
Grade 2	0.30	\$1,011	137	\$138,507
Grade 3	0.20	\$674	116	\$78,184
Grade 4	0.20	\$674	129	\$86,946
Grade 5	0.20	\$674	132	\$88,968
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	309	\$109,077
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	93	\$90,889
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	552	\$186,024
Incoming High Proficiency	0.10	\$337	30	\$10,110
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	44	\$36,300
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>\$14,671</b>

**2. SBB Transition Supplements \$3,686,559**

**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. \$0

Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$19	4,737.17	\$(4,718)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.013643501		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,686,559</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>FY2020-21 Utilization:</b> 71%	<b>FCI:</b> 15
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	331	369	368	400	32
Attendance Rate	95.3%	95.3%	90.6%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	68.1%	71.8%	77.1%	-	-
Students with Disabilities (%)	8.5%	7.9%	11.4%	-	-
English Language Learners (%)	0%	0%	0.5%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Classroom Teacher	17	20	-	24	24
Special Skills	4	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	7	7	-	8	8
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	7	3	-	1	1
Other	2	2	-	4	4

<b>School Level Funds</b>					
General Fund	\$2,360,855	\$2,386,320	\$2,277,721	\$2,294,911	\$17,190
Title I	\$189,315	\$163,999	\$234,401	\$196,875	-\$37,526
Other Special Revenue & Federal Funds	\$246,139	\$283,098	\$297,488	\$305,385	\$7,896
<b>Total</b>	<b>\$2,796,310</b>	<b>\$2,833,418</b>	<b>\$2,809,611</b>	<b>\$2,797,171</b>	<b>-\$12,439</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	100%			
TEM 5	10%	12%			
TEM 4	65%	36%			
TEM 3	20%	52%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	3	3	N/A	N/A	N/A

**Total SBB Allocation \$1,998,597**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$46,699
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,951,898
			Last Year (1920)	\$1,922,610	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$1,998,597	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$46,699**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	400	\$1,348,000
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	70	\$70,770
Grade 1	0.30	\$1,011	71	\$71,781
Grade 2	0.30	\$1,011	67	\$67,737
Grade 3	0.20	\$674	58	\$39,092
Grade 4	0.20	\$674	66	\$44,484
Grade 5	0.20	\$674	68	\$45,832
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	287	\$101,311
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	66	\$64,502
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	286	\$96,382
Incoming High Proficiency	0.10	\$337	10	\$3,370
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$46,699
<b>SBB Allocations Total</b>				<b>\$46,699</b>

**2. SBB Transition Supplements \$1,951,898**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$117	5,086.27	\$(4,970)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.01863226		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,951,898</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>FY2020-21 Utilization:</b> 92%	<b>FCI:</b> 5
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	612	613	684	677	-7
Attendance Rate	96.3%	96.3%	97.4%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	43.2%	53.9%	51%	-	-
Students with Disabilities (%)	5.8%	5.5%	5.1%	-	-
English Language Learners (%)	0.9%	1.3%	0.9%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	31	33	-	40	40
Special Skills	7	5	-	5	5
Counselor	1	0	-	2	2
Educational Assistant	4	4	-	9	9
Instructional Facilitator	2	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	13	7	-	2	2
Other	2	2	-	3	3

**School Level Funds**

General Fund	\$3,768,275	\$3,856,365	\$3,696,634	\$3,903,583	\$206,949
Title I	\$274,717	\$195,603	\$283,645	\$257,040	-\$26,605
Other Special Revenue & Federal Funds	\$166,146	\$164,761	\$170,013	\$174,646	\$4,633
<b>Total</b>	<b>\$4,209,138</b>	<b>\$4,216,730</b>	<b>\$4,150,293</b>	<b>\$4,335,270</b>	<b>\$184,977</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	5	3	N/A	N/A	N/A
TVAAS Numeracy	5	5	N/A	N/A	N/A

**Total SBB Allocation \$3,265,634**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$58,804
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,206,830
			Last Year (1920)	\$3,299,235	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$3,265,634	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$58,804**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	677	\$2,281,490
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	110	\$111,210
Grade 1	0.30	\$1,011	96	\$97,056
Grade 2	0.30	\$1,011	132	\$133,452
Grade 3	0.20	\$674	113	\$76,162
Grade 4	0.20	\$674	117	\$78,858
Grade 5	0.20	\$674	109	\$73,466
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	301	\$106,253
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	75	\$73,298
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	457	\$154,009
Incoming High Proficiency	0.10	\$337	82	\$27,634
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$58,804</b>

**2. SBB Transition Supplements \$3,206,830**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$87	4,866.12	\$(4,779)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.007989761		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,206,830</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>FY2020-21 Utilization:</b> 77%	<b>FCI:</b> 33
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	228	232	207	219	12
Attendance Rate	94%	94%	92.6%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	87.8%	80.4%	87.8%	-	-
Students with Disabilities (%)	5.4%	5.8%	9.1%	-	-
English Language Learners (%)	0%	0%	1.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Classroom Teacher	16	20	-	18	18
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	3	3	-	3	3
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Nutrition	6	3	-	1	1
Other	3	3	-	4	4

<b>School Level Funds</b>					
General Fund	\$1,915,894	\$1,848,505	\$1,679,679	\$1,865,063	\$185,384
Title I	\$194,844	\$119,598	\$135,132	\$122,325	-\$12,807
IDEA, Part B	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$160,162	\$340,733	\$458,592	\$303,225	-\$155,366
<b>Total</b>	<b>\$2,270,901</b>	<b>\$2,308,837</b>	<b>\$2,273,404</b>	<b>\$2,290,614</b>	<b>\$17,209</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	100%			
TEM 5	28%	21%			
TEM 4	28%	50%			
TEM 3	39%	29%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$1,327,760**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$256,792
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,070,968
How has funding changed under SBB?		Last Year (1920)		\$1,344,454	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$1,327,760	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$256,792**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	219	\$738,030
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	37	\$37,407
Grade 1	0.30	\$1,011	34	\$34,374
Grade 2	0.30	\$1,011	40	\$40,440
Grade 3	0.20	\$674	29	\$19,546
Grade 4	0.20	\$674	31	\$20,894
Grade 5	0.20	\$674	48	\$32,352
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	172	\$60,716
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	40	\$39,092
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	146	\$49,202
Incoming High Proficiency	0.10	\$337	6	\$2,022
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$256,792</b>

**2. SBB Transition Supplements \$1,070,968**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$1,173	5,845.45	\$(4,673)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.03956087		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,070,968</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>FY2020-21 Utilization:</b> 87%	<b>FCI:</b> 32
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	535	505	458	522	64
Attendance Rate	95.8%	95.8%	97.4%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	81.2%	80.1%	73.6%	-	-
Students with Disabilities (%)	4.8%	4.3%	6.5%	-	-
English Language Learners (%)	15.7%	12.6%	15.5%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	0	-	-	-
Classroom Teacher	32	35	-	31	31
Special Skills	5	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	5	5	-	8	8
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

<b>School Level Funds</b>					
General Fund	\$3,182,714	\$2,548,872	\$2,505,272	\$2,720,489	\$215,217
Title I	\$242,187	\$258,529	\$308,470	\$265,125	-\$43,345
Other Special Revenue & Federal Funds	\$110,676	\$220,146	\$266,100	\$317,886	\$51,786
<b>Total</b>	<b>\$3,535,578</b>	<b>\$3,027,549</b>	<b>\$3,079,843</b>	<b>\$3,303,501</b>	<b>\$223,658</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	91%	78%			
TEM 5	0%	14%			
TEM 4	47%	25%			
TEM 3	44%	39%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	3	3	N/A	N/A	N/A
TVAAS Numeracy	2	1	N/A	N/A	N/A

**Total SBB Allocation** **\$2,537,166**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,537,166
			Last Year (1920)	\$2,398,249	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$2,537,166	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations** **\$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	522	\$1,759,140
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	90	\$90,990
Grade 1	0.30	\$1,011	93	\$94,023
Grade 2	0.30	\$1,011	82	\$82,902
Grade 3	0.20	\$674	90	\$60,660
Grade 4	0.20	\$674	77	\$51,898
Grade 5	0.20	\$674	90	\$60,660
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	349	\$123,197
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	76	\$74,275
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	387	\$130,419
Incoming High Proficiency	0.10	\$337	16	\$5,392
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements** **\$2,537,166**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,647.76	\$(4,648)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.044963404		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,537,166</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>FY2020-21 Utilization:</b> 88%	<b>FCI:</b> 14
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	470	420	407	370	-37
Attendance Rate	96.1%	96.1%	92.3%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	82%	76.2%	66.8%	-	-
Students with Disabilities (%)	6%	4.9%	6%	-	-
English Language Learners (%)	18.7%	19.3%	21.9%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Classroom Teacher	28	29	-	25	25
Special Skills	5	5	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	3	3	-	5	5
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

<b>School Level Funds</b>					
General Fund	\$2,715,739	\$2,563,024	\$2,529,070	\$2,429,616	-\$99,454
Title I	\$257,932	\$254,331	\$234,643	\$213,150	-\$21,493
IDEA, Part B	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$110,191	\$277,510	\$281,885	\$355,368	\$73,482
<b>Total</b>	<b>\$3,083,862</b>	<b>\$3,094,866</b>	<b>\$3,045,599</b>	<b>\$2,998,134</b>	<b>-\$47,464</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	97%			
TEM 5	10%	22%			
TEM 4	66%	53%			
TEM 3	21%	22%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	4	N/A	N/A	N/A
TVAAS Numeracy	5	2	N/A	N/A	N/A

**Total SBB Allocation \$1,778,216**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,778,216
How has funding changed under SBB?		Last Year (1920)		\$1,876,716	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$1,778,216	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	370	\$1,246,900
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	66	\$66,726
Grade 1	0.30	\$1,011	44	\$44,484
Grade 2	0.30	\$1,011	88	\$88,968
Grade 3	0.20	\$674	66	\$44,484
Grade 4	0.20	\$674	52	\$35,048
Grade 5	0.20	\$674	54	\$36,396
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	226	\$79,778
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	44	\$43,001
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	258	\$86,946
Incoming High Proficiency	0.10	\$337	2	\$674
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$1,778,216**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,775.35	\$(4,775)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.005870957		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,778,216</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>FY2020-21 Utilization:</b> 93%	<b>FCI:</b> 12
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	536	512	475	513	38
Attendance Rate	94.5%	94.5%	91.5%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	84.3%	86%	86.1%	-	-
Students with Disabilities (%)	10.1%	12.1%	16.5%	-	-
English Language Learners (%)	0.4%	0.2%	0.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	-	-
Classroom Teacher	34	36	-	32	32
Special Skills	5	4	-	3	3
Counselor	1	1	-	2	2
Educational Assistant	6	6	-	12	12
Instructional Facilitator	1	1	-	3	3
Librarian	1	1	-	1	1
Nutrition	10	6	-	1	1
Other	5	5	-	6	6

**School Level Funds**

General Fund	\$3,311,856	\$3,017,864	\$2,669,738	\$2,765,943	\$96,205
Title I	\$258,249	\$286,299	\$294,335	\$266,700	-\$27,635
IDEA, Part B	\$132,149	\$111,169	\$165,983	\$169,775	\$3,792
Other Special Revenue & Federal Funds	\$265,061	\$240,325	\$269,178	\$241,605	-\$27,572
<b>Total</b>	<b>\$3,967,316</b>	<b>\$3,655,658</b>	<b>\$3,399,236</b>	<b>\$3,444,025</b>	<b>\$44,788</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation \$2,585,523**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,585,523
How has funding changed under SBB?		Last Year (1920)		\$2,681,918	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,585,523	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	513	\$1,728,810
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	88	\$88,968
Grade 1	0.30	\$1,011	85	\$85,935
Grade 2	0.30	\$1,011	75	\$75,825
Grade 3	0.20	\$674	99	\$66,726
Grade 4	0.20	\$674	77	\$51,898
Grade 5	0.20	\$674	89	\$59,986
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	386	\$136,258
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	134	\$130,958
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	413	\$139,181
Incoming High Proficiency	0.10	\$337	6	\$2,022
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,585,523**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	5,089.02	\$(5,089)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.009440037		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,585,523</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>FY2020-21 Utilization:</b> 81%	<b>FCI:</b> 5
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	538	574	491	508	17
Attendance Rate	94.3%	94.3%	94.2%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	76.6%	73.9%	72.4%	-	-
Students with Disabilities (%)	13.5%	14.1%	11.1%	-	-
English Language Learners (%)	5.2%	5.2%	7.7%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	36	36	-	32	32
Special Skills	6	5	-	3	3
Counselor	1	1	-	2	2
Educational Assistant	8	9	-	12	12
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	7	4	-	1	1
Other	2	2	-	6	6

<b>School Level Funds</b>					
General Fund	\$3,697,867	\$3,628,722	\$3,150,786	\$3,466,409	\$315,623
Title I	\$315,415	\$240,156	\$320,756	\$291,375	-\$29,381
IDEA, Part B	\$148,909	\$148,816	\$156,407	\$161,441	\$5,033
Other Special Revenue & Federal Funds	\$233,245	\$326,516	\$295,327	\$364,222	\$68,894
<b>Total</b>	<b>\$4,395,438</b>	<b>\$4,344,211</b>	<b>\$3,923,277</b>	<b>\$4,283,448</b>	<b>\$360,170</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	100%			
TEM 5	34%	36%			
TEM 4	53%	54%			
TEM 3	11%	10%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	3	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation \$2,565,104**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,565,104
			Last Year (1920)	\$2,545,176	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$2,565,104	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	508	\$1,711,960
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	98	\$99,078
Grade 1	0.30	\$1,011	80	\$80,880
Grade 2	0.30	\$1,011	96	\$97,056
Grade 3	0.20	\$674	87	\$58,638
Grade 4	0.20	\$674	69	\$46,506
Grade 5	0.20	\$674	78	\$52,572
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	328	\$115,784
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	141	\$137,799
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	432	\$145,584
Incoming High Proficiency	0.10	\$337	3	\$1,011
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,565,104**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	5,000.34	\$(5,000)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.009615125		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,565,104</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>FY2020-21 Utilization:</b> 69%	<b>FCI:</b> 29
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	223	230	298	288	-10
Attendance Rate	94.3%	94.3%	96.3%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	76.3%	82%	85%	-	-
Students with Disabilities (%)	23.4%	17.1%	17.7%	-	-
English Language Learners (%)	0.6%	0.3%	0.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Classroom Teacher	23	22	-	21	21
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

<b>School Level Funds</b>					
General Fund	\$1,668,546	\$2,315,260	\$2,013,174	\$1,822,854	-\$190,320
Title I	\$161,017	\$120,271	\$185,763	\$164,850	-\$20,913
IDEA, Part B	\$137,887	\$139,154	\$141,811	\$134,212	-\$7,598
Other Special Revenue & Federal Funds	\$117,372	\$173,592	\$254,483	\$258,781	\$4,298
<b>Total</b>	<b>\$2,084,824</b>	<b>\$2,748,279</b>	<b>\$2,595,232</b>	<b>\$2,380,698</b>	<b>-\$214,534</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	77%	95%			
TEM 5	14%	10%			
TEM 4	36%	33%			
TEM 3	27%	52%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	4	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$1,550,709**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$101,566
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,449,143
			Last Year (1920)	\$1,549,542	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$1,550,709	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$101,566**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	288	\$970,560
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	48	\$48,528
Grade 1	0.30	\$1,011	40	\$40,440
Grade 2	0.30	\$1,011	59	\$59,649
Grade 3	0.20	\$674	54	\$36,396
Grade 4	0.20	\$674	41	\$27,634
Grade 5	0.20	\$674	46	\$31,004
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	227	\$80,131
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	63	\$61,570
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	208	\$70,096
Incoming High Proficiency	0.10	\$337	18	\$6,066
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$73,812
<b>SBB Allocations Total</b>				<b>\$101,566</b>

**2. SBB Transition Supplements \$1,449,143**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$353	5,514.38	\$(5,162)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.022212785		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,449,143</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>FY2020-21 Utilization:</b> 114%	<b>FCI:</b> 2
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	807	766	788	718	-70
Attendance Rate	96.1%	96.1%	96.5%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	67.4%	53.7%	48.8%	-	-
Students with Disabilities (%)	10.6%	10.9%	8.5%	-	-
English Language Learners (%)	7.5%	9.8%	10.8%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	44	46	-	45	45
Special Skills	6	5	-	5	5
Counselor	1	1	-	2	2
Educational Assistant	10	9	-	8	8
Instructional Facilitator	1	1	-	3	3
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	11	6	-	1	1
Other	4	4	-	3	3

<b>School Level Funds</b>					
General Fund	\$4,702,135	\$4,676,035	\$4,372,466	\$4,542,524	\$170,057
Title I	\$367,706	\$321,177	\$331,159	\$300,720	-\$30,439
IDEA, Part B	\$101,234	\$79,417	\$79,059	\$83,821	\$4,761
Other Special Revenue & Federal Funds	\$195,806	\$226,018	\$212,796	\$209,979	-\$2,816
<b>Total</b>	<b>\$5,366,882</b>	<b>\$5,302,649</b>	<b>\$4,995,482</b>	<b>\$5,137,045</b>	<b>\$141,563</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	96%	98%			
TEM 5	26%	58%			
TEM 4	57%	33%			
TEM 3	13%	8%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$3,413,267**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,820,484
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$592,783
			Last Year (1920)	\$3,504,301	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$3,413,267	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$2,820,484**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	718	\$2,419,660
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	103	\$104,133
Grade 1	0.30	\$1,011	109	\$110,199
Grade 2	0.30	\$1,011	111	\$112,221
Grade 3	0.20	\$674	112	\$75,488
Grade 4	0.20	\$674	143	\$96,382
Grade 5	0.20	\$674	140	\$94,360
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	-	\$0
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	0	\$-
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	0	\$-
Incoming High Proficiency	0.10	\$337	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$2,703,692
<b>SBB Allocations Total</b>				<b>\$2,820,484</b>

**2. SBB Transition Supplements \$592,783**

<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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$3,928	4,691.16	\$(763)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$592,783</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>FY2020-21 Utilization:</b> 105%	<b>FCI:</b> 13
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	623	611	619	600	-19
Attendance Rate	96.5%	96.5%	96.9%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	44.7%	34.6%	33.8%	-	-
Students with Disabilities (%)	9.7%	10.3%	11.7%	-	-
English Language Learners (%)	7.6%	5.5%	5.6%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	39	40	-	34	34
Special Skills	10	6	-	7	7
Counselor	1	1	-	1	1
Educational Assistant	9	9	-	11	11
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	5	3	-	1	1
Other	2	2	-	3	3

<b>School Level Funds</b>					
General Fund	\$4,355,926	\$4,160,580	\$3,954,858	\$3,936,112	-\$18,745
Title I	\$71,339	\$132,774	\$179,086	\$159,600	-\$19,486
IDEA, Part B	\$145,345	\$140,680	\$145,178	\$144,259	-\$918
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$4,572,612</b>	<b>\$4,434,035</b>	<b>\$4,279,123</b>	<b>\$4,239,972</b>	<b>-\$39,150</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	89%	100%			
TEM 5	32%	52%			
TEM 4	41%	38%			
TEM 3	16%	10%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	4	N/A	N/A	N/A
TVAAS Numeracy	5	5	N/A	N/A	N/A

**Total SBB Allocation \$2,965,682**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$162,608
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,803,075
How has funding changed under SBB?		Last Year (1920)		\$2,873,970	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,965,682	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$162,608**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	600	\$2,022,000
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	88	\$88,968
Grade 1	0.30	\$1,011	82	\$82,902
Grade 2	0.30	\$1,011	100	\$101,100
Grade 3	0.20	\$674	117	\$78,858
Grade 4	0.20	\$674	104	\$70,096
Grade 5	0.20	\$674	109	\$73,466
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	165	\$58,245
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	62	\$60,593
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	334	\$112,558
Incoming High Proficiency	0.10	\$337	99	\$33,363
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$162,608</b>

**2. SBB Transition Supplements \$2,803,075**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$271	4,938.09	\$(4,667)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.001287781		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,803,075</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>FY2020-21 Utilization:</b> 48%	<b>FCI:</b> 8
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	290	438	411	421	10
Attendance Rate	95.1%	95.1%	96.2%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	74.3%	79.4%	79.5%	-	-
Students with Disabilities (%)	10.3%	13.2%	14.3%	-	-
English Language Learners (%)	5.1%	4%	10.3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	24	27	-	32	32
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	8	8	-	17	17
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	-	6	6

**School Level Funds**

General Fund	\$2,492,500	\$2,657,621	\$2,702,029	\$2,976,258	\$274,228
Title I	\$141,221	\$159,448	\$251,528	\$228,375	-\$23,153
IDEA, Part B	\$186,265	\$182,278	\$194,948	\$235,094	\$40,146
Other Special Revenue & Federal Funds	\$334,778	\$591,475	\$504,419	\$861,244	\$356,825
<b>Total</b>	<b>\$3,154,766</b>	<b>\$3,590,823</b>	<b>\$3,652,924</b>	<b>\$4,300,972</b>	<b>\$648,047</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	3	3	N/A	N/A	N/A
TVAAS Numeracy	1	4	N/A	N/A	N/A

**Total SBB Allocation \$2,045,360**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,045,360
How has funding changed under SBB?		Last Year (1920)		\$2,100,480	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,045,360	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	421	\$1,418,770
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	74	\$74,814
Grade 1	0.30	\$1,011	65	\$65,715
Grade 2	0.30	\$1,011	91	\$92,001
Grade 3	0.20	\$674	65	\$43,810
Grade 4	0.20	\$674	69	\$46,506
Grade 5	0.20	\$674	57	\$38,418
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	311	\$109,783
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	138	\$134,867
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	368	\$124,016
Incoming High Proficiency	0.10	\$337	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,045,360**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	5,098.25	\$(5,098)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.046378743		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,045,360</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>FY2020-21 Utilization:</b> 193%	<b>FCI:</b> 44
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	455	453	900	808	-92
Attendance Rate	94.8%	95%	95%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	89.1%	72.6%	72.6%	-	-
Students with Disabilities (%)	4.5%	6.5%	6.5%	-	-
English Language Learners (%)	26.8%	24.4%	24.4%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	-	-
Classroom Teacher	30	37	-	-	-
Special Skills	4	3	-	-	-
Counselor	1	1	-	-	-
Educational Assistant	3	3	-	-	-
Instructional Facilitator	1	1	-	-	-
Librarian	1	1	-	-	-
Bilingual Cultural Mentor	1	1	-	-	-
Nutrition	6	3	-	-	-
Other	11	6	-	-	-

<b>School Level Funds</b>					
General Fund	\$3,115,728	\$6,174,638	\$4,232,067	\$0	-\$4,232,067
Title I	\$232,533	\$180,894	\$3,968	\$206,640	\$202,671
Other Special Revenue & Federal Funds	\$188,779	\$172,872	\$93,331	\$0	-\$93,331
<b>Total</b>	<b>\$3,537,041</b>	<b>\$6,528,405</b>	<b>\$4,329,368</b>	<b>\$206,640</b>	<b>-\$4,122,728</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	90%	100%			
TEM 5	3%	28%			
TEM 4	47%	34%			
TEM 3	40%	38%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	2	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$3,942,300**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,942,300
How has funding changed under SBB?		Last Year (1920)		\$3,811,715	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$3,942,300	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	808	\$2,722,960
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	142	\$143,562
Grade 1	0.30	\$1,011	125	\$126,375
Grade 2	0.30	\$1,011	128	\$129,408
Grade 3	0.20	\$674	151	\$101,774
Grade 4	0.20	\$674	129	\$86,946
Grade 5	0.20	\$674	133	\$89,642
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	510	\$180,030
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	106	\$103,594
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	652	\$219,724
Incoming High Proficiency	0.10	\$337	5	\$1,685
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$3,942,300**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,659.79	\$(4,660)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.047059108		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,942,300</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>FY2020-21 Utilization:</b> 108%	<b>FCI:</b> 13
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	991	995	972	944	-28
Attendance Rate	96.1%	96.1%	95%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	52.9%	37.8%	33.6%	-	-
Students with Disabilities (%)	7.6%	8.5%	7.8%	-	-
English Language Learners (%)	19.6%	16.6%	18.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	62	63	-	63	63
Special Skills	11	8	-	8	8
Counselor	1	1	-	2	2
Educational Assistant	8	8	-	10	10
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	-	5	5

<b>School Level Funds</b>					
General Fund	\$6,708,256	\$6,967,639	\$6,503,017	\$6,359,944	-\$143,073
Title I	\$197,108	\$282,908	\$312,063	\$264,600	-\$47,463
IDEA, Part B	\$49,886	\$95,172	\$97,312	\$102,238	\$4,926
Other Special Revenue & Federal Funds	\$31,246	\$30,494	\$30,962	\$31,003	\$40
<b>Total</b>	<b>\$6,986,498</b>	<b>\$7,376,215</b>	<b>\$6,943,355</b>	<b>\$6,757,786</b>	<b>-\$185,569</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	86%	77%			
TEM 4	12%	20%			
TEM 3	2%	3%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	4	5	N/A	N/A	N/A
TVAAS Numeracy	5	3	N/A	N/A	N/A

**Total SBB Allocation \$4,354,822**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$5,490
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$4,349,332
			Last Year (1920)	\$4,309,000	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$4,354,822	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$5,490**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	944	\$3,181,280
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	143	\$144,573
Grade 1	0.30	\$1,011	134	\$135,474
Grade 2	0.30	\$1,011	148	\$149,628
Grade 3	0.20	\$674	179	\$120,646
Grade 4	0.20	\$674	160	\$107,840
Grade 5	0.20	\$674	180	\$121,320
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	287	\$101,311
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	51	\$49,842
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	490	\$165,130
Incoming High Proficiency	0.10	\$337	162	\$54,594
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$5,490
<b>SBB Allocations Total</b>				<b>\$5,490</b>

**2. SBB Transition Supplements \$4,349,332**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$6	4,593.81	\$(4,588)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.004210372		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$4,349,332</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>FY2020-21 Utilization:</b> 63%	<b>FCI:</b> 11
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	322	311	302	286	-16
Attendance Rate	94.9%	94.9%	92.6%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	82.1%	88%	84.3%	-	-
Students with Disabilities (%)	9.5%	9.8%	13.2%	-	-
English Language Learners (%)	0%	0%	0.4%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Classroom Teacher	20	20	-	18	18
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	4	5	-	4	4
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Nutrition	6	3	-	1	1
Other	11	6	-	3	3

<b>School Level Funds</b>					
General Fund	\$2,051,422	\$2,122,050	\$1,954,044	\$2,118,461	\$164,417
Title I	\$169,350	\$170,823	\$184,640	\$159,600	-\$25,040
IDEA, Part B	\$51,884	\$62,326	\$67,130	\$59,656	-\$7,473
Other Special Revenue & Federal Funds	\$114,771	\$17,306	\$52,260	\$28,739	-\$23,521
<b>Total</b>	<b>\$2,387,429</b>	<b>\$2,372,506</b>	<b>\$2,258,076</b>	<b>\$2,366,458</b>	<b>\$108,382</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	88%	96%			
TEM 5	18%	24%			
TEM 4	47%	60%			
TEM 3	24%	12%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$1,477,276**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$38,488
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,438,788
			Last Year (1920)	\$1,589,309	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$1,477,276	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$38,488**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	286	\$963,820
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	42	\$42,462
Grade 1	0.30	\$1,011	39	\$39,429
Grade 2	0.30	\$1,011	61	\$61,671
Grade 3	0.20	\$674	46	\$31,004
Grade 4	0.20	\$674	41	\$27,634
Grade 5	0.20	\$674	57	\$38,418
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	229	\$80,837
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	75	\$73,298
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	242	\$81,554
Incoming High Proficiency	0.10	\$337	3	\$1,011
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$10,639
<b>SBB Allocations Total</b>				<b>\$38,488</b>

**2. SBB Transition Supplements \$1,438,788**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$135	5,297.69	\$(5,163)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.024991437		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,438,788</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>FY2020-21 Utilization:</b> 123%	<b>FCI:</b> 4
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	751	619	695	660	-35
Attendance Rate	94.9%	94.9%	93.6%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	85.1%	76.1%	73.7%	-	-
Students with Disabilities (%)	8.2%	7.1%	5.8%	-	-
English Language Learners (%)	18%	17.9%	17.6%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	51	49	-	41	41
Special Skills	5	4	-	5	5
Counselor	1	1	-	2	2
Educational Assistant	11	10	-	6	6
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	-	7	7

<b>School Level Funds</b>					
General Fund	\$4,134,952	\$4,192,193	\$4,226,957	\$4,218,097	-\$8,860
Title I	\$356,949	\$361,982	\$414,955	\$376,950	-\$38,005
IDEA, Part B	\$113,805	\$106,627	\$111,568	\$123,877	\$12,309
Other Special Revenue & Federal Funds	\$0	\$206,451	\$276,651	\$282,909	\$6,258
<b>Total</b>	<b>\$4,605,708</b>	<b>\$4,867,254</b>	<b>\$5,030,133</b>	<b>\$5,001,835</b>	<b>-\$28,298</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	98%			
TEM 5	53%	36%			
TEM 4	37%	44%			
TEM 3	8%	18%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$3,193,296**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$3,631
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,189,665
			Last Year (1920)	\$3,301,267	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$3,193,296	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$3,631**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	660	\$2,224,200
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	100	\$101,100
Grade 1	0.30	\$1,011	101	\$102,111
Grade 2	0.30	\$1,011	96	\$97,056
Grade 3	0.20	\$674	117	\$78,858
Grade 4	0.20	\$674	119	\$80,206
Grade 5	0.20	\$674	127	\$85,598
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	448	\$158,144
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	95	\$92,844
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	435	\$146,595
Incoming High Proficiency	0.10	\$337	45	\$15,165
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$3,631</b>

**2. SBB Transition Supplements \$3,189,665**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$6	4,869.12	\$(4,864)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.006324988		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,189,665</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>FY2020-21 Utilization:</b> 89%	<b>FCI:</b> 10
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	824	825	817	745	-72
Attendance Rate	96.5%	96.5%	97.4%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	67.7%	54.3%	50.3%	-	-
Students with Disabilities (%)	7.2%	6.9%	9%	-	-
English Language Learners (%)	10.7%	10%	7.5%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	49	46	-	48	48
Special Skills	9	7	-	6	6
Counselor	1	1	-	1	1
Educational Assistant	13	9	-	12	12
Instructional Facilitator	2	2	-	2	2
Librarian	1	1	-	1	1
Nutrition	11	5	-	2	2
Other	5	5	-	7	7

<b>School Level Funds</b>					
General Fund	\$4,247,843	\$4,225,293	\$4,475,952	\$4,241,393	-\$234,559
Title I	\$315,960	\$197,116	\$415,206	\$325,920	-\$89,286
IDEA, Part B	\$28,587	\$39,633	\$39,331	\$24,066	-\$15,264
Other Special Revenue & Federal Funds	\$147,296	\$208,531	\$203,949	\$294,905	\$90,955
<b>Total</b>	<b>\$4,739,688</b>	<b>\$4,670,574</b>	<b>\$5,134,439</b>	<b>\$4,886,284</b>	<b>-\$248,154</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	80%	100%			
TEM 5	9%	24%			
TEM 4	31%	46%			
TEM 3	40%	30%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$3,618,287**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$53,825
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,564,462
How has funding changed under SBB?		Last Year (1920)		\$3,623,218	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$3,618,287	
		Total Difference		\$-	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$4,870
		Estimated changes to the budget due to SBB transition	Change from SBB		\$-

**Detailed Breakdown**

**1. SBB Allocations \$53,825**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	745	\$2,510,650
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	138	\$139,518
Grade 1	0.30	\$1,011	100	\$101,100
Grade 2	0.30	\$1,011	127	\$128,397
Grade 3	0.20	\$674	126	\$84,924
Grade 4	0.20	\$674	129	\$86,946
Grade 5	0.20	\$674	125	\$84,250
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	330	\$116,490
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	115	\$112,390
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	507	\$170,859
Incoming High Proficiency	0.10	\$337	46	\$15,502
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$53,825</b>

**2. SBB Transition Supplements \$3,564,462**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$72	4,869.91	\$(4,798)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.002701493		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,564,462</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>FY2020-21 Utilization:</b> 111%	<b>FCI:</b> 4
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	681	584	620	637	17
Attendance Rate	94.6%	94.6%	86.9%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	75.3%	72.9%	74.2%	-	-
Students with Disabilities (%)	10.3%	9.6%	11.5%	-	-
English Language Learners (%)	0.9%	1.2%	1.7%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	2	2
Classroom Teacher	35	48	-	42	42
Special Skills	4	5	-	4	4
Counselor	1	1	-	2	2
Educational Assistant	9	13	-	16	16
Instructional Facilitator	2	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	7	4	-	1	1
Other	2	1	-	8	8

<b>School Level Funds</b>					
General Fund	\$3,778,191	\$3,676,373	\$3,944,537	\$4,058,645	\$114,107
Title I	\$473,479	\$244,787	\$441,545	\$348,075	-\$93,470
IDEA, Part B	\$133,663	\$104,771	\$115,901	\$144,891	\$28,990
Other Special Revenue & Federal Funds	\$402,151	\$437,843	\$455,712	\$437,632	-\$18,080
<b>Total</b>	<b>\$4,787,485</b>	<b>\$4,463,775</b>	<b>\$4,957,696</b>	<b>\$4,989,244</b>	<b>\$31,547</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	91%	98%			
TEM 5	20%	31%			
TEM 4	49%	44%			
TEM 3	23%	22%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$3,122,966**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,122,966
			Last Year (1920)	\$3,160,259	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$3,122,966	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	637	\$2,146,690
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	117	\$118,287
Grade 1	0.30	\$1,011	98	\$99,078
Grade 2	0.30	\$1,011	131	\$132,441
Grade 3	0.20	\$674	92	\$62,008
Grade 4	0.20	\$674	92	\$62,008
Grade 5	0.20	\$674	107	\$72,118
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	427	\$150,731
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	83	\$81,116
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	522	\$175,914
Incoming High Proficiency	0.10	\$337	22	\$7,414
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$3,122,966**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,810.00	\$(4,810)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.019254714		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,122,966</b>



**Idlewild Elementary School**

1950 Linden, Memphis, TN 38104

Phone: (901) 416-4566 Fax: (901) 416-4492

<b>Grade Level:</b> K-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 65,025	<b>Student Capacity:</b> 473	<b>FY2020-21 Utilization:</b> 97%	<b>FCI:</b> 28
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	497	497	515	503	-12
Attendance Rate	97.3%	97.3%	98.8%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	37.3%	24.7%	23.2%	-	-
Students with Disabilities (%)	5.1%	4.7%	5%	-	-
English Language Learners (%)	0.8%	0.4%	0.6%	-	-

<b>Key School Positions - All Funding Sources</b>					
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	-	6	6
Instructional Facilitator	1	1	-	3	3
Librarian	1	1	-	1	1
Nutrition	5	2	-	1	1
Other	2	2	-	2	2

<b>School Level Funds</b>					
General Fund	\$2,990,034	\$3,036,835	\$3,073,859	\$3,031,569	-\$42,289
Title I	\$830	\$78,092	\$0	\$0	-
IDEA, Part B	\$27,609	\$29,103	\$29,626	\$0	-\$29,626
Other Special Revenue & Federal Funds	\$0	\$0	\$40,913	\$41,623	\$710
<b>Total</b>	<b>\$3,018,475</b>	<b>\$3,144,030</b>	<b>\$3,144,399</b>	<b>\$3,073,193</b>	<b>-\$71,206</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	68%	24%			
TEM 4	29%	61%			
TEM 3	4%	15%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	5	3	N/A	N/A	N/A
TVAAS Numeracy	5	4	N/A	N/A	N/A

**Total SBB Allocation \$2,320,540**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$40,468
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,280,072
How has funding changed under SBB?		Last Year (1920)		\$2,270,928	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,320,540	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$40,468**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	503	\$1,695,110
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	90	\$90,990
Grade 1	0.30	\$1,011	62	\$62,682
Grade 2	0.30	\$1,011	78	\$78,858
Grade 3	0.20	\$674	95	\$64,030
Grade 4	0.20	\$674	93	\$62,682
Grade 5	0.20	\$674	85	\$57,290
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	101	\$35,653
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	18	\$17,591
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	276	\$93,012
Incoming High Proficiency	0.10	\$337	67	\$22,579
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$40,468
<b>SBB Allocations Total</b>				<b>\$40,468</b>

**2. SBB Transition Supplements \$2,280,072**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$80	4,578.48	\$(4,498)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.007626054		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,280,072</b>



**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>FY2020-21 Utilization:</b> 139%	<b>FCI:</b> 37
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	317	274	303	262	-41
Attendance Rate	95.5%	95.5%	94.6%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	56.3%	68.7%	59.2%	-	-
Students with Disabilities (%)	1%	5.8%	7.7%	-	-
English Language Learners (%)	0.3%	34.2%	41.5%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Classroom Teacher	26	25	-	20	20
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	3	3	-	6	6
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	-	2	2

<b>School Level Funds</b>					
General Fund	\$2,307,203	\$2,279,023	\$2,215,808	\$2,275,534	\$59,726
Title I	\$178,403	\$138,883	\$170,259	\$141,960	-\$28,299
Other Special Revenue & Federal Funds	\$104,434	\$109,228	\$101,099	\$113,286	\$12,187
<b>Total</b>	<b>\$2,590,042</b>	<b>\$2,527,135</b>	<b>\$2,487,166</b>	<b>\$2,530,781</b>	<b>\$43,614</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	95%			
TEM 5	11%	23%			
TEM 4	56%	45%			
TEM 3	33%	27%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	4	3	N/A	N/A	N/A
TVAAS Numeracy	5	3	N/A	N/A	N/A

**Total SBB Allocation \$1,507,703**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$245,302
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,262,402
How has funding changed under SBB?		Last Year (1920)		\$1,447,568	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$1,507,703	
		Total Difference		\$-	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(47,540)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$-

**Detailed Breakdown**

**1. SBB Allocations \$245,302**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	262	\$882,940
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	38	\$38,418
Grade 1	0.30	\$1,011	31	\$31,341
Grade 2	0.30	\$1,011	41	\$41,451
Grade 3	0.20	\$674	56	\$37,744
Grade 4	0.20	\$674	46	\$31,004
Grade 5	0.20	\$674	50	\$33,700
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	141	\$49,773
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	42	\$41,047
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	162	\$54,594
Incoming High Proficiency	0.10	\$337	38	\$12,806
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$533
<b>SBB Allocations Total</b>				<b>\$245,302</b>

**2. SBB Transition Supplements \$1,262,402**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$936	5,341.57	\$(4,405)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.076909425		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,262,402</b>



**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>FY2020-21 Utilization:</b> 120%	<b>FCI:</b> 9
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	798	801	778	696	-82
Attendance Rate	96.1%	96.1%	95.9%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	86.9%	45.1%	41.9%	-	-
Students with Disabilities (%)	7%	10.6%	10.6%	-	-
English Language Learners (%)	36.2%	28.6%	30%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	2	1	-	1	1
Classroom Teacher	69	58	-	50	50
Special Skills	7	6	-	6	6
Counselor	2	2	-	2	2
Educational Assistant	10	10	-	9	9
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

<b>School Level Funds</b>					
General Fund	\$5,421,974	\$5,282,435	\$4,933,774	\$4,724,260	-\$209,514
Title I	\$321,618	\$281,461	\$305,829	\$248,640	-\$57,189
IDEA, Part B	\$153,428	\$161,182	\$169,874	\$175,102	\$5,227
Other Special Revenue & Federal Funds	\$135,586	\$137,986	\$139,028	\$145,430	\$6,401
<b>Total</b>	<b>\$6,032,608</b>	<b>\$5,863,065</b>	<b>\$5,548,506</b>	<b>\$5,293,432</b>	<b>-\$255,073</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	99%	97%			
TEM 5	29%	19%			
TEM 4	44%	42%			
TEM 3	26%	36%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	5	3	N/A	N/A	N/A
TVAAS Numeracy	5	4	N/A	N/A	N/A

**Total SBB Allocation \$3,341,161**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$64,627
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,276,534
			Last Year (1920)	\$3,398,762	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$3,341,161	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$64,627**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	696	\$2,345,520
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	121	\$122,331
Grade 1	0.30	\$1,011	103	\$104,133
Grade 2	0.30	\$1,011	118	\$119,298
Grade 3	0.20	\$674	119	\$80,206
Grade 4	0.20	\$674	97	\$65,378
Grade 5	0.20	\$674	138	\$93,012
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	259	\$91,427
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	59	\$57,661
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	409	\$137,833
Incoming High Proficiency	0.10	\$337	99	\$33,363
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$64,627</b>

**2. SBB Transition Supplements \$3,276,534**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$93	4,814.11	\$(4,721)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.002823484		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,276,534</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>FY2020-21 Utilization:</b> 95%	<b>FCI:</b> 20
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	449	405	336	381	45
Attendance Rate	93.6%	93.6%	91.7%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	79.5%	78.6%	80.2%	-	-
Students with Disabilities (%)	19%	19.8%	20.7%	-	-
English Language Learners (%)	0.6%	0.4%	0.7%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	27	33	-	27	27
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

<b>School Level Funds</b>					
General Fund	\$3,233,823	\$2,795,883	\$2,750,190	\$2,749,608	-\$581
Title I	\$235,616	\$238,385	\$229,008	\$212,625	-\$16,383
IDEA, Part B	\$161,020	\$155,259	\$146,694	\$169,797	\$23,102
Other Special Revenue & Federal Funds	\$119,987	\$230,249	\$175,218	\$255,119	\$79,901
<b>Total</b>	<b>\$3,750,448</b>	<b>\$3,419,777</b>	<b>\$3,301,111</b>	<b>\$3,387,150</b>	<b>\$86,038</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	53%	38%			
TEM 4	28%	41%			
TEM 3	19%	21%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	3	N/A	N/A	N/A
TVAAS Numeracy	3	4	N/A	N/A	N/A

**Total SBB Allocation \$1,925,547**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,925,547
How has funding changed under SBB?		Last Year (1920)		\$1,924,213	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$1,925,547	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	381	\$1,283,970
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	67	\$67,737
Grade 1	0.30	\$1,011	70	\$70,770
Grade 2	0.30	\$1,011	56	\$56,616
Grade 3	0.20	\$674	72	\$48,528
Grade 4	0.20	\$674	58	\$39,092
Grade 5	0.20	\$674	58	\$39,092
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	280	\$98,840
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	87	\$85,025
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	320	\$107,840
Incoming High Proficiency	0.10	\$337	12	\$4,044
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$1,925,547**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	5,063.71	\$(5,064)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.002194961		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,925,547</b>



**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>FY2020-21 Utilization:</b> 152%	<b>FCI:</b> 10
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	554	453	517	495	-22
Attendance Rate	94.9%	94.9%	95.3%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	82.8%	65.8%	60.3%	-	-
Students with Disabilities (%)	16.3%	15.6%	14.7%	-	-
English Language Learners (%)	41.3%	39.1%	48.4%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	46	45	-	38	38
Special Skills	6	4	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	16	11	-	11	11
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	-	6	6

<b>School Level Funds</b>					
General Fund	\$3,796,593	\$3,478,380	\$3,482,999	\$3,374,251	-\$108,748
Title I	\$312,530	\$229,698	\$289,844	\$252,840	-\$37,004
IDEA, Part B	\$201,581	\$190,492	\$206,147	\$203,925	-\$2,222
Other Special Revenue & Federal Funds	\$305,218	\$313,609	\$350,488	\$261,109	-\$89,379
<b>Total</b>	<b>\$4,615,923</b>	<b>\$4,212,179</b>	<b>\$4,329,480</b>	<b>\$4,092,125</b>	<b>-\$237,355</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	98%			
TEM 5	46%	26%			
TEM 4	46%	49%			
TEM 3	7%	23%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	3	3	N/A	N/A	N/A
TVAAS Numeracy	5	3	N/A	N/A	N/A

**Total SBB Allocation \$2,413,773**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,413,773
			Last Year (1920)	\$2,173,224	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$2,413,773	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	495	\$1,668,150
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	101	\$102,111
Grade 1	0.30	\$1,011	94	\$95,034
Grade 2	0.30	\$1,011	73	\$73,803
Grade 3	0.20	\$674	69	\$46,506
Grade 4	0.20	\$674	84	\$56,616
Grade 5	0.20	\$674	74	\$49,876
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	264	\$93,192
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	68	\$66,456
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	359	\$120,983
Incoming High Proficiency	0.10	\$337	25	\$8,425
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,413,773**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,894.64	\$(4,895)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.003746703		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,413,773</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>FY2020-21 Utilization:</b> 73%	<b>FCI:</b> 7
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	289	275	232	187	-45
Attendance Rate	94%	94%	84.6%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	86.9%	90.2%	88.8%	-	-
Students with Disabilities (%)	8.7%	8.5%	7.8%	-	-
English Language Learners (%)	0.3%	0.3%	0.5%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Classroom Teacher	24	26	-	12	12
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	3	3	-	3	3
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Nutrition	7	3	-	1	1
Other	2	2	-	3	3

<b>School Level Funds</b>					
General Fund	\$1,900,479	\$1,762,137	\$1,570,079	\$1,523,193	-\$46,886
Title I	\$181,427	\$144,788	\$142,723	\$128,100	-\$14,623
Other Special Revenue & Federal Funds	\$121,567	\$139,672	\$155,749	\$176,800	\$21,050
<b>Total</b>	<b>\$2,203,474</b>	<b>\$2,046,598</b>	<b>\$1,868,552</b>	<b>\$1,828,093</b>	<b>-\$40,458</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	96%			
TEM 5	56%	78%			
TEM 4	36%	13%			
TEM 3	8%	4%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	5	5	N/A	N/A	N/A
TVAAS Numeracy	5	5	N/A	N/A	N/A

**Total SBB Allocation \$1,181,301**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$240,977
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$940,325
How has funding changed under SBB?		Last Year (1920)		\$1,345,473	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$1,181,301	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$240,977**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	187	\$630,190
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	33	\$33,363
Grade 1	0.30	\$1,011	28	\$28,308
Grade 2	0.30	\$1,011	21	\$21,231
Grade 3	0.20	\$674	46	\$31,004
Grade 4	0.20	\$674	23	\$15,502
Grade 5	0.20	\$674	36	\$24,264
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	155	\$54,715
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	48	\$46,910
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	172	\$57,964
Incoming High Proficiency	0.10	\$337	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$240,977</b>

**2. SBB Transition Supplements \$940,325**

<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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$1,289	6,006.57	\$(4,718)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.05395505		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$940,325</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>FY2020-21 Utilization:</b> 118%	<b>FCI:</b> 16
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	422	412	443	429	-14
Attendance Rate	94.2%	94.2%	90.1%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	80.3%	88.4%	83.7%	-	-
Students with Disabilities (%)	10%	7.8%	9.7%	-	-
English Language Learners (%)	0.4%	0.2%	0.2%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	29	32	-	24	24
Special Skills	4	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	1	2	-	3	3
Instructional Facilitator	2	2	-	1	1
Librarian	1	1	-	1	1
Nutrition	9	4	-	1	1
Other	10	6	-	8	8

<b>School Level Funds</b>					
General Fund	\$2,383,575	\$2,676,741	\$2,448,817	\$2,591,405	\$142,588
Title I	\$258,572	\$203,640	\$256,735	\$232,575	-\$24,160
IDEA, Part B	\$0	\$25,362	\$27,053	\$0	-\$27,053
Other Special Revenue & Federal Funds	\$218,509	\$244,001	\$267,101	\$291,121	\$24,019
<b>Total</b>	<b>\$2,860,656</b>	<b>\$3,149,745</b>	<b>\$2,999,707</b>	<b>\$3,115,101</b>	<b>\$115,394</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	96%	89%			
TEM 5	48%	4%			
TEM 4	33%	56%			
TEM 3	15%	30%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	5	1	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation \$2,109,120**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,109,120
			Last Year (1920)	\$2,088,718	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$2,109,120	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	429	\$1,445,730
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	67	\$67,737
Grade 1	0.30	\$1,011	63	\$63,693
Grade 2	0.30	\$1,011	65	\$65,715
Grade 3	0.20	\$674	81	\$54,594
Grade 4	0.20	\$674	74	\$49,876
Grade 5	0.20	\$674	79	\$53,246
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	328	\$115,784
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	71	\$69,388
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	363	\$122,331
Incoming High Proficiency	0.10	\$337	14	\$4,718
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,109,120**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,891.61	\$(4,892)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.005060276		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,109,120</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>FY2020-21 Utilization:</b> 97%	<b>FCI:</b> 12
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	830	807	841	861	20
Attendance Rate	95.9%	95.9%	97.3%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	71.3%	49.7%	54.7%	-	-
Students with Disabilities (%)	11.1%	8.8%	8.5%	-	-
English Language Learners (%)	7.2%	5.4%	6.6%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	3	3
Classroom Teacher	46	48	-	50	50
Special Skills	7	5	-	5	5
Counselor	4	2	-	2	2
Educational Assistant	6	6	-	14	14
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	\$4,840,082	\$4,932,150	\$4,864,186	\$4,948,584	\$84,397
Title I	\$257,985	\$350,201	\$366,938	\$329,280	-\$37,658
IDEA, Part B	\$55,438	\$48,799	\$55,789	\$53,354	-\$2,434
Other Special Revenue & Federal Funds	\$202,957	\$367,605	\$437,149	\$400,419	-\$36,729
<b>Total</b>	<b>\$5,356,463</b>	<b>\$5,698,757</b>	<b>\$5,724,062</b>	<b>\$5,731,638</b>	<b>\$7,575</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	5	2	N/A	N/A	N/A

**Total SBB Allocation \$3,845,311**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,845,311
			Last Year (1920)	\$3,801,122	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$3,845,311	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	861	\$2,901,570
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	88	\$88,968
Grade 1	0.30	\$1,011	93	\$94,023
Grade 2	0.30	\$1,011	97	\$98,067
Grade 3	0.20	\$674	91	\$61,334
Grade 4	0.20	\$674	93	\$62,682
Grade 5	0.20	\$674	87	\$58,638
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	388	\$136,964
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	132	\$129,004
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	508	\$171,196
Incoming High Proficiency	0.10	\$337	77	\$25,949
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$3,845,311**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,414.77	\$(4,415)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.011272859		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,845,311</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>FY2020-21 Utilization:</b> 84%	<b>FCI:</b> 6
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	466	503	483	509	26
Attendance Rate	93.8%	93.8%	94.7%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	78.7%	84%	81.1%	-	-
Students with Disabilities (%)	16.5%	15.8%	18.4%	-	-
English Language Learners (%)	0.3%	0%	0.4%	-	-

**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	-	18	18
Instructional Facilitator	1	2	-	1	1
Librarian	1	1	-	1	1
Nutrition	7	4	-	1	1
Other	5	4	-	6	6

**School Level Funds**

General Fund	\$3,561,029	\$3,469,307	\$2,966,158	\$3,180,290	\$214,131
Title I	\$301,234	\$302,609	\$323,896	\$284,025	-\$39,871
IDEA, Part B	\$222,393	\$188,207	\$261,183	\$204,318	-\$56,864
Other Special Revenue & Federal Funds	\$261,294	\$332,901	\$264,194	\$378,144	\$113,949
<b>Total</b>	<b>\$4,345,951</b>	<b>\$4,293,026</b>	<b>\$3,815,433</b>	<b>\$4,046,778</b>	<b>\$231,344</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	5	5	N/A	N/A	N/A

**Total SBB Allocation \$2,605,537**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,605,537
How has funding changed under SBB?		Last Year (1920)		\$2,531,076	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,605,537	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	509	\$1,715,330
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	86	\$86,946
Grade 1	0.30	\$1,011	91	\$92,001
Grade 2	0.30	\$1,011	98	\$99,078
Grade 3	0.20	\$674	87	\$58,638
Grade 4	0.20	\$674	73	\$49,202
Grade 5	0.20	\$674	74	\$49,876
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	365	\$128,845
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	135	\$131,936
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	436	\$146,932
Incoming High Proficiency	0.10	\$337	17	\$5,729
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	57	\$47,025
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>\$0</b>

**2. SBB Transition Supplements \$2,605,537**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	5,092.70	\$(5,093)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.005544759		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,605,537</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>FY2020-21 Utilization:</b> 51%	<b>FCI:</b> 12
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	366	355	352	310	-42
Attendance Rate	95.2%	95.2%	95.4%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	66.4%	69.8%	67%	-	-
Students with Disabilities (%)	12.4%	11%	10.4%	-	-
English Language Learners (%)	3.1%	4.5%	5.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Classroom Teacher	27	28	-	22	22
Special Skills	8	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	6	4	-	6	6
Instructional Facilitator	2	2	-	2	2
Librarian	1	1	-	-	-
Nutrition	9	4	-	1	1
Other	2	2	-	6	6

<b>School Level Funds</b>					
General Fund	\$2,471,702	\$2,335,407	\$2,052,008	\$2,167,270	\$115,262
Title I	\$186,626	\$186,331	\$212,761	\$181,125	-\$31,636
IDEA, Part B	\$63,241	\$51,977	\$56,487	\$56,785	\$298
Other Special Revenue & Federal Funds	\$110,701	\$115,385	\$180,990	\$313,976	\$132,986
<b>Total</b>	<b>\$2,832,272</b>	<b>\$2,689,101</b>	<b>\$2,502,247</b>	<b>\$2,719,157</b>	<b>\$216,910</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	94%			
TEM 5	22%	12%			
TEM 4	48%	52%			
TEM 3	30%	30%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	3	4	N/A	N/A	N/A

Total SBB Allocation		\$1,552,583
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$49,199
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$1,503,384
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	
	Estimated changes to the budget due to SBB transition	
	Last Year (1920)	\$1,666,998
	This Year (2021)	\$1,552,583
	Total Difference	\$-
	Change from Enrollment	\$-
	Change from SBB	\$-

**Detailed Breakdown**

1. SBB Allocations					\$49,199
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,370	310	\$1,044,700	
<b>Grade Weights</b>					
Grade K	0.30	\$1,011	52	\$52,572	
Grade 1	0.30	\$1,011	48	\$48,528	
Grade 2	0.30	\$1,011	52	\$52,572	
Grade 3	0.20	\$674	48	\$32,352	
Grade 4	0.20	\$674	55	\$37,070	
Grade 5	0.20	\$674	55	\$37,070	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	186	\$65,658	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	84	\$7,392	
<b>Mobility Weights</b>					
Mobility	0.29	\$977	52	\$50,820	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$337	249	\$83,913	
Incoming High Proficiency	0.10	\$337	3	\$1,011	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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.					\$19,389
<b>SBB Allocations Total</b>					<b>\$49,199</b>

**2. SBB Transition Supplements** \$1,503,384

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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$159	5,066.86	\$(4,908)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.010275097		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,503,384</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>FY2020-21 Utilization:</b> 116%	<b>FCI:</b> 13
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	1168	1164	1199	1084	-115
Attendance Rate	96.4%	96.4%	97.8%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	47.8%	30.7%	28.4%	-	-
Students with Disabilities (%)	7.9%	6.5%	7%	-	-
English Language Learners (%)	5.2%	6.1%	5.8%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	62	63	-	70	70
Special Skills	11	7	-	7	7
Counselor	2	2	-	3	3
Educational Assistant	9	10	-	16	16
Instructional Facilitator	1	2	-	1	1
Librarian	1	1	-	1	1
Nutrition	10	6	-	4	4
Other	4	3	-	6	6

<b>School Level Funds</b>					
General Fund	\$6,517,382	\$6,690,087	\$6,368,965	\$7,451,720	\$1,082,755
Title I	\$208,640	\$293,073	\$295,544	\$235,200	-\$60,344
IDEA, Part B	\$61,872	\$52,810	\$53,797	\$122,282	\$68,485
<b>Total</b>	<b>\$6,787,895</b>	<b>\$7,035,971</b>	<b>\$6,718,306</b>	<b>\$7,809,202</b>	<b>\$1,090,896</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	99%	100%			
TEM 5	66%	66%			
TEM 4	24%	27%			
TEM 3	9%	7%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	5	5	N/A	N/A	N/A
TVAAS Numeracy	5	2	N/A	N/A	N/A

**Total SBB Allocation \$5,629,660**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$638,195
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$4,991,465
How has funding changed under SBB?		Last Year (1920)		\$5,011,341	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$5,629,660	
		Total Difference		\$-	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$32,571	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$638,195**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	1,084	\$3,653,080
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	190	\$192,090
Grade 1	0.30	\$1,011	134	\$135,474
Grade 2	0.30	\$1,011	189	\$191,079
Grade 3	0.20	\$674	212	\$142,888
Grade 4	0.20	\$674	170	\$114,580
Grade 5	0.20	\$674	189	\$127,386
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	245	\$86,485
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	77	\$75,252
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	594	\$200,178
Incoming High Proficiency	0.10	\$337	205	\$69,085
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$19,830
<b>SBB Allocations Total</b>				<b>\$638,195</b>

**2. SBB Transition Supplements \$4,991,465**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$589	4,653.05	\$(4,064)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.116129609		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$4,991,465</b>



**Newberry Elementary School**

5540 Newberry, Memphis, TN 38118

Phone: (901) 416-2518 Fax: (901) 416-8184

<b>Grade Level:</b> K-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 45,170	<b>Student Capacity:</b> 308	<b>FY2020-21 Utilization:</b> 143%	<b>FCI:</b> 14
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	463	463	439	391	-48
Attendance Rate	95.8%	95.8%	95.7%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	60.8%	75.8%	69.5%	-	-
Students with Disabilities (%)	7.4%	7.9%	9.6%	-	-
English Language Learners (%)	9.7%	9.2%	11.1%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	25	25	-	25	25
Special Skills	3	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	8	7	-	8	8
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	-	-
Nutrition	8	4	-	1	1
Other	3	3	-	3	3

**School Level Funds**

General Fund	\$2,733,838	\$2,603,744	\$2,562,801	\$2,481,458	-\$81,343
Title I	\$287,214	\$249,673	\$232,331	\$210,840	-\$21,491
IDEA, Part B	\$73,398	\$80,555	\$88,950	\$95,066	\$6,115
Other Special Revenue & Federal Funds	\$73,903	\$414	\$0	\$0	\$0
<b>Total</b>	<b>\$3,168,355</b>	<b>\$2,934,387</b>	<b>\$2,884,083</b>	<b>\$2,787,364</b>	<b>-\$96,719</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	5	5	N/A	N/A	N/A
TVAAS Numeracy	5	3	N/A	N/A	N/A

**Total SBB Allocation \$1,926,232**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$23,639
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,902,593
How has funding changed under SBB?		Last Year (1920)		\$1,850,215	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$1,926,232	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$23,639**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	391	\$1,317,670
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	76	\$76,836
Grade 1	0.30	\$1,011	32	\$32,352
Grade 2	0.30	\$1,011	80	\$80,880
Grade 3	0.20	\$674	62	\$41,788
Grade 4	0.20	\$674	71	\$47,854
Grade 5	0.20	\$674	70	\$47,180
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	226	\$79,778
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	64	\$62,547
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	298	\$100,426
Incoming High Proficiency	0.10	\$337	23	\$7,751
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$23,639
<b>SBB Allocations Total</b>				<b>\$23,639</b>

**2. SBB Transition Supplements \$1,902,593**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$60	5,027.75	\$(4,967)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.02065575		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,902,593</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>FY2020-21 Utilization:</b> 51%	<b>FCI:</b> 15
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	281	313	305	315	10
Attendance Rate	94.4%	94.4%	91.8%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	82.4%	83.1%	82.7%	-	-
Students with Disabilities (%)	13.7%	11.3%	13.3%	-	-
English Language Learners (%)	0.9%	1.2%	1.8%	-	-

<b>Key School Positions - All Funding Sources</b>					
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	-	7	7
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	8	3	-	1	1
Other	2	2	-	2	2

<b>School Level Funds</b>					
General Fund	\$2,503,217	\$2,538,438	\$2,384,396	\$2,457,339	\$72,942
Title I	\$176,827	\$164,051	\$190,511	\$165,900	-\$24,611
IDEA, Part B	\$53,954	\$52,680	\$85,537	\$86,980	\$1,443
Other Special Revenue & Federal Funds	\$81,179	\$88,397	\$87,326	\$91,609	\$4,282
<b>Total</b>	<b>\$2,815,178</b>	<b>\$2,843,567</b>	<b>\$2,747,772</b>	<b>\$2,801,829</b>	<b>\$54,056</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	80%			
TEM 5	54%	0%			
TEM 4	38%	60%			
TEM 3	8%	20%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	5	1	N/A	N/A	N/A
TVAAS Numeracy	5	3	N/A	N/A	N/A

**Total SBB Allocation \$1,688,896**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$102,336
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,586,560
How has funding changed under SBB?		Last Year (1920)		\$1,632,536	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$1,688,896	
		Total Difference		\$-	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$32,228	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$102,336**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	315	\$1,061,550
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	44	\$44,484
Grade 1	0.30	\$1,011	52	\$52,572
Grade 2	0.30	\$1,011	48	\$48,528
Grade 3	0.20	\$674	55	\$37,070
Grade 4	0.20	\$674	62	\$41,788
Grade 5	0.20	\$674	54	\$36,396
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	240	\$84,720
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	75	\$73,298
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	277	\$93,349
Incoming High Proficiency	0.10	\$337	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$9,553
<b>SBB Allocations Total</b>				<b>\$102,336</b>

**2. SBB Transition Supplements \$1,586,560**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$325	5,283.28	\$(4,958)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.014495779		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,586,560</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>FY2020-21 Utilization:</b> 100%	<b>FCI:</b> 6
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	352	408	359	388	29
Attendance Rate	96.3%	96.3%	95.7%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	60.8%	53.4%	45.4%	-	-
Students with Disabilities (%)	9.2%	11.2%	15.3%	-	-
English Language Learners (%)	9.4%	11.4%	12.1%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Classroom Teacher	31	29	-	28	28
Special Skills	7	5	-	5	5
Counselor	1	1	-	1	1
Educational Assistant	9	10	-	8	8
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

<b>School Level Funds</b>					
General Fund	\$2,999,241	\$2,908,956	\$2,706,516	\$2,686,221	-\$20,294
Title I	\$165,345	\$189,695	\$160,351	\$139,440	-\$20,911
IDEA, Part B	\$107,151	\$127,375	\$132,443	\$140,851	\$8,407
Other Special Revenue & Federal Funds	\$263,204	\$256,390	\$259,245	\$253,698	-\$5,546
<b>Total</b>	<b>\$3,534,942</b>	<b>\$3,482,417</b>	<b>\$3,258,557</b>	<b>\$3,220,211</b>	<b>-\$38,345</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	97%			
TEM 5	53%	10%			
TEM 4	29%	66%			
TEM 3	16%	21%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	5	3	N/A	N/A	N/A
TVAAS Numeracy	3	2	N/A	N/A	N/A

**Total SBB Allocation \$1,926,955**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$52,302
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,874,653
			Last Year (1920)	\$1,851,725	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$1,926,955	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$52,302**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	388	\$1,307,560
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	62	\$62,682
Grade 1	0.30	\$1,011	55	\$55,605
Grade 2	0.30	\$1,011	78	\$78,858
Grade 3	0.20	\$674	61	\$41,114
Grade 4	0.20	\$674	64	\$43,136
Grade 5	0.20	\$674	68	\$45,832
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	156	\$55,068
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	59	\$57,661
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	266	\$89,642
Incoming High Proficiency	0.10	\$337	40	\$13,480
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$52,302
<b>SBB Allocations Total</b>				<b>\$52,302</b>

**2. SBB Transition Supplements \$1,874,653**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$135	4,847.44	\$(4,713)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.024534598		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,874,653</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>FY2020-21 Utilization:</b> 111%	<b>FCI:</b> 7
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	642	545	530	482	-48
Attendance Rate	94.8%	94.8%	92.9%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	83.7%	77.7%	76.8%	-	-
Students with Disabilities (%)	7%	7.5%	8%	-	-
English Language Learners (%)	14.9%	14.1%	15.6%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	36	39	-	28	28
Special Skills	5	4	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	6	7	-	5	5
Instructional Facilitator	2	2	-	1	1
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	3	1	-	4	4

**School Level Funds**

General Fund	\$3,033,085	\$2,852,974	\$3,113,276	\$2,958,899	-\$154,377
Title I	\$269,723	\$229,279	\$368,706	\$287,175	-\$81,531
IDEA, Part B	\$23,800	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$127,309	\$34,084	\$104,223	\$31,603	-\$72,620
<b>Total</b>	<b>\$3,453,918</b>	<b>\$3,116,338</b>	<b>\$3,586,207</b>	<b>\$3,277,677</b>	<b>-\$308,529</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	1	4	N/A	N/A	N/A

**Total SBB Allocation \$2,380,983**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,380,983
How has funding changed under SBB?		Last Year (1920)		\$2,418,446	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,380,983	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	482	\$1,624,340
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	87	\$87,957
Grade 1	0.30	\$1,011	65	\$65,715
Grade 2	0.30	\$1,011	86	\$86,946
Grade 3	0.20	\$674	81	\$54,594
Grade 4	0.20	\$674	83	\$55,942
Grade 5	0.20	\$674	80	\$53,920
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	330	\$116,490
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	96	\$93,821
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	402	\$135,474
Incoming High Proficiency	0.10	\$337	13	\$4,381
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,380,983**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,905.56	\$(4,906)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.006977745		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,380,983</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>FY2020-21 Utilization:</b> 98%	<b>FCI:</b> 30
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	347	314	350	339	-11
Attendance Rate	96.3%	96.3%	93.7%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	78.9%	79.6%	78.3%	-	-
Students with Disabilities (%)	9.4%	6.5%	8.5%	-	-
English Language Learners (%)	1%	0.8%	1.1%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	0	0	-	2	2
Classroom Teacher	25	26	-	21	21
Special Skills	4	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	4	4	-	5	5
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	7	4	-	1	1
Other	2	2	-	4	4

<b>School Level Funds</b>					
General Fund	\$2,700,793	\$2,687,598	\$2,593,675	\$2,521,878	-\$71,797
Title I	\$210,716	\$195,267	\$198,580	\$180,075	-\$18,505
IDEA, Part B	\$946	\$22,974	\$31,512	\$25,318	-\$6,194
Other Special Revenue & Federal Funds	\$125,899	\$256,705	\$238,965	\$266,755	\$27,789
<b>Total</b>	<b>\$3,038,356</b>	<b>\$3,162,546</b>	<b>\$3,062,734</b>	<b>\$2,994,027</b>	<b>-\$68,707</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	88%	92%			
TEM 5	15%	20%			
TEM 4	65%	48%			
TEM 3	8%	24%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	3	N/A	N/A	N/A
TVAAS Numeracy	1	2	N/A	N/A	N/A

**Total SBB Allocation \$1,727,385**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$45,655
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,681,730
			Last Year (1920)	\$1,726,223	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$1,727,385	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$45,655**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	339	\$1,142,430
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	63	\$63,693
Grade 1	0.30	\$1,011	56	\$56,616
Grade 2	0.30	\$1,011	65	\$65,715
Grade 3	0.20	\$674	51	\$34,374
Grade 4	0.20	\$674	50	\$33,700
Grade 5	0.20	\$674	54	\$36,396
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	236	\$83,308
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	69	\$67,434
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	294	\$99,078
Incoming High Proficiency	0.10	\$337	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$45,655</b>

**2. SBB Transition Supplements \$1,681,730**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$135	5,018.08	\$(4,883)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.014235606		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,681,730</b>



**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>FY2020-21 Utilization:</b> 97%	<b>FCI:</b> 21
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	335	367	356	332	-24
Attendance Rate	96%	96%	96%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	68.6%	56.9%	54.2%	-	-
Students with Disabilities (%)	4%	4.5%	7.9%	-	-
English Language Learners (%)	0%	0.5%	0.6%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	22	21	-	19	19
Special Skills	8	6	-	5	5
Counselor	1	1	-	1	1
Educational Assistant	3	3	-	3	3
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	5	1	-	1	1
Other	2	3	-	3	3

<b>School Level Funds</b>					
General Fund	\$2,279,984	\$2,254,389	\$2,130,532	\$2,111,012	-\$19,519
Title I	\$144,854	\$184,965	\$157,785	\$142,800	-\$14,985
Other Special Revenue & Federal Funds	\$121,211	\$122,739	\$124,427	\$125,533	\$1,106
<b>Total</b>	<b>\$2,546,051</b>	<b>\$2,562,094</b>	<b>\$2,412,745</b>	<b>\$2,379,346</b>	<b>-\$33,398</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	86%	96%			
TEM 5	25%	35%			
TEM 4	32%	46%			
TEM 3	29%	15%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	5	4	N/A	N/A	N/A
TVAAS Numeracy	1	4	N/A	N/A	N/A

**Total SBB Allocation \$1,668,305**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$111,025
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,557,280
			Last Year (1920)	\$1,671,206	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$1,668,305	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$111,025**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	332	\$1,118,840
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	57	\$57,627
Grade 1	0.30	\$1,011	53	\$53,583
Grade 2	0.30	\$1,011	61	\$61,671
Grade 3	0.20	\$674	61	\$41,114
Grade 4	0.20	\$674	56	\$37,744
Grade 5	0.20	\$674	44	\$29,656
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	162	\$57,186
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	23	\$22,478
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	190	\$64,030
Incoming High Proficiency	0.10	\$337	50	\$16,850
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$111,025
<b>SBB Allocations Total</b>				<b>\$111,025</b>

**2. SBB Transition Supplements \$1,557,280**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$334	5,033.75	\$(4,699)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.000229919		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,557,280</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>FY2020-21 Utilization:</b> 130%	<b>FCI:</b> 7
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	471	462	477	453	-24
Attendance Rate	95%	95%	92.1%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	79.6%	73.5%	71.8%	-	-
Students with Disabilities (%)	9.3%	8%	8.6%	-	-
English Language Learners (%)	4%	3.7%	5.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	25	25	-	26	26
Special Skills	3	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	3	4	-	7	7
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	7	3	-	1	1
Other	2	2	-	2	2

<b>School Level Funds</b>					
General Fund	\$2,698,363	\$2,840,632	\$2,722,721	\$2,724,720	\$1,999
Title I	\$241,752	\$227,872	\$267,008	\$242,550	-\$24,458
Other Special Revenue & Federal Funds	\$178,433	\$183,123	\$182,836	\$187,004	\$4,168
<b>Total</b>	<b>\$3,118,549</b>	<b>\$3,251,627</b>	<b>\$3,172,566</b>	<b>\$3,154,275</b>	<b>-\$18,290</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	84%	97%			
TEM 5	16%	15%			
TEM 4	36%	64%			
TEM 3	32%	18%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	4	3	N/A	N/A	N/A
TVAAS Numeracy	5	4	N/A	N/A	N/A

**Total SBB Allocation \$2,254,237**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,254,237
How has funding changed under SBB?		Last Year (1920)		\$2,135,600	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,254,237	
		Total Difference		\$-	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$78,191	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	453	\$1,526,610
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	83	\$83,913
Grade 1	0.30	\$1,011	66	\$66,726
Grade 2	0.30	\$1,011	70	\$70,770
Grade 3	0.20	\$674	82	\$55,268
Grade 4	0.20	\$674	71	\$47,854
Grade 5	0.20	\$674	81	\$54,594
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	324	\$114,372
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	106	\$103,594
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	397	\$133,789
Incoming High Proficiency	0.10	\$337	2	\$674
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,254,237**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,886.95	\$(4,887)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.018270089		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,254,237</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>FY2020-21 Utilization:</b> 156%	<b>FCI:</b> 1
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	852	836	866	802	-64
Attendance Rate	96.3%	96.3%	98.7%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	24.9%	13.8%	15.8%	-	-
Students with Disabilities (%)	13%	12.1%	13.9%	-	-
English Language Learners (%)	3.5%	3.6%	3.7%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	2	2
Classroom Teacher	49	49	-	50	50
Special Skills	6	5	-	6	6
Counselor	1	1	-	2	2
Educational Assistant	16	11	-	11	11
Librarian	1	1	-	1	1
Nutrition	6	3	-	1	1
Other	4	3	-	2	2

**School Level Funds**

General Fund	\$5,352,274	\$5,523,397	\$5,412,269	\$5,256,149	-\$156,119
IDEA, Part B	\$83,416	\$46,516	\$51,329	\$60,998	\$9,668
<b>Total</b>	<b>\$5,435,691</b>	<b>\$5,569,913</b>	<b>\$5,463,598</b>	<b>\$5,317,148</b>	<b>-\$146,450</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	4	5	N/A	N/A	N/A
TVAAS Numeracy	5	5	N/A	N/A	N/A

**Total SBB Allocation \$3,960,916**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$163,160
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,797,756
How has funding changed under SBB?		Last Year (1920)		\$3,736,734	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$3,960,916	
		Total Difference		\$-	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$187,071	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$163,160**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	802	\$2,702,740
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	152	\$153,672
Grade 1	0.30	\$1,011	129	\$130,419
Grade 2	0.30	\$1,011	137	\$138,507
Grade 3	0.20	\$674	127	\$85,598
Grade 4	0.20	\$674	130	\$87,620
Grade 5	0.20	\$674	127	\$85,598
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	106	\$37,418
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	35	\$34,206
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	301	\$101,437
Incoming High Proficiency	0.10	\$337	198	\$66,726
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$163,160
<b>SBB Allocations Total</b>				<b>\$163,160</b>

**2. SBB Transition Supplements \$3,797,756**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$203	4,676.76	\$(4,473)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.009457878		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,797,756</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>FY2020-21 Utilization:</b> 124%	<b>FCI:</b> 1
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	912	949	844	864	20
Attendance Rate	96.7%	96.7%	96.5%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	50%	30.5%	28.3%	-	-
Students with Disabilities (%)	9.6%	8%	9.4%	-	-
English Language Learners (%)	5.3%	6.1%	7%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	2	1	-	1	1
Classroom Teacher	61	58	-	52	52
Special Skills	10	7	-	7	7
Counselor	1	1	-	2	2
Educational Assistant	18	14	-	12	12
Instructional Facilitator	1	2	-	3	3
Librarian	1	1	-	1	1
Nutrition	9	5	-	2	2
Other	3	3	-	3	3

<b>School Level Funds</b>					
General Fund	\$6,150,529	\$5,973,445	\$5,493,114	\$5,848,937	\$355,823
Title I	\$188,862	\$255,416	\$203,527	\$184,800	-\$18,727
IDEA, Part B	\$74,704	\$53,315	\$54,254	\$54,319	\$64
<b>Total</b>	<b>\$6,414,096</b>	<b>\$6,282,176</b>	<b>\$5,750,897</b>	<b>\$6,088,056</b>	<b>\$337,159</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	100%			
TEM 5	47%	71%			
TEM 4	33%	26%			
TEM 3	18%	3%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	5	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$4,062,475**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$67,940
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,994,535
			Last Year (1920)	\$4,202,800	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$4,062,475	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$67,940**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	864	\$2,911,680
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	139	\$140,529
Grade 1	0.30	\$1,011	148	\$149,628
Grade 2	0.30	\$1,011	132	\$133,452
Grade 3	0.20	\$674	149	\$100,426
Grade 4	0.20	\$674	146	\$98,404
Grade 5	0.20	\$674	150	\$101,100
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	204	\$72,012
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	78	\$76,229
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	425	\$143,225
Incoming High Proficiency	0.10	\$337	150	\$50,550
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$67,940
<b>SBB Allocations Total</b>				<b>\$67,940</b>

**2. SBB Transition Supplements \$3,994,535**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$79	4,732.88	\$(4,654)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.006768256		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,994,535</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>FY2020-21 Utilization:</b> 99%	<b>FCI:</b> 7
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	738	668	643	627	-16
Attendance Rate	94.7%	94.7%	94.6%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	86.6%	82.5%	78.9%	-	-
Students with Disabilities (%)	8.2%	7.8%	7.9%	-	-
English Language Learners (%)	5.4%	4.5%	4.2%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	2	2
Classroom Teacher	36	40	-	37	37
Special Skills	8	5	-	5	5
Counselor	1	1	-	2	2
Educational Assistant	8	8	-	6	6
Instructional Facilitator	2	2	-	2	2
Librarian	1	1	-	1	1
Nutrition	9	5	-	2	2
Other	3	3	-	5	5

<b>School Level Funds</b>					
General Fund	\$4,149,761	\$4,054,571	\$3,810,341	\$3,948,488	\$138,147
Title I	\$407,363	\$376,909	\$380,324	\$344,400	-\$35,924
IDEA, Part B	\$58,902	\$59,421	\$60,808	\$49,780	-\$11,027
Other Special Revenue & Federal Funds	\$154,937	\$171,025	\$225,361	\$614,632	\$389,271
<b>Total</b>	<b>\$4,770,963</b>	<b>\$4,661,928</b>	<b>\$4,476,835</b>	<b>\$4,957,302</b>	<b>\$480,466</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	21%	33%			
TEM 4	56%	50%			
TEM 3	23%	17%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$3,038,863**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,038,863
How has funding changed under SBB?		Last Year (1920)		\$3,163,043	
		Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$3,038,863	
			Total Difference	\$-	
		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			\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	627	\$2,112,990
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	83	\$83,913
Grade 1	0.30	\$1,011	83	\$83,913
Grade 2	0.30	\$1,011	108	\$109,188
Grade 3	0.20	\$674	115	\$77,510
Grade 4	0.20	\$674	122	\$82,228
Grade 5	0.20	\$674	116	\$78,184
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	459	\$162,027
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	128	\$125,094
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	314	\$105,818
Incoming High Proficiency	0.10	\$337	66	\$22,242
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$3,038,863**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,851.29	\$(4,851)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.000952461		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,038,863</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>FY2020-21 Utilization:</b> 70%	<b>FCI:</b> 21
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	638	608	537	545	8
Attendance Rate	94.7%	94.7%	94.1%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	81.6%	66.2%	63.1%	-	-
Students with Disabilities (%)	9.3%	9.1%	10.4%	-	-
English Language Learners (%)	8.1%	6.9%	5.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	49	48	-	36	36
Special Skills	6	5	-	5	5
Counselor	1	1	-	1	1
Educational Assistant	9	9	-	6	6
Instructional Facilitator	2	2	-	2	2
Librarian	1	1	-	1	1
Nutrition	9	5	-	2	2
Other	4	4	-	7	7

**School Level Funds**

General Fund	\$3,919,661	\$4,024,039	\$3,600,486	\$3,866,135	\$265,649
Title I	\$351,167	\$326,270	\$341,121	\$308,280	-\$32,841
Other Special Revenue & Federal Funds	\$221,110	\$4,157	\$90,338	\$0	-\$90,338
<b>Total</b>	<b>\$4,491,938</b>	<b>\$4,354,467</b>	<b>\$4,031,945</b>	<b>\$4,174,415</b>	<b>\$142,469</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation \$2,767,296**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$43,256
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,724,039
How has funding changed under SBB?		Last Year (1920)	\$2,801,197		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$2,767,296		
		Total Difference	\$-		
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$43,256**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	545	\$1,836,650
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	99	\$100,089
Grade 1	0.30	\$1,011	92	\$93,012
Grade 2	0.30	\$1,011	80	\$80,880
Grade 3	0.20	\$674	84	\$56,616
Grade 4	0.20	\$674	108	\$72,792
Grade 5	0.20	\$674	82	\$55,268
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	302	\$106,606
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	162	\$158,323
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	468	\$157,716
Incoming High Proficiency	0.10	\$337	3	\$1,011
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$43,256</b>

**2. SBB Transition Supplements \$2,724,039**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$79	5,047.20	\$(4,968)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.00602427		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,724,039</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>FY2020-21 Utilization:</b> 65%	<b>FCI:</b> 38
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	220	232	234	215	-19
Attendance Rate	95.8%	95.8%	95.5%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	76.9%	65.7%	64.2%	-	-
Students with Disabilities (%)	12%	8.8%	9.8%	-	-
English Language Learners (%)	0%	0.8%	0%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Classroom Teacher	17	15	-	15	15
Special Skills	5	4	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	2	2	-	2	2
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	5	2	-	1	1
Other	2	2	-	3	3

<b>School Level Funds</b>					
General Fund	\$2,063,303	\$2,014,013	\$1,955,255	\$1,968,752	\$13,496
Title I	\$136,960	\$138,073	\$129,962	\$116,760	-\$13,202
Other Special Revenue & Federal Funds	\$43,780	\$677	\$0	\$0	\$0
<b>Total</b>	<b>\$2,244,044</b>	<b>\$2,152,763</b>	<b>\$2,085,218</b>	<b>\$2,085,512</b>	<b>\$293</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	90%	100%			
TEM 5	43%	29%			
TEM 4	33%	48%			
TEM 3	14%	24%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	3	3	N/A	N/A	N/A
TVAAS Numeracy	5	3	N/A	N/A	N/A

**Total SBB Allocation \$1,326,898**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$320,821
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,006,077
How has funding changed under SBB?		Last Year (1920)		\$1,325,750	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$1,326,898	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$320,821**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	215	\$724,550
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	39	\$39,429
Grade 1	0.30	\$1,011	37	\$37,407
Grade 2	0.30	\$1,011	31	\$31,341
Grade 3	0.20	\$674	35	\$23,590
Grade 4	0.20	\$674	41	\$27,634
Grade 5	0.20	\$674	32	\$21,568
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	119	\$42,007
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	19	\$18,569
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	115	\$38,755
Incoming High Proficiency	0.10	\$337	11	\$3,707
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$9,790
<b>SBB Allocations Total</b>				<b>\$320,821</b>

**2. SBB Transition Supplements \$1,006,077**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$1,492	5,945.06	\$(4,453)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.040527447		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,006,077</b>



**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>FY2020-21 Utilization:</b> 75%	<b>FCI:</b> 34
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	306	280	207	265	58
Attendance Rate	95.2%	95.2%	91.4%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	72.8%	76%	81.9%	-	-
Students with Disabilities (%)	10.2%	9.6%	10.6%	-	-
English Language Learners (%)	0.8%	1.5%	0.4%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Classroom Teacher	21	24	-	19	19
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	4	4	-	6	6
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	-	-
Nutrition	7	3	-	1	1
Other	3	3	-	8	8

<b>School Level Funds</b>					
General Fund	\$2,217,061	\$1,835,137	\$1,756,382	\$2,052,712	\$296,329
Title I	\$177,018	\$167,134	\$146,480	\$131,775	-\$14,705
IDEA, Part B	\$78,289	\$82,637	\$83,596	\$83,668	\$71
Other Special Revenue & Federal Funds	\$204,940	\$337,335	\$334,037	\$400,795	\$66,758
<b>Total</b>	<b>\$2,677,310</b>	<b>\$2,422,244</b>	<b>\$2,320,497</b>	<b>\$2,668,951</b>	<b>\$348,453</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	91%	87%			
TEM 5	9%	7%			
TEM 4	45%	47%			
TEM 3	36%	33%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	2	4	N/A	N/A	N/A

**Total SBB Allocation \$1,476,529**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$160,993
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,315,536
			Last Year (1920)	\$1,564,863	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$1,476,529	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$160,993**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	265	\$893,050
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	50	\$50,550
Grade 1	0.30	\$1,011	72	\$72,792
Grade 2	0.30	\$1,011	41	\$41,451
Grade 3	0.20	\$674	38	\$25,612
Grade 4	0.20	\$674	33	\$22,242
Grade 5	0.20	\$674	31	\$20,894
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	188	\$66,364
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	46	\$44,956
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	195	\$65,715
Incoming High Proficiency	0.10	\$337	11	\$3,707
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$133,405
<b>SBB Allocations Total</b>				<b>\$160,993</b>

**2. SBB Transition Supplements \$1,315,536**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$608	5,549.16	\$(4,942)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.002568048		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,315,536</b>



**Sea Isle Elementary School**

5250 Sea Isle Road Memphis, TN 38117

Phone: (901) 416-2104 Fax: (901) 416-2109

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 79,703	<b>Student Capacity:</b> 468	<b>FY2020-21 Utilization:</b> 94%	<b>FCI:</b> 16
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	448	398	433	413	-20
Attendance Rate	95.7%	95.7%	95.4%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	50%	44.8%	50.9%	-	-
Students with Disabilities (%)	18.5%	16.5%	16.5%	-	-
English Language Learners (%)	9%	9.4%	7.1%	-	-

**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	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	13	13	-	15	15
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	\$3,840,803	\$3,767,273	\$3,444,561	\$3,617,374	\$172,812
Title I	\$158,197	\$174,453	\$154,423	\$139,440	-\$14,983
IDEA, Part B	\$121,518	\$123,790	\$140,860	\$136,168	-\$4,691
Other Special Revenue & Federal Funds	\$94,985	\$95,961	\$96,959	\$97,879	\$919
<b>Total</b>	<b>\$4,215,504</b>	<b>\$4,161,479</b>	<b>\$3,836,805</b>	<b>\$3,990,862</b>	<b>\$154,057</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	3	4	N/A	N/A	N/A

**Total SBB Allocation \$2,053,561**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$100,107
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,953,454
			Last Year (1920)	\$2,088,298	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$2,053,561	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$100,107**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	413	\$1,391,810
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	72	\$72,792
Grade 1	0.30	\$1,011	66	\$66,726
Grade 2	0.30	\$1,011	76	\$76,836
Grade 3	0.20	\$674	65	\$43,810
Grade 4	0.20	\$674	74	\$49,876
Grade 5	0.20	\$674	60	\$40,440
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	185	\$65,305
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	33	\$32,251
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	217	\$73,129
Incoming High Proficiency	0.10	\$337	60	\$20,220
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$100,107</b>

**2. SBB Transition Supplements \$1,953,454**

**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.

Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$242	5,068.68	\$(4,826)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.019964485		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,953,454</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>FY2020-21 Utilization:</b> 143%	<b>FCI:</b> 20
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	374	379	386	371	-15
Attendance Rate	94.5%	94.5%	95.6%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	79.8%	55.9%	50%	-	-
Students with Disabilities (%)	8.5%	7.9%	7%	-	-
English Language Learners (%)	21.2%	20%	24.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	26	24	-	21	21
Special Skills	7	3	-	3	3
Counselor	2	1	-	1	1
Educational Assistant	4	3	-	1	1
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Bilingual Cultural Mentor	0	1	-	1	1
Nutrition	7	3	-	1	1
Other	2	2	-	3	3

<b>School Level Funds</b>					
General Fund	\$2,699,874	\$2,514,804	\$2,434,164	\$2,360,202	-\$73,961
Title I	\$177,952	\$176,732	\$160,756	\$146,160	-\$14,596
IDEA, Part B	\$29,337	\$32,235	\$33,120	\$33,497	\$377
<b>Total</b>	<b>\$2,907,164</b>	<b>\$2,723,772</b>	<b>\$2,628,040</b>	<b>\$2,539,860</b>	<b>-\$88,179</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	67%	28%			
TEM 4	27%	53%			
TEM 3	7%	19%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	1	N/A	N/A	N/A
TVAAS Numeracy	3	5	N/A	N/A	N/A

**Total SBB Allocation \$1,801,470**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$47,322
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,754,149
			Last Year (1920)	\$1,742,745	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$1,801,470	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$47,322**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	371	\$1,250,270
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	66	\$66,726
Grade 1	0.30	\$1,011	63	\$63,693
Grade 2	0.30	\$1,011	47	\$47,517
Grade 3	0.20	\$674	68	\$45,832
Grade 4	0.20	\$674	62	\$41,788
Grade 5	0.20	\$674	65	\$43,810
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	154	\$54,362
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	41	\$40,069
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	267	\$89,979
Incoming High Proficiency	0.10	\$337	15	\$5,055
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$47,322</b>

**2. SBB Transition Supplements \$1,754,149**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$128	4,735.72	\$(4,608)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.025891098		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,754,149</b>



**Sharpe Elementary School**

3431 Sharpe, Memphis, TN 38111

Phone: (901) 416-2166 Fax: (901) 416-5022

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 47,130	<b>Student Capacity:</b> 279	<b>FY2020-21 Utilization:</b> 126%	<b>FCI:</b> 40
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	268	264	289	286	-3
Attendance Rate	95.1%	95.1%	93.2%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	75.6%	75%	72.3%	-	-
Students with Disabilities (%)	6.1%	4.8%	4%	-	-
English Language Learners (%)	21.6%	28.4%	36.1%	-	-

**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	-	1	1
Educational Assistant	6	3	-	6	6
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	0	0	-	1	1
Nutrition	8	4	-	1	1
Other	11	7	-	5	5

**School Level Funds**

General Fund	\$2,349,616	\$2,273,717	\$2,444,317	\$2,345,940	-\$98,376
Title I	\$144,464	\$79,665	\$169,914	\$154,350	-\$15,564
IDEA, Part B	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$265,281	\$305,321	\$337,899	\$359,963	\$22,063
<b>Total</b>	<b>\$2,759,362</b>	<b>\$2,658,704</b>	<b>\$2,952,131</b>	<b>\$2,860,254</b>	<b>-\$91,877</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	4	2	N/A	N/A	N/A
TVAAS Numeracy	5	3	N/A	N/A	N/A

**Total SBB Allocation \$1,550,206**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$82,096
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,468,111
			Last Year (1920)	\$1,650,352	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$1,550,206	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$82,096**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	286	\$963,820
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	53	\$53,583
Grade 1	0.30	\$1,011	51	\$51,561
Grade 2	0.30	\$1,011	46	\$46,506
Grade 3	0.20	\$674	46	\$31,004
Grade 4	0.20	\$674	49	\$33,026
Grade 5	0.20	\$674	41	\$27,634
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	189	\$66,717
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	105	\$102,617
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	253	\$85,261
Incoming High Proficiency	0.10	\$337	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$53,581
<b>SBB Allocations Total</b>				<b>\$82,096</b>

**2. SBB Transition Supplements \$1,468,111**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$287	5,632.60	\$(5,346)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.037691303		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,468,111</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>FY2020-21 Utilization:</b> 131%	<b>FCI:</b> 22
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	612	437	536	488	-48
Attendance Rate	95.5%	95.5%	93.9%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	77.6%	68.6%	57.8%	-	-
Students with Disabilities (%)	4.3%	3.9%	4.9%	-	-
English Language Learners (%)	26.5%	34.4%	50.4%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	35	38	-	31	31
Special Skills	6	4	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	3	3	-	2	2
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	-	5	5

<b>School Level Funds</b>					
General Fund	\$3,741,479	\$3,538,087	\$3,424,869	\$3,171,967	-\$252,902
Title I	\$288,443	\$315,523	\$254,286	\$216,720	-\$37,566
School Improvement Grants (SIG)	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$134,596	\$226,968	\$318,066	\$328,805	\$10,738
<b>Total</b>	<b>\$4,164,519</b>	<b>\$4,080,580</b>	<b>\$3,997,222</b>	<b>\$3,717,492</b>	<b>-\$279,730</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	83%	32%			
TEM 5	3%	0%			
TEM 4	33%	7%			
TEM 3	47%	25%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	1	N/A	N/A	N/A
TVAAS Numeracy	4	1	N/A	N/A	N/A

**Total SBB Allocation \$2,422,715**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,422,715
How has funding changed under SBB?		Last Year (1920)		\$2,457,551	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,422,715	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	488	\$1,644,560
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	102	\$103,122
Grade 1	0.30	\$1,011	93	\$94,023
Grade 2	0.30	\$1,011	89	\$89,979
Grade 3	0.20	\$674	74	\$49,876
Grade 4	0.20	\$674	71	\$47,854
Grade 5	0.20	\$674	59	\$39,766
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	257	\$90,721
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	116	\$113,367
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	378	\$127,386
Incoming High Proficiency	0.10	\$337	11	\$3,707
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,422,715**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,924.95	\$(4,925)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.007323546		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,422,715</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>FY2020-21 Utilization:</b> 136%	<b>FCI:</b> 11
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	902	825	824	739	-85
Attendance Rate	96.1%	96.1%	94.9%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	67.7%	64.9%	59.8%	-	-
Students with Disabilities (%)	9.7%	8.1%	9.2%	-	-
English Language Learners (%)	14.1%	12.4%	12.9%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	49	50	-	47	47
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	-	4	4

<b>School Level Funds</b>					
General Fund	\$4,968,745	\$5,107,874	\$4,850,305	\$4,603,384	-\$246,921
Title I	\$516,046	\$329,705	\$485,431	\$365,400	-\$120,031
IDEA, Part B	\$27,355	\$26,698	\$27,134	\$27,168	\$34
Other Special Revenue & Federal Funds	\$229,178	\$229,146	\$233,927	\$245,432	\$11,505
<b>Total</b>	<b>\$5,741,326</b>	<b>\$5,693,425</b>	<b>\$5,596,799</b>	<b>\$5,241,385</b>	<b>-\$355,413</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	96%	88%			
TEM 5	40%	29%			
TEM 4	46%	35%			
TEM 3	11%	24%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	3	2	N/A	N/A	N/A
TVAAS Numeracy	3	2	N/A	N/A	N/A

**Total SBB Allocation \$3,553,322**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,553,322
			Last Year (1920)	\$3,507,261	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$3,553,322	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	739	\$2,490,430
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	128	\$129,408
Grade 1	0.30	\$1,011	119	\$120,309
Grade 2	0.30	\$1,011	127	\$128,397
Grade 3	0.20	\$674	129	\$86,946
Grade 4	0.20	\$674	117	\$78,858
Grade 5	0.20	\$674	119	\$80,206
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	383	\$135,199
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	99	\$96,753
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	553	\$186,361
Incoming High Proficiency	0.10	\$337	51	\$17,187
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$3,553,322**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,771.78	\$(4,772)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.007921918		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,553,322</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>FY2020-21 Utilization:</b> 116%	<b>FCI:</b> 15
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	696	530	554	506	-48
Attendance Rate	96%	96%	91.8%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	68.5%	76.6%	74.1%	-	-
Students with Disabilities (%)	7.7%	6.1%	7.3%	-	-
English Language Learners (%)	11%	10.2%	19.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	39	38	-	32	32
Special Skills	7	6	-	5	5
Counselor	1	1	-	1	1
Educational Assistant	8	9	-	7	7
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	12	6	-	4	4
Other	4	4	-	7	7

<b>School Level Funds</b>					
General Fund	\$3,738,820	\$3,533,392	\$3,274,977	\$3,226,970	-\$48,007
Title I	\$380,534	\$288,893	\$318,498	\$284,025	-\$34,473
IDEA, Part B	\$61,573	\$51,300	\$54,647	\$24,305	-\$30,342
Other Special Revenue & Federal Funds	\$243,368	\$266,362	\$285,485	\$286,037	\$551
<b>Total</b>	<b>\$4,424,296</b>	<b>\$4,139,948</b>	<b>\$3,933,609</b>	<b>\$3,821,337</b>	<b>-\$112,271</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	96%			
TEM 5	38%	24%			
TEM 4	38%	45%			
TEM 3	21%	27%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation \$2,473,561**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,473,561
How has funding changed under SBB?		Last Year (1920)		\$2,516,560	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,473,561	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	506	\$1,705,220
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	81	\$81,891
Grade 1	0.30	\$1,011	88	\$88,968
Grade 2	0.30	\$1,011	86	\$86,946
Grade 3	0.20	\$674	80	\$53,920
Grade 4	0.20	\$674	89	\$59,986
Grade 5	0.20	\$674	82	\$55,268
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	335	\$118,255
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	91	\$88,934
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	366	\$123,342
Incoming High Proficiency	0.10	\$337	22	\$7,414
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,473,561**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,830.24	\$(4,830)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.012051074		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,473,561</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>FY2020-21 Utilization:</b> 123%	<b>FCI:</b> 4
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	572	468	453	451	-2
Attendance Rate	95.2%	95.2%	92.9%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	78.4%	76.2%	66.4%	-	-
Students with Disabilities (%)	13.6%	9.2%	9.8%	-	-
English Language Learners (%)	34.2%	32.8%	40%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	44	49	-	35	35
Special Skills	4	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	14	15	-	17	17
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	-	2	2

<b>School Level Funds</b>					
General Fund	\$3,911,314	\$3,821,147	\$3,283,728	\$3,231,537	-\$52,190
Title I	\$322,773	\$262,407	\$310,299	\$265,125	-\$45,174
IDEA, Part B	\$80,963	\$59,288	\$87,596	\$89,791	\$2,195
Other Special Revenue & Federal Funds	\$343,312	\$323,572	\$312,903	\$371,752	\$58,849
<b>Total</b>	<b>\$4,658,364</b>	<b>\$4,466,415</b>	<b>\$3,994,528</b>	<b>\$3,958,207</b>	<b>-\$36,321</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	90%	81%			
TEM 5	21%	9%			
TEM 4	33%	32%			
TEM 3	36%	40%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation \$2,213,841**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,213,841
How has funding changed under SBB?		Last Year (1920)		\$2,100,069	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,213,841	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	451	\$1,519,870
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	72	\$72,792
Grade 1	0.30	\$1,011	71	\$71,781
Grade 2	0.30	\$1,011	80	\$80,880
Grade 3	0.20	\$674	81	\$54,594
Grade 4	0.20	\$674	72	\$48,528
Grade 5	0.20	\$674	75	\$50,550
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	272	\$96,016
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	77	\$75,252
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	318	\$107,166
Incoming High Proficiency	0.10	\$337	25	\$8,425
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,213,841**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,872.55	\$(4,873)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.007426621		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,213,841</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>FY2020-21 Utilization:</b> 78%	<b>FCI:</b> 15
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	716	623	616	623	7
Attendance Rate	95.6%	95.6%	95.7%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	60.5%	49%	44.4%	-	-
Students with Disabilities (%)	8.8%	8.5%	10.2%	-	-
English Language Learners (%)	5.2%	4.7%	6.1%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	-	-
Classroom Teacher	48	45	-	42	42
Special Skills	7	5	-	4	4
Counselor	1	1	-	1	1
Educational Assistant	12	12	-	17	17
Instructional Facilitator	1	1	-	3	3
Librarian	1	1	-	1	1
Nutrition	10	6	-	2	2
Other	3	4	-	5	5

**School Level Funds**

General Fund	\$4,202,514	\$3,815,907	\$3,681,373	\$3,979,223	\$297,850
Title I	\$252,593	\$277,388	\$251,403	\$228,480	-\$22,923
IDEA, Part B	\$101,748	\$101,409	\$108,514	\$110,724	\$2,210
Other Special Revenue & Federal Funds	\$282,487	\$284,103	\$257,529	\$378,934	\$121,404
<b>Total</b>	<b>\$4,839,343</b>	<b>\$4,478,808</b>	<b>\$4,298,821</b>	<b>\$4,697,361</b>	<b>\$398,540</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	4	3	N/A	N/A	N/A
TVAAS Numeracy	5	5	N/A	N/A	N/A

**Total SBB Allocation \$3,023,270**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$92,678
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,930,592
			Last Year (1920)	\$3,094,535	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$3,023,270	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$92,678**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	623	\$2,099,510
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	104	\$105,144
Grade 1	0.30	\$1,011	97	\$98,067
Grade 2	0.30	\$1,011	110	\$111,210
Grade 3	0.20	\$674	104	\$70,096
Grade 4	0.20	\$674	113	\$76,162
Grade 5	0.20	\$674	95	\$64,030
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	232	\$81,896
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	72	\$70,366
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	357	\$120,309
Incoming High Proficiency	0.10	\$337	65	\$21,905
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$5,529
<b>SBB Allocations Total</b>				<b>\$92,678</b>

**2. SBB Transition Supplements \$2,930,592**

**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. \$0

Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$149	4,880.97	\$(4,732)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.005620042		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,930,592</b>



**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>FY2020-21 Utilization:</b> 92%	<b>FCI:</b> 35
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	253	242	266	272	6
Attendance Rate	94.1%	94.1%	95%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	78.8%	86.6%	86.2%	-	-
Students with Disabilities (%)	10.3%	7.2%	8.5%	-	-
English Language Learners (%)	1%	1.1%	1.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	20	19	-	17	17
Special Skills	4	3	-	4	4
Counselor	1	1	-	1	1
Educational Assistant	2	1	-	5	5
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	\$2,200,872	\$2,110,742	\$1,900,568	\$1,940,024	\$39,456
Title I	\$213,269	\$119,799	\$160,688	\$141,750	-\$18,938
Other Special Revenue & Federal Funds	\$189,101	\$210,100	\$249,360	\$270,843	\$21,482
<b>Total</b>	<b>\$2,603,243</b>	<b>\$2,440,642</b>	<b>\$2,310,617</b>	<b>\$2,352,618</b>	<b>\$42,000</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	5	4	N/A	N/A	N/A

**Total SBB Allocation \$1,403,831**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$74,694
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,329,136
			Last Year (1920)	\$1,430,825	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$1,403,831	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$74,694**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	272	\$916,640
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	43	\$43,473
Grade 1	0.30	\$1,011	42	\$42,462
Grade 2	0.30	\$1,011	56	\$56,616
Grade 3	0.20	\$674	45	\$30,330
Grade 4	0.20	\$674	53	\$35,722
Grade 5	0.20	\$674	33	\$22,242
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	217	\$76,601
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	56	\$54,729
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	143	\$48,191
Incoming High Proficiency	0.10	\$337	7	\$2,359
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$47,449
<b>SBB Allocations Total</b>				<b>\$74,694</b>

**2. SBB Transition Supplements \$1,329,136**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$275	5,399.34	\$(5,125)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.045519875		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,329,136</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>FY2020-21 Utilization:</b> 104%	<b>FCI:</b> 36
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	703	691	774	770	-4
Attendance Rate	96.5%	96.5%	91.2%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	79.3%	74.6%	64.1%	-	-
Students with Disabilities (%)	5.3%	5.3%	6.3%	-	-
English Language Learners (%)	22%	22.5%	33.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	2	2
Classroom Teacher	45	90	-	46	46
Special Skills	8	15	-	7	7
Counselor	1	2	-	2	2
Educational Assistant	7	6	-	9	9
Instructional Facilitator	2	3	-	2	2
Librarian	1	2	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Other	10	9	-	9	9

**School Level Funds**

General Fund	\$4,156,135	\$4,406,554	\$4,605,017	\$4,511,102	-\$93,915
Title I	\$333,021	\$320,283	\$382,296	\$339,150	-\$43,146
School Improvement Grants (SIG)	\$753,870	\$70,287	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$240,765	\$45,182	\$99,460	\$32,881	-\$66,579
<b>Total</b>	<b>\$5,483,793</b>	<b>\$4,842,308</b>	<b>\$5,086,774</b>	<b>\$4,883,133</b>	<b>-\$203,641</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	2	N/A	N/A	N/A

**Total SBB Allocation \$3,763,856**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,763,856
How has funding changed under SBB?		Last Year (1920)		\$3,459,659	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$3,763,856	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	770	\$2,594,900
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	137	\$138,507
Grade 1	0.30	\$1,011	137	\$138,507
Grade 2	0.30	\$1,011	115	\$116,265
Grade 3	0.20	\$674	120	\$80,880
Grade 4	0.20	\$674	120	\$80,880
Grade 5	0.20	\$674	141	\$95,034
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	445	\$157,085
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	119	\$116,299
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	678	\$228,486
Incoming High Proficiency	0.10	\$337	16	\$5,392
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$3,763,856**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,859.07	\$(4,859)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.005979051		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,763,856</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>FY2020-21 Utilization:</b> 45%	<b>FCI:</b> 14
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	284	278	268	261	-7
Attendance Rate	96.3%	96.3%	94.8%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	71.7%	84.4%	81.4%	-	-
Students with Disabilities (%)	18.5%	20.2%	22.4%	-	-
English Language Learners (%)	0.9%	1.2%	1.7%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	16	20	-	21	21
Special Skills	4	2	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	5	10	-	13	13
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	-	-
Nutrition	6	3	-	1	1
Other	2	2	-	3	3

**School Level Funds**

General Fund	\$2,721,635	\$2,658,177	\$2,376,198	\$2,493,904	\$117,705
Title I	\$186,208	\$181,127	\$192,247	\$170,625	-\$21,622
IDEA, Part B	\$311,744	\$291,384	\$307,649	\$292,136	-\$15,512
Other Special Revenue & Federal Funds	\$112,706	\$29,870	\$114,915	\$48,312	-\$66,603
<b>Total</b>	<b>\$3,332,295</b>	<b>\$3,160,559</b>	<b>\$2,991,011</b>	<b>\$3,004,978</b>	<b>\$13,966</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	3	5	N/A	N/A	N/A

**Total SBB Allocation \$1,434,859**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$93,469
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,341,390
			Last Year (1920)	\$1,578,766	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$1,434,859	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$93,469**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	261	\$879,570
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	38	\$38,418
Grade 1	0.30	\$1,011	36	\$36,396
Grade 2	0.30	\$1,011	50	\$50,550
Grade 3	0.20	\$674	59	\$39,766
Grade 4	0.20	\$674	36	\$24,264
Grade 5	0.20	\$674	42	\$28,308
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	187	\$66,011
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	45	\$43,979
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	210	\$70,770
Incoming High Proficiency	0.10	\$337	2	\$674
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	42	\$34,650
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>\$93,469</b>

**2. SBB Transition Supplements \$1,341,390**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$358	5,980.17	\$(5,622)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.099306366		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,341,390</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>FY2020-21 Utilization:</b> 96%	<b>FCI:</b> 12
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	731	734	710	662	-48
Attendance Rate	95.2%	95.2%	94.8%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	71.2%	61.2%	53.9%	-	-
Students with Disabilities (%)	7.3%	6.9%	6.9%	-	-
English Language Learners (%)	44.9%	45.4%	53.9%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	51	56	-	52	52
Special Skills	4	3	-	4	4
Counselor	1	1	-	2	2
Educational Assistant	8	10	-	10	10
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	-	7	7

<b>School Level Funds</b>					
General Fund	\$5,155,260	\$5,312,785	\$4,967,078	\$4,897,374	-\$69,703
Title I	\$436,649	\$395,977	\$349,199	\$313,320	-\$35,879
IDEA, Part B	\$118,373	\$107,562	\$119,975	\$124,647	\$4,671
Other Special Revenue & Federal Funds	\$286,574	\$393,036	\$340,285	\$407,351	\$67,066
<b>Total</b>	<b>\$5,996,858</b>	<b>\$6,209,363</b>	<b>\$5,776,539</b>	<b>\$5,742,694</b>	<b>-\$33,845</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	59%	42%			
TEM 4	37%	53%			
TEM 3	4%	5%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	3	4	N/A	N/A	N/A
TVAAS Numeracy	5	2	N/A	N/A	N/A

**Total SBB Allocation \$3,192,730**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$7,191
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,185,539
			Last Year (1920)	\$3,264,250	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$3,192,730	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$7,191**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	662	\$2,230,940
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	102	\$103,122
Grade 1	0.30	\$1,011	100	\$101,100
Grade 2	0.30	\$1,011	101	\$102,111
Grade 3	0.20	\$674	126	\$84,924
Grade 4	0.20	\$674	96	\$64,704
Grade 5	0.20	\$674	137	\$92,338
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	338	\$119,314
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	87	\$85,025
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	442	\$148,954
Incoming High Proficiency	0.10	\$337	60	\$20,220
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$7,191</b>

**2. SBB Transition Supplements \$3,185,539**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$11	4,864.75	\$(4,854)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.008612781		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,185,539</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>FY2020-21 Utilization:</b> 73%	<b>FCI:</b> 17
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	312	309	337	330	-7
Attendance Rate	94.1%	94.1%	96.3%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	86.4%	88.3%	86.7%	-	-
Students with Disabilities (%)	8%	6%	9.9%	-	-
English Language Learners (%)	1.8%	2.4%	2.5%	-	-

<b>Key School Positions - All Funding Sources</b>					
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	-	4	4
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	6	3	-	1	1
Other	2	2	-	3	3

<b>School Level Funds</b>					
General Fund	\$2,053,379	\$2,368,703	\$2,104,523	\$2,167,935	\$63,412
Title I	\$177,648	\$166,829	\$194,108	\$175,875	-\$18,233
Other Special Revenue & Federal Funds	\$79,096	\$2,400	\$55,965	\$0	-\$55,965
<b>Total</b>	<b>\$2,310,124</b>	<b>\$2,537,933</b>	<b>\$2,354,597</b>	<b>\$2,343,810</b>	<b>-\$10,786</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	62%	39%			
TEM 4	33%	43%			
TEM 3	5%	17%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation \$1,634,191**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,634,191
			Last Year (1920)	\$1,594,099	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$1,634,191	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	330	\$1,112,100
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	51	\$51,561
Grade 1	0.30	\$1,011	48	\$48,528
Grade 2	0.30	\$1,011	40	\$40,440
Grade 3	0.20	\$674	66	\$44,484
Grade 4	0.20	\$674	69	\$46,506
Grade 5	0.20	\$674	56	\$37,744
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	276	\$97,428
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	72	\$70,366
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	232	\$78,184
Incoming High Proficiency	0.10	\$337	24	\$8,088
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$1,634,191**

**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.

Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	5,060.63	\$(5,061)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.022336573		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,634,191</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>FY2020-21 Utilization:</b> 113%	<b>FCI:</b> 10
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	626	617	646	608	-38
Attendance Rate	96.1%	96.1%	97.8%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	50.4%	35.9%	31.8%	-	-
Students with Disabilities (%)	14.4%	13.4%	13.6%	-	-
English Language Learners (%)	7.9%	8.4%	10.6%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	46	43	-	47	47
Special Skills	6	4	-	4	4
Counselor	1	1	-	2	2
Educational Assistant	11	10	-	12	12
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	9	4	-	1	1
Other	2	2	-	5	5

<b>School Level Funds</b>					
General Fund	\$4,204,627	\$4,275,135	\$4,343,104	\$4,551,876	\$208,771
Title I	\$169,946	\$195,698	\$156,766	\$141,120	-\$15,646
IDEA, Part B	\$165,499	\$142,038	\$145,328	\$125,970	-\$19,357
Other Special Revenue & Federal Funds	\$0	\$45,454	\$140,075	\$244,823	\$104,748
<b>Total</b>	<b>\$4,540,073</b>	<b>\$4,658,326</b>	<b>\$4,785,275</b>	<b>\$5,063,790</b>	<b>\$278,515</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	53%	39%			
TEM 4	36%	50%			
TEM 3	11%	11%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	5	2	N/A	N/A	N/A

**Total SBB Allocation \$2,986,738**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$187,626
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,799,112
How has funding changed under SBB?		Last Year (1920)		\$3,003,112	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,986,738	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$187,626**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	608	\$2,048,960
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	117	\$118,287
Grade 1	0.30	\$1,011	100	\$101,100
Grade 2	0.30	\$1,011	101	\$102,111
Grade 3	0.20	\$674	89	\$59,986
Grade 4	0.20	\$674	101	\$68,074
Grade 5	0.20	\$674	100	\$67,400
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	170	\$60,010
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	23	\$22,478
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	249	\$83,913
Incoming High Proficiency	0.10	\$337	143	\$48,191
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$187,626</b>

**2. SBB Transition Supplements \$2,799,112**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$309	4,963.82	\$(4,655)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.009545144		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,799,112</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>FY2020-21 Utilization:</b> 106%	<b>FCI:</b> 33
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	402	459	418	400	-18
Attendance Rate	94.4%	94.4%	94.1%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	69.1%	70.3%	66.9%	-	-
Students with Disabilities (%)	3.4%	5.8%	8.6%	-	-
English Language Learners (%)	2.8%	3.2%	2.6%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Classroom Teacher	22	28	-	23	23
Special Skills	6	4	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	3	3	-	6	6
Instructional Facilitator	1	1	-	3	3
Librarian	1	1	-	-	-
Nutrition	7	3	-	1	1
Other	3	2	-	2	2

<b>School Level Funds</b>					
General Fund	\$2,812,268	\$2,930,073	\$2,430,186	\$2,398,277	-\$31,909
Title I	\$229,776	\$283,529	\$246,221	\$218,925	-\$27,296
IDEA, Part B	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$221,705	\$109,553	\$203,672	\$106,531	-\$97,140
<b>Total</b>	<b>\$3,263,751</b>	<b>\$3,323,155</b>	<b>\$2,880,080</b>	<b>\$2,723,734</b>	<b>-\$156,346</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	92%	97%			
TEM 5	24%	10%			
TEM 4	32%	53%			
TEM 3	36%	33%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	3	3	N/A	N/A	N/A
TVAAS Numeracy	5	1	N/A	N/A	N/A

**Total SBB Allocation \$1,927,309**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,927,309
How has funding changed under SBB?		Last Year (1920)		\$1,923,389	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$1,927,309	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	400	\$1,348,000
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	60	\$60,660
Grade 1	0.30	\$1,011	65	\$65,715
Grade 2	0.30	\$1,011	52	\$52,572
Grade 3	0.20	\$674	79	\$53,246
Grade 4	0.20	\$674	76	\$51,224
Grade 5	0.20	\$674	68	\$45,832
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	230	\$81,190
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	70	\$68,411
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	283	\$95,371
Incoming High Proficiency	0.10	\$337	28	\$9,436
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$1,927,309**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,869.33	\$(4,869)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.009248658		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,927,309</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>FY2020-21 Utilization:</b> 77%	<b>FCI:</b> 1
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	406	430	451	420	-31
Attendance Rate	95.9%	95.9%	97.9%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	89.3%	72.4%	72.5%	-	-
Students with Disabilities (%)	14.8%	12.8%	14.2%	-	-
English Language Learners (%)	13.5%	15.7%	20.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Classroom Teacher	29	34	-	28	28
Special Skills	4	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	6	8	-	8	8
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	8	4	-	2	2
Other	12	6	-	4	4

<b>School Level Funds</b>					
General Fund	\$2,856,930	\$3,060,936	\$2,867,029	\$2,954,971	\$87,942
Title I	\$248,417	\$218,887	\$250,919	\$227,325	-\$23,594
IDEA, Part B	\$87,686	\$86,156	\$87,964	\$88,060	\$95
Other Special Revenue & Federal Funds	\$356,304	\$67,324	\$36,120	\$32,881	-\$3,239
<b>Total</b>	<b>\$3,549,338</b>	<b>\$3,433,304</b>	<b>\$3,242,034</b>	<b>\$3,303,238</b>	<b>\$61,204</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	48%	49%			
TEM 4	42%	41%			
TEM 3	10%	10%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$2,073,598**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,073,598
How has funding changed under SBB?		Last Year (1920)		\$1,982,603	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,073,598	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	420	\$1,415,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	85	\$85,935
Grade 1	0.30	\$1,011	73	\$73,803
Grade 2	0.30	\$1,011	68	\$68,748
Grade 3	0.20	\$674	60	\$40,440
Grade 4	0.20	\$674	69	\$46,506
Grade 5	0.20	\$674	65	\$43,810
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	287	\$101,311
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	66	\$64,502
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	324	\$109,188
Incoming High Proficiency	0.10	\$337	14	\$4,718
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,073,598**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,871.26	\$(4,871)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.013523843		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,073,598</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>FY2020-21 Utilization:</b> 121%	<b>FCI:</b> 3
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	676	738	688	649	-39
Attendance Rate	95.7%	95.7%	94.1%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	81%	70.2%	67.2%	-	-
Students with Disabilities (%)	5.8%	6.8%	7.7%	-	-
English Language Learners (%)	24.4%	26.3%	31.1%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	43	43	-	42	42
Special Skills	6	5	-	5	5
Counselor	1	1	-	2	2
Educational Assistant	4	4	-	6	6
Instructional Facilitator	2	2	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	7	3	-	1	1
Other	11	5	-	3	3

<b>School Level Funds</b>					
General Fund	\$3,855,148	\$4,137,166	\$3,806,985	\$3,632,665	-\$174,319
Title I	\$322,736	\$344,048	\$390,223	\$353,325	-\$36,898
IDEA, Part B	\$12,524	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$133,603	\$123,019	\$256,734	\$232,433	-\$24,300
<b>Total</b>	<b>\$4,324,013</b>	<b>\$4,604,234</b>	<b>\$4,453,943</b>	<b>\$4,218,423</b>	<b>-\$235,519</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	95%			
TEM 5	44%	52%			
TEM 4	35%	36%			
TEM 3	21%	7%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$3,111,489**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,111,489
How has funding changed under SBB?		Last Year (1920)		\$3,060,440	
		Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$3,111,489	
			Total Difference	\$-	
		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			\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	649	\$2,187,130
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	90	\$90,990
Grade 1	0.30	\$1,011	92	\$93,012
Grade 2	0.30	\$1,011	90	\$90,990
Grade 3	0.20	\$674	126	\$84,924
Grade 4	0.20	\$674	126	\$84,924
Grade 5	0.20	\$674	125	\$84,250
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	398	\$140,494
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	64	\$62,547
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	494	\$166,478
Incoming High Proficiency	0.10	\$337	34	\$11,458
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$3,111,489**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,781.93	\$(4,782)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.002272489		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,111,489</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>FY2020-21 Utilization:</b> 143%	<b>FCI:</b> 6
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	537	599	544	549	5
Attendance Rate	95%	95%	89%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	78.1%	83.3%	85.6%	-	-
Students with Disabilities (%)	6.7%	4.8%	7.8%	-	-
English Language Learners (%)	9.7%	7%	5.1%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	36	40	-	33	33
Special Skills	4	5	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	5	6	-	8	8
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	2	2	-	1	1
Nutrition	6	4	-	1	1
Other	9	3	-	6	6

**School Level Funds**

General Fund	\$3,264,443	\$3,668,098	\$3,313,452	\$3,570,977	\$257,525
Title I	\$279,558	\$330,314	\$330,742	\$299,775	-\$30,967
Other Special Revenue & Federal Funds	\$250,157	\$244,682	\$366,947	\$343,778	-\$23,169
Total	\$3,794,160	\$4,243,095	\$4,011,142	\$4,214,530	\$203,388

**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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation \$2,750,899**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,750,899
How has funding changed under SBB?		Last Year (1920)		\$2,627,945	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,750,899	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	549	\$1,850,130
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	86	\$86,946
Grade 1	0.30	\$1,011	85	\$85,935
Grade 2	0.30	\$1,011	91	\$92,001
Grade 3	0.20	\$674	96	\$64,704
Grade 4	0.20	\$674	105	\$70,770
Grade 5	0.20	\$674	86	\$57,964
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	417	\$147,201
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	153	\$149,527
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	424	\$142,888
Incoming High Proficiency	0.10	\$337	20	\$6,740
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,750,899**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,996.09	\$(4,996)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.003298273		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,750,899</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>FY2020-21 Utilization:</b> 81%	<b>FCI:</b> 3
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	465	468	476	461	-15
Attendance Rate	96%	96%	95%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	85.1%	77.1%	73.5%	-	-
Students with Disabilities (%)	11.8%	12.9%	13.1%	-	-
English Language Learners (%)	11.8%	9.2%	8.4%	-	-

<b>Key School Positions - All Funding Sources</b>					
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	-	3	3

<b>School Level Funds</b>					
General Fund	\$3,193,130	\$3,282,661	\$3,079,076	\$3,117,726	\$38,649
Title I	\$261,582	\$223,445	\$305,505	\$264,600	-\$40,905
IDEA, Part B	\$93,392	\$100,273	\$102,891	\$150,888	\$47,997
Other Special Revenue & Federal Funds	\$94,866	\$88,077	\$70,249	\$77,562	\$7,313
<b>Total</b>	<b>\$3,642,971</b>	<b>\$3,694,457</b>	<b>\$3,557,722</b>	<b>\$3,610,776</b>	<b>\$53,054</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	97%			
TEM 5	49%	43%			
TEM 4	37%	41%			
TEM 3	14%	14%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	2	N/A	N/A	N/A
TVAAS Numeracy	4	5	N/A	N/A	N/A

**Total SBB Allocation \$2,308,586**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,308,586
How has funding changed under SBB?		Last Year (1920)		\$2,100,728	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,308,586	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	461	\$1,553,570
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	90	\$90,990
Grade 1	0.30	\$1,011	89	\$89,979
Grade 2	0.30	\$1,011	79	\$79,869
Grade 3	0.20	\$674	73	\$49,202
Grade 4	0.20	\$674	66	\$44,484
Grade 5	0.20	\$674	64	\$43,136
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	288	\$101,664
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	106	\$103,594
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	344	\$115,928
Incoming High Proficiency	0.10	\$337	34	\$11,458
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,308,586**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,942.88	\$(4,943)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.013058568		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,308,586</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>FY2020-21 Utilization:</b> 75%	<b>FCI:</b> 5
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	663	716	796	806	10
Attendance Rate	92.1%	92.1%	91.4%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	86.6%	79.5%	78.2%	-	-
Students with Disabilities (%)	18.9%	15.5%	14.2%	-	-
English Language Learners (%)	3.7%	2.9%	2.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
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	-	17	17
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	5	4	-	10	10

<b>School Level Funds</b>					
General Fund	\$3,624,358	\$4,003,792	\$4,089,834	\$4,211,065	\$121,230
Title I	\$346,500	\$328,722	\$519,545	\$433,650	-\$85,895
IDEA, Part B	\$196,216	\$214,377	\$268,440	\$267,527	-\$912
School Improvement Grants (SIG)	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$29,997	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$4,197,072</b>	<b>\$4,546,892</b>	<b>\$4,877,820</b>	<b>\$4,912,243</b>	<b>\$34,422</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	98%			
TEM 5	21%	51%			
TEM 4	38%	37%			
TEM 3	41%	10%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	4	N/A	N/A	N/A
TVAAS Numeracy	2	5	N/A	N/A	N/A

**Total SBB Allocation \$3,335,849**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,335,849
			Last Year (1920)	\$3,364,814	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$3,335,849	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	806	\$2,716,220
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	581	\$205,093
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	173	\$169,073
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	624	\$210,288
Incoming High Proficiency	0.10	\$337	17	\$5,729
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	44	\$36,300
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>\$0</b>

**2. SBB Transition Supplements \$3,335,849**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,123.54	\$(4,124)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.003691751		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,335,849</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>FY2020-21 Utilization:</b> 79%	<b>FCI:</b> 5
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	705	701	705	697	-8
Attendance Rate	93.2%	93.2%	95.5%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	89.6%	76.8%	75.7%	-	-
Students with Disabilities (%)	14.8%	12.6%	13.9%	-	-
English Language Learners (%)	15.1%	15%	19.5%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	40	42	-	44	44
Counselor	1	1	-	2	2
Educational Assistant	4	4	-	6	6
Instructional Facilitator	2	2	-	4	4
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	2	2
Nutrition	8	4	-	1	1
Other	5	6	-	5	5

**School Level Funds**

General Fund	\$4,049,655	\$3,895,343	\$3,905,117	\$4,307,776	\$402,658
Title I	\$386,277	\$408,350	\$430,593	\$390,600	-\$39,993
IDEA, Part B	\$121,766	\$94,980	\$106,084	\$105,553	-\$531
School Improvement Grants (SIG)	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$48,856	\$87,396	\$96,306	\$142,246	\$45,939
<b>Total</b>	<b>\$4,606,556</b>	<b>\$4,486,070</b>	<b>\$4,538,101</b>	<b>\$4,946,176</b>	<b>\$408,074</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation \$2,983,099**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,983,099
How has funding changed under SBB?		Last Year (1920)		\$2,876,096	
		Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$2,983,099	
			Total Difference	\$-	
		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			\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	697	\$2,348,890
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	478	\$168,734
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	235	\$229,666
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	557	\$187,709
Incoming High Proficiency	0.10	\$337	15	\$5,055
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	45	\$37,125
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$0</b>

**2. SBB Transition Supplements \$2,983,099**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,254.57	\$(4,255)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.005521439		\$0
<b>SBB Total Supplements TOTAL \$2,983,099</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>FY2020-21 Utilization:</b> 98%	<b>FCI:</b> 6
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	565	457	403	380	-23
Attendance Rate	95.6%	95.6%	96.5%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	49.4%	42.9%	51.2%	-	-
Students with Disabilities (%)	13.4%	12%	13.3%	-	-
English Language Learners (%)	2.4%	2.5%	1.9%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	1	1
Classroom Teacher	42	40	-	32	32
Special Skills	4	3	-	2	2
Counselor	2	2	-	2	2
Educational Assistant	6	6	-	9	9
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	6	3	-	1	1
Other	5	4	-	4	4

<b>School Level Funds</b>					
General Fund	\$3,717,026	\$3,513,697	\$3,315,699	\$3,429,529	\$113,830
Title I	\$160,792	\$187,012	\$166,446	\$151,200	-\$15,246
IDEA, Part B	\$75,229	\$75,137	\$76,972	\$64,658	-\$12,313
<b>Total</b>	<b>\$3,953,048</b>	<b>\$3,775,847</b>	<b>\$3,559,118</b>	<b>\$3,645,388</b>	<b>\$86,269</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	97%			
TEM 5	57%	28%			
TEM 4	34%	59%			
TEM 3	7%	10%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	1	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation \$2,419,247**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$781,449
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,637,799
			Last Year (1920)	\$2,487,777	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$2,419,247	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$781,449**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	380	\$1,280,600
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	34	\$34,374
Grade 1	0.30	\$1,011	32	\$32,352
Grade 2	0.30	\$1,011	26	\$26,286
Grade 3	0.20	\$674	28	\$18,872
Grade 4	0.20	\$674	26	\$17,524
Grade 5	0.20	\$674	38	\$25,612
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	163	\$57,539
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	42	\$41,047
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	263	\$88,631
Incoming High Proficiency	0.10	\$337	26	\$8,762
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$0
<b>SBB Allocations Total</b>				<b>\$781,449</b>

**2. SBB Transition Supplements \$1,637,799**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$2,056	6,778.68	\$(4,722)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.059825058		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,637,799</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>FY2020-21 Utilization:</b> 96%	<b>FCI:</b> 7
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	578	560	598	601	3
Attendance Rate	97%	97%	97.8%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	65.5%	43.6%	54.1%	-	-
Students with Disabilities (%)	2.3%	2.5%	4%	-	-
English Language Learners (%)	1.8%	1.4%	1.9%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	25	26	-	30	30
Special Skills	3	3	-	2	2
Counselor	1	1	-	2	2
Educational Assistant	4	2	-	3	3
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	6	4	-	1	1
Other	3	4	-	4	4

<b>School Level Funds</b>					
General Fund	\$3,358,578	\$3,253,680	\$3,136,578	\$3,256,739	\$120,161
Title I	\$194,549	\$173,884	\$235,377	\$201,600	-\$33,777
<b>Total</b>	<b>\$3,553,128</b>	<b>\$3,427,565</b>	<b>\$3,371,955</b>	<b>\$3,458,339</b>	<b>\$86,384</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	97%			
TEM 5	19%	9%			
TEM 4	74%	63%			
TEM 3	7%	26%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	1	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation \$2,360,729**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$54,336
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,306,393
			Last Year (1920)	\$2,282,428	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$2,360,729	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$54,336**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	601	\$2,025,370
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	287	\$101,311
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	48	\$46,910
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	378	\$127,386
Incoming High Proficiency	0.10	\$337	27	\$9,099
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$54,336</b>

**2. SBB Transition Supplements \$2,306,393**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$90	3,888.29	\$(3,798)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.010716725		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,306,393</b>



**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>FY2020-21 Utilization:</b> 47%	<b>FCI:</b> 7
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	289	368	361	361	-
Attendance Rate	91.3%	91.3%	84.8%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	89%	84.9%	84%	-	-
Students with Disabilities (%)	21.7%	13.4%	15.1%	-	-
English Language Learners (%)	0.3%	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	-	20	20
Counselor	1	1	-	1	1
Educational Assistant	3	1	-	6	6
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Nutrition	5	3	-	1	1
Other	4	4	-	4	4

**School Level Funds**

General Fund	\$2,164,576	\$1,915,981	\$1,949,136	\$1,964,283	\$15,146
Title I	\$173,547	\$171,430	\$211,526	\$192,150	-\$19,376
IDEA, Part B	\$49,890	\$41,755	\$49,516	\$49,087	-\$428
Other Special Revenue & Federal Funds	\$57,393	\$35,594	\$2,546	\$0	-\$2,546
<b>Total</b>	<b>\$2,445,408</b>	<b>\$2,164,761</b>	<b>\$2,212,725</b>	<b>\$2,205,520</b>	<b>-\$7,204</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	3	4	N/A	N/A	N/A
TVAAS Numeracy	3	5	N/A	N/A	N/A

**Total SBB Allocation \$1,593,737**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,593,737
How has funding changed under SBB?		Last Year (1920)		\$1,572,829	
		Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$1,593,737	
			Total Difference	\$-	
		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			\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	361	\$1,216,570
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	275	\$97,075
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	183	\$178,846
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	270	\$90,990
Incoming High Proficiency	0.10	\$337	13	\$4,381
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$1,593,737**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,405.68	\$(4,406)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.000956264		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,593,737</b>



**Colonial Middle School**

1370 Colonial Rd., Memphis, TN 38117  
 Phone: (901) 416-8980 Fax: (901) 416-8996

**Grade Level:** 6-8      **School Type:** Optional      **Square Footage:** 153,438      **Student Capacity:** 1037      **FY2020-21 Utilization:** 102%      **FCI:** 1

School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	1073	1097	1121	1100	-21
Attendance Rate	95.5%	95.5%	97.5%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	71.3%	57.8%	58.4%	-	-
Students with Disabilities (%)	8.7%	7.5%	7.8%	-	-
English Language Learners (%)	9.7%	9.4%	8.8%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	63	62	-	57	57
Special Skills	5	5	-	5	5
Counselor	3	3	-	4	4
Educational Assistant	7	8	-	7	7
Instructional Facilitator	1	2	-	3	3
Librarian	2	1	-	1	1
Bilingual Cultural Mentor	1	2	-	1	1
Nutrition	11	6	-	2	2
Other	6	6	-	9	9

<b>School Level Funds</b>					
General Fund	\$6,413,099	\$6,450,639	\$6,279,463	\$6,039,086	-\$240,377
Title I	\$584,994	\$371,252	\$657,217	\$462,840	-\$194,377
IDEA, Part B	\$35,100	\$19,867	\$66,072	\$64,841	-\$1,231
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$7,033,194</b>	<b>\$6,841,758</b>	<b>\$7,002,753</b>	<b>\$6,566,767</b>	<b>-\$435,986</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	91%			
TEM 5	48%	40%			
TEM 4	45%	43%			
TEM 3	7%	9%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation \$4,304,877**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$34,703
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$4,270,174
			Last Year (1920)	\$4,240,580	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$4,304,877	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$34,703**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	1,100	\$3,707,000
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	552	\$194,856
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	114	\$111,412
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	676	\$227,812
Incoming High Proficiency	0.10	\$337	56	\$18,872
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$34,703</b>

**2. SBB Transition Supplements \$4,270,174**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$32	3,970.58	\$(3,939)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.014190541		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$4,270,174</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>FY2020-21 Utilization:</b> 59%	<b>FCI:</b> 14
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	709	813	788	742	-46
Attendance Rate	96.9%	96.9%	95.2%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	61%	36%	37.3%	-	-
Students with Disabilities (%)	11%	11%	10%	-	-
English Language Learners (%)	6.6%	4%	3.7%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	37	38	-	39	39
Special Skills	1	1	-	1	1
Counselor	2	2	-	2	2
Educational Assistant	4	5	-	7	7
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	4	5	-	5	5

<b>School Level Funds</b>					
General Fund	\$3,881,527	\$3,989,720	\$3,850,856	\$3,835,760	-\$15,095
Title I	\$210,576	\$156,716	\$225,876	\$202,440	-\$23,436
IDEA, Part B	\$108,933	\$84,103	\$88,639	\$79,089	-\$9,549
<b>Total</b>	<b>\$4,201,038</b>	<b>\$4,230,540</b>	<b>\$4,165,372</b>	<b>\$4,117,290</b>	<b>-\$48,081</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	86%			
TEM 5	29%	12%			
TEM 4	43%	50%			
TEM 3	23%	24%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	2	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation \$3,028,914**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$155,354
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,873,560
			Last Year (1920)	\$3,021,663	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$3,028,914	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$155,354**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	742	\$2,500,540
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	227	\$80,131
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	95	\$92,844
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	523	\$176,251
Incoming High Proficiency	0.10	\$337	36	\$12,132
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$155,354</b>

**2. SBB Transition Supplements \$2,873,560**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$209	4,111.10	\$(3,902)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.006521316		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,873,560</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>FY2020-21 Utilization:</b> 69%	<b>FCI:</b> 3
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	542	557	553	506	-47
Attendance Rate	95.8%	95.8%	99.7%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	87.9%	68.4%	66.3%	-	-
Students with Disabilities (%)	14.8%	14.4%	15.1%	-	-
English Language Learners (%)	3.3%	3.1%	1.8%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	1	1
Classroom Teacher	38	37	-	32	32
Special Skills	3	3	-	3	3
Counselor	1	1	-	2	2
Educational Assistant	8	9	-	4	4
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	11	5	-	1	1
Other	4	4	-	4	4

<b>School Level Funds</b>					
General Fund	\$5,105,156	\$3,731,804	\$3,349,348	\$3,387,698	\$38,350
Title I	\$365,904	\$246,054	\$335,909	\$272,160	-\$63,749
IDEA, Part B	\$103,153	\$71,422	\$73,311	\$24,305	-\$49,005
Other Special Revenue & Federal Funds	\$29,291	\$26,902	\$58,661	\$38,974	-\$19,687
<b>Total</b>	<b>\$5,603,505</b>	<b>\$4,076,184</b>	<b>\$3,817,230</b>	<b>\$3,723,138</b>	<b>-\$94,092</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	84%	91%			
TEM 5	21%	9%			
TEM 4	42%	40%			
TEM 3	21%	43%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	3	N/A	N/A	N/A
TVAAS Numeracy	1	2	N/A	N/A	N/A

**Total SBB Allocation \$2,017,445**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,017,445
How has funding changed under SBB?		Last Year (1920)		\$2,044,345	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,017,445	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	506	\$1,705,220
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	298	\$105,194
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	60	\$58,638
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	380	\$128,060
Incoming High Proficiency	0.10	\$337	20	\$6,740
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,017,445**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	3,969.60	\$(3,970)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.005188892		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,017,445</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>FY2020-21 Utilization:</b> 65%	<b>FCI:</b> 19
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	533	543	428	381	-47
Attendance Rate	96.2%	96.2%	93.1%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	83.9%	89.2%	87%	-	-
Students with Disabilities (%)	6.1%	6%	6.9%	-	-
English Language Learners (%)	0%	0%	0%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	35	35	-	30	30
Special Skills	4	3	-	2	2
Counselor	2	2	-	2	2
Educational Assistant	3	3	-	3	3
Instructional Facilitator	2	2	-	2	2
Librarian	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	11	6	-	5	5

<b>School Level Funds</b>					
General Fund	\$3,156,355	\$2,910,896	\$2,918,344	\$2,790,082	-\$128,261
Title I	\$239,972	\$189,224	\$273,654	\$238,350	-\$35,304
Other Special Revenue & Federal Funds	\$219,106	\$207,151	\$220,155	\$252,289	\$32,133
<b>Total</b>	<b>\$3,615,435</b>	<b>\$3,307,272</b>	<b>\$3,412,154</b>	<b>\$3,280,722</b>	<b>-\$131,432</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	74%			
TEM 5	14%	6%			
TEM 4	57%	35%			
TEM 3	23%	32%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	5	2	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation \$2,493,780**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$732,777
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,761,003
			Last Year (1920)	\$2,515,103	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$2,493,780	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$732,777**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	381	\$1,283,970
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	37	\$37,407
Grade 1	0.30	\$1,011	40	\$40,440
Grade 2	0.30	\$1,011	40	\$40,440
Grade 3	0.20	\$674	49	\$33,026
Grade 4	0.20	\$674	45	\$30,330
Grade 5	0.20	\$674	35	\$23,590
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	313	\$110,489
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	59	\$57,661
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	321	\$108,177
Incoming High Proficiency	0.10	\$337	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$732,777</b>

**2. SBB Transition Supplements \$1,761,003**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$1,923	6,335.27	\$(4,412)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.033160657		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,761,003</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>FY2020-21 Utilization:</b> 39%	<b>FCI:</b> 15
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	404	378	372	384	12
Attendance Rate	95.5%	95.5%	96.8%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	70.4%	43.3%	44.8%	-	-
Students with Disabilities (%)	12.1%	9.9%	8.5%	-	-
English Language Learners (%)	5.2%	5.6%	1.5%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	28	23	-	20	20
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

<b>School Level Funds</b>					
General Fund	\$2,254,803	\$2,193,465	\$2,097,922	\$2,185,424	\$87,501
Title I	\$137,460	\$145,152	\$118,477	\$107,520	-\$10,957
IDEA, Part B	\$27,394	\$28,543	\$29,112	\$29,049	-\$62
<b>Total</b>	<b>\$2,419,658</b>	<b>\$2,367,162</b>	<b>\$2,245,512</b>	<b>\$2,321,993</b>	<b>\$76,481</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	88%	96%			
TEM 5	33%	52%			
TEM 4	38%	39%			
TEM 3	17%	4%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	4	5	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$1,583,633**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$91,881
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,491,752
			Last Year (1920)	\$1,579,428	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$1,583,633	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$91,881**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	384	\$1,294,080
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	131	\$46,243
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	44	\$43,001
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	284	\$95,708
Incoming High Proficiency	0.10	\$337	8	\$2,696
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$91,881</b>

**2. SBB Transition Supplements \$1,491,752**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$239	4,134.62	\$(3,895)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.002559761		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,491,752</b>



**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>FY2020-21 Utilization:</b> 62%	<b>FCI:</b> 15
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	414	459	441	437	-4
Attendance Rate	94.3%	94.3%	91%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	86.7%	85.6%	83.3%	-	-
Students with Disabilities (%)	9.3%	8.8%	10.4%	-	-
English Language Learners (%)	5.4%	2.7%	2.4%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	36	36	-	32	32
Special Skills	5	3	-	3	3
Counselor	2	2	-	2	2
Educational Assistant	8	5	-	11	11
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Bilingual Cultural Mentor	1	1	-	-	-
Nutrition	5	3	-	1	1
Other	5	4	-	3	3

<b>School Level Funds</b>					
General Fund	\$3,803,281	\$3,044,975	\$3,272,049	\$2,978,501	-\$293,548
Title I	\$204,112	\$190,524	\$267,550	\$230,475	-\$37,075
IDEA, Part B	\$43,393	\$52,469	\$53,420	\$48,371	-\$5,048
Other Special Revenue & Federal Funds	\$133,665	\$39,277	\$97,019	\$28,983	-\$68,035
<b>Total</b>	<b>\$4,184,452</b>	<b>\$3,327,247</b>	<b>\$3,690,039</b>	<b>\$3,286,331</b>	<b>-\$403,707</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	100%			
TEM 5	50%	59%			
TEM 4	45%	34%			
TEM 3	3%	7%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	4	5	N/A	N/A	N/A
TVAAS Numeracy	5	3	N/A	N/A	N/A

Total SBB Allocation		\$2,574,263
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$531,853
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$2,042,409
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	\$-
	Estimated changes to the budget due to SBB transition	\$-
	Last Year (1920)	\$2,502,385
	This Year (2021)	\$2,574,263
	Total Difference	\$-
	Change from Enrollment	\$-
	Change from SBB	\$-

**Detailed Breakdown**

1. SBB Allocations					\$531,853
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,370	437	\$1,472,690	
<b>Grade Weights</b>					
Grade K	0.30	\$1,011	50	\$50,550	
Grade 1	0.30	\$1,011	46	\$46,506	
Grade 2	0.30	\$1,011	44	\$44,484	
Grade 3	0.20	\$674	44	\$29,656	
Grade 4	0.20	\$674	45	\$30,330	
Grade 5	0.20	\$674	36	\$24,264	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	342	\$120,726	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	84	\$7,392	
<b>Mobility Weights</b>					
Mobility	0.29	\$977	92	\$89,912	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$337	397	\$133,789	
Incoming High Proficiency	0.10	\$337	6	\$2,022	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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>\$531,853</b>	

**2. SBB Transition Supplements** \$2,042,409

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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$1,217	6,133.29	\$(4,916)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.039544246		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,042,409</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>FY2020-21 Utilization:</b> 118%	<b>FCI:</b> 9
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	392	431	387	329	-58
Attendance Rate	95.9%	95.9%	96.8%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	46.2%	28.4%	31.9%	-	-
Students with Disabilities (%)	13.3%	11.2%	11.8%	-	-
English Language Learners (%)	2.1%	1.7%	1.8%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	30	30	-	27	27
Special Skills	3	2	-	2	2
Counselor	2	2	-	2	2
Educational Assistant	4	4	-	6	6
Librarian	1	1	-	1	1
Nutrition	5	2	-	1	1
Other	4	4	-	3	3

<b>School Level Funds</b>					
General Fund	\$3,023,597	\$3,023,910	\$2,868,927	\$2,967,454	\$98,527
Title I	\$65,740	\$104,884	\$100,561	\$91,560	-\$9,001
<b>Total</b>	<b>\$3,089,337</b>	<b>\$3,128,794</b>	<b>\$2,969,489</b>	<b>\$3,059,014</b>	<b>\$89,525</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	93%			
TEM 5	37%	30%			
TEM 4	47%	43%			
TEM 3	17%	20%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$2,488,809**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,084,230
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,404,580
How has funding changed under SBB?		Last Year (1920)		\$2,485,204	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,488,809	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$1,084,230**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	329	\$1,108,730
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	36	\$36,396
Grade 1	0.30	\$1,011	31	\$31,341
Grade 2	0.30	\$1,011	32	\$32,352
Grade 3	0.20	\$674	38	\$25,612
Grade 4	0.20	\$674	35	\$23,590
Grade 5	0.20	\$674	45	\$30,330
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	81	\$28,593
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	17	\$16,614
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	124	\$41,788
Incoming High Proficiency	0.10	\$337	88	\$29,656
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$1,084,230</b>

**2. SBB Transition Supplements \$1,404,580**

<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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$3,296	7,463.07	\$(4,168)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.013626479		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,404,580</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>FY2020-21 Utilization:</b> 79%	<b>FCI:</b> 9
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	309	274	309	296	-13
Attendance Rate	93.6%	93.6%	96.3%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	60.1%	86.3%	85.4%	-	-
Students with Disabilities (%)	19.4%	21.6%	18.5%	-	-
English Language Learners (%)	0%	0%	0%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	20	20	-	20	20
Counselor	1	1	-	1	1
Educational Assistant	4	4	-	8	8
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Nutrition	2	1	-	1	1
Other	3	4	-	4	4

<b>School Level Funds</b>					
General Fund	\$2,249,924	\$2,215,672	\$2,097,408	\$2,269,485	\$172,077
Title I	\$156,940	\$179,739	\$189,183	\$171,675	-\$17,508
IDEA, Part B	\$111,035	\$112,400	\$101,854	\$113,797	\$11,943
Other Special Revenue & Federal Funds	\$29,994	\$25,426	\$105,811	\$48,752	-\$57,059
<b>Total</b>	<b>\$2,547,895</b>	<b>\$2,533,238</b>	<b>\$2,494,257</b>	<b>\$2,603,710</b>	<b>\$109,453</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	74%	72%			
TEM 5	5%	0%			
TEM 4	5%	6%			
TEM 3	63%	67%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

Total SBB Allocation		\$1,352,576
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$70,521
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$1,282,056
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 (1920)		\$1,473,345
This Year (2021)		\$1,352,576
Total Difference		\$-
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 \$-

**Detailed Breakdown**

1. SBB Allocations					\$70,521
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,370	296	\$997,520	
<b>Grade Weights</b>					
Grade K	0.30	\$1,011	0	\$-	
Grade 1	0.30	\$1,011	0	\$-	
Grade 2	0.30	\$1,011	0	\$-	
Grade 3	0.20	\$674	0	\$-	
Grade 4	0.20	\$674	0	\$-	
Grade 5	0.20	\$674	0	\$-	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	220	\$77,660	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	84	\$7,392	
<b>Mobility Weights</b>					
Mobility	0.29	\$977	106	\$103,594	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$337	246	\$82,902	
Incoming High Proficiency	0.10	\$337	5	\$1,685	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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>\$70,521</b>	

2. SBB Transition Supplements		\$1,282,056
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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$238	4,830.63	\$(4,592)
% Change in Dollar per Pupil		Transition Policy Dollars
-0.054055807		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,282,056</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>FY2020-21 Utilization:</b> 78%	<b>FCI:</b> 15
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	744	710	799	814	15
Attendance Rate	97.8%	97.8%	96%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	49.5%	32.7%	37.4%	-	-
Students with Disabilities (%)	8.3%	6.6%	8.4%	-	-
English Language Learners (%)	3.2%	2%	2.7%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	38	37	-	43	43
Special Skills	3	3	-	4	4
Counselor	1	1	-	2	2
Educational Assistant	7	7	-	12	12
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	7	3	-	2	2
Other	4	5	-	6	6

<b>School Level Funds</b>					
General Fund	\$3,992,661	\$4,111,684	\$4,208,237	\$4,330,379	\$122,142
Title I	\$193,341	\$151,929	\$217,454	\$197,400	-\$20,054
IDEA, Part B	\$195,244	\$215,896	\$220,480	\$219,858	-\$621
<b>Total</b>	<b>\$4,381,247</b>	<b>\$4,479,510</b>	<b>\$4,646,171</b>	<b>\$4,747,637</b>	<b>\$101,465</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	98%			
TEM 5	3%	37%			
TEM 4	47%	33%			
TEM 3	44%	28%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	5	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$3,249,778**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$191,858
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,057,920
			Last Year (1920)	\$3,167,544	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$3,249,778	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$191,858**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	814	\$2,743,180
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	248	\$87,544
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	39	\$38,115
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	412	\$138,844
Incoming High Proficiency	0.10	\$337	97	\$32,689
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$191,858</b>

**2. SBB Transition Supplements \$3,057,920**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$236	4,009.54	\$(3,774)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.004776886		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,057,920</b>



**Grandview Heights Middle School**

2342 Clifton, Memphis, TN 38127

Phone: (901) 416-3940 Fax: (901) 416-3923

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2020-21 Utilization:</b>	<b>FCI:</b>
6-8	iZone	65,810	623	79%	12

School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	399	486	358	394	36
Attendance Rate	91%	91%	91.3%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	89%	88.1%	83.6%	-	-
Students with Disabilities (%)	22.7%	16.1%	17.1%	-	-
English Language Learners (%)	0.2%	0.4%	0.9%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	1	-	1	1
Classroom Teacher	40	70	-	24	24
Counselor	1	2	-	1	1
Educational Assistant	7	10	-	8	8
Instructional Facilitator	2	4	-	2	2
Librarian	1	2	-	1	1
Nutrition	7	7	-	2	2
Other	6	10	-	7	7

**School Level Funds**

General Fund	\$2,976,503	\$2,870,343	\$2,447,557	\$2,998,091	\$550,533
Title I	\$284,619	\$256,001	\$250,978	\$224,700	-\$26,278
IDEA, Part B	\$203,261	\$178,796	\$170,857	\$175,362	\$4,504
School Improvement Grants (SIG)	\$203,503	\$70,286	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$29,989	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$3,697,877</b>	<b>\$3,375,426</b>	<b>\$2,869,394</b>	<b>\$3,398,153</b>	<b>\$528,759</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	5	5	N/A	N/A	N/A
TVAAS Numeracy	5	2	N/A	N/A	N/A

**Total SBB Allocation \$1,660,297**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,660,297
How has funding changed under SBB?		Last Year (1920)		\$1,753,892	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$1,660,297	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	394	\$1,327,780
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	284	\$100,252
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	108	\$105,548
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	270	\$90,990
Incoming High Proficiency	0.10	\$337	23	\$7,751
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$1,660,297**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,236.45	\$(4,236)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.00531156		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,660,297</b>



**Hamilton Middle School**

1478 Wilson St, Memphis, TN 38106

Phone: (901) 416-7832 Fax: (901) 416-3314

<b>Grade Level:</b> 6-8	<b>School Type:</b> iZone	<b>Square Footage:</b> 136,797	<b>Student Capacity:</b> 1197	<b>FY2020-21 Utilization:</b> 22%	<b>FCI:</b> 14
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	251	257	202	601	399
Attendance Rate	89%	88.2%	88.2%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	92.2%	86.2%	86.2%	-	-
Students with Disabilities (%)	19.1%	12.9%	12.9%	-	-
English Language Learners (%)	0.4%	1.4%	1.4%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	-	-
Vice/Assistant Principal	1	1	-	-	-
Classroom Teacher	22	18	-	-	-
Counselor	1	1	-	-	-
Educational Assistant	4	3	-	-	-
Instructional Facilitator	1	1	-	-	-
Librarian	1	1	-	-	-
Nutrition	7	3	-	-	-
Other	6	4	-	-	-

<b>School Level Funds</b>					
General Fund	\$2,137,924	\$2,254,532	\$2,550,534	\$27,674	-\$2,522,859
Title I	\$153,983	\$0	\$0	\$289,800	\$289,800
IDEA, Part B	\$60,530	\$0	\$31,512	\$0	-\$31,512
Other Special Revenue & Federal Funds	\$0	\$367	\$0	\$0	\$0
<b>Total</b>	<b>\$2,352,438</b>	<b>\$2,254,899</b>	<b>\$2,582,046</b>	<b>\$317,474</b>	<b>-\$2,264,572</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	70%			
TEM 5	16%	10%			
TEM 4	74%	25%			
TEM 3	11%	35%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation \$2,902,888**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$21,786
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,881,102
How has funding changed under SBB?		Last Year (1920)		\$3,043,035	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,902,888	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$21,786**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	601	\$2,025,370
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	47	\$47,517
Grade 1	0.30	\$1,011	48	\$48,528
Grade 2	0.30	\$1,011	58	\$58,638
Grade 3	0.20	\$674	51	\$34,374
Grade 4	0.20	\$674	50	\$33,700
Grade 5	0.20	\$674	41	\$27,634
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	483	\$170,499
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	0	\$-
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	567	\$191,079
Incoming High Proficiency	0.10	\$337	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	47	\$38,775
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$21,786</b>

**2. SBB Transition Supplements \$2,881,102**

<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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$36	5,246.61	\$(5,210)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.146488315		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,881,102</b>



**Havenview Middle School**

1481 Hester, Memphis, TN 38116

Phone: (901) 416-3092 Fax: (901) 416-3093

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2020-21 Utilization:</b>	<b>FCI:</b>
6-8	Empowerment/Optional	104,745	827	86%	7

School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	721	714	768	727	-41
Attendance Rate	92.7%	92.7%	97.3%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	88.7%	66.9%	71.8%	-	-
Students with Disabilities (%)	13.5%	11.6%	11.6%	-	-
English Language Learners (%)	0.1%	0.2%	1.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	3	3
Classroom Teacher	38	41	-	38	38
Special Skills	1	1	-	1	1
Counselor	1	3	-	3	3
Educational Assistant	2	2	-	5	5
Instructional Facilitator	2	5	-	4	4
Librarian	1	1	-	1	1
Nutrition	6	3	-	1	1
Other	5	6	-	6	6

<b>School Level Funds</b>					
General Fund	\$4,418,963	\$4,675,851	\$4,071,934	\$4,259,304	\$187,369
Title I	\$366,812	\$331,558	\$430,573	\$373,275	-\$57,298
IDEA, Part B	\$66,152	\$52,413	\$53,347	\$87,392	\$34,044
Other Special Revenue & Federal Funds	\$7,422	\$9	\$0	\$11,369	\$11,369
<b>Total</b>	<b>\$4,859,351</b>	<b>\$5,059,833</b>	<b>\$4,555,855</b>	<b>\$4,731,341</b>	<b>\$175,485</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	81%	86%			
TEM 5	16%	23%			
TEM 4	27%	41%			
TEM 3	38%	23%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	1	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation \$2,991,393**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$50,356
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,941,036
			Last Year (1920)	\$3,040,227	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$2,991,393	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$50,356**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	727	\$2,449,990
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	469	\$165,557
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	122	\$119,231
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	585	\$197,145
Incoming High Proficiency	0.10	\$337	14	\$4,718
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$50,356</b>

**2. SBB Transition Supplements \$2,941,036**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$69	4,130.74	\$(4,061)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.00442966		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,941,036</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>FY2020-21 Utilization:</b> 108%	<b>FCI:</b> 6
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	819	876	852	803	-49
Attendance Rate	95.1%	95.1%	90.2%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	83.9%	70.5%	70.1%	-	-
Students with Disabilities (%)	12%	9.9%	5.4%	-	-
English Language Learners (%)	9.3%	6.1%	4.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	51	50	-	41	41
Special Skills	1	1	-	1	1
Counselor	3	3	-	4	4
Educational Assistant	3	3	-	5	5
Instructional Facilitator	2	2	-	3	3
Librarian	1	1	-	1	1
Nutrition	9	5	-	2	2
Other	5	5	-	8	8

<b>School Level Funds</b>					
General Fund	\$4,746,912	\$4,698,617	\$4,335,592	\$4,218,735	-\$116,857
Title I	\$432,805	\$313,135	\$555,798	\$403,200	-\$152,598
IDEA, Part B	\$58,896	\$50,880	\$53,182	\$57,996	\$4,814
Other Special Revenue & Federal Funds	\$0	\$7,505	\$2,546	\$0	-\$2,546
<b>Total</b>	<b>\$5,238,614</b>	<b>\$5,070,138</b>	<b>\$4,947,119</b>	<b>\$4,679,931</b>	<b>-\$267,187</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	98%			
TEM 5	6%	19%			
TEM 4	59%	51%			
TEM 3	33%	28%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	4	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation \$3,250,861**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$32,649
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,218,212
			Last Year (1920)	\$3,334,423	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$3,250,861	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$32,649**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	803	\$2,706,110
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	476	\$168,028
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	132	\$129,004
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	605	\$203,885
Incoming High Proficiency	0.10	\$337	18	\$6,066
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				
				\$0
<b>SBB Allocations Total</b>				<b>\$32,649</b>

**2. SBB Transition Supplements \$3,218,212**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$41	4,111.49	\$(4,071)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.015102267		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,218,212</b>



**Highland Oaks Middle School**

5600 Meadowbriar Trail, Memphis, TN 38125  
 Phone: (901) 416-0340 Fax: (901) 432-0345

**Grade Level:** 6-8      **School Type:** Traditional      **Square Footage:** 120,000      **Student Capacity:** 1021      **FY2020-21 Utilization:** 76%      **FCI:** 1

School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	645	715	589	622	33
Attendance Rate	99.3%	99.3%	99%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	68.6%	47.3%	51%	-	-
Students with Disabilities (%)	12.7%	11.1%	10.4%	-	-
English Language Learners (%)	3%	4%	3.7%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	1	1
Classroom Teacher	40	41	-	35	35
Special Skills	3	3	-	-	-
Counselor	2	2	-	2	2
Educational Assistant	3	3	-	5	5
Instructional Facilitator	1	2	-	1	1
Librarian	1	1	-	1	1
Nutrition	9	5	-	1	1
Other	7	5	-	8	8

**School Level Funds**

General Fund	\$3,638,271	\$3,540,271	\$3,134,712	\$3,338,872	\$204,160
Title I	\$210,696	\$255,572	\$401,757	\$210,840	-\$190,917
IDEA, Part B	\$47,919	\$55,301	\$88,729	\$88,999	\$269
Total	\$3,896,887	\$3,851,146	\$3,625,199	\$3,638,712	\$13,512

**Teacher Quality**

Teachers with TEM 3 or above (%)	95%	98%			
TEM 5	5%	45%			
TEM 4	76%	39%			
TEM 3	14%	14%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$2,541,568**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$63,265
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,478,304
			Last Year (1920)	\$2,625,676	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$2,541,568	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$63,265**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	622	\$2,096,140
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	264	\$93,192
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	129	\$126,072
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	416	\$140,192
Incoming High Proficiency	0.10	\$337	24	\$8,088
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$63,265</b>

**2. SBB Transition Supplements \$2,478,304**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$102	4,045.72	\$(3,944)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.009985272		\$0
<b>SBB Total Supplements TOTAL \$2,478,304</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>FY2020-21 Utilization:</b> 79%	<b>FCI:</b> 30
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	610	662	630	656	26
Attendance Rate	97.6%	97.6%	98.7%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	76.6%	42.1%	46.2%	-	-
Students with Disabilities (%)	10.4%	1.2%	1.3%	-	-
English Language Learners (%)	29.6%	0.3%	0.2%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	2	2
Classroom Teacher	33	31	-	38	38
Special Skills	9	5	-	5	5
Counselor	2	2	-	2	2
Educational Assistant	2	1	-	2	2
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	5	3	-	1	1
Other	4	4	-	6	6

<b>School Level Funds</b>					
General Fund	\$4,199,669	\$4,079,970	\$4,228,787	\$4,247,235	\$18,448
Title I	\$176,150	\$221,101	\$194,187	\$176,400	-\$17,787
Other Special Revenue & Federal Funds	\$0	\$2,688	\$0	\$0	\$0
<b>Total</b>	<b>\$4,375,819</b>	<b>\$4,303,760</b>	<b>\$4,422,974</b>	<b>\$4,423,635</b>	<b>\$660</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	95%			
TEM 5	46%	33%			
TEM 4	30%	60%			
TEM 3	24%	2%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	5	N/A	N/A	N/A
TVAAS Numeracy	3	5	N/A	N/A	N/A

**Total SBB Allocation \$3,150,534**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$412,871
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,737,663
How has funding changed under SBB?		Last Year (1920)		\$3,068,964	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$3,150,534	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$412,871**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	656	\$2,210,720
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	63	\$63,693
Grade 1	0.30	\$1,011	49	\$49,539
Grade 2	0.30	\$1,011	77	\$77,847
Grade 3	0.20	\$674	68	\$45,832
Grade 4	0.20	\$674	66	\$44,484
Grade 5	0.20	\$674	65	\$43,810
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	240	\$84,720
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	4	\$3,909
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	205	\$69,085
Incoming High Proficiency	0.10	\$337	140	\$47,180
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$136,122
<b>SBB Allocations Total</b>				<b>\$412,871</b>

**2. SBB Transition Supplements \$2,737,663**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$629	4,685.44	\$(4,056)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.025014082		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,737,663</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>FY2020-21 Utilization:</b> 102%	<b>FCI:</b> 2
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	1125	1090	1122	1120	-2
Attendance Rate	95.1%	95.1%	95.6%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	70.3%	45.2%	43.4%	-	-
Students with Disabilities (%)	13.1%	10.9%	10.7%	-	-
English Language Learners (%)	11.6%	10.2%	8.4%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	3	3
Classroom Teacher	69	68	-	60	60
Special Skills	1	1	-	1	1
Counselor	3	3	-	4	4
Educational Assistant	8	9	-	11	11
Instructional Facilitator	3	3	-	2	2
Librarian	2	2	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	9	5	-	3	3
Other	7	7	-	10	10

<b>School Level Funds</b>					
General Fund	\$6,277,756	\$5,990,609	\$5,526,876	\$5,829,629	\$302,752
Title I	\$427,001	\$402,537	\$482,999	\$346,920	-\$136,079
IDEA, Part B	\$172,265	\$173,895	\$205,166	\$188,382	-\$16,783
Other Special Revenue & Federal Funds	\$8,347	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$6,885,371</b>	<b>\$6,567,042</b>	<b>\$6,215,042</b>	<b>\$6,364,931</b>	<b>\$149,889</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	97%			
TEM 5	13%	31%			
TEM 4	51%	54%			
TEM 3	31%	11%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation \$4,417,894**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$71,629
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$4,346,265
			Last Year (1920)	\$4,407,182	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$4,417,894	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$71,629**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	1,120	\$3,774,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	409	\$144,377
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	129	\$126,072
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	782	\$263,534
Incoming High Proficiency	0.10	\$337	31	\$10,447
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$71,629</b>

**2. SBB Transition Supplements \$4,346,265**

**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. \$0

Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$64	3,910.54	\$(3,847)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.008335722		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$4,346,265</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>FY2020-21 Utilization:</b> 152%	<b>FCI:</b> 7
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	601	639	673	676	3
Attendance Rate	94.2%	94.2%	92%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	93.9%	66.8%	59.1%	-	-
Students with Disabilities (%)	16.6%	12.4%	11.9%	-	-
English Language Learners (%)	27.6%	25.7%	22.7%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	38	38	-	42	42
Counselor	1	1	-	2	2
Educational Assistant	2	2	-	4	4
Instructional Facilitator	2	2	-	3	3
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	3	3
Other	5	4	-	6	6

<b>School Level Funds</b>					
General Fund	\$3,031,222	\$2,885,295	\$3,324,092	\$3,354,621	\$30,528
Title I	\$242,160	\$321,070	\$331,093	\$297,360	-\$33,733
IDEA, Part B	\$39,345	\$39,413	\$48,553	\$88,188	\$39,635
Other Special Revenue & Federal Funds	\$44,974	\$44,742	\$45,941	\$45,974	\$32
<b>Total</b>	<b>\$3,357,703</b>	<b>\$3,290,521</b>	<b>\$3,749,680</b>	<b>\$3,786,143</b>	<b>\$36,463</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	100%			
TEM 5	9%	36%			
TEM 4	50%	48%			
TEM 3	34%	17%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation \$2,761,078**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$96,687
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,664,391
			Last Year (1920)	\$2,772,730	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$2,761,078	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$96,687**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	676	\$2,278,120
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	377	\$133,081
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	72	\$70,366
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	442	\$148,954
Incoming High Proficiency	0.10	\$337	36	\$12,132
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$96,687</b>

**2. SBB Transition Supplements \$2,664,391**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$143	4,144.58	\$(4,002)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.013930395		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,664,391</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>FY2020-21 Utilization:</b> 42%	<b>FCI:</b> 3
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	469	569	568	555	-13
Attendance Rate	95.9%	95.9%	97.1%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	34.9%	29.8%	31.4%	-	-
Students with Disabilities (%)	10.6%	8.8%	6.8%	-	-
English Language Learners (%)	2.1%	2.1%	1.1%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	26	28	-	27	27
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	-	4	4

<b>School Level Funds</b>					
General Fund	\$2,299,061	\$2,593,177	\$2,690,945	\$2,666,818	-\$24,127
Title I	\$101,131	\$101,748	\$129,195	\$115,080	-\$14,115
IDEA, Part B	\$0	\$21,708	\$24,349	\$24,376	\$27
<b>Total</b>	<b>\$2,400,192</b>	<b>\$2,716,634</b>	<b>\$2,844,490</b>	<b>\$2,806,274</b>	<b>-\$38,215</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	86%			
TEM 5	48%	14%			
TEM 4	52%	50%			
TEM 3	0%	21%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation \$2,139,119**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$26,006
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,113,113
How has funding changed under SBB?		Last Year (1920)		\$2,185,723	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,139,119	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$26,006**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	555	\$1,870,350
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	135	\$47,655
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	56	\$54,729
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	405	\$136,485
Incoming High Proficiency	0.10	\$337	16	\$5,392
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$26,006</b>

**2. SBB Transition Supplements \$2,113,113**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$47	4,070.24	\$(4,023)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.052636347		\$0
<b>SBB Total Supplements TOTAL \$2,113,113</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>FY2020-21 Utilization:</b> 98%	<b>FCI:</b> 11
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	327	313	323	322	-1
Attendance Rate	94.7%	94.7%	89.7%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	75.4%	77.9%	79.3%	-	-
Students with Disabilities (%)	10.8%	9.5%	9.9%	-	-
English Language Learners (%)	5.2%	6.8%	5.7%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	18	16	-	16	16
Counselor	1	1	-	1	1
Educational Assistant	1	1	-	2	2
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Other	11	6	-	5	5

**School Level Funds**

General Fund	\$1,568,380	\$1,569,973	\$1,629,444	\$1,697,600	\$68,155
Title I	\$148,290	\$176,339	\$196,759	\$173,775	-\$22,984
IDEA, Part B	\$0	\$17,333	\$55,789	\$24,305	-\$31,483
Total	\$1,716,670	\$1,763,646	\$1,881,993	\$1,895,680	\$13,686

**Teacher Quality**

Teachers with TEM 3 or above (%)	88%	61%			
TEM 5	19%	0%			
TEM 4	56%	39%			
TEM 3	13%	22%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	5	1	N/A	N/A	N/A
TVAAS Numeracy	5	1	N/A	N/A	N/A

**Total SBB Allocation \$1,352,893**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$43,952
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,308,941
			Last Year (1920)	\$1,368,652	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$1,352,893	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$43,952**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	322	\$1,085,140
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	223	\$78,719
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	54	\$52,774
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	271	\$91,327
Incoming High Proficiency	0.10	\$337	5	\$1,685
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$43,952</b>

**2. SBB Transition Supplements \$1,308,941**

<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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$136	4,172.71	\$(4,036)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.006279857		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,308,941</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>FY2020-21 Utilization:</b> 78%	<b>FCI:</b> 6
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	703	762	785	784	-1
Attendance Rate	95.6%	95.6%	98.1%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	72.5%	52.8%	53.9%	-	-
Students with Disabilities (%)	12.1%	8.7%	7.8%	-	-
English Language Learners (%)	2.2%	2.3%	2.1%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	34	36	-	41	41
Special Skills	4	4	-	3	3
Counselor	1	1	-	2	2
Educational Assistant	4	7	-	5	5
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	10	6	-	1	1
Other	5	4	-	7	7

**School Level Funds**

General Fund	\$3,562,503	\$3,698,734	\$3,783,755	\$3,812,590	\$28,834
Title I	\$297,144	\$310,859	\$322,805	\$292,320	-\$30,485
IDEA, Part B	\$91,456	\$109,362	\$115,613	\$87,090	-\$28,522
<b>Total</b>	<b>\$3,951,104</b>	<b>\$4,118,957</b>	<b>\$4,222,174</b>	<b>\$4,192,001</b>	<b>-\$30,173</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	1	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation \$3,138,620**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$79,612
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,059,007
How has funding changed under SBB?		Last Year (1920)		\$2,982,406	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$3,138,620	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$79,612**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	784	\$2,642,080
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	357	\$126,021
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	89	\$86,980
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	561	\$189,057
Incoming High Proficiency	0.10	\$337	26	\$8,762
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				\$0
<b>SBB Allocations Total</b>				<b>\$79,612</b>

**2. SBB Transition Supplements \$3,059,007**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$102	4,085.48	\$(3,984)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.020106809		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,059,007</b>



**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>FY2020-21 Utilization:</b>	<b>FCI:</b>
K-8	iZone	150,850	540	92%	15

School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	392	368	404	404	-
Attendance Rate	93.5%	93.5%	92.8%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	79%	85.7%	87.1%	-	-
Students with Disabilities (%)	15.5%	14.3%	11.8%	-	-
English Language Learners (%)	0%	0%	1.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	1	-	1	1
Classroom Teacher	34	33	-	30	30
Special Skills	3	2	-	1	1
Counselor	2	2	-	2	2
Educational Assistant	8	9	-	6	6
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	\$3,322,516	\$2,914,642	\$3,109,161	\$3,003,703	-\$105,457
Title I	\$234,068	\$221,622	\$233,309	\$207,375	-\$25,934
IDEA, Part B	\$158,760	\$119,036	\$118,894	\$89,622	-\$29,271
Other Special Revenue & Federal Funds	\$99,574	\$2,993	\$128,894	\$112,679	-\$16,215
<b>Total</b>	<b>\$3,814,920</b>	<b>\$3,258,294</b>	<b>\$3,590,259</b>	<b>\$3,413,380</b>	<b>-\$176,879</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	2	5	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$2,421,573**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$577,820
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,843,753
How has funding changed under SBB?		Last Year (1920)		\$2,287,866	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$2,421,573	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$577,820**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	404	\$1,361,480
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	32	\$32,352
Grade 1	0.30	\$1,011	26	\$26,286
Grade 2	0.30	\$1,011	35	\$35,385
Grade 3	0.20	\$674	41	\$27,634
Grade 4	0.20	\$674	35	\$23,590
Grade 5	0.20	\$674	27	\$18,198
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	314	\$110,842
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	111	\$108,480
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	217	\$73,129
Incoming High Proficiency	0.10	\$337	62	\$20,894
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$577,820</b>

**2. SBB Transition Supplements \$1,843,753**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$1,430	6,200.17	\$(4,770)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.034211165		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,843,753</b>



**Sherwood Middle School**

3480 Rhodes Avenue Memphis, TN 38111  
 Phone: (901) 416-4870 Fax: (901) 416-4881

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2020-21 Utilization:</b>	<b>FCI:</b>
6-8	iZone	141,952	895	92%	20

School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	750	728	773	786	13
Attendance Rate	93.7%	93.7%	93%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	88.7%	80.7%	81.2%	-	-
Students with Disabilities (%)	13.5%	12.8%	12.6%	-	-
English Language Learners (%)	6.6%	8.3%	7%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	3	2	-	2	2
Classroom Teacher	59	52	-	46	46
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

<b>School Level Funds</b>					
General Fund	\$4,613,634	\$4,316,320	\$4,262,531	\$4,336,424	\$73,893
Title I	\$411,987	\$358,044	\$513,469	\$425,775	-\$87,694
IDEA, Part B	\$254,684	\$197,195	\$225,915	\$227,343	\$1,428
Other Special Revenue & Federal Funds	\$87,193	\$8,035	\$2,546	\$0	-\$2,546
<b>Total</b>	<b>\$5,367,500</b>	<b>\$4,879,595</b>	<b>\$5,004,462</b>	<b>\$4,989,543</b>	<b>-\$14,919</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	100%			
TEM 5	13%	18%			
TEM 4	79%	54%			
TEM 3	6%	28%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	3	4	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation \$3,246,466**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,246,466
			Last Year (1920)	\$3,367,585	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$3,246,466	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	786	\$2,648,820
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	574	\$202,622
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	159	\$155,391
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	626	\$210,962
Incoming High Proficiency	0.10	\$337	10	\$3,370
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$3,246,466**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,116.85	\$(4,117)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.002949951		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,246,466</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>FY2020-21 Utilization:</b> 109%	<b>FCI:</b> 17
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	1323	1255	1226	1272	46
Attendance Rate	95.7%	95.7%	96.3%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	62.2%	49%	50.2%	-	-
Students with Disabilities (%)	5.9%	5.4%	5.4%	-	-
English Language Learners (%)	4.6%	3.4%	3.7%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	4	3	-	4	4
Classroom Teacher	80	77	-	71	71
Special Skills	12	9	-	9	9
Counselor	3	3	-	4	4
Educational Assistant	10	8	-	6	6
Instructional Facilitator	2	2	-	2	2
Librarian	2	2	-	2	2
Nutrition	10	6	-	2	2
Other	7	6	-	7	7

**School Level Funds**

General Fund	\$7,266,173	\$7,030,100	\$6,501,462	\$7,344,327	\$842,864
Title I	\$564,430	\$497,858	\$522,080	\$455,280	-\$66,800
IDEA, Part B	\$10,601	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$102,242	\$77,549	\$92,643	\$93,506	\$863
<b>Total</b>	<b>\$7,943,448</b>	<b>\$7,605,508</b>	<b>\$7,116,186</b>	<b>\$7,437,834</b>	<b>\$321,647</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	3	5	N/A	N/A	N/A
TVAAS Numeracy	1	4	N/A	N/A	N/A

**Total SBB Allocation \$5,712,065**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$211,959
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$5,500,106
How has funding changed under SBB?		Last Year (1920)		\$5,698,632	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$5,712,065	
		Total Difference		\$-	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(63,810)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$-

**Detailed Breakdown**

**1. SBB Allocations \$211,959**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	1,272	\$4,286,640
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	92	\$93,012
Grade 1	0.30	\$1,011	105	\$106,155
Grade 2	0.30	\$1,011	103	\$104,133
Grade 3	0.20	\$674	114	\$76,836
Grade 4	0.20	\$674	115	\$77,510
Grade 5	0.20	\$674	136	\$91,664
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	560	\$197,680
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	163	\$159,300
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	815	\$274,655
Incoming High Proficiency	0.10	\$337	113	\$38,081
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$211,959</b>

**2. SBB Transition Supplements \$5,500,106**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$167	4,431.28	\$(4,265)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.013708184		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$5,500,106</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>FY2020-21 Utilization:</b> 64%	<b>FCI:</b> 10
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	478	477	602	604	2
Attendance Rate	92.4%	92.4%	94.2%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	83.4%	67.6%	68%	-	-
Students with Disabilities (%)	13.6%	15.7%	12.5%	-	-
English Language Learners (%)	23.3%	21.6%	18.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	27	26	-	40	40
Counselor	1	1	-	2	2
Educational Assistant	4	3	-	5	5
Instructional Facilitator	1	1	-	3	3
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	0	1	-	2	2
Nutrition	15	8	-	3	3
Other	4	3	-	6	6

**School Level Funds**

General Fund	\$2,989,689	\$3,281,728	\$3,504,789	\$3,633,149	\$128,360
Title I	\$207,103	\$277,566	\$347,919	\$316,050	-\$31,869
IDEA, Part B	\$72,876	\$93,672	\$118,390	\$110,783	-\$7,606
Other Special Revenue & Federal Funds	\$2,655	\$13,404	\$43,226	\$39,511	-\$3,715
<b>Total</b>	<b>\$3,272,324</b>	<b>\$3,666,372</b>	<b>\$4,014,325</b>	<b>\$4,099,494</b>	<b>\$85,168</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	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	5	3	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$2,495,686**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,495,686
			Last Year (1920)	\$2,559,837	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$2,495,686	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	604	\$2,035,480
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	369	\$130,257
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	147	\$143,663
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	457	\$154,009
Incoming High Proficiency	0.10	\$337	20	\$6,740
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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

**SBB Allocations Total \$0**

**2. SBB Transition Supplements \$2,495,686**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,122.12	\$(4,122)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.002213964		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,495,686</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>FY2020-21 Utilization:</b> 147%	<b>FCI:</b> 2
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	1261	1228	1259	1182	-77
Attendance Rate	95.8%	95.8%	97.9%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	45.5%	26.2%	26.6%	-	-
Students with Disabilities (%)	10%	8.7%	8.2%	-	-
English Language Learners (%)	3.6%	3.8%	3.6%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	3	3	-	3	3
Classroom Teacher	74	75	-	69	69
Special Skills	5	5	-	5	5
Counselor	3	3	-	4	4
Educational Assistant	11	12	-	8	8
Instructional Facilitator	1	1	-	2	2
Librarian	2	2	-	1	1
Nutrition	8	4	-	1	1
Other	6	6	-	5	5

<b>School Level Funds</b>					
General Fund	\$7,476,120	\$7,205,595	\$7,148,420	\$6,974,921	-\$173,499
Title I	\$267,575	\$270,022	\$34,581	\$0	-
IDEA, Part B	\$241,906	\$303,265	\$315,451	\$282,881	-\$32,570
<b>Total</b>	<b>\$7,985,601</b>	<b>\$7,778,883</b>	<b>\$7,498,453</b>	<b>\$7,257,802</b>	<b>-\$240,650</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	99%	100%			
TEM 5	83%	67%			
TEM 4	12%	32%			
TEM 3	4%	1%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	5	4	N/A	N/A	N/A
TVAAS Numeracy	5	5	N/A	N/A	N/A

**Total SBB Allocation \$4,636,087**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$219,603
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$4,416,485
			Last Year (1920)	\$4,682,512	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (2021)	\$4,636,087	
How has funding changed under SBB?			Total Difference	\$-	
	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	\$-	

**Detailed Breakdown**

**1. SBB Allocations \$219,603**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	1,182	\$3,983,340
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	279	\$98,487
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	80	\$78,184
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	457	\$154,009
Incoming High Proficiency	0.10	\$337	244	\$82,228
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$219,603</b>

**2. SBB Transition Supplements \$4,416,485**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$186	3,873.04	\$(3,687)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.012616061		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$4,416,485</b>



**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>FY2020-21 Utilization:</b> 36%	<b>FCI:</b> 16
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	259	301	325	313	-12
Attendance Rate	99.9%	99.9%	89.1%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	71.6%	78.4%	76%	-	-
Students with Disabilities (%)	16.3%	18%	15.1%	-	-
English Language Learners (%)	1.6%	1%	0.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	21	18	-	21	21
Counselor	1	1	-	1	1
Educational Assistant	3	2	-	3	3
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Nutrition	6	3	-	1	1
Other	4	5	-	4	4

<b>School Level Funds</b>					
General Fund	\$1,833,735	\$2,077,403	\$2,087,193	\$2,200,635	\$113,441
Title I	\$140,233	\$155,275	\$180,896	\$164,325	-\$16,571
Other Special Revenue & Federal Funds	\$24,363	\$0	\$54,463	\$94,136	\$39,672
<b>Total</b>	<b>\$1,998,332</b>	<b>\$2,232,679</b>	<b>\$2,322,553</b>	<b>\$2,459,096</b>	<b>\$136,543</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	85%	78%			
TEM 5	10%	6%			
TEM 4	40%	22%			
TEM 3	35%	50%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation \$1,457,866**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$74,688
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,383,178
How has funding changed under SBB?		Last Year (1920)		\$1,573,003	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)		\$1,457,866	
		Total Difference		\$-	
	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		\$-

**Detailed Breakdown**

**1. SBB Allocations \$74,688**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	313	\$1,054,810
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	223	\$78,719
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	50	\$48,865
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	248	\$83,576
Incoming High Proficiency	0.10	\$337	5	\$1,685
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$74,688</b>

**2. SBB Transition Supplements \$1,383,178**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$239	5,057.88	\$(4,819)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.145862987		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,383,178</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>FY2020-21 Utilization:</b> 104%	<b>FCI:</b> 9
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	436	494	439	459	20
Attendance Rate	88.3%	93.8%	91.6%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	92.9%	87%	86%	-	-
Students with Disabilities (%)	16.9%	15.7%	14.4%	-	-
English Language Learners (%)	0%	0%	0.6%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	41	38	-	33	33
Counselor	2	2	-	2	2
Educational Assistant	4	4	-	7	7
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	11	6	-	2	2
Other	7	7	-	9	9

<b>School Level Funds</b>					
General Fund	\$3,329,987	\$3,124,672	\$3,257,850	\$3,366,081	\$108,230
Title I	\$290,686	\$296,316	\$272,191	\$244,650	-\$27,541
IDEA, Part B	\$87,287	\$84,818	\$87,603	\$86,097	-\$1,505
Other Special Revenue & Federal Funds	\$0	\$743	\$0	\$0	\$0
<b>Total</b>	<b>\$3,707,960</b>	<b>\$3,506,550</b>	<b>\$3,617,645</b>	<b>\$3,696,829</b>	<b>\$79,183</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	98%			
TEM 5	57%	37%			
TEM 4	29%	24%			
TEM 3	9%	37%			

<b>Postsecondary Readiness</b>					
Graduation Rate	84.8%	0%			
Average ACT Composite Score	13.90	14.80			
ACT21+ (%)	3%	0%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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
TNReady Math (%)	8.9%	6.3%	N/A	N/A	N/A
TNReady RLA (%)	5.9%	5.4%	N/A	N/A	N/A
TNReady Science (%)	11.8%	13.9%	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		\$2,559,368
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$561,436
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$1,997,932
Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		
Last Year (1920)		\$2,556,813
This Year (2021)		\$2,559,368
Total Difference		\$-
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 \$-
Estimated changes to the budget due to SBB transition		Change from SBB \$-

Detailed Breakdown

1. SBB Allocations		\$561,436			
SBB Weights	Weight	Amount per Student	Enrollment	Total	
Base Weight					
All Students	1	\$3,370	459	\$1,546,830	
Grade Weights					
Grade K	0.30	\$1,011	0	\$-	
Grade 1	0.30	\$1,011	0	\$-	
Grade 2	0.30	\$1,011	0	\$-	
Grade 3	0.20	\$674	0	\$-	
Grade 4	0.20	\$674	0	\$-	
Grade 5	0.20	\$674	0	\$-	
Poverty Weight					
Poverty (Direct Certified)	0.10	\$353	371	\$130,963	
ELL Weight					
ELL Weight	0.03	\$88	84	\$7,392	
Mobility Weights					
Mobility	0.29	\$977	168	\$164,186	
Academic Performance Weights					
Incoming Low Proficiency	0.10	\$337	442	\$148,954	
Incoming High Proficiency	0.10	\$337	0	\$-	
Increments for Locked Students					
SWD Self-Contained	0.24	\$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>\$561,436</b>	

2. SBB Transition Supplements \$1,997,932

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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$1,223	5,463.27	\$(4,240)
% Change in Dollar per Pupil		Transition Policy Dollars
0.020626446		\$0





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**Bolton High School**

7323 Brunswick Rd., Memphis, TN 38002  
 Phone: (901) 416-1435 Fax: (901) 829-2435

<b>Grade Level:</b> 9-12	<b>School Type:</b> Optional	<b>Square Footage:</b> 293,200	<b>Student Capacity:</b> 2019	<b>FY2020-21 Utilization:</b> 65%	<b>FCI:</b> 9
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	848	1052	620	678	58
Attendance Rate	91%	92.3%	94.3%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	39.5%	40.6%	47.9%	-	-
Students with Disabilities (%)	14.6%	15.6%	16.3%	-	-
English Language Learners (%)	1.2%	1.2%	1.4%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	4	3	-	2	2
Classroom Teacher	86	73	-	39	39
Special Skills	2	1	-	-	-
Counselor	5	5	-	3	3
Educational Assistant	11	10	-	5	5
Instructional Facilitator	2	1	-	2	2
Librarian	2	1	-	1	1
Nutrition	13	6	-	4	4
Other	7	7	-	7	7

<b>School Level Funds</b>					
General Fund	\$5,609,228	\$4,827,256	\$3,515,514	\$3,839,444	\$323,929
Title I	\$415,238	\$285,663	\$308,475	\$266,280	-\$42,195
IDEA, Part B	\$148,824	\$124,641	\$136,151	\$87,677	-\$48,474
Other Special Revenue & Federal Funds	\$2,959	\$36,103	\$25,000	\$25,000	\$0
<b>Total</b>	<b>\$6,176,251</b>	<b>\$5,273,664</b>	<b>\$3,985,141</b>	<b>\$4,218,402</b>	<b>\$233,260</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	86%	94%			
TEM 5	6%	22%			
TEM 4	39%	49%			
TEM 3	41%	23%			

<b>Postsecondary Readiness</b>					
Graduation Rate	86.6%	0%			
Average ACT Composite Score	19.30	17.70			
ACT21+ (%)	22.1%	0%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$2,669,581**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,669,581
		Last Year (1920)	\$2,771,402		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$2,669,581		
How has funding changed under SBB?		Total Difference	\$-		
	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	\$-		

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	678	\$2,284,860
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	276	\$97,428
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	70	\$68,411
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	590	\$198,830
Incoming High Proficiency	0.10	\$337	15	\$5,055
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				
<b>SBB Allocations Total</b>				<b>\$0</b>

**2. SBB Transition Supplements \$2,669,581**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	3,897.89	\$(3,898)
	<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Dollars</b>
	0.010236262	\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,669,581</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>FY2020-21 Utilization:</b> 109%	<b>FCI:</b> 4
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	1432	1522	1431	1421	-10
Attendance Rate	96.8%	93.2%	96.2%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	73.5%	48.2%	49.8%	-	-
Students with Disabilities (%)	7.4%	7.3%	7.3%	-	-
English Language Learners (%)	4%	3.8%	2.8%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	4	4	-	4	4
Classroom Teacher	77	77	-	71	71
Special Skills	5	4	-	5	5
Counselor	5	5	-	5	5
Educational Assistant	6	9	-	3	3
Instructional Facilitator	2	2	-	1	1
Librarian	2	2	-	2	2
Nutrition	12	6	-	1	1
Other	9	9	-	11	11

<b>School Level Funds</b>					
General Fund	\$7,993,515	\$7,779,294	\$7,250,365	\$7,261,108	\$10,742
Title I	\$563,862	\$513,436	\$520,197	\$495,600	-\$24,597
IDEA, Part B	\$103,990	\$98,873	\$82,867	\$117,249	\$34,382
<b>Total</b>	<b>\$8,661,368</b>	<b>\$8,391,604</b>	<b>\$7,853,430</b>	<b>\$7,873,958</b>	<b>\$20,527</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	97%			
TEM 5	60%	34%			
TEM 4	31%	51%			
TEM 3	6%	12%			

<b>Postsecondary Readiness</b>					
Graduation Rate	88.3%	0%			
Average ACT Composite Score	19.30	18.40			
ACT21+ (%)	30.2%	0%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$5,578,761**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$5,578,761
		Last Year (1920)	\$5,408,913		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$5,578,761		
How has funding changed under SBB?		Total Difference		\$-	
	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		\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	1,421	\$4,788,770
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	600	\$211,800
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	185	\$180,801
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	1,122	\$378,114
Incoming High Proficiency	0.10	\$337	37	\$12,469
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				
<b>SBB Allocations Total</b>				<b>\$0</b>

**2. SBB Transition Supplements \$5,578,761**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	3,905.35	\$(3,905)
	% Change in Dollar per Pupil	Transition Policy Dollars
	0.005271704	\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$5,578,761</b>



**Cordova High School**

1800 Berryhill Rd., Cordova, TN 38018

Phone: (901) 416-4540 Fax: (901) 416-4545

<b>Grade Level:</b> 9-12	<b>School Type:</b> Traditional	<b>Square Footage:</b> 278,000	<b>Student Capacity:</b> 2151	<b>FY2020-21 Utilization:</b> 106%	<b>FCI:</b> 8
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	2268	2352	2198	2244	46
Attendance Rate	95.7%	93%	94.2%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	64.4%	36.8%	35%	-	-
Students with Disabilities (%)	12.4%	11.8%	12.4%	-	-
English Language Learners (%)	7%	7.8%	6.7%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	5	5	-	6	6
Classroom Teacher	102	119	-	124	124
Special Skills	1	1	-	1	1
Counselor	5	5	-	7	7
Educational Assistant	13	16	-	20	20
Instructional Facilitator	2	2	-	2	2
Librarian	3	2	-	2	2
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	12	7	-	4	4
Other	13	12	-	18	18

<b>School Level Funds</b>					
General Fund	\$11,412,145	\$11,814,389	\$11,505,986	\$12,005,847	\$499,861
Title I	\$616,085	\$699,655	\$637,833	\$569,520	-\$68,313
IDEA, Part B	\$138,406	\$122,744	\$175,010	\$187,757	\$12,746
Other Special Revenue & Federal Funds	\$37,788	\$32,701	\$29,183	\$29,307	\$123
<b>Total</b>	<b>\$12,204,426</b>	<b>\$12,669,491</b>	<b>\$12,348,014</b>	<b>\$12,792,432</b>	<b>\$444,418</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	88%			
TEM 5	26%	13%			
TEM 4	48%	41%			
TEM 3	21%	35%			

<b>Postsecondary Readiness</b>					
Graduation Rate	84.4%	0%			
Average ACT Composite Score	17.50	17.20			
ACT21+ (%)	19.8%	0%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$8,755,718**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$8,755,718
		Last Year (1920)	\$8,507,991		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$8,755,718		
How has funding changed under SBB?		Total Difference		\$-	
	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		\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	2,244	\$7,562,280
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	653	\$230,509
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	310	\$302,963
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	1,759	\$592,783
Incoming High Proficiency	0.10	\$337	36	\$12,132
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	63	\$51,975
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>\$0</b>

**2. SBB Transition Supplements \$8,755,718**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	3,893.81	\$(3,894)
	<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Dollars</b>
	0.002059084	\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$8,755,718</b>



**Craigmont High School**

3333 Covington Pike, Memphis, TN 38128  
 Phone: (901) 416-4312 Fax: (901) 416-7675

<b>Grade Level:</b> 9-12	<b>School Type:</b> Optional	<b>Square Footage:</b> 324,517	<b>Student Capacity:</b> 1234	<b>FY2020-21 Utilization:</b> 74%	<b>FCI:</b> 4
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	840	869	707	726	19
Attendance Rate	89.9%	90.6%	92.5%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	83.4%	64.3%	62.2%	-	-
Students with Disabilities (%)	13.7%	14.8%	16.3%	-	-
English Language Learners (%)	2.5%	2.9%	1.7%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	48	46	-	44	44
Special Skills	1	1	-	1	1
Counselor	3	3	-	2	2
Educational Assistant	10	9	-	8	8
Instructional Facilitator	2	2	-	2	2
Librarian	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	8	8	-	10	10

**School Level Funds**

General Fund	\$5,104,690	\$4,931,517	\$4,613,280	\$4,530,768	-\$82,511
Title I	\$432,225	\$359,946	\$421,719	\$352,800	-\$68,919
IDEA, Part B	\$52,633	\$47,941	\$51,414	\$51,473	\$59
Other Special Revenue & Federal Funds	\$0	\$5,485	\$0	\$0	\$0
<b>Total</b>	<b>\$5,589,549</b>	<b>\$5,344,890</b>	<b>\$5,086,414</b>	<b>\$4,935,042</b>	<b>-\$151,371</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	76.7%	0%	
Average ACT Composite Score	16.00	16.10	
ACT21+ (%)	11.3%	0%	



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$2,907,231**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,907,231
		Last Year (1920)	\$2,959,699		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$2,907,231		
How has funding changed under SBB?		Total Difference		\$-	
	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		\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	726	\$2,446,620
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	406	\$143,318
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	87	\$85,025
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	617	\$207,929
Incoming High Proficiency	0.10	\$337	9	\$3,033
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	31	\$25,575
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
<b>SBB Allocations Total</b>				<b>\$0</b>

**2. SBB Transition Supplements \$2,907,231**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	3,983.44	\$(3,983)
	% Change in Dollar per Pupil	Transition Policy Dollars
	0.005273322	\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,907,231</b>



**Douglass High School**

3200 Mt. Olive Road, Memphis, TN 38108  
 Phone: (901) 416-0990 Fax: (901) 416-9887

<b>Grade Level:</b> 9-12	<b>School Type:</b> iZone	<b>Square Footage:</b> 146,568	<b>Student Capacity:</b> 757	<b>FY2020-21 Utilization:</b> 67%	<b>FCI:</b> 1
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	557	542	612	621	9
Attendance Rate	90%	93.4%	88.6%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	86.9%	78%	78.6%	-	-
Students with Disabilities (%)	15.4%	18.2%	17%	-	-
English Language Learners (%)	2.9%	3.6%	8.1%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	3	3
Classroom Teacher	31	29	-	36	36
Special Skills	2	2	-	2	2
Counselor	2	2	-	2	2
Educational Assistant	6	5	-	6	6
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	10	3	-	1	1
Other	7	7	-	9	9

**School Level Funds**

General Fund	\$3,688,073	\$3,360,481	\$3,618,585	\$3,843,928	\$225,342
Title I	\$305,392	\$255,406	\$359,504	\$323,400	-\$36,104
IDEA, Part B	\$121,925	\$128,425	\$108,823	\$161,796	\$52,973
Other Special Revenue & Federal Funds	\$29,757	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$4,145,148</b>	<b>\$3,744,314</b>	<b>\$4,086,912</b>	<b>\$4,329,124</b>	<b>\$242,211</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	83.9%	0%	
Average ACT Composite Score	15.80	15.30	
ACT21+ (%)	5.3%	0%	



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$2,588,965**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,588,965
		Last Year (1920)	\$2,623,204		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$2,588,965		
How has funding changed under SBB?		Total Difference		\$-	
	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		\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	621	\$2,092,770
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	447	\$157,791
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	130	\$127,049
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	562	\$189,394
Incoming High Proficiency	0.10	\$337	2	\$674
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,588,965**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,118.05	\$(4,118)
	% Change in Dollar per Pupil	Transition Policy Dollars
	0.01319217	\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,588,965</b>



**East High School**

3206 Poplar, Memphis, TN 38111

Phone: (901) 416-6160 Fax: (901) 416-6161

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2020-21 Utilization:</b>	<b>FCI:</b>
9-12	Optional	189,493	1338	39%	8

School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	371	500	506	615	109
Attendance Rate	90.6%	95.9%	98.8%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	76.4%	47%	28%	-	-
Students with Disabilities (%)	11%	7.3%	2.2%	-	-
English Language Learners (%)	4.2%	3.8%	1.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	3	3
Classroom Teacher	23	22	-	39	39
Special Skills	1	1	-	1	1
Counselor	3	2	-	1	1
Educational Assistant	1	1	-	-	-
Instructional Facilitator	2	2	-	1	1
Librarian	1	1	-	1	1
Nutrition	6	3	-	1	1
Other	7	7	-	9	9

<b>School Level Funds</b>					
General Fund	\$3,773,735	\$3,511,764	\$3,509,578	\$4,313,229	\$803,651
Title I	\$176,172	\$144,189	\$111,622	\$99,120	-\$12,502
IDEA, Part B	\$31,831	\$31,385	\$31,928	\$0	-\$31,928
Other Special Revenue & Federal Funds	\$0	\$16,414	\$0	\$0	\$0
<b>Total</b>	<b>\$3,981,740</b>	<b>\$3,703,753</b>	<b>\$3,653,129</b>	<b>\$4,412,349</b>	<b>\$759,219</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	73%	95%			
TEM 5	26%	30%			
TEM 4	41%	41%			
TEM 3	11%	25%			

<b>Postsecondary Readiness</b>					
Graduation Rate	72.6%	0%			
Average ACT Composite Score	16.60	15.70			
ACT21+ (%)	11%	0%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$3,508,461**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,204,175
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,304,286
		Last Year (1920)	\$2,199,512		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$3,508,461		
How has funding changed under SBB?		Total Difference	\$-		
	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	\$-		

**Detailed Breakdown**

**1. SBB Allocations \$1,204,175**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	615	\$2,072,550
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	139	\$49,067
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	68	\$66,456
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	271	\$91,327
Incoming High Proficiency	0.10	\$337	76	\$25,612
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$1,204,175</b>

**2. SBB Transition Supplements \$2,304,286**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$1,958	4,043.21	\$(2,085)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.410958366		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,304,286</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>FY2020-21 Utilization:</b>	<b>FCI:</b>
9-12	Optional	272,375	2028	101%	14

School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	1883	2014	1971	1947	-24
Attendance Rate	95.4%	95.3%	98.8%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	38.8%	23%	28.3%	-	-
Students with Disabilities (%)	8.6%	8.6%	7.6%	-	-
English Language Learners (%)	2.3%	2.8%	1.9%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	5	5	-	5	5
Classroom Teacher	106	106	-	102	102
Special Skills	1	1	-	1	1
Counselor	5	5	-	6	6
Educational Assistant	11	11	-	9	9
Instructional Facilitator	1	2	-	1	1
Librarian	2	2	-	2	2
Nutrition	10	6	-	4	4
Other	17	17	-	17	17

<b>School Level Funds</b>					
General Fund	\$10,934,850	\$11,061,143	\$9,890,366	\$10,253,406	\$363,039
Title I	\$5,774	\$336,647	\$0	\$0	-
IDEA, Part B	\$221,238	\$180,391	\$256,035	\$221,090	-\$34,945
Other Special Revenue & Federal Funds	\$0	\$2,814	\$0	\$0	\$0
<b>Total</b>	<b>\$11,161,862</b>	<b>\$11,580,996</b>	<b>\$10,146,402</b>	<b>\$10,474,496</b>	<b>\$328,093</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	99%	100%			
TEM 5	72%	47%			
TEM 4	25%	39%			
TEM 3	3%	14%			

<b>Postsecondary Readiness</b>					
Graduation Rate	98.3%	0%			
Average ACT Composite Score	21.00	20.40			
ACT21+ (%)	43.3%	0%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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** **\$7,329,206**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$7,329,206
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1920)	\$7,456,596		
		This Year (2021)	\$7,329,206		
How has funding changed under SBB?		Total Difference		\$-	
	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		\$-	

**Detailed Breakdown**

**1. SBB Allocations** **\$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	1,947	\$6,561,390
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	442	\$156,026
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	112	\$109,458
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	1,301	\$438,437
Incoming High Proficiency	0.10	\$337	107	\$36,059
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	39	\$32,175
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
<b>SBB Allocations Total</b>				<b>\$0</b>

**2. SBB Transition Supplements** **\$7,329,206**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	3,831.75	\$(3,832)
	<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Dollars</b>
	-0.01743756	\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$7,329,206</b>



**Hamilton High School**

1363 Person, Memphis, TN 38106

Phone: (901) 416-7838 Fax: (901) 416-7829

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2020-21 Utilization:</b>	<b>FCI:</b>
9-12	iZone	336,151	1234	61%	9

School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	611	629	578	625	47
Attendance Rate	82.3%	90%	90.3%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	89.4%	82.2%	83.1%	-	-
Students with Disabilities (%)	18.7%	23%	20.6%	-	-
English Language Learners (%)	0.3%	0.3%	1.4%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	44	94	-	45	45
Counselor	1	4	-	2	2
Educational Assistant	6	15	-	13	13
Instructional Facilitator	1	4	-	1	1
Librarian	1	1	-	1	1
Nutrition	7	6	-	2	2
Other	11	19	-	11	11

<b>School Level Funds</b>					
General Fund	\$4,667,658	\$4,465,859	\$3,572,806	\$4,458,463	\$885,656
Title I	\$322,271	\$292,256	\$391,530	\$344,925	-\$46,605
IDEA, Part B	\$276,028	\$266,303	\$259,632	\$252,900	-\$6,731
School Improvement Grants (SIG)	\$459,837	\$70,285	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$131,378	\$24,856	\$204,903	\$217,002	\$12,098
<b>Total</b>	<b>\$5,857,174</b>	<b>\$5,119,562</b>	<b>\$4,428,872</b>	<b>\$5,273,291</b>	<b>\$844,418</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	79%			
TEM 5	21%	4%			
TEM 4	39%	21%			
TEM 3	33%	54%			

<b>Postsecondary Readiness</b>					
Graduation Rate	69.4%	0%			
Average ACT Composite Score	14.20	14.40			
ACT21+ (%)	4.2%	0%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$2,684,428**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,684,428
		Last Year (1920)	\$2,786,554		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$2,684,428		
How has funding changed under SBB?		Total Difference		\$-	
	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		\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	625	\$2,106,250
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	473	\$166,969
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	179	\$174,937
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	585	\$197,145
Incoming High Proficiency	0.10	\$337	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	54	\$44,550
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$0</b>

**2. SBB Transition Supplements \$2,684,428**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,247.79	\$ (4,248)
% Change in Dollar per Pupil		Transition Policy Dollars
0.011132619		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,684,428</b>



**Kingsbury High School**

1270 N. Graham, Memphis, TN 38122

Phone: (901) 416-6060 Fax: (901) 416-6061

<b>Grade Level:</b> 9-12	<b>School Type:</b> Optional	<b>Square Footage:</b> 219,210	<b>Student Capacity:</b> 1122	<b>FY2020-21 Utilization:</b> 114%	<b>FCI:</b> 7
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	1232	1375	1332	1347	15
Attendance Rate	87.8%	91.8%	93%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	83.7%	53.1%	55.4%	-	-
Students with Disabilities (%)	14%	14.5%	14.9%	-	-
English Language Learners (%)	26.1%	24.5%	25.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	2	3	-	5	5
Classroom Teacher	61	70	-	75	75
Special Skills	1	1	-	1	1
Counselor	4	4	-	4	4
Educational Assistant	9	12	-	14	14
Instructional Facilitator	2	2	-	4	4
Librarian	2	2	-	1	1
Bilingual Cultural Mentor	3	3	-	2	2
Nutrition	12	6	-	3	3
Other	11	11	-	14	14

<b>School Level Funds</b>					
General Fund	\$6,943,098	\$7,082,022	\$6,610,960	\$7,323,022	\$712,062
Title I	\$552,962	\$541,969	\$609,906	\$545,160	-\$64,746
IDEA, Part B	\$118,453	\$160,759	\$204,319	\$199,551	-\$4,767
Other Special Revenue & Federal Funds	\$191,921	\$217,026	\$310,517	\$372,339	\$61,822
<b>Total</b>	<b>\$7,806,435</b>	<b>\$8,001,778</b>	<b>\$7,735,703</b>	<b>\$8,440,073</b>	<b>\$704,369</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	81%			
TEM 5	17%	14%			
TEM 4	35%	26%			
TEM 3	45%	42%			

<b>Postsecondary Readiness</b>					
Graduation Rate	70.8%	0%			
Average ACT Composite Score	16.40	15.80			
ACT21+ (%)	9.9%	0%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$5,409,873**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$5,409,873
		Last Year (1920)	\$5,187,049		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$5,409,873		
How has funding changed under SBB?		Total Difference	\$-		
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$204,120		
	Estimated changes to the budget due to SBB transition	Change from SBB	\$-		

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	1,347	\$4,539,390
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	661	\$233,333
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	184	\$179,823
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	1,195	\$402,715
Incoming High Proficiency	0.10	\$337	9	\$3,033
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				
				\$0
<b>SBB Allocations Total</b>				<b>\$0</b>

**2. SBB Transition Supplements \$5,409,873**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,002.35	\$ (4,002)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.003469392		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$5,409,873</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>FY2020-21 Utilization:</b> 81%	<b>FCI:</b> 11
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	780	901	895	807	-88
Attendance Rate	87.2%	94%	93.1%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	82.1%	64.4%	64.6%	-	-
Students with Disabilities (%)	16.5%	16.1%	14.3%	-	-
English Language Learners (%)	6.7%	6.6%	6.9%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	4	4
Classroom Teacher	57	56	-	45	45
Counselor	4	4	-	4	4
Educational Assistant	8	7	-	12	12
Instructional Facilitator	2	2	-	2	2
Librarian	1	1	-	1	1
Nutrition	9	5	-	4	4
Other	12	12	-	11	11

<b>School Level Funds</b>					
General Fund	\$5,432,126	\$5,452,231	\$5,291,288	\$4,937,888	-\$353,399
Title I	\$457,856	\$406,729	\$464,006	\$403,200	-\$60,806
IDEA, Part B	\$164,130	\$164,741	\$171,256	\$176,218	\$4,962
Other Special Revenue & Federal Funds	\$0	\$989	\$0	\$0	\$0
<b>Total</b>	<b>\$6,054,113</b>	<b>\$6,024,692</b>	<b>\$5,926,552</b>	<b>\$5,517,307</b>	<b>-\$409,244</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	93%	83%			
TEM 5	30%	5%			
TEM 4	47%	38%			
TEM 3	16%	40%			

<b>Postsecondary Readiness</b>					
Graduation Rate	71%	0%			
Average ACT Composite Score	15.60	15.30			
ACT21+ (%)	5.9%	0%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$3,301,951**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,301,951
		Last Year (1920)	\$3,172,104		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$3,301,951		
How has funding changed under SBB?		Total Difference		\$-	
	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		\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	807	\$2,719,590
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	449	\$158,497
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	172	\$168,096
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	709	\$238,933
Incoming High Proficiency	0.10	\$337	5	\$1,685
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$3,301,951**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,056.39	\$(4,056)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.008686962		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,301,951</b>



**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>FY2020-21 Utilization:</b>	<b>FCI:</b>
9-12	Traditional	139,338	659	77%	1

School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	400	519	406	393	-13
Attendance Rate	90.3%	90.3%	92.8%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	75.9%	80.1%	77.5%	-	-
Students with Disabilities (%)	21.2%	20.6%	18.8%	-	-
English Language Learners (%)	1%	1.2%	1.2%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	2	-	1	1
Classroom Teacher	27	30	-	25	25
Counselor	2	2	-	1	1
Educational Assistant	9	8	-	10	10
Instructional Facilitator	1	2	-	2	2
Librarian	1	1	-	1	1
Nutrition	8	5	-	1	1
Other	7	8	-	8	8

<b>School Level Funds</b>					
General Fund	\$3,160,339	\$3,108,502	\$2,631,704	\$2,896,813	\$265,108
Title I	\$284,166	\$219,356	\$238,994	\$216,300	-\$22,694
IDEA, Part B	\$171,465	\$197,372	\$185,945	\$196,099	\$10,153
Other Special Revenue & Federal Funds	\$29,753	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$3,645,725</b>	<b>\$3,525,230</b>	<b>\$3,056,644</b>	<b>\$3,309,212</b>	<b>\$252,567</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	84%	72%			
TEM 5	36%	6%			
TEM 4	28%	25%			
TEM 3	20%	42%			

<b>Postsecondary Readiness</b>					
Graduation Rate	71.5%	0%			
Average ACT Composite Score	14.50	14.70			
ACT21+ (%)	5.4%	0%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$1,688,393**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$9,139
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,679,255
		Last Year (1920)	\$1,741,733		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$1,688,393		
How has funding changed under SBB?		Total Difference	\$-		
	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	\$-		

**Detailed Breakdown**

**1. SBB Allocations \$9,139**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	393	\$1,324,410
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	260	\$91,780
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	109	\$106,526
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	366	\$123,342
Incoming High Proficiency	0.10	\$337	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	44	\$36,300
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 \$9,139</b>				

**2. SBB Transition Supplements \$1,679,255**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$23	4,376.21	\$(4,353)
	% Change in Dollar per Pupil	Transition Policy Dollars
	-0.0182914	\$0
<b>SBB Total Supplements TOTAL \$1,679,255</b>		



**Melrose High School**

2870 Deadrick, Memphis, TN 38114

Phone: (901) 416-5974 Fax: (901) 416-5984

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2020-21 Utilization:</b>	<b>FCI:</b>
9-12	iZone	280,000	1123	53%	17

School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	803	586	691	752	61
Attendance Rate	89.5%	87.1%	90.9%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	91.2%	77.8%	78.8%	-	-
Students with Disabilities (%)	18%	18.3%	14.2%	-	-
English Language Learners (%)	0.5%	0.5%	2.5%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	1	-	3	3
Classroom Teacher	39	72	-	42	42
Counselor	1	2	-	3	3
Educational Assistant	3	5	-	6	6
Instructional Facilitator	2	3	-	2	2
Librarian	1	2	-	1	1
Nutrition	9	4	-	1	1
Other	9	13	-	8	8

**School Level Funds**

General Fund	\$3,415,184	\$3,795,943	\$3,585,568	\$4,021,764	\$436,196
Title I	\$242,341	\$242,363	\$444,268	\$345,450	-\$98,818
IDEA, Part B	\$0	\$3,998	\$0	\$68,032	\$68,032
School Improvement Grants (SIG)	\$222,396	\$70,286	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$25,648	\$16,488	\$0	\$0	\$0
<b>Total</b>	<b>\$3,905,570</b>	<b>\$4,129,080</b>	<b>\$4,029,836</b>	<b>\$4,435,247</b>	<b>\$405,410</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	70.4%	0%	
Average ACT Composite Score	15.60	15.90	
ACT21+ (%)	5%	0%	



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$3,141,409**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,141,409
		Last Year (1920)	\$3,049,979		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$3,141,409		
How has funding changed under SBB?		Total Difference	\$-		
	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	\$-		

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	752	\$2,534,240
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	547	\$193,091
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	170	\$166,141
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	707	\$238,259
Incoming High Proficiency	0.10	\$337	2	\$674
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				
<b>SBB Allocations Total</b>				<b>\$0</b>

**2. SBB Transition Supplements \$3,141,409**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	3,945.63	\$(3,946)
	<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Dollars</b>
	0.058458303	\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,141,409</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>FY2020-21 Utilization:</b>	<b>FCI:</b>
9-12	iZone	117,630	951	55%	5

School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	442	467	401	421	20
Attendance Rate	88.9%	92.8%	96.2%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	70.4%	74.9%	78.6%	-	-
Students with Disabilities (%)	15.8%	17.5%	17.1%	-	-
English Language Learners (%)	0.5%	0.5%	0%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	28	28	-	22	22
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	-	8	8

**School Level Funds**

General Fund	\$3,217,008	\$2,902,046	\$2,559,935	\$2,574,783	\$14,847
Title I	\$333,904	\$207,254	\$248,474	\$219,975	-\$28,499
IDEA, Part B	\$60,111	\$46,208	\$56,348	\$49,231	-\$7,117
Other Special Revenue & Federal Funds	\$7,564	\$23,866	\$0	\$0	\$0
<b>Total</b>	<b>\$3,618,588</b>	<b>\$3,179,375</b>	<b>\$2,864,758</b>	<b>\$2,843,990</b>	<b>-\$20,768</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	81.8%	0%		
Average ACT Composite Score	15.10	15.40		
ACT21+ (%)	6.4%	0%		



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$1,718,838**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,718,838
		Last Year (1920)	\$1,704,659		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$1,718,838		
How has funding changed under SBB?		Total Difference	\$-		
	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	\$-		

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	421	\$1,418,770
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	289	\$102,017
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	55	\$53,752
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	393	\$132,441
Incoming High Proficiency	0.10	\$337	5	\$1,685
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				
<b>SBB Allocations Total</b>				<b>\$0</b>

**2. SBB Transition Supplements \$1,718,838**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	\$0	4,049.07	\$(4,049)
		% Change in Dollar per Pupil	Transition Policy Dollars
		0.008317594	\$0
<b>SBB Total Supplements TOTAL</b>			<b>\$1,718,838</b>



**Oakhaven High School**

3125 Ladbrook Rd., Memphis, TN 38118  
 Phone: (901) 416-2300 Fax: (901) 416-2301

<b>Grade Level:</b> 9-12	<b>School Type:</b> Traditional	<b>Square Footage:</b> 152,940	<b>Student Capacity:</b> 534	<b>FY2020-21 Utilization:</b> 68%	<b>FCI:</b> 11
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	374	365	366	395	29
Attendance Rate	90.8%	93.2%	94.6%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	85.8%	70.7%	72.9%	-	-
Students with Disabilities (%)	13.9%	13.7%	14.3%	-	-
English Language Learners (%)	2.1%	3.2%	5.4%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	22	21	-	21	21
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

<b>School Level Funds</b>					
General Fund	\$2,226,851	\$2,487,216	\$2,088,004	\$2,196,832	\$108,827
Title I	\$175,749	\$189,343	\$215,056	\$194,250	-\$20,806
Total	\$2,402,600	\$2,676,559	\$2,303,060	\$2,391,082	\$88,021

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	55%	72%			
TEM 5	0%	4%			
TEM 4	20%	20%			
TEM 3	35%	48%			

<b>Postsecondary Readiness</b>					
Graduation Rate	83.3%	0%			
Average ACT Composite Score	14.90	14.60			
ACT21+ (%)	1.7%	0%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$1,686,644**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$73,184
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,613,460
		Last Year (1920)	\$1,682,966		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$1,686,644		
How has funding changed under SBB?		Total Difference	\$-		
	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	\$-		

**Detailed Breakdown**

**1. SBB Allocations \$73,184**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	395	\$1,331,150
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	257	\$90,721
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	64	\$62,547
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	350	\$117,950
Incoming High Proficiency	0.10	\$337	4	\$1,348
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				
<b>SBB Allocations Total</b>				<b>\$73,184</b>

**2. SBB Transition Supplements \$1,613,460**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$185	4,382.72	\$ (4,197)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-0.026709229		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,613,460</b>



**Overton High School**

1770 Lanier, Memphis, TN 38117

Phone: (901) 416-2136 Fax: (901) 416-2135

<b>Grade Level:</b> 9-12	<b>School Type:</b> Optional	<b>Square Footage:</b> 177,940	<b>Student Capacity:</b> 1289	<b>FY2020-21 Utilization:</b> 93%	<b>FCI:</b> 8
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	1097	1173	1260	1339	79
Attendance Rate	90.7%	91.8%	92.7%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	74.4%	53.2%	59.3%	-	-
Students with Disabilities (%)	10.7%	9.8%	10.4%	-	-
English Language Learners (%)	8.6%	12.8%	13.2%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	3	2	-	4	4
Classroom Teacher	63	62	-	73	73
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	-	2	2
Bilingual Cultural Mentor	0	0	-	1	1
Nutrition	8	4	-	2	2
Other	10	10	-	15	15

<b>School Level Funds</b>					
General Fund	\$6,476,547	\$6,878,925	\$6,397,821	\$7,239,380	\$841,558
Title I	\$479,120	\$503,375	\$598,293	\$507,360	-\$90,933
IDEA, Part B	\$110,636	\$124,889	\$154,075	\$144,559	-\$9,515
Total	\$7,066,303	\$7,507,190	\$7,150,190	\$7,891,300	\$741,109

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	99%	95%			
TEM 5	60%	32%			
TEM 4	25%	39%			
TEM 3	13%	24%			

<b>Postsecondary Readiness</b>					
Graduation Rate	76%	0%			
Average ACT Composite Score	17.40	18.00			
ACT21+ (%)	24%	0%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$5,361,127**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$5,361,127
		Last Year (1920)	\$5,216,814		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$5,361,127		
How has funding changed under SBB?		Total Difference	\$-		
	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	\$-		

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	1,339	\$4,512,430
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	713	\$251,689
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	205	\$200,347
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	1,104	\$372,048
Incoming High Proficiency	0.10	\$337	21	\$7,077
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				
<b>SBB Allocations Total</b>				<b>\$0</b>

**2. SBB Transition Supplements \$5,361,127**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	3,952.13	\$(3,952)
	<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Dollars</b>
	0.013080784	\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$5,361,127</b>



**Raleigh Egypt High School**

3970 Voltaire, Memphis, TN 38128

Phone: (901) 416-4108 Fax: (901) 416-4143

<b>Grade Level:</b> 6-12	<b>School Type:</b> iZone	<b>Square Footage:</b> 145,850	<b>Student Capacity:</b> 1095	<b>FY2020-21 Utilization:</b> 83%	<b>FCI:</b> 18
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	986	626	548	657	109
Attendance Rate	86.9%	92.5%	91.5%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	89.2%	76.2%	76.8%	-	-
Students with Disabilities (%)	17.8%	14.2%	16%	-	-
English Language Learners (%)	2.3%	3%	1.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	3	-	2	2
Classroom Teacher	40	59	-	37	37
Counselor	3	4	-	2	2
Educational Assistant	3	6	-	8	8
Instructional Facilitator	1	2	-	2	2
Librarian	1	1	-	1	1
Nutrition	5	3	-	2	2
Other	15	10	-	11	11

**School Level Funds**

General Fund	\$6,212,926	\$4,097,321	\$3,385,441	\$4,210,642	\$825,200
Title I	\$609,659	\$272,522	\$356,011	\$323,400	-\$32,611
IDEA, Part B	\$115,205	\$76,007	\$78,411	\$134,535	\$56,124
School Improvement Grants (SIG)	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$61,644	\$0	\$0	\$50,359	\$50,359
<b>Total</b>	<b>\$6,999,435</b>	<b>\$4,445,851</b>	<b>\$3,819,863</b>	<b>\$4,718,937</b>	<b>\$899,073</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	78.3%	0%	
Average ACT Composite Score	15.10	16.30	
ACT21+ (%)	8.5%	0%	



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$2,748,625**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,748,625
		Last Year (1920)	\$2,814,862		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$2,748,625		
How has funding changed under SBB?		Total Difference		\$-	
	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		\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	657	\$2,214,090
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	469	\$165,557
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	156	\$152,459
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	572	\$192,764
Incoming High Proficiency	0.10	\$337	14	\$4,718
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$2,748,625**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,145.59	\$(4,146)
	<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Dollars</b>
	0.008859379	\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,748,625</b>



**Ridgeway High School**

2009 Ridgeway Rd, Memphis, TN 38119  
 Phone: (901) 416-8820 Fax: (901) 416-1545

<b>Grade Level:</b> 9-12	<b>School Type:</b> Optional	<b>Square Footage:</b> 247,000	<b>Student Capacity:</b> 1330	<b>FY2020-21 Utilization:</b> 94%	<b>FCI:</b> 6
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	1124	1200	938	852	-86
Attendance Rate	88.5%	92.9%	96.3%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	67.3%	48.3%	51.1%	-	-
Students with Disabilities (%)	10.1%	9.9%	10.2%	-	-
English Language Learners (%)	1.3%	1.4%	2.6%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	3	4	-	3	3
Classroom Teacher	56	61	-	47	47
Special Skills	3	2	-	-	-
Counselor	4	4	-	4	4
Educational Assistant	6	6	-	7	7
Instructional Facilitator	2	2	-	2	2
Librarian	2	1	-	1	1
Nutrition	10	5	-	2	2
Other	7	7	-	7	7

<b>School Level Funds</b>					
General Fund	\$6,416,146	\$5,847,000	\$4,922,676	\$4,879,699	-\$42,976
Title I	\$328,087	\$433,282	\$395,018	\$316,680	-\$78,338
IDEA, Part B	\$199,342	\$202,667	\$205,601	\$235,205	\$29,603
<b>Total</b>	<b>\$6,943,575</b>	<b>\$6,482,950</b>	<b>\$5,523,296</b>	<b>\$5,431,584</b>	<b>-\$91,711</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	87%	89%			
TEM 5	19%	28%			
TEM 4	45%	43%			
TEM 3	23%	19%			

<b>Postsecondary Readiness</b>					
Graduation Rate	86.2%	0%			
Average ACT Composite Score	17.30	17.20			
ACT21+ (%)	19.6%	0%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$3,347,487**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$3,347,487
		Last Year (1920)	\$3,443,342		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$3,347,487		
How has funding changed under SBB?		Total Difference		\$-	
	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		\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	852	\$2,871,240
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	352	\$124,256
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	85	\$83,071
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	743	\$250,391
Incoming High Proficiency	0.10	\$337	6	\$2,022
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$0</b>

**2. SBB Transition Supplements \$3,347,487**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	3,882.00	\$(3,882)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.012098255		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$3,347,487</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>FY2020-21 Utilization:</b>	<b>FCI:</b>
9-12	iZone	193,236	991	76%	11

School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	604	765	511	537	26
Attendance Rate	85.4%	92.8%	87.3%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	86.4%	61.3%	70.8%	-	-
Students with Disabilities (%)	15.3%	14.4%	16.9%	-	-
English Language Learners (%)	19%	21.7%	22.1%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	42	41	-	34	34
Counselor	2	2	-	2	2
Educational Assistant	4	5	-	6	6
Instructional Facilitator	2	1	-	1	1
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	2	2
Nutrition	8	4	-	1	1
Other	8	10	-	8	8

<b>School Level Funds</b>					
General Fund	\$4,345,584	\$3,357,596	\$3,508,869	\$3,443,787	-\$65,082
Title I	\$376,381	\$368,429	\$265,536	\$241,080	-\$24,456
IDEA, Part B	\$107,749	\$81,812	\$92,553	\$85,407	-\$7,146
Other Special Revenue & Federal Funds	\$49,896	\$33,969	\$34,588	\$34,621	\$32
<b>Total</b>	<b>\$4,879,612</b>	<b>\$3,841,807</b>	<b>\$3,901,548</b>	<b>\$3,804,895</b>	<b>-\$96,652</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	88%	72%			
TEM 5	30%	11%			
TEM 4	40%	26%			
TEM 3	18%	36%			

<b>Postsecondary Readiness</b>					
Graduation Rate	64%	0%			
Average ACT Composite Score	14.30	13.90			
ACT21+ (%)	1.6%	0%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$2,247,762**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,247,762
		Last Year (1920)	\$2,475,068		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$2,247,762		
How has funding changed under SBB?		Total Difference		\$-	
	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		\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	537	\$1,809,690
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	344	\$121,432
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	120	\$117,276
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	492	\$165,804
Incoming High Proficiency	0.10	\$337	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				
<b>SBB Allocations Total \$0</b>				

**2. SBB Transition Supplements \$2,247,762**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,549.75	\$(4,550)
	% Change in Dollar per Pupil	Transition Policy Dollars
	-0.083089811	\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,247,762</b>



**Southwind High School**

7900 East Shelby Dr., Memphis, TN 38125  
 Phone: (901) 416-3250 Fax: (901) 752-2898

<b>Grade Level:</b> 9-12	<b>School Type:</b> Traditional	<b>Square Footage:</b> 326,926	<b>Student Capacity:</b> 2155	<b>FY2020-21 Utilization:</b> 69%	<b>FCI:</b> 1
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	1667	1532	1549	1463	-86
Attendance Rate	92%	92.5%	92.7%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	68.9%	41.4%	44.8%	-	-
Students with Disabilities (%)	11.5%	10.5%	10.3%	-	-
English Language Learners (%)	3.6%	3.1%	3.7%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	4	4	-	4	4
Classroom Teacher	81	79	-	83	83
Counselor	5	5	-	5	5
Educational Assistant	11	10	-	9	9
Instructional Facilitator	1	1	-	1	1
Librarian	2	2	-	2	2
Nutrition	10	6	-	4	4
Other	7	7	-	9	9

<b>School Level Funds</b>					
General Fund	\$7,846,418	\$8,294,517	\$7,301,271	\$7,800,739	\$499,468
Title I	\$458,088	\$541,534	\$380,281	\$438,480	\$58,198
IDEA, Part B	\$122,059	\$109,733	\$159,465	\$116,030	-\$43,434
<b>Total</b>	<b>\$8,426,566</b>	<b>\$8,945,785</b>	<b>\$7,841,018</b>	<b>\$8,355,250</b>	<b>\$514,231</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	99%	86%			
TEM 5	21%	22%			
TEM 4	58%	46%			
TEM 3	20%	18%			

<b>Postsecondary Readiness</b>					
Graduation Rate	85.4%	0%			
Average ACT Composite Score	17.20	16.60			
ACT21+ (%)	15.3%	0%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$5,744,546**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$5,744,546
		Last Year (1920)	\$5,660,010		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$5,744,546		
How has funding changed under SBB?		Total Difference	\$-		
	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	\$-		

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	1,463	\$4,930,310
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	535	\$188,855
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	179	\$174,937
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	1,239	\$417,543
Incoming High Proficiency	0.10	\$337	33	\$11,121
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	31	\$25,575
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
<b>SBB Allocations Total</b>				<b>\$0</b>

**2. SBB Transition Supplements \$5,744,546**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	3,866.12	\$(3,866)
	<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Dollars</b>
	0.015768187	\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$5,744,546</b>



**Trezevant High School**

3350 Trezevant, Memphis, TN 38127

Phone: (901) 416-3760 Fax: (901) 416-3761

<b>Grade Level:</b> 9-12	<b>School Type:</b> iZone	<b>Square Footage:</b> 269,765	<b>Student Capacity:</b> 1414	<b>FY2020-21 Utilization:</b> 44%	<b>FCI:</b> 19
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	514	542	445	512	67
Attendance Rate	84.3%	88.5%	88.4%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	89.1%	83.3%	78.8%	-	-
Students with Disabilities (%)	19.5%	19%	21%	-	-
English Language Learners (%)	0.2%	0.8%	0.2%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	3	2	-	2	2
Classroom Teacher	36	69	-	26	26
Counselor	2	4	-	2	2
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

<b>School Level Funds</b>					
General Fund	\$3,734,138	\$3,571,137	\$2,845,034	\$3,223,956	\$378,922
Title I	\$238,485	\$298,209	\$279,485	\$252,525	-\$26,960
IDEA, Part B	\$170,414	\$160,568	\$140,449	\$149,248	\$8,798
School Improvement Grants (SIG)	\$537,729	\$70,286	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$27,624	\$2,032	\$830,299	\$83,758	-\$746,541
<b>Total</b>	<b>\$4,708,392</b>	<b>\$4,102,234</b>	<b>\$4,095,269</b>	<b>\$3,709,487</b>	<b>-\$385,782</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	89%	61%			
TEM 5	18%	0%			
TEM 4	50%	2%			
TEM 3	21%	59%			

<b>Postsecondary Readiness</b>					
Graduation Rate	58.1%	0%			
Average ACT Composite Score	14.70	14.20			
ACT21+ (%)	2.2%	0%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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** **\$2,157,992**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,157,992
		Last Year (1920)	\$2,182,481		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$2,157,992		
How has funding changed under SBB?		Total Difference		\$-	
	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		\$-	

**Detailed Breakdown**

**1. SBB Allocations** **\$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	512	\$1,725,440
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	368	\$129,904
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	118	\$115,321
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	483	\$162,771
Incoming High Proficiency	0.10	\$337	3	\$1,011
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				
<b>SBB Allocations Total</b>				
<b>\$0</b>				

**2. SBB Transition Supplements** **\$2,157,992**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,180.99	\$ (4,181)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0.00730458		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$2,157,992</b>		



**Westwood High School**

4480 Westmont Avenue Memphis, TN 38109  
 Phone: (901) 416-8000 Fax: (901) 416-8027

<b>Grade Level:</b> 9-12	<b>School Type:</b> iZone	<b>Square Footage:</b> 181,342	<b>Student Capacity:</b> 1003	<b>FY2020-21 Utilization:</b> 33%	<b>FCI:</b> 42
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	333	372	345	357	12
Attendance Rate	84.3%	91.7%	96.1%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	77.7%	76.5%	78.5%	-	-
Students with Disabilities (%)	22%	24.3%	24.4%	-	-
English Language Learners (%)	0.3%	0.8%	0.9%	-	-

<b>Key School Positions - All Funding Sources</b>					
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	-	7	7
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	5	3	-	1	1
Other	13	8	-	7	7

<b>School Level Funds</b>					
General Fund	\$3,114,950	\$2,833,673	\$2,643,638	\$2,741,833	\$98,195
Title I	\$215,499	\$189,875	\$209,428	\$190,050	-\$19,378
IDEA, Part B	\$96,963	\$127,565	\$136,920	\$147,362	\$10,442
Other Special Revenue & Federal Funds	\$21,453	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$3,448,867</b>	<b>\$3,151,114</b>	<b>\$2,989,987</b>	<b>\$3,079,246</b>	<b>\$89,259</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	90%	66%			
TEM 5	5%	7%			
TEM 4	43%	7%			
TEM 3	43%	52%			

<b>Postsecondary Readiness</b>					
Graduation Rate	81.1%	0%			
Average ACT Composite Score	14.60	16.10			
ACT21+ (%)	10.1%	0%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$1,685,079**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$184,211
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,500,869
		Last Year (1920)	\$1,681,307		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$1,685,079		
How has funding changed under SBB?		Total Difference	\$-		
	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	\$-		

**Detailed Breakdown**

**1. SBB Allocations \$184,211**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	357	\$1,203,090
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	255	\$90,015
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	72	\$70,366
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	337	\$113,569
Incoming High Proficiency	0.10	\$337	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				
<b>SBB Allocations Total</b>				<b>\$184,211</b>

**2. SBB Transition Supplements \$1,500,869**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$516	5,064.17	\$(4,548)
% Change in Dollar per Pupil		Transition Policy Dollars
-0.066895671		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$1,500,869</b>



**White Station High School**

514 S. Perkins Memphis, TN 38117

Phone: (901) 416-8880 Fax: (901) 416-8911

<b>Grade Level:</b> 9-12	<b>School Type:</b> Optional	<b>Square Footage:</b> 247,624	<b>Student Capacity:</b> 1991	<b>FY2020-21 Utilization:</b> 109%	<b>FCI:</b> 9
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
<b>Enrollment</b>					
K-12	1836	2202	2013	1998	-15
Attendance Rate	97.1%	94.8%	97.3%	-	NA

<b>Student Demographics</b>					
Economically Disadvantaged (%)	48.7%	26.4%	24.7%	-	-
Students with Disabilities (%)	8.9%	9.1%	8.6%	-	-
English Language Learners (%)	3.1%	3.7%	3.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	-	1	1
Vice/Assistant Principal	5	5	-	5	5
Classroom Teacher	111	112	-	106	106
Special Skills	5	5	-	6	6
Counselor	5	5	-	5	5
Educational Assistant	5	6	-	13	13
Instructional Facilitator	2	3	-	2	2
Librarian	2	2	-	2	2
Nutrition	11	7	-	3	3
Plant/Maintenance	1	1	-	1	1
Other	13	13	-	9	9

<b>School Level Funds</b>					
General Fund	\$11,798,695	\$11,281,080	\$10,543,602	\$10,572,509	\$28,906
Title I	\$484,903	\$454,894	\$7,638	\$0	-
IDEA, Part B	\$367,323	\$346,349	\$491,179	\$537,578	\$46,398
Other Special Revenue & Federal Funds	\$0	\$11,929	\$0	\$0	\$0
<b>Total</b>	<b>\$12,650,922</b>	<b>\$12,094,253</b>	<b>\$11,042,420</b>	<b>\$11,110,087</b>	<b>\$67,666</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	99%	98%			
TEM 5	83%	33%			
TEM 4	14%	53%			
TEM 3	2%	11%			

<b>Postsecondary Readiness</b>					
Graduation Rate	90.4%	0%			
Average ACT Composite Score	23.70	22.80			
ACT21+ (%)	59.7%	0%			



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$7,417,150**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$25,720
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$7,391,431
		Last Year (1920)	\$7,449,210		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$7,417,150		
How has funding changed under SBB?		Total Difference	\$-		
	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	\$-		

**Detailed Breakdown**

**1. SBB Allocations \$25,720**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	1,998	\$6,733,260
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	398	\$140,494
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	106	\$103,594
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	823	\$277,351
Incoming High Proficiency	0.10	\$337	370	\$124,690
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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>\$25,720</b>

**2. SBB Transition Supplements \$7,391,431**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	\$13	3,775.57	\$(3,763)
		% Change in Dollar per Pupil	Transition Policy Dollars
		-0.016762432	\$0
<b>SBB Total Supplements TOTAL</b>			<b>\$7,391,431</b>



**Whitehaven High School**

4851 Elvis Presley Blvd. Memphis, TN 38116  
 Phone: (901) 416-3000 Fax: (901) 416-3058

<b>Grade Level:</b> 9-12	<b>School Type:</b> Empowerment/Optional	<b>Square Footage:</b> 212,776	<b>Student Capacity:</b> 1465	<b>FY2020-21 Utilization:</b> 120%	<b>FCI:</b> 8
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	1692	1666	1616	1522	-94
Attendance Rate	91%	89.6%	94%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	77.1%	54.1%	57.9%	-	-
Students with Disabilities (%)	11.9%	11%	9.5%	-	-
English Language Learners (%)	0.5%	0.8%	1%	-	-

**Key School Positions - All Funding Sources**

Principal	1	0	-	-	-
Vice/Assistant Principal	5	5	-	6	6
Classroom Teacher	92	87	-	88	88
Special Skills	3	3	-	3	3
Counselor	5	5	-	5	5
Educational Assistant	3	2	-	5	5
Instructional Facilitator	2	2	-	2	2
Librarian	2	2	-	2	2
Nutrition	15	8	-	3	3
Other	14	13	-	15	15

**School Level Funds**

General Fund	\$8,642,089	\$8,882,675	\$9,105,751	\$8,843,156	-\$262,595
Title I	\$475,842	\$688,564	\$677,981	\$608,160	-\$69,821
IDEA, Part B	\$29,386	\$0	\$31,755	\$35,358	\$3,603
Other Special Revenue & Federal Funds	\$0	\$0	\$10,000	\$0	-\$10,000
<b>Total</b>	<b>\$9,147,318</b>	<b>\$9,571,239</b>	<b>\$9,825,488</b>	<b>\$9,486,675</b>	<b>-\$338,813</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	90.1%	0%		
Average ACT Composite Score	17.60	17.60		
ACT21+ (%)	19.7%	0%		



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$5,954,601**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$5,954,601
		Last Year (1920)	\$6,126,266		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$5,954,601		
How has funding changed under SBB?		Total Difference		\$-	
	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		\$-	

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	1,522	\$5,129,140
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	768	\$271,104
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	133	\$129,981
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	1,236	\$416,532
Incoming High Proficiency	0.10	\$337	16	\$5,392
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				
<b>SBB Allocations Total</b>				<b>\$0</b>

**2. SBB Transition Supplements \$5,954,601**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	3,862.71	\$(3,863)
	<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Dollars</b>
	0.012717418	\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$5,954,601</b>



**Wooddale High School**

5151 Scottsdale Memphis, TN 38118

Phone: (901) 416-2440 Fax: (901) 416-2476

<b>Grade Level:</b> 9-12	<b>School Type:</b> Optional	<b>Square Footage:</b> 263,513	<b>Student Capacity:</b> 1234	<b>FY2020-21 Utilization:</b> 71%	<b>FCI:</b> 5
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School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 Variance
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**Enrollment**

K-12	485	776	606	665	59
Attendance Rate	88.3%	91.5%	93.3%	-	NA

**Student Demographics**

Economically Disadvantaged (%)	85.9%	65.6%	65.2%	-	-
Students with Disabilities (%)	16.2%	15.7%	14.2%	-	-
English Language Learners (%)	8.2%	8.9%	9.6%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	3	3
Classroom Teacher	60	51	-	38	38
Special Skills	1	1	-	1	1
Counselor	3	4	-	2	2
Educational Assistant	7	6	-	9	9
Instructional Facilitator	1	1	-	1	1
Librarian	2	1	-	1	1
Nutrition	11	6	-	3	3
Other	9	8	-	10	10

**School Level Funds**

General Fund	\$3,856,465	\$4,067,601	\$3,894,571	\$4,343,345	\$448,773
Title I	\$416,408	\$348,423	\$360,393	\$309,120	-\$51,273
IDEA, Part B	\$118,351	\$115,479	\$109,521	\$153,068	\$43,547
School Improvement Grants (SIG)	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$21,335	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$4,412,561</b>	<b>\$4,531,505</b>	<b>\$4,364,486</b>	<b>\$4,805,534</b>	<b>\$441,048</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	66.1%	0%	
Average ACT Composite Score	15.30	15.40	
ACT21+ (%)	3.4%	0%	



School Measure	FY2018-19 Actuals	FY2019-20 Actuals	FY2020-21 Amended	FY2021-22 Adopted	FY21 vs. FY22 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 \$2,806,016**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$-
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$2,806,016
		Last Year (1920)	\$2,808,956		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (2021)	\$2,806,016		
How has funding changed under SBB?		Total Difference	\$-		
	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	\$-		

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,370	665	\$2,241,050
<b>Grade Weights</b>				
Grade K	0.30	\$1,011	0	\$-
Grade 1	0.30	\$1,011	0	\$-
Grade 2	0.30	\$1,011	0	\$-
Grade 3	0.20	\$674	0	\$-
Grade 4	0.20	\$674	0	\$-
Grade 5	0.20	\$674	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	364	\$128,492
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	84	\$7,392
<b>Mobility Weights</b>				
Mobility	0.29	\$977	221	\$215,983
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$337	613	\$206,581
Incoming High Proficiency	0.10	\$337	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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.				
<b>SBB Allocations Total</b>				<b>\$0</b>

**2. SBB Transition Supplements \$2,806,016**

**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 (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
\$0	4,186.22	\$(4,186)
	% Change in Dollar per Pupil	Transition Policy Dollars
	0.00811821	\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$2,806,016</b>



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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.



Picture taken prior to COVID-19



**V. PROPERTY CLASSIFICATIONS AND ASSESSED PROPERTY VALUE**

**i. Assessed Value and Estimated Actual Value of Taxable Property**

**Shelby County, Tennessee**

<u>Fiscal Year</u>	<u>Tax Year</u>	<u>Residential Property (b)</u>	<u>Commercial Property (b)</u>	<u>Personal Property (b)</u>	<u>Public Utilities (a)</u>
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
2020	2019	10,854,705,952	6,853,808,465	1,491,687,060	1,205,125,763
2021	2020	10,937,574,967	6,829,477,860	1,527,218,650	1,294,911,983

(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 21 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 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)
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%
20,405,327,240	4.05	68,050,683,051	29.99%
20,589,183,460	4.05	68,491,786,924	30.06%



**ii. Impact on Taxpayers**

	Fiscal Year					
	2015	2016	2017	2018	2019	2020
Market value of a home	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000
Appraised % of market value	25%	25%	25%	25%	25%	25%
Taxable value	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500
Property tax rate assessed						
City of Memphis	\$ 3.40	\$ 3.40	\$ 3.40	\$ 3.27	\$ 3.20	\$ 3.20
Shelby County	4.37	4.37	4.37	4.11	4.05	4.05
Total Combined Tax Rate	<u>\$ 7.77</u>	<u>\$ 7.77</u>	<u>\$ 7.77</u>	<u>\$ 7.38</u>	<u>\$ 7.25</u>	<u>\$ 7.25</u>
Property tax due	\$2,913.75	\$2,913.75	\$ 2,913.75	\$2,767.50	\$2,718.75	\$2,718.75
Property tax increase (decrease) from prior year	\$ (3.75)	\$ -	\$ -	\$ (146.25)	\$ (48.75)	\$ -

**Property Tax on \$150,000 Home in Shelby County**



**\* Note – Tax information reflects the latest available data at the time of publication.**



**iii. Principal Property Taxpayers**

Shelby County, Tennessee

**Revenue Capacity Information  
Principal Property Tax Payers - Current and Nine Years Ago  
June 30, 2021**

Name of Taxpayer	Fiscal 2021 Assessments			Fiscal 2012 Assessments		
	Taxable Assessed Value	Rank	Percentage of Total County Taxable Assessed Value	Taxable Assessed Value	Rank	Percentage of Total County Taxable Assessed Value
Wal-Mart Real Estate Trust						
Cargill Inc.						
Baptist Memorial Hospital						
Saint Francis Hospital System						
FedEx Express Corporation (and related divs)	\$ 806,648,531	1	3.92%	\$ 71,231,790	1	0.39%
G&I VII Retail Carriage LLC (and related divs)	78,889,080	2	0.38%			
Exeter Property Group	73,606,960	3	0.36%			
AT&T Mobility LLC	70,304,953	4	0.34%			
Lightman Michael A (and affiliated LPs)	67,435,950	5	0.33%			
Kroger Companies	67,075,135	6	0.33%			
AMISUB (SFH) Inc.	61,806,550	7	0.30%	35,512,000	4	0.19%
The Premcor Refining Group LLC	55,283,130	8	0.27%	43,545,510	3	0.24%
BNSF Railway Company	50,294,161	9	0.24%			
Smith & Nephew Inc.	46,885,100	10	0.23%	15,326,310	10	0.08%
Galleria at Wolfchase, LLC				60,000,000	2	0.33%
Carriage Avenue LLC				24,000,000	5	0.13%
HRLP Crescent Center, LLC				20,500,360	6	0.11%
Solae, LLC				20,429,880	7	0.11%
Kellogg USA Inc.				18,331,380	8	0.10%
Archer Daniels Midland Co.				16,578,360	9	0.09%
<b>Total Assessed Valuation of Top Ten Taxpayers</b>	<b>1,378,229,550</b>		<b>6.69%</b>	<b>325,455,590</b>		<b>1.78%</b>
<b>Balance of Assessed Valuation</b>	<b>19,210,953,910</b>		<b>93.31%</b>	<b>17,974,626,145</b>		<b>98.22%</b>
<b>Total Assessed Valuation</b>	<b>\$ 20,589,183,460</b>		<b>100.00%</b>	<b>\$ 18,300,081,735</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 Ended June 30,	Tax Year	Original Taxes Levied for the Fiscal Year	Collected within the Fiscal Year of the Levy		Collections in Subsequent Years	Adjusted Tax Levy	Total Collections to Date		
			Amount	Percentage of Original Levy			Amount	Percentage of Adjusted Levy	Percentage of Original Levy
2011	2010	776,865,051	713,667,892	91.87%	30,175,162	756,936,983	743,843,054	98.27%	95.75%
2012	2011	764,302,988	710,934,070	93.02%	30,980,336	754,262,345	741,914,406	98.36%	97.07%
2013	2012	760,525,341	713,245,234	93.78%	27,937,466	750,562,710	741,182,700	98.75%	97.46%
2014	(a) 2013	798,327,814	741,958,610	92.94%	25,322,425	775,676,738	767,281,036	98.92%	96.11%
2015	2014	783,507,158	750,097,124	95.74%	21,300,241	778,641,703	771,397,365	99.07%	98.45%
2016	2015	784,554,974	754,081,040	96.12%	20,593,546	780,513,345	774,674,586	99.25%	98.74%
2017	2016	791,094,783	761,608,732	96.27%	20,944,851	787,557,182	782,553,583	99.36%	98.92%
2018	(a) 2017	832,173,142	797,712,672	95.86%	18,987,166	823,187,542	816,699,838	99.21%	98.14%
2019	2018	825,220,824	797,867,575	96.69%	13,347,155	821,656,618	811,214,730	98.73%	98.30%
2020	2019	826,294,724	793,923,127	96.08%	N/A	821,373,075	793,923,127	96.66%	96.08%

(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 Rates-Direct and Overlapping Governments  
Last Ten Fiscal Years**

County Direct Rates	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
General Funds	1.23	1.33	1.36	1.36	1.45	1.45	1.45	1.45	1.43	1.49	1.47
Education (a)	1.98	1.90	1.91	1.91	2.14	2.14	2.14	2.14	1.99	1.94	1.96
Debt Service	0.81	0.79	0.75	0.75	0.79	0.78	0.78	0.78	0.69	0.62	0.62
Total Direct Rate	4.02	4.02	4.02	4.02	4.38	4.37	4.37	4.37	4.11	4.05	4.05
<b>Rural School Bonds (b)</b>	0.04	0.04	0.04	0.04	0.04	0.00	0.00	0.00	0.00	0.00	0.00
<b>City &amp; Town Rates</b>											
Memphis ( c)	3.20	3.20	3.19	3.11	3.40	3.40	3.40	3.40	3.27	3.20	3.20
Arlington	1.00	1.00	1.00	1.15	1.15	1.15	1.15	1.15	1.15	1.15	1.37
Bartlett	1.49	1.49	1.49	1.49	1.62	1.62	1.62	1.62	1.83	1.83	1.83
Collierville	1.18	1.18	1.43	1.43	1.53	1.53	1.78	1.78	1.63	1.83	1.83
Germantown	1.43	1.43	1.49	1.49	1.93	1.93	1.93	1.93	1.97	1.95	1.95
Lakeland (d)	0.00	0.00	0.00	0.85	0.85	0.85	1.40	1.40	1.25	1.25	1.24
Millington	1.23	1.23	1.23	1.23	1.53	1.53	1.53	1.53	1.53	1.53	1.53

Rates are applicable to fiscal years ending June 30.

(a) The portion of property taxes designated for education is allocated among the Shelby County Board of Education and the municipal school districts based on the average daily attendance.

(b) Beginning in calendar year 2003 an additional tax rate was established to fund Rural School Bonds and is applied only to taxpayers living outside the City of Memphis. As of fiscal year 2015, this additional tax is repealed.

(c) Over two-thirds (69.47%) of the County's population resides in the City of Memphis.

(d) Prior to 2013 the City of Lakeland did not have a property tax.

**\* Note – Tax information reflects the latest available data at the time of publication.**



**VII. STATISTICAL AND OTHER INFORMATION**

**i. Income Per Capita\***

<u>Fiscal Year</u>	<u>Population</u>	<u>Personal Income</u>	<u>Per Capita Income</u>	<u>Unemployment Rate</u>
2010	928,930	\$ 37,057,190	\$ 39,892	10.0%
2011	935,088	\$ 38,116,646	\$ 40,763	9.9%
2012	940,764	\$ 39,896,975	\$ 42,409	9.1%
2013	939,465	\$ 40,594,551	\$ 43,210	9.7%
2014	938,803	\$ 41,968,752	\$ 44,705	7.9%
2015	938,069	\$ 42,356,302	\$ 45,153	6.6%
2016	934,603	\$ 43,210,184	\$ 46,234	5.5%
2017	936,961	\$ 44,650,627	\$ 47,655	3.7%
2018	935,764	\$ 46,287,828	\$ 49,465	3.5%
2019	937,166	N/A	N/A	2.8%

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 July 2019.



**ii. Principal Employers\***

Shelby County, Tennessee

**Demographic and Economic Information  
Principal Employers  
Current Year and Nine Years Ago**

Employer	2020			2011		
	Employees	Rank	Percentage of Total Employment	Employees	Rank	Percentage of Total Employment
FedEx Corp	30,000	1	5.38%	30,000	1	5.38%
Shelby County Schools (a)	15,500	2	2.78%	5,200	10	0.92%
Tennessee State Government	15,500	3	2.78%	9,000	4	1.60%
United States Government	13,600	4	2.44%	15,500	3	2.75%
Methodist Le Bonheur Healthcare	13,235	5	2.37%	8,700	5	1.54%
City of Memphis	8,400	6	1.51%	7,231	6	1.28%
Baptist Memorial Health Care Corp.	7,436	7	1.33%	6,845	7	1.22%
Naval Support Activity Mid-South	6,500	10	1.17%			
Wal-Mart Stores Inc.	6,700	9	1.20%	6,000	9	1.07%
The Kroger Company	6,708	8	1.20%			
Memphis City Schools (a)				15,991	2	2.84%
Shelby County Government				6,336	8	1.13%
Total	<u>123,579</u>		22.18%	<u>110,803</u>		19.68%

(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 2011 and 2020 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 2019, from the TN Department of Labor & Workforce Development-Employment Security Division, is used as a surrogate for the 2020 figure, which is not expected to be available until 2021.\*

Total Employment:	2019	557,268
	2010	563,110

**\* Note – Tax information reflects the latest available data at the time of publication.**



**iii. School Lunch Program**

SHELBY COUNTY SCHOOLS

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
Charge per lunch to students					
Paid Elementary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Paid Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Paid High School	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Reduced	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Charge per lunch to adults	\$3.75	\$3.75	\$3.75	\$3.75	\$2.00
Number of days served	175	130	180	175	179
Number of free lunches served	6,280,641	9,951,173	14,435,594	13,979,805	14,504,635
Percent of total lunches served	100.00%	100.00%	100.00%	100.00%	100.00%
Average number of free lunches served daily	35,889	76,547	80,198	79,885	81,031
Total number of lunches served	6,280,641	9,951,173	14,435,594	13,979,805	14,504,635
Average number of lunches served daily	35,889	76,547	80,198	79,885	81,030
Weighted FTE Average Daily Attendance					

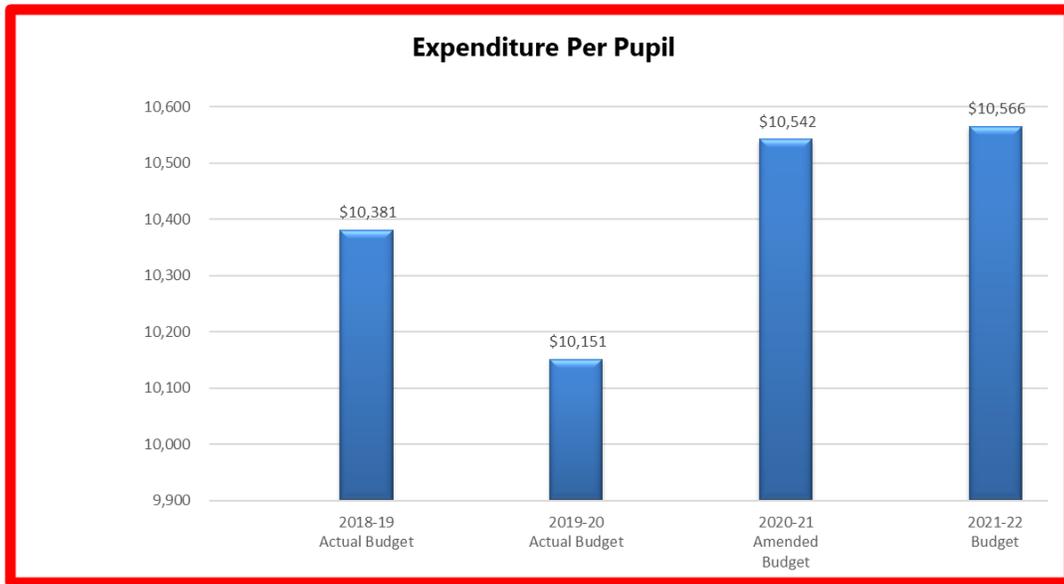
Source: Tennessee Department of Education School Nutrition Program Year-to-Date Meal Counts/Participation

**Note:** In FY2015, the Shelby County Board of Education implemented the Community Eligibility Provision (CEP) for all schools served by its Division of Nutrition Services. Under Section 104a of the Healthy, Hunger-Free Kids Act, CEP permits the District to serve every student 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 Expenditures Per Pupil**

	<b>2018-19 Actual Budget</b>	<b>2019-20 Actual Budget</b>	<b>2020-21 Amended Budget</b>	<b>2021-22 Budget</b>
(A) Expenditure	\$ 1,067,712,167	\$ 1,063,549,476	\$ 1,101,213,961	\$ 1,097,396,265
(B) 40 Day Enrollment	102,853	104,770	104,460	103,866
(A/B) Expenditure per Pupil	\$ 10,381	\$ 10,151	\$ 10,542	\$ 10,566





**VIII. DISTRICT PERFORMANCE OBJECTIVES**

**Key Findings: 2019 to 2020**

The key performance indicators for October report TVAAS growth rates, TNReady and EOC achievement gaps by demographic group, and graduation rate. These performance indicators align with priorities 1 and 2 of Destination 2025: Strengthen Early Literacy and Improve Post-Secondary Readiness. Due to the COVID-19 pandemic, spring testing, including TNReady and EOC, were cancelled. Because of this, TVAAS growth rates and achievement gaps between demographic groups are not available. Only graduation rates will be addressed in the present report. The following are the key findings:

- The cohort graduation rate decreased from 79.3% to 77.7%.
- Historical data showed that the graduation rate of students with disabilities (SWD) increased progressively over time with a 2.1 percentage point increase from 2019 to 2020.
- Annual change in graduation rate by demographic groups revealed that Hispanic students' graduation rate had the greatest decrease from 2019 to 2020 (-3.9 percentage points).
- Graduation rates by demographic group were as follows: Black, 79.5%; White, 76.1%; Hispanic, 67.4%; and ED, 75.4%.
- Graduation rates by race and gender indicated that Black females' graduation rate was the highest among all student demographic groups at 84.7%.

**Trends in Cohort Graduation Rate**

The cohort graduation rate measures the proportion of students who attain a regular high school diploma within four years (including the last summer if needed) of starting ninth grade. The District's graduation rate decreased from 79.3% in the 2018-19 school year to 77.7% in the 2019-20 school year. Figure 1 shows the trend of graduation rate over the past three years, along with the Destination 2025 target for each year.

Figure 1: Trends in Graduation Rate – D2025 Target vs. Actual

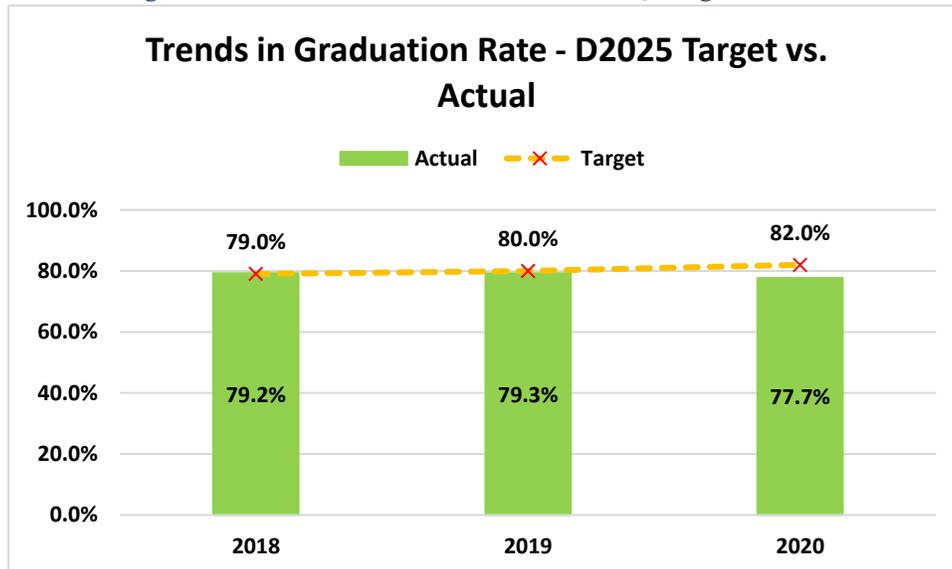


Table 1 shows the historical data of graduation rates among all students, as well as with student demographic groups. All demographic groups had lower graduation rates in the 2019-20 school year than the previous year, with the exception of students with disabilities (SWD), which generally continues to improve each successive year. Economically disadvantaged (ED) students', and English Learner (EL) students' graduation rates have fallen each year for the last five years.

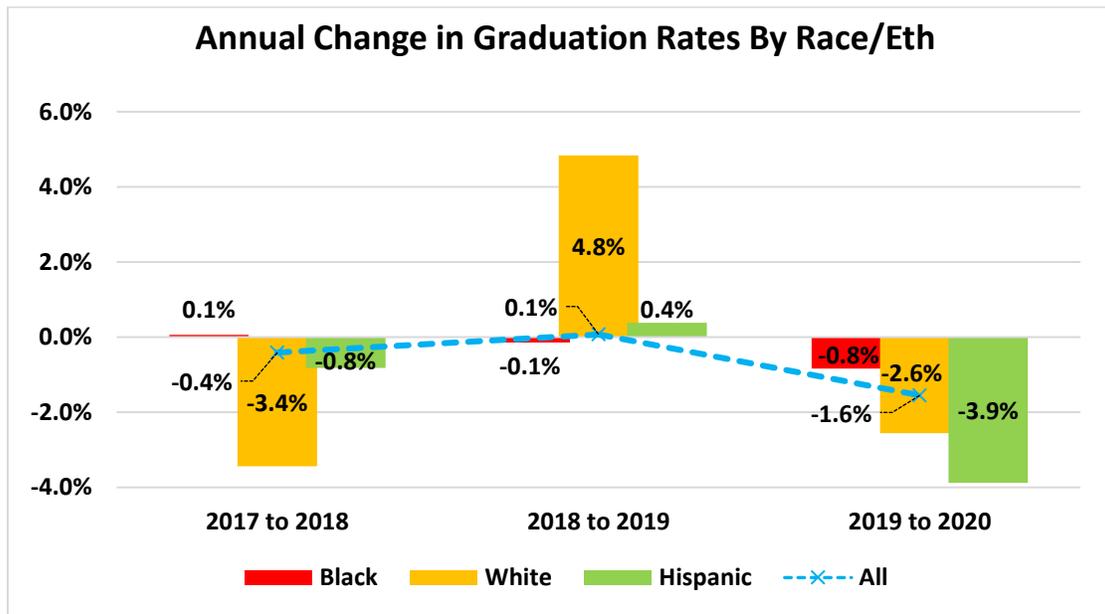


Table 1: Historical Graduation Rates among Student Demographic Groups

	2016	2017	2018	2019	2020
<b>All Students</b>	78.7%	79.6%	79.2%	79.3%	77.7%
<b>Asian</b>	87.1%	89.4%	85.0%	91.4%	84.0%
<b>Black</b>	79.2%	80.4%	80.5%	80.3%	79.5%
<b>Hispanic</b>	70.3%	71.7%	70.9%	71.2%	67.4%
<b>White</b>	79.3%	77.2%	73.8%	78.6%	76.1%
<b>Male</b>	74.1%	75.3%	73.9%	74.2%	72.0%
<b>Female</b>	83.3%	84.0%	84.1%	84.6%	83.5%
<b>ED</b>	78.3%	80.2%	77.3%	76.3%	75.4%
<b>EL</b>	64.7%	62.9%	60.0%	59.8%	54.6%
<b>SWD</b>	59.2%	58.9%	58.7%	61.4%	63.5%

Figure 2 shows the annual change in graduation rate by race/ethnicity group. From 2019 to 2020, all three demographic groups' graduation rate decreased, with Black students' graduation rate decreasing by less than a percentage point. White students' graduation rate decreased by 2.6 percentage points. Hispanic students' graduation rate saw the largest change with 3.9 percentage points between 2019 to 2020. Graduation rates by race/ethnicity are as follows: Black, 79.5%; White, 76.1%; Hispanic, 67.4%; and ED, 75.4%.

Figure 2: Annual Change in Graduation Rate by Race/Ethnicity



As shown in Table 1, the female student graduation rate has been rather consistent for the past five years, hovering around 83-85%. This was above the overall District's 2020 graduation rate of 77.7% and the Destination 2025 target graduation rate for 2020 of 82%. The male student graduation rate for 2020 was both below the overall District's graduation rate as well as the Destination 2025 target rate. Figure 3 shows the comparison of male and female student graduation rates over the past three years.



Figure 3: Graduation Rates By Gender from 2018 to 2020

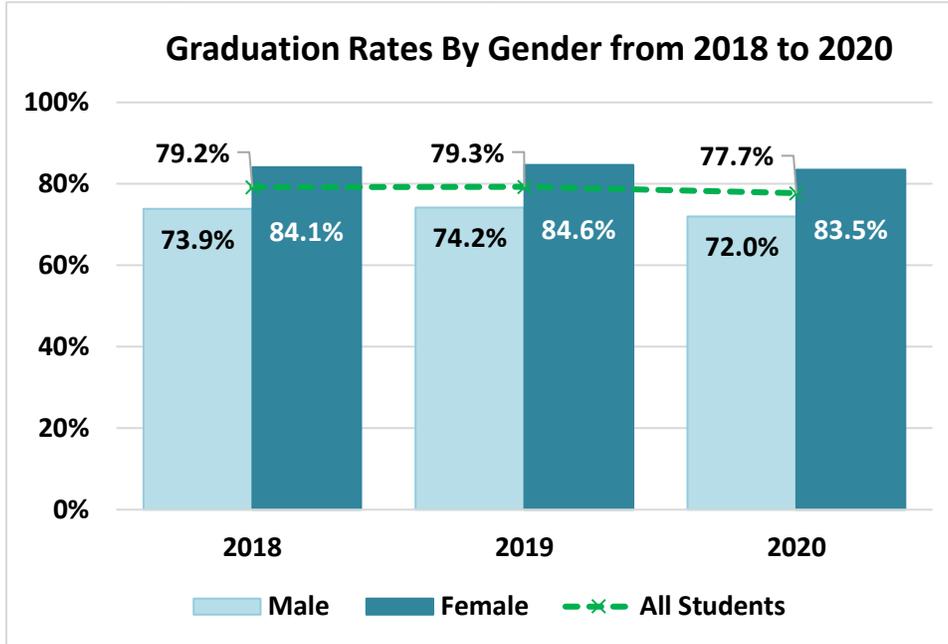


Figure 4 shows the student graduation rates broken down by race and gender for 2020. The Black female and white female groups had the highest graduation rates at 84.7% and 81.5% respectively. All other groups were below the overall District rate of 77.7% with Hispanic male students having the lowest graduation rate of 59.6%. Figure 5 shows the three-year trend of graduation rates broken down by race/ethnicity and gender. Similarly, to the graduation rate of 2020, the Black and white female graduation rates are the highest of the six groups and the Hispanic male rate is the lowest across all three years. The 2018-19 academic year had the highest graduation rate for five out of the six demographic groups; all groups had a decrease in graduation rate from 2018-19 to 2019-20.

Figure 4: 2020 Graduation Rates by Race and Gender

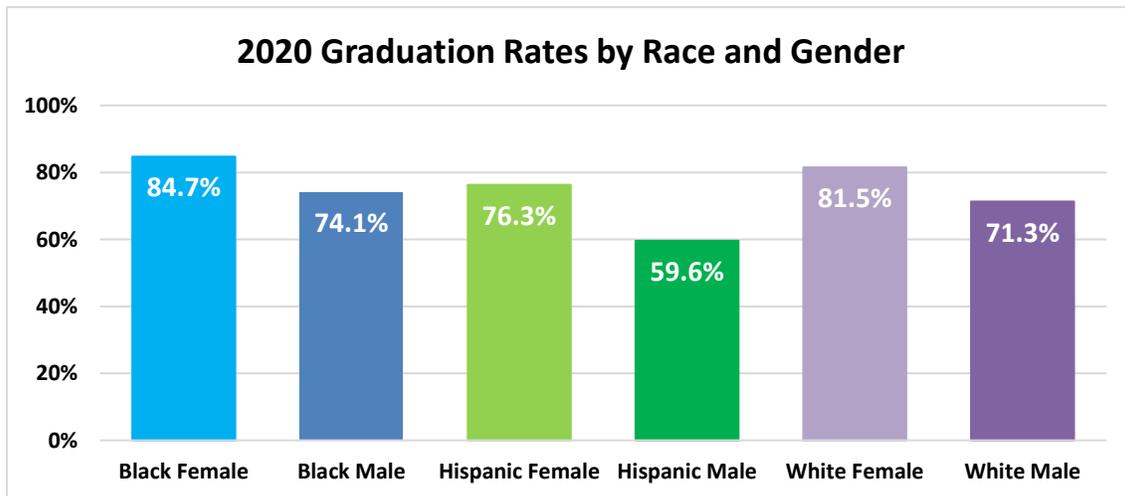
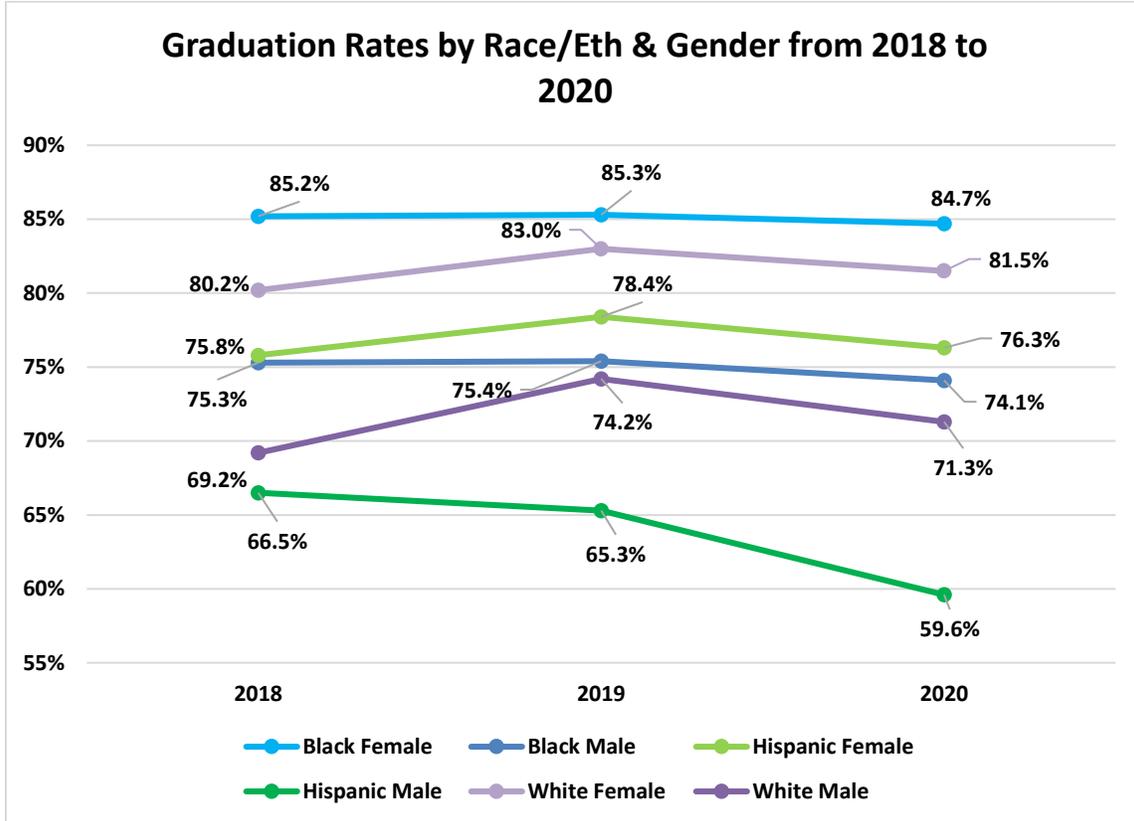




Figure 5: Graduation Rates by Race/Eth & Gender from 2018 to 2020



School-Level 2019-20 Results

Thirty-eight schools reported a Graduation Rate in both 2018-19 and 2019-20. Ten (26%) schools posted an improvement of one percentage point or more. Nine (24%) schools remained within 0.9 percentage points of their previous rate. Nineteen (50%) schools posted a lower score as compared to the previous year. Two schools earned an increase of over ten percentage points. The two schools with an improved rate of over ten percentage points are Northwest Prep Academy and East High School. Eight additional schools earned an improved rate of at least one percentage point. Of the twenty-eight schools that did not earn an improved rate of one percentage point or higher, five of those still earned a rate of 95.0% or higher. Table 2 lists these schools in order of graduation rate, indicating whether they posted a score below or above the Destination 2025 target rate for 2020 (82%), and includes the percentage point difference between 2019 and 2020.



## Informational Section

Table 2: School Graduation Rates with Annual Change from 2019 to 2020

School	2020 Graduation Rate	Change from 2019 to 2020
<b>Schools Below D2025 Target for 2020: 82%</b>		
Memphis Virtual School	47.0%	-0.6
Sheffield High	48.5%	-15.5
Hamilton High	61.2%	-8.2
Northwest Prep Academy	61.5%	15.8
Trezevant High	62.8%	4.7
Manassas High	65.3%	-6.2
Kingsbury High	65.5%	-5.3
Wooddale High	65.6%	-0.5
Melrose High	67.4%	-3
Raleigh Egypt High	72.3%	-6
Oakhaven High	72.7%	-10.6
Craigmont High	75.3%	-1.4
Overton High	75.9%	-0.1
Westwood High	76.0%	-5.1
Kirby High	77.1%	6.1
Douglass High	78.9%	-5
Mitchell High	79.7%	-2.1
Central High	81.4%	-6.9
<b>Schools Above D2025 Target for 2020: 82%</b>		
Ridgeway High	83.1%	-3.1
East High	84.1%	11.5
Cordova High	85.3%	0.9
Memphis Business Academy High	85.3%	-8.2
Memphis Academy of Health Sciences High	85.7%	-5
Bolton High	86.0%	-0.6
B. T. Washington High	86.4%	1.6
White Station High	86.6%	-3.8
Southwind High	87.0%	1.6
Whitehaven High	87.4%	-2.7
City University of Liberal Arts	93.4%	-0.9
KIPP Memphis Collegiate High	94.0%	7.2
Freedom Preparatory Academy	95.5%	5
Hollis F. Price Middle College High	95.5%	-4.5
Soulsville Charter	96.7%	-0.5
Germantown High	97.3%	-1
Power Center Academy High	97.8%	2.5
Memphis Academy of Science & Engineering	97.8%	-0.8
Memphis School of Excellence	100.0%	2.1
Middle College High	100.0%	0



**IX. SURVEYS**

**i. Students’ Teacher Ratings**

Each year, SCS students complete a student perception survey (Panorama) to assess their classroom experiences and teachers’ instructional practices. For each teacher, the Panorama survey provides overall ratings as well as scores for each of the five Panorama domains on a scale of 1 – 5. Both Fall and Spring scores are used to calculate the teacher’s overall average. Below are the mean scores for School Year 2020-21:

Panorama Domain	Mean NCE Score	Description
Overall Mean	3.38	Composite rating of all five Student Perception Survey domain (scored on a 5-point scale)
Classroom Engagement	3.2	How attentive and invested students are in class?
Classroom Learning Strategies	3.34	How well students deliberately use strategies to manage their own learning processes in class?
Classroom Rigorous Expectation	3.58	How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence and performance in class?
Classroom Teacher Student Relationships	3.72	How strong the social connection is between teachers and students within and beyond the classroom?
Pedagogical Effectiveness	3.66	Perceptions of the quality of teaching and amount of learning students experience from a particular teacher.



ii. Climate Survey

**SHELBY COUNTY SCHOOLS AUGUST 2021 SCHOOL CLIMATE SURVEY FOR PARENTS**

Key Findings

- The percentage of stakeholders who agree the District is on track to improve student achievement decreased slightly to 87% though remains the second-highest rating to date.
- The percentage of stakeholders who agree schools are on track to improve student achievement decreased slightly from 92% in 2020 to 90% in 2021.
- Parents who believe *their child's school* is on track increased by 1 percentage point to 92%, the highest rating in five years.
- The percentage of stakeholders who believe SCS is of similar or higher quality than neighboring districts decreased 2 percentage points from 73% in 2020 to 71% in 2021.
- The majority of SCS parents (87%) plan to re-enroll their children for the 2021–22 school year, up from 80% in 2020. Parents who are considering other schooling options cited virtual learning, both frustrations with 2020–21 and lack of availability in 2021–22, health and safety protocols, and negative experiences with school staff and teachers as reasons they may not return to SCS.
- The response rate was 12% higher than average, though still behind the 2020 rate.
- Most Priority schools had one to four community partners.

Overview

The three key performance indicators (KPIs) addressed in this report are aligned to Strategic Priority 5: mobilize family and community partners. This month's KPIs are:

- Priority 5, KPI 1: community survey data; stakeholder confidence and perceptions
- Priority 5, KPI 2: parent survey data; parents' intent to re-enroll students
- Priority 5, KPI 3: community/business partnerships with Priority schools

In June and July of 2021, SCS administered English and Spanish versions of the 2020–21 District Confidence Survey. Both versions were available for SCS parents, SCS employees, and community members.<sup>1</sup> This report combines the results of the shared questions in the surveys. To include all the 2020–21 respondents and align respondent grouping over the past four years, we report the results for three groups: SCS parents, SCS employees (school and District staff), and community members.<sup>2</sup>

The total number of respondents was 5,336, with 3,123 SCS parents, 1,858 SCS employees, and 355 community members.<sup>3</sup> The number of respondents in 2021 decreased from last year (6,934 in 2020) in all three categories, resulting in a 23% decrease in total responses. However, this was a 12% increase compared to the average survey response rate since the data was collected (4,755 across 2017–2020). Appendix A shows the response rate broken down by Board district.

<sup>1</sup> The 2018 Spanish version was only available for SCS parents. The 2017 and 2019–21 Spanish versions were available for SCS parents, SCS staff, and community members. In 2021, the majority (88%) of the respondents who took the Spanish survey were parents.

<sup>2</sup> Respondents could select multiple categories. In order to not overweight responses, each response was placed into a single category. The parent category took priority, followed by staff, then community member, (i.e., an SCS parent who also works at SCS would be placed only in the parent category for the analysis and results).

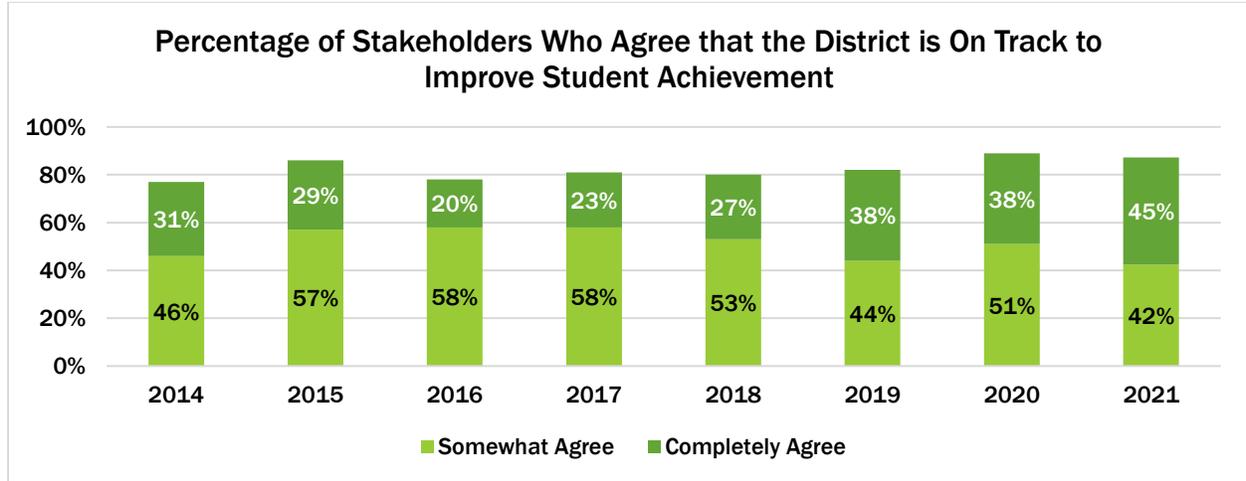
<sup>3</sup> Based on the number of respondents who answered more than the relationship to SCS question.



Stakeholder Confidence and Perceptions of SCS

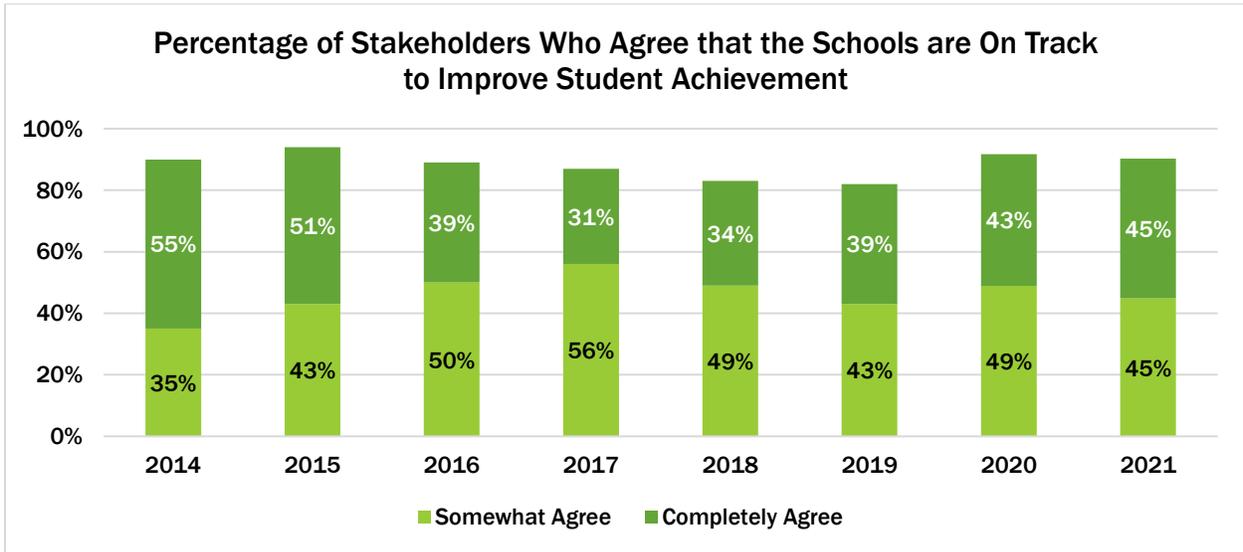
On Track to Improve Student Achievement

The percentage of stakeholders who agree that the **District** is on track to improve student achievement decreased slightly from 89% in 2020 to 87% in 2021. However, the percent of people who “completely agreed” increased 7 points compared to last year. This year saw the second highest level of agreement in eight years (see Figure 1). The District’s rating includes responses about the Central Office and Superintendent.

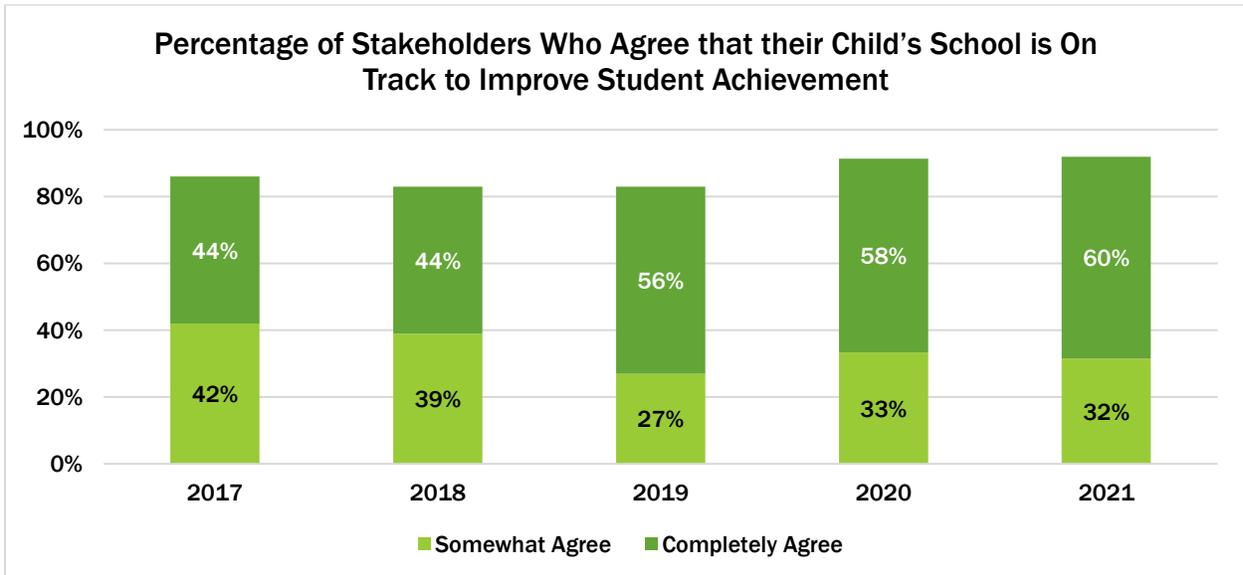


Eighty-nine percent (89%) of respondents agree that the **Superintendent**, Dr. Joris Ray, is on track to improve student achievement, a 2-point decrease from 2020. However, the percentage of stakeholders who “completely agree” rose 6 points to 47% in 2021. Employees reported the highest level of agreement (91%). Stakeholder’s rated **Central Office** with an 85% agreement rating on the same question, also a 2-point decrease from the previous year.

There was a slight decrease in the percentage of stakeholders who agree that **schools** are on track to improve student achievement from 92% in 2020 to 90% in 2021 (see Figure 2). The percentage of stakeholders who completely agree rose from 43% in 2020 to 45% in 2021.



The 2017-2021 surveys asked SCS parents for their level of agreement on whether **their child’s school** is on track to improve student achievement. Overall there was a 1-point increase from 2020, setting a new record of 92% agreement (see Figure 3).<sup>4</sup> While those who “somewhat agree” decreased to 32%, stakeholders who “completely agreed” increased by 2 points to 60%.



#### *SCS Quality Compared to Neighboring Districts*

Across all stakeholders, 26% report that SCS is of higher quality, 46% report that SCS is of similar quality, and 29% report that SCS is of lower quality than neighboring school districts. The percentage of respondents reporting that SCS is of higher or similar quality (71%) decreased from 73% in 2020. Opposite of 2020, the higher quality rating saw an uptick (23% in 2020 to 26% in 2021), while the similar quality rating decreased (50% in 2020 to 46% in 2021). By group, parents and staff perceive the quality of SCS as lower than SCS community members (see Figure 4).<sup>5</sup>

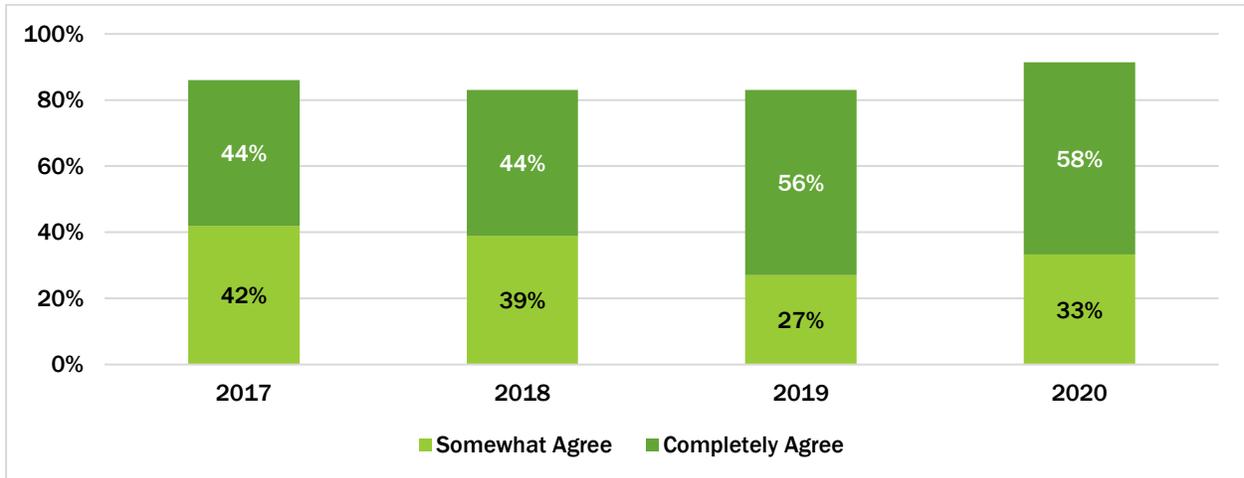
<sup>4</sup> Parents had the ability to rate up to three of their children’s schools for this item.

<sup>5</sup> The across-stakeholder dotted lines represent the average across all groups.



The 2017-2020 surveys asked SCS parents for their level of agreement on whether their child’s school is on track to improve student achievement. In 2020, 58% of parents completely agreed and 33% somewhat agreed for a total of 91%.<sup>6</sup> This was an 8% increase from the 2019 responses (see Figure 3) due to an increase in parents who were in complete agreement.

Figure 3. Percentage of Stakeholders Who Agree that their Child’s School is On Track to Improve Student Achievement

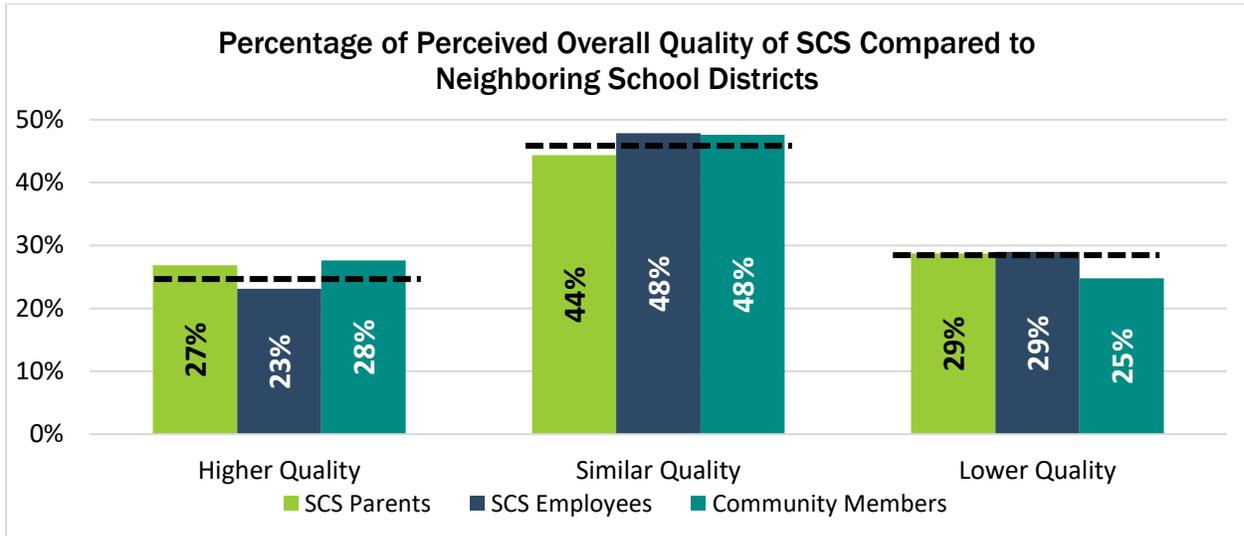


*SCS Quality Compared to Neighboring Districts*

Across all stakeholders, 23% report that SCS is of higher quality, 50% report that SCS is of similar quality, and 27% report that SCS is of lower quality than neighboring school districts. The percentage of respondents reporting that SCS is of higher or similar quality (73%) increased from 65% in 2019. Although the higher quality rating decreased (23% vs 27% in 2019), the similar quality rating increased significantly (50% vs 38% in 2019) since last year. By group, community members perceive the quality of SCS as lower than SCS parents and employees (see Figure 47).

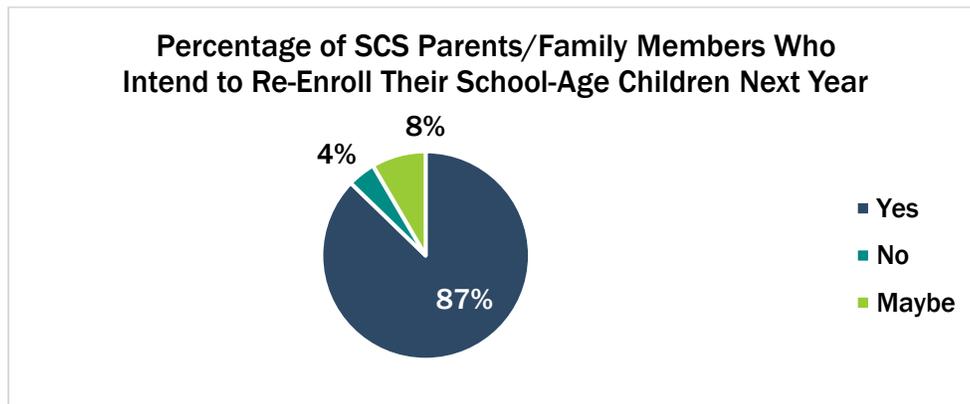
<sup>6</sup> Parents had the ability to rate up to three of their children’s schools for this item.

<sup>7</sup> As in 2019, the across-stakeholder dotted lines and by-group results include SCS parents, SCS school-based and District employees, and community members.



*Parent’s Intent to Re-enroll Students*

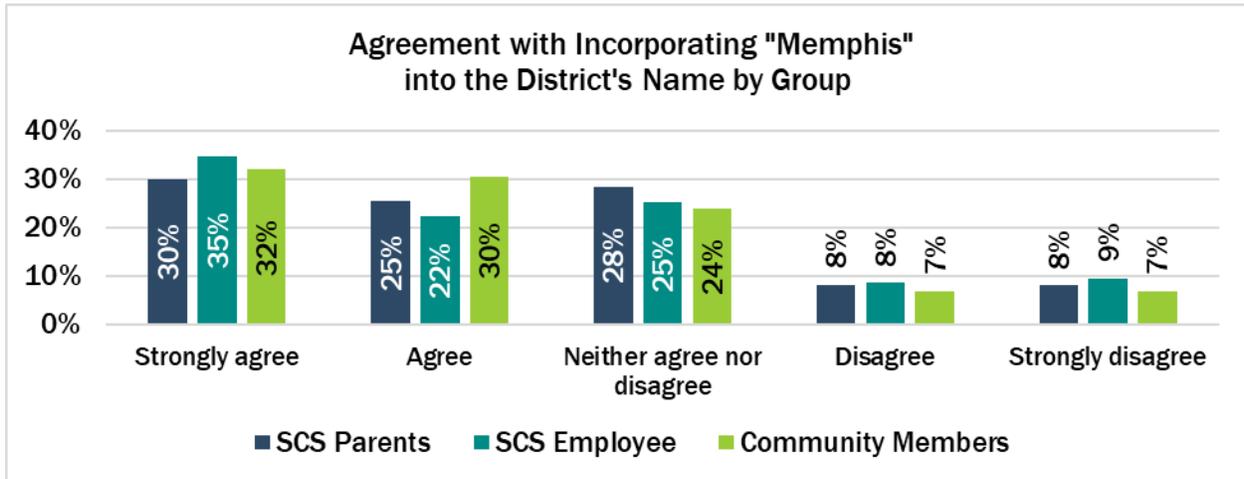
The majority (87%) of SCS parents report that they will re-enroll their school-age children next year (see Figure 5). Parents’ plans for re-enrollment increased since last year (80%).



In 2021, approximately 95% of the parents completing the Spanish version said that they would re-enroll their children compared to 85% of the parents completing the English version. Ninety-four percent (94%) of parents who considered not re-enrolling left a reason in the optional open-ended response section. A primary reason parents considered not re-enrolling was concerns about virtual learning, both frustrations with how 2020–21 went and lack of virtual options available in 2021–22 were cited, and decisions about how the 2020–21 school year was handled. [Appendix B](#) provides complete themes and a sample of related comments based on qualitative analyses of the responses.

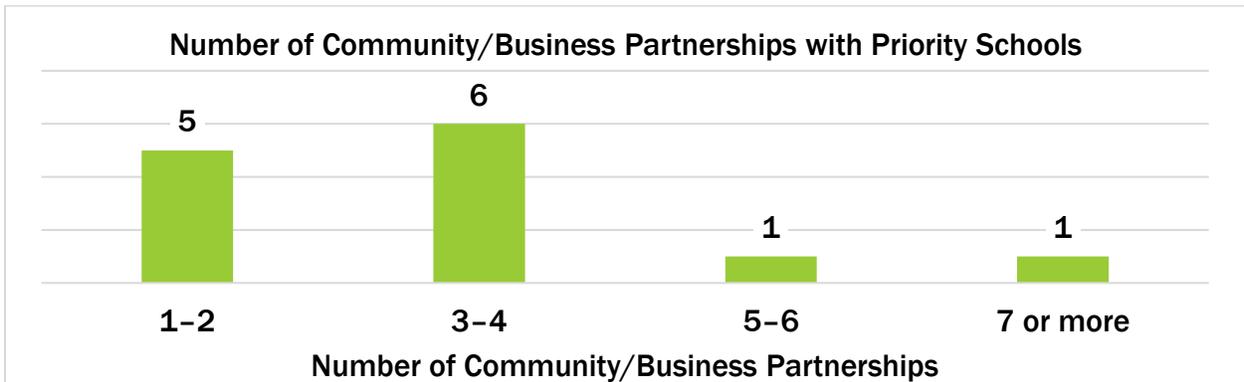
**District Rebranding**

As part of the Reimagining 901 campaign, the District is proposing a name change from Shelby County Schools (SCS) to Memphis-Shelby County Schools (M-SCS), given that the majority of schools and families are located within the city limits of Memphis. Stakeholders were asked to rate their level of agreement with the statement: “incorporating ‘Memphis’ into the District’s name is an effective way to represent the entire community we serve.” Overall 56% of respondents agreed while 17% disagreed with the name change. SCS employees reported the highest levels of strong agreement (35%) and strong disagreement (9%) compared to the other two groups (see Figure 6).



**Priority Schools' Community/Business Partnerships**

SCS currently has 17 schools (14 District-managed, 3 charter) on the State Priority List because they are in the bottom 5% for student achievement across Tennessee. Based on 2020–21 school reports to Family and Community Engagement, District-managed Priority schools had a range of one to seven community/business partnerships. Most Priority schools (85%; 11) had one to four partnerships (see Figure 6).<sup>8</sup>



**Recommendations**

**Improve School Level-Experiences**

- Continue training and monitoring on customer service with Customer Service WORKS program
- Continue to utilize school-based Communications PROs to increase social media presence and positive story telling at the school level
- Strengthen collaboration between FACE and Schools & Leadership Office to support feeder patterns
- Increase focus on SEL and discipline practices along with parental involvement in these processes
- Continue deploying communications tool kits for principals to share important information and updates with parents

**Improve District Level-Experiences**

<sup>8</sup> The charter schools and one District-managed school did not report their number of partnerships.



## Informational Section

- Continue utilizing Spotlight 901 webpage to share best practices and successes of schools
- Strengthen cross-collaboration between teams to provide families with resources to assist with recovery and re-entry efforts
- Continue to host Family Forums to share important District information/resources and gather ongoing feedback
- Provide ongoing support from the Parent Welcome Center
- Expanding outreach efforts on District social media platforms (e.g., Facebook, Twitter, Instagram) and outlets (e.g., 88.5FM, C19TV, website) to keep all stakeholders informed

### Improve Community Perceptions

- Utilize Multicultural Services to expand partnerships with key providers of multicultural and multilingual supports within the community to ensure open communication channels for families and other stakeholders.
- Involve community leaders in planning and feedback efforts

### Shelby County Schools partnered with the Harvard Government Performance Lab and:

- Met monthly with two high-priority student support providers to troubleshoot and find solutions to challenges encountered in the schools and align on district, school and providers' initiatives.
  - Presented academic performance and attendance data by school, grade, and subject to two high-priority student providers for the first time this year.
  - This work informed provider's decision to add tutors to support lowest performing schools and subjects.
- Developed tools to capture data on contracted services, provider performance, and school needs to align students' needs with wraparound services contracted.



Picture taken prior to COVID-19



APPENDIX A: Response Rate of Parents by Board Member District

There were 2,925 parents who completed the school question portion of the survey. Since parents could select up to three schools for their family, 3,921 responses for individual schools were recorded. Below is the breakdown of parent responses by Board member district.

<b>Parental Response Rate by Board Member</b>				
District	Board Member	Survey Responses	% of Parents Responding to Survey Based on Enrollment*	
			2019–20	2020–21
1	Michelle McKissack	471	7%	6%
2	Althea Greene	385	5%	3%
3	Stephanie Love	184	5%	3%
4	Kevin Woods	529	7%	5%
5	Sheleah Harris†	443	8%	5%
6	Shante Avant	403	5%	4%
7	Miska Clay Bibbs	256	3%	2%
8	William "Billy" Orgel	601	10%	7%
9	Joyce Coleman	468	6%	4%

\*Based on 40-day enrollment counts.

†New Board member.



### APPENDIX B: Parents' Explanations for Why They May Not or Will Not Re-Enroll Students in SCS Next Year<sup>9</sup>

#### Key Themes

- Concerns about virtual learning and health and safety guidelines
  - Frustrations about the 2020–21 school year
  - Lack of virtual options in the 2021–22 school year
- Issues with teachers and school leadership and staff
- Considering alternative school options

#### Virtual Learning and Health and Safety Guidelines

##### 2020–21 School Year Decisions

Roughly 10% of respondents cited frustrations over virtual learning and/or the health and safety protocols during the 2020–2021 school year. Parents felt that their children fell behind academically and did not have their needs met in the virtual setting.

- “SCS did not return to school until March, while other local school systems returned on time in fall. SCS was unprepared and unable or unwilling to adapt to CDC recommendations to get kids back in the classroom, while other schools did so.”
- “Very disappointed at how this year was handled.”
- “We transferred our oldest- rising 7th grader- to a private school partly [because] we did not want to take a chance on having no opportunity for in person learning and/or participation in extra-curricular activities.”
- “Virtual has set many kids behind and I am worried they will not catch up...”
- “Tired of abuse heaped upon the kids with mask nonsense. Last district back to school is a joke.”
- “I want them to stay in SCS, but only if the in person learning means a true return to switching classes & being taught with their teachers in the classrooms, NOT sitting in front of devices learning through Microsoft Teams. If that can’t happen I will enroll them elsewhere.”
- “My child fell behind in virtual school. Nobody cared. He went through three home room teachers. My former straight A student/99th percentile tester was rejected from all optional schools, and again nobody cared. I’m so disappointed in SCS.”
- “It was ridiculous how my child was virtual for most of the year. He fell behind along with, I am sure, a lot of other kids. Shelby County should have followed what other schools around the city/county were doing and succeeding by allowing kids to be in person [if] that was their choice. I was highly unimpressed with the leadership [initiative] and thought process on that. Now my kid is in summer school because of this mistake.”

##### 2021–20 School Year Decisions

Roughly 13% of respondents voiced concerns about the lack of virtual options offered in 2021–22 or are waiting on more information about how the District will implement health and safety protocols next year.

- “I really want to continue my children virtual due to this new strain of the Delta COVID and RSV disease that affects children; we already lost too many to these diseases. I just want my children to be safe in my care until we have vaccine for the younger children.”
- “If the dithering indecisiveness of in-person vs. virtual learning continues to be an issue, then we must make choices that will most benefit our children.”
- “It depends on Covid-19 precautions.”
- “I want my kids to be online its safer.”
- “Do not believe my children will be safe in the school with the COVID-19 still here and a new one that is out now and that our students are still in uniform and the other Shelby County students

<sup>9</sup> Ninety-four percent (n = 334) of parents who responded “maybe” or “no” to the re-enrollment questions provided an explanation.  
**2022 Fiscal Year** **DISTRICT ADOPTED BUDGET**



## Informational Section

are not that's making a difference in our children really don't like that because all of the children should be treated equal.”

- “I am not truly sure what I want to do because of the Covid-19; people still not taking it seriously.”
- “COVID strains are getting worse if virtual is not offered I might home school.”

### Issues with School Staff and Teachers

Parents also reported experiences with school administration, staff, and teachers as a reason for considering other schooling options. Some comments were related to teaching in a virtual setting though the majority focused on teaching practices and interactions parents had with school staff and principals.

- “Teachers just don’t seem to care enough. Instead of going above and beyond to actually teach they just blame it on the child and/or try to remove them from their class when they don’t catch on as quickly as others.”
- “The teachers have too many mundane assignments to complete instead of focusing on my child's education.”
- “[T]hey ... actively target and single out students who are in any way problems for them. They refused to learn my child's name or pronounce it correctly, did not follow through on providing information or instructional materials to children, and refused to take any action to stop bullying other than punishing the child being bullied.”
- “Teachers lack care and concern for children at this school. Teachers are unwilling to go the extra mile. Principal is not visible.”
- “School leadership and staff is inadequate.”
- “Staff is rude and dismissive towards parents and their concerns. Contact District office with same results.”
- “The teachers are not vested; their attendance is just as poor as some of the students.”



Picture taken prior to COVID-19



**RESOLUTION APPROVING THE SCS FISCAL YEAR 2021-22 BUDGET**

Item #: 26

Moved by: WHALEY

Prepared by: Mathilde Crosby

Seconded by: BROOKS

Reviewed by: Robert Rolwing

RESOLUTION APPROVING THE SHELBY COUNTY BOARD OF EDUCATION OPERATING AND CAPITAL IMPROVEMENT BUDGETS FOR FISCAL YEAR 2022 (FY22) IN THE AGGREGATE AMOUNT OF \$2,208,901,170.00, AS ADOPTED BY THE SHELBY COUNTY BOARD OF EDUCATION. SPONSORED BY COMMISSIONER TAMI SAWYER.

WHEREAS, The Shelby County Board of Education adopted the Fiscal Year 2022 (FY22) Operating Budget of the Shelby County Board of Education by Resolution on June 14, 2021, as per Exhibit A, which is attached hereto and incorporated herein by reference; and

WHEREAS, The Operating Budget of the Shelby County Board of Education for FY22 was reviewed by the Budget Committee of the Shelby County Board of Commissioners on June 16, 2021; and

WHEREAS, Tennessee Code Annotated, Section 49-2-301(U) requires the Shelby County Board of Commissioners to adopt a budget of the Shelby County Board of Education; and

WHEREAS, The Shelby County Board of Commissioners has appropriated \$427,259,000.00 as the total amount of operating funding for K-12 Education for FY22, as approved in the Shelby County Government Operating Budget adopted on June 7, 2021, to be allocated to the various school systems within Shelby County on the basis of the Weighted Full-time Equivalent Average Daily Attendance (ADA) ratio; and



WHEREAS, The Shelby County Board of Commissioners has appropriated \$29,716,559.00 as the total amount of capital improvement funding for K-12 Education for FY22, as approved in the Shelby County Government Capital Improvement Budget adopted on June 7, 2021, to be allocated to the various school systems within Shelby County on the basis of the ADA ratio; and

WHEREAS, The Capital Projects included in the Shelby County Board of Education budget for FY22 must be and were approved and appropriated by the Shelby County Board of Commissioners on June 21, 2021; and

WHEREAS, Tennessee Code Annotated, Section 49-2-301(U)(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 FY22 is approved in the total amount of \$2,208,901,170.00, including \$50,955,985.00 in the Capital Improvement Program Budget, as per Exhibit A, which is attached hereto and incorporated herein by reference.

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 the actual ADA ratio as certified by the State of Tennessee in the spring of FY22, which is currently estimated to be 77.00%, resulting in an estimated budgeted amount of \$328,989,430.

BE IT FURTHER RESOLVED, That the Planned Uses of Fund Balance, as presented in the attached Exhibit A, are hereby approved.



**Informational Section**

BE IT FURTHER RESOLVED, That the Capital Improvement Budget of the Shelby County Board of Education for FY22 is approved in the total amount of \$50,955,985.00, including newly appropriated projects totaling \$22,881,750.00 as per Exhibit B, which is attached hereto and incorporated herein by reference.

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), the public welfare requiring same.



Lee Harris  
County Mayor

Date: 6/29/2021

ATTEST:

  
Clerk of County Commission

ADOPTED: June 21, 2021



**RESOLUTION APPROVING THE SHELBY COUNTY BOARD OF EDUCATION'S  
FISCAL YEAR 2021-2022 ADOPTED 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 an Adopted 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 Adopted Budget was prepared using zero/goal based budgeting and aligned to the District's mission Destination 2025 with an emphasis on Re-imagining 901 in Shelby County. The Shelby County Board of Education adopted the following initiatives:

WHEREAS, the Board of Education reviewed the Adopted General Fund Budget for Shelby County Schools and recommends it be approved to fund the District's Adopted General Fund Budget for Fiscal Year 2021-22 in Exhibit A;

WHEREAS, the Board of Education reviewed the Adopted budgets for other funds within Shelby County Schools and recommends the following for Fiscal Year 2021-22: 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 \$200,000 be appropriated to balance the Fiscal Year 2021-22 Adopted Capital Projects Fund Budget.

NOW THEREFORE BE IT RESOLVED that the Board of Education approves the Fiscal Year 2021-22 Adopted General Fund Budget in the amount of \$1,097,396,265 for submission to the Shelby County Board of Commissioners.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2021-22 Adopted Capital Projects Fund Budget in the amount of \$50,955,985 including \$22,881,750 of newly appropriated projects that are listed in Exhibit B.

BE IT FURTHER RESOLVED that the Board of Education approves the use of Planned Use of Fund Balance in the amount of \$200,000 to balance the Fiscal Year 2021-22 Capital Projects Fund Budget.



**Informational Section**

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2021-22 Adopted Capital Projects Fund Budget in the amount of \$50,955,985 including \$22,881,750 of newly appropriated projects that are listed in Exhibit B.

BE IT FURTHER RESOLVED that the Board of Education approves the use of Planned Use of Fund Balance in the amount of \$200,000 to balance the Fiscal Year 2021-22 Capital Projects Fund Budget.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2021-22 Adopted Non-Federal Programs Fund Budget in the amount of \$19,089,636.

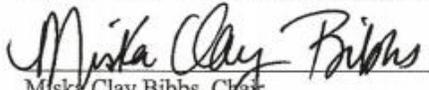
BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2021-22 Adopted Nutrition Services Programs Fund Budget in the amount of \$78,992,139.

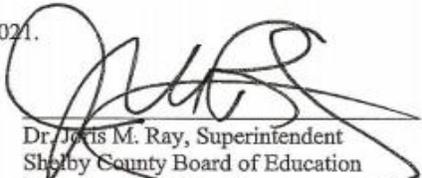
BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2021-22 Adopted Federal Programs Fund Budget in the amount of \$956,877,308.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2021-22 Adopted Internal Service Funds Budget in the amount of \$5,589,837.

BE IT FURTHER RESOLVED that the Board of Education approves the Shelby County Schools' Final Adopted Operating Budget for all funds of \$2,208,901,170 for Fiscal Year 2021-22 as recommended in Exhibit A.

On this 14<sup>th</sup> day of June, 2021.

  
Miska Clay Bibbs, Chair  
Shelby County Board of Education

  
Dr. Joris M. Ray, Superintendent  
Shelby County Board of Education  
Secretary to the Board



**Informational Section**

EXHIBIT A



**SHELBY COUNTY SCHOOLS  
OPERATING BUDGET SUMMARY - ALL FUNDS  
FOR THE PERIOD JULY 1, 2021 THROUGH JUNE 30, 2022  
Adopted Budget**

All Funds

	GENERAL FUND	CAPITAL IMPROVEMENT PROGRAM	SPECIAL REVENUE NON-FEDERAL	NUTRITION SERVICES	FEDERAL PROGRAMS	INTERNAL SERVICE	TOTAL FUNDS
<b>REVENUES / SOURCE OF FUNDS</b>							
County	\$ 483,167,305	\$ 50,755,985	\$ -	\$ -	\$ -	\$ -	\$ 533,923,290
City of Memphis	1,333,335	-	-	-	-	-	1,333,335
State	591,846,528	-	11,117,340	630,000	-	-	603,593,868
Federal	15,373,361	-	-	77,994,555	956,877,308	-	1,050,245,224
Other Local Sources	5,675,736	-	7,972,296	367,584	-	5,589,837	19,605,453
Transfers	-	-	-	-	-	-	-
Planned Use of Fund Balance	-	200,000	-	-	-	-	200,000
<b>TOTAL SOURCE OF FUNDS</b>	<b>\$ 1,097,396,265</b>	<b>\$ 50,955,985</b>	<b>\$ 19,089,636</b>	<b>\$ 78,992,139</b>	<b>\$ 956,877,308</b>	<b>\$ 5,589,837</b>	<b>\$ 2,208,901,170</b>
<b>EXPENDITURES</b>							
Instruction	\$ 513,796,010	\$ -	\$ 1,076,335	\$ -	\$ 350,038,254	\$ 299,884	\$ 865,210,483
Instructional Support	64,435,603	-	351,908	-	79,789,279	8,428	144,585,218
Education Technology	-	-	-	-	28,013,506	-	28,013,506
Student Support	64,851,977	-	145,000	-	53,579,703	146,466	118,723,146
Office of Principal	65,044,567	-	-	-	-	-	65,044,567
General Administration	17,889,542	-	-	-	-	-	17,889,542
Business Administration	22,055,251	-	-	-	-	-	22,055,251
Other Support Services	328,759	-	-	-	-	4,792,498	5,121,257
Transportation	34,552,776	-	-	-	23,737,741	88,021	58,378,538
Plant Services	90,585,511	-	424,000	-	500,000	254,539	91,764,050
Community Service	10,850,527	-	17,092,393	-	32,247,396	-	60,190,316
Charter Schools	184,175,339	-	-	-	130,535,583	-	314,710,922
Retiree Benefits	28,830,403	-	-	-	-	-	28,830,403
Food Service	-	-	-	78,992,139	-	-	78,992,139
Indirect Cost/Transfers In and Out	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-
Capital outlay	-	\$ 50,955,985	-	-	258,435,846	-	309,391,831
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,097,396,265</b>	<b>\$ 50,955,985</b>	<b>\$ 19,089,636</b>	<b>\$ 78,992,139</b>	<b>\$ 956,877,308</b>	<b>\$ 5,589,837</b>	<b>\$ 2,208,901,170</b>



**Informational Section**



**Exhibit B**

**SHELBY COUNTY SCHOOLS CAPITAL IMPROVEMENT PLAN  
BUILDINGS AND PROPERTY PROJECT SUMMARY**

PROPOSED PROJECT REQUEST BY YEAR				
PROJECT TITLE:				FY 2022
<b>ADA/Painting</b>	<b>FCI Score</b>	<b>Building Utilization</b>	<b>Type</b>	
Mitchell HS-Painting	4%	47%	Painting	\$120,425
<b>Sub-Total</b>				<b>\$120,425</b>
<b>Civil/Paving</b>				
Avon Lenox HS-Civil/ Paving	12%	50%	Civil Paving	\$400,000
Craigmont MS-Civil/ Paving	3%	78%	Civil Paving	\$350,000
Maxine Smith Academy-Civil/ Paving	3%	168%	Civil Paving	\$390,875
Mallory Warehouse-Civil/ Paving	0%	0%	Civil Paving	\$650,000
Sheffield HS-Civil/ Paving	15%	64%	Civil Paving	\$500,000
Shrine Sheffield ES-Civil/ Paving	22%	126%	Civil Paving	\$600,000
Wooddale HS-Civil/ Paving	7%	70%	Civil Paving	\$650,000
<b>Sub-Total</b>				<b>\$3,540,875</b>
<b>Gym Addition</b>				
Delano ES-Gym	36%	64%	Construction	\$5,000,000
<b>Sub-Total</b>				<b>5,000,000</b>
<b>Fire/Safety</b>				
Mitchell HS- Fire Alarm	4%	47%	Fire/Safety	\$400,000
<b>Sub-Total</b>				<b>\$400,000</b>
<b>New Construction</b>				
Frayser HS-New Facility	0%	0%	Construction	\$6,000,000
Orange Mound K-8-New Facility	0%	0%	Construction	\$750,000
Treadwell Pre-K thru 8-New Facility	0%	0%	Construction	\$2,220,450
				<b>\$8,970,450</b>
<b>Stadium Upgrade</b>				
Halle Stadium-Stadium	0%	0%	Construction	\$2,500,000
Whitehaven HS-Stadium	4%	133%	Construction	\$2,000,000
Raleigh Egypt HS-Track	9%	51%	Construction	\$350,000
<b>Sub-Total</b>				<b>\$4,850,000</b>
<b>Total</b>				<b>22,881,750</b>



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**X. POSITION CONTROL AT FUND LEVEL\***

\* Note: Position Control Actuals may differ from other reports in this budget book based on FTEs with multiple funding sources, reorganizations and timing of data retrieval.

**SHELBY COUNTY SCHOOLS  
POSITION SUMMARY BY DEPARTMENT  
GENERAL FUNDS**

Job Description	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
<b>ACADEMICS</b>						
Administrative Assistant for Pre-K	1.00	-	-	-	-	-
Classroom Teacher Pre K	15.00	-	-	-	-	-
Early Childhood Educational Assistant	11.00	-	-	-	-	-
Extended Day Pool (Stipend)	1.00	-	-	-	-	-
Secondary Classroom Teacher	3.00	-	-	-	-	-
Academic Advisor - CCTE	-	2.00	-	-	-	-
Academic Schools Support Manager	2.00	3.00	1.00	1.00	1.00	-
Admin Assistant for Assistant Superintendent	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant	-	1.00	1.00	1.00	1.00	-
Administrative Assistant Curriculum & Instruction	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant for Pre-K	-	1.00	2.00	2.00	1.00	(1.00)
Administrative Assistant Performance Management a	1.00	1.00	1.00	-	-	-
Administrative Assistant, Curriculum & Instruction	-	-	1.00	1.00	1.00	-
Administrative Assistant, Professional Learning & Support	-	-	-	1.00	1.00	-
Advisor	-	3.00	3.00	3.00	3.00	-
Arts Advisor	1.00	1.00	1.00	1.00	1.00	-
Assessment Advisor	-	4.00	-	-	-	-
Assistant Superintendent Academic Office	-	1.00	-	-	-	-
Assistant Superintendent of Academic Programs	1.00	-	-	-	-	-
Assistant Superintendent of Priority Schools	1.00	1.00	1.00	1.00	1.00	-
Behavioral Specialist	-	-	1.00	-	-	-
Budget Analyst - Part Time	-	0.40	-	-	-	-
Budget Assistant for Curriculum	1.00	1.00	-	-	-	-
Budget Specialist	1.00	-	-	-	-	-
Budget Specialist for Curriculum	-	1.00	1.00	1.00	1.00	-
Business Manager Chief of Schools	-	1.00	1.00	1.00	1.00	-
CCTE Elementary Advisor	-	1.00	-	-	-	-
Chief Academic Officer	1.00	1.00	1.00	1.00	1.00	-
Classroom Teacher Con Home Ec	37.50	37.00	-	-	-	-
Classroom Teacher K-3	-	1.00	1.00	-	-	-
Classroom Teacher Pre K	-	29.00	29.00	29.00	37.00	8.00
Classroom Teacher Secondary	2.60	9.00	8.00	-	-	-
Classroom Teacher Special Skills	37.50	37.00	38.00	38.00	38.00	-
Classroom Teacher-Vocational	150.70	202.00	-	-	-	-
Clerical Assistant Office of Schools	-	1.00	1.00	1.00	1.00	-
Clerical Assistant Textbook	-	1.00	1.00	1.00	1.00	-
Course Design Associate	-	1.00	-	-	-	-
Curriculum Support Manager	1.00	-	-	-	-	-
Curriculum Development Advisor	3.00	-	-	-	-	-
Curriculum & Instruction Manager Literacy	-	-	-	1.00	1.00	-
Curriculum & Instruction Manager Mathematics	-	-	-	1.00	1.00	-
Director Early Childhood	1.00	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	-	-	-	-
Director of Career & Technical Education	1.00	1.00	1.00	-	-	-
Director - Curriculum & Instruction	1.00	1.00	1.00	1.00	1.00	-
Director of Professional Development Support & Co	1.00	1.00	1.00	-	-	-
Director - Professional Learning & Support	-	-	-	1.00	1.00	-



**Informational Section**

<b>Job Description</b>	<b>2017-18 Actual</b>	<b>2018-19 Actual</b>	<b>2019-20 Budget</b>	<b>2020-2021 Budget</b>	<b>2021-2022 Budget</b>	<b>2022 vs 2021 Variance</b>
Director - Programs and Office of Schools	-	-	1.00	1.00	1.00	-
Director II - Early Childhood	-	-	1.00	1.00	1.00	-
Early College Advisor	-	1.00	-	-	-	-
Educational Asst - Early Childhood	17.00	28.00	36.00	40.00	45.00	5.00
Educational Asst - Elementary	-	-	-	-	1.00	1.00
Educational Asst - Instructional	-	-	-	13.00	13.00	-
Educational Support Manager	1.00	1.00	1.00	1.00	1.00	-
Educational Technology Manager	-	-	-	1.00	1.00	-
Educational Technology Specialist	-	-	-	5.00	5.00	-
Environmental Health & Safety Compliance Advisor	-	-	1.00	1.00	1.00	-
Executive Assistant	1.00	-	-	1.00	1.00	-
Executive Assistant to the Chief Academic Officer	1.00	-	-	-	-	-
Financial Analyst Fiscal Services	1.00	1.00	-	-	-	-
Financial Support Specialist	-	-	1.00	1.00	1.00	-
Grant Analyst - Academics	1.00	-	-	-	-	-
Grant Manager	1.00	-	-	-	-	-
High School Initiatives Advisor	1.00	1.00	-	-	-	-
Highly Specialied Advisor - Academics	-	-	1.00	1.00	1.00	-
Highly Specialized Advisor	-	-	1.00	1.00	1.00	-
Highly Specialized Professional Learning 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	-
Innovative Learning Schools (VILS) Instructional C	-	-	-	-	8.00	8.00
I-Zone Clerk	-	1.00	1.00	1.00	1.00	-
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 Literacy	-	-	-	3.00	3.00	-
Instructional Advisor Pre-K	4.00	6.00	7.00	3.00	3.00	-
Instructional Advisor World Language	-	1.00	1.00	1.00	1.00	-
Instructional Advisor, Pre-K	1.00	-	-	-	-	-
Instructional Curriculum Coach	-	10.00	10.00	10.00	9.00	(1.00)
Instructional Facilitator	1.00	-	-	-	-	-
Instructional Facilitators	1.00	-	-	-	-	-
Instructional Leadership Director iZone	-	1.00	1.00	1.00	1.00	-
Instructional Support Advisor	20.00	6.00	7.00	5.00	5.00	-
Instructional Support Analyst	-	-	1.00	-	-	-
Instructional Support Analyst 1	1.00	1.00	1.00	-	-	-
Instructional Support Manager	2.00	-	-	-	-	-
IT Instructional Specialists	5.00	5.00	5.00	-	-	-
IT Manager-Instructional Technology	1.00	1.00	-	-	-	-
Librarian	2.00	2.00	2.00	2.00	2.00	-
Library Services Advisor	1.00	1.00	1.00	1.00	1.00	-
Literacy Advisor	1.00	1.00	1.00	-	-	-
Manager Early Childhood	1.00	1.00	1.00	-	-	-
Manager of Curriculum	-	1.00	1.00	1.00	1.00	-
Manager Professional Development	-	4.00	4.00	-	-	-
Manager Professional Learning & Support	-	-	-	4.00	4.00	-
Manager Strategic Ops & Academic Initiatives	-	-	-	1.00	1.00	-
Mathematics Advisor	1.00	1.00	1.00	-	-	-
Middle Grades Manager - CCTE	-	1.00	-	-	-	-
MIS Data Specialists	1.00	-	-	-	-	-
Musical Instrument Repair Tech	-	4.00	3.00	3.00	3.00	-
Office Associate	1.00	1.00	-	-	-	-
Operations Manager	-	3.00	-	-	-	-
Part time Certified Tutor	-	77.00	80.00	80.00	80.00	-
Partnership Manager - CCTE	-	1.00	-	-	-	-
Peer Assistance and Review Consulting Teacher	-	-	-	5.00	5.00	-
Professional Development	-	2.00	-	-	-	-
Professional Development & Evaluation Clerk	1.00	1.00	1.00	-	-	-
Professional Development Specialist	3.00	-	-	-	-	-



## Informational Section

Job Description	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
Professional Learning Analyst	-	-	-	2.00	2.00	-
Professional Learning Clerk	-	-	-	1.00	1.00	-
Project Specialist - CCTE	-	1.00	-	-	-	-
Receptionist	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	-
Reflective Practice Analyst	2.00	2.00	2.00	-	-	-
Research and Analytics Advisor - CCTE	-	1.00	-	-	-	-
Response to Intervention Specialist	3.00	-	-	-	-	-
RTI Advisor	-	1.00	7.00	7.00	7.00	-
RTI Analyst	-	1.00	1.00	1.00	1.00	-
RTI Assistant	-	1.00	-	-	-	-
RTI Specialist	-	-	1.00	1.00	1.00	-
School Operations Academic Manager	1.00	1.00	1.00	-	-	-
School Secretary	5.00	4.00	-	-	-	-
Science Advisor	1.00	1.00	1.00	1.00	1.00	-
Senior Accountant	1.00	1.00	1.00	1.00	1.00	-
Senior Reading Advisor	-	-	17.00	17.00	-	(17.00)
SIM Data Specialist	-	1.00	-	-	-	-
Social Studies Advisor	1.00	1.00	1.00	1.00	1.00	-
Special project Coordinator	1.00	-	-	-	-	-
Specialty Principal - VoTech	4.00	2.00	-	-	-	-
STEM Manager	1.00	1.00	1.00	1.00	1.00	-
STEM Manager - CCTE	-	1.00	-	-	-	-
Student Data Analyst	1.00	-	-	-	-	-
Teacher and Leader Development Manager	1.00	-	-	-	-	-
Teacher In Training	-	1.00	-	-	-	-
Textbook Advisor	1.00	-	-	-	-	-
Textbook Manager	-	1.00	1.00	1.00	1.00	-
Vice Principal	-	2.00	-	-	-	-
Work-Based Learning Coordinator - CCTE	-	1.00	-	-	-	-
<b>ACADEMICS TOTAL</b>	<b>386.30</b>	<b>490.40</b>	<b>228.00</b>	<b>321.00</b>	<b>324.00</b>	<b>3.00</b>
<b>ACADEMICS -SCHOOL BASED FORMULA</b>						
Assistant Principal High	107.00	114.00	114.00	116.00	117.00	1.00
Assistant Principal-Elementary/Middle	47.50	66.00	66.00	66.00	66.00	-
Behavioral Specialist	-	19.00	23.00	21.00	21.00	-
Bilingual Mentor/Counselor	-	1.00	1.00	-	-	-
Campus Monitor	-	2.50	3.00	5.00	5.00	-
Classroom Teacher K-3	77.50	97.90	91.00	80.00	79.00	(1.00)
Classroom Teacher K-5	2,022.50	1,961.90	1,927.00	1,839.00	1,839.00	-
Classroom Teacher K-8	166.00	168.00	172.00	164.00	166.00	2.00
Classroom Teacher Pre K	-	1.00	1.00	1.00	1.00	-
Classroom Teacher Secondary	1,704.00	1,720.10	1,765.00	1,702.00	1,714.00	12.00
Classroom Teacher Special ED	1.00	1.00	1.00	-	-	-
Classroom Teacher Special Skills	346.70	333.50	327.60	291.00	310.30	19.30
Clerical Assistant	249.00	256.00	258.00	256.00	259.00	3.00
Clerical Assistant (Part-Time)	-	0.50	1.00	-	-	-
Computer Lab Assistant	-	3.00	4.00	3.00	2.00	(1.00)
Dean of Students	-	-	3.00	1.00	1.00	-
Director - Whitehaven Empowerment Zone	-	1.00	1.00	1.00	1.00	-
Education Assistant - Interventionist	-	2.00	1.00	1.00	-	(1.00)
Educational Assistant	3.00	26.00	35.00	43.50	34.50	(9.00)
Educational Asst - Elementary	172.00	227.80	257.00	201.00	180.00	(21.00)
Executive Principal T-STEM	-	1.00	1.00	1.00	1.00	-
Executive Principal-Empowerment Zone	1.00	1.00	1.00	1.00	1.00	-
Family Engagement Specialist	-	6.00	4.00	4.00	6.00	2.00
Family Engagement Specialist (part-time)	-	-	1.00	4.00	4.00	-
Graduation Coach	-	-	-	-	3.00	3.00
IB Coordinator	1.00	-	-	-	-	-
In-School Suspension Assistant	-	80.00	72.00	56.00	47.00	(9.00)



**Informational Section**

Job Description	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
Instructional Curriculum Coach	3.00	16.00	15.00	15.00	14.00	(1.00)
Instructional Facilitator	-	8.00	25.00	29.00	29.00	-
Instructional Math/Literacy Coach	-	-	1.00	-	-	-
Interventionist	-	25.00	40.00	35.00	35.00	-
Librarian	153.40	146.00	139.00	135.00	130.00	(5.00)
Part time Certified Tutor	-	3.50	8.40	-	-	-
Part-time Educational Assistant	-	-	1.00	-	-	-
Principal On Assignment	-	-	1.00	-	-	-
Principal-Elementary	84.00	83.00	82.00	79.00	79.00	-
Principal-K-8	5.00	5.00	5.00	5.00	5.00	-
Principal-Middle	27.00	27.00	28.00	28.00	28.00	-
Principal-Senior	24.00	24.00	24.00	24.00	24.00	-
Professional Counselor	232.00	-	-	-	-	-
Professional School Counselor	-	280.00	268.00	254.00	249.00	(5.00)
Reading Specialist	-	29.00	-	-	-	-
School Compliance Coordinator	-	-	3.00	5.00	5.00	-
School Compliance Financial Assistant	-	7.00	7.00	8.00	8.00	-
School Secretary	143.00	134.00	131.00	128.00	127.00	(1.00)
Secondary Classroom Teacher	2.00	-	-	-	-	-
Senior Reading Advisor	-	-	17.00	-	-	-
Special Instruction	2.00	1.00	1.00	1.00	1.00	-
Special Project Assistant	1.00	-	-	-	-	-
Special Project Assistant (Beh. Sup. / Stud. Leade	-	1.00	1.00	1.00	1.00	-
Specialty Principal	2.00	2.00	2.00	2.00	2.00	-
Study Hall Monitor	-	20.00	24.00	33.00	28.00	(5.00)
Teacher Assistant	-	5.00	-	-	-	-
Teacher In Training	-	42.00	-	-	-	-
Vice Principal	11.00	15.00	16.00	15.00	14.00	(1.00)
<b>ACADEMICS - SCHOOL BASED FORMULA TOTAL</b>	<b>5,587.60</b>	<b>5,963.70</b>	<b>5,970.00</b>	<b>5,654.50</b>	<b>5,636.80</b>	<b>(17.70)</b>
<b>ACADEMIC OPERATIONS AND STUDENT SUPPORT</b>						
504 Clerical Assistant	-	1.00	1.00	1.00	1.00	-
504 Compliance Advisor	-	3.00	7.00	6.00	6.00	-
504 Compliance Assistant	-	4.00	8.00	8.00	8.00	-
504 Compliance Associate	-	5.00	5.00	5.00	5.00	-
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	1.00	-
Administrative Assistant for Alternative Schools	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant for Athletics Manager	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant for Director of Attendanc	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant for Director of Coordinat	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant for Director of School Op	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant for Director of Student S	1.00	-	-	-	-	-
Administrative Assistant for Manager of ROTC	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant for School Operations	1.00	1.00	1.00	1.00	1.00	-
Advisor Academic Records Compliance	-	-	4.00	4.00	4.00	-
Advisor School Operations	1.00	1.00	-	-	-	-
Advisor - Virtual Learning Management	-	-	-	4.00	4.00	-
Alternative Educ Spec - 10 MOS	1.00	1.00	2.00	2.00	2.00	-
Alternative Educ Specialist	5.00	4.00	5.00	5.00	5.00	-
Alternative Educ Specialist 10-Mos	1.00	-	-	-	-	-
Alternative Education Advisor	-	-	-	2.00	2.00	-
Alternative Schools Analyst	2.00	2.00	2.00	2.00	2.00	-
Alternative Schools Transition Analyst	1.00	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	1.00	-
Assistant - Advanced Academics	-	-	1.00	1.00	1.00	-
Assistant for Health Services/School Nursing Manag	1.00	1.00	-	-	-	-
Assistant for Mental Health Center Services Manage	1.00	1.00	-	-	-	-
Assistant Principal High	3.00	3.00	3.00	3.00	3.00	-



## Informational Section

Job Description	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
Assistant Principal-Elementary/Middle	3.00	3.00	3.00	3.00	3.00	-
Assistant Superintendent Academic Operations	1.00	1.00	1.00	1.00	1.00	-
Athletics Head Trainer	1.00	1.00	1.00	1.00	1.00	-
Athletics Manager	1.00	1.00	1.00	-	-	-
Athletics Specialist	2.00	2.00	2.00	2.00	2.00	-
Athletics Trainer	1.00	1.00	1.00	1.00	1.00	-
Attendance & Discipline Specialist	1.00	-	-	-	-	-
Attendance and Discipline Analyst	5.00	6.00	6.00	6.00	6.00	-
Attendance and Discipline Assistant	3.00	3.00	3.00	3.00	3.00	-
Attendance and Discipline Receptionist	2.00	2.00	2.00	2.00	2.00	-
Attendance Discipline and Hearing Official	11.00	11.00	7.00	7.00	7.00	-
Behavior Analyst	2.00	1.00	1.00	1.00	1.00	-
Behavioral Specialist	8.00	27.00	27.00	6.00	6.00	-
Behavioral Support/Student Leadership Manager	1.00	1.00	1.00	1.00	1.00	-
Bilingual Cultural Counselor	-	-	4.00	3.00	3.00	-
Bilingual Cultural Mentor	14.00	28.00	32.00	18.00	18.00	-
Bilingual Cultural Mentor II	1.00	1.00	1.00	-	-	-
Bilingual Mentor/Counselor	8.00	8.00	4.00	1.00	1.00	-
Budget Analyst - Virtual School	-	-	1.00	1.00	-	(1.00)
Call Center Assistant	5.00	7.00	-	-	-	-
Call Center Manager	1.00	-	-	-	-	-
Call Center Representative	2.00	-	-	-	-	-
Campus Monitor	8.00	8.00	8.00	8.00	6.00	(2.00)
Case Advocate	-	-	-	4.00	4.00	-
Case Worker	1.00	1.00	1.00	1.00	1.00	-
Chief of Academic Operations & School Support	-	-	1.00	1.00	1.00	-
Child Care Administrator	1.00	1.00	1.00	1.00	1.00	-
Classroom Teacher	3.00	-	-	-	-	-
Classroom Teacher - Project Graduation	-	24.60	1.00	-	-	-
Classroom Teacher ESL	242.80	255.50	256.50	249.00	249.00	-
Classroom Teacher K-5	7.00	7.00	8.00	8.00	8.00	-
Classroom Teacher K-8	1.00	1.00	1.00	1.00	1.00	-
Classroom Teacher Secondary	107.00	108.00	113.00	113.00	113.00	-
Classroom Teacher Special ED	3.00	3.00	3.00	2.00	2.00	-
Classroom Teacher Special Skills	61.90	58.50	60.00	57.25	57.25	-
Clerical Assistant	7.00	9.00	12.00	12.00	12.00	-
Clerical Assistant (Part-Time)	30.00	1.50	1.00	-	-	-
Clerical Assistant CSH	1.00	1.00	1.00	1.00	1.00	-
Clinic/Health Promotion Manager	1.00	1.00	1.00	1.00	1.00	-
Command Sgt. Major	1.00	1.00	1.00	1.00	1.00	-
Computer Lab Assistant	-	-	1.00	1.00	1.00	-
Coordinated School Health Manager	1.00	1.00	-	-	-	-
Coordinated School Health Program Assistant	1.00	1.00	1.00	1.00	1.00	-
Counseling Services Manager (ES)	1.00	1.00	1.00	1.00	1.00	-
Counseling Services Manager (HS)	1.00	1.00	1.00	1.00	1.00	-
Counseling Services Manager (MS)	1.00	1.00	1.00	1.00	1.00	-
Counselor Alcohol / Drug	5.00	5.00	3.00	1.00	1.00	-
Course Design Associate	2.00	1.00	-	-	-	-
Data Processing Associate	1.00	1.00	1.00	1.00	1.00	-
Data Specialist Enrollment	-	2.00	2.00	2.00	2.00	-
Director - Academic Support	-	-	-	1.00	1.00	-
Director II - Alternative Schools	1.00	1.00	1.00	1.00	1.00	-
Director - Athletics	-	-	-	1.00	1.00	-
Director of Attendance & Discipline	1.00	1.00	1.00	-	-	-
Director - ESL	-	1.00	1.00	1.00	1.00	-
Director - Optional Schools	1.00	1.00	1.00	1.00	1.00	-
Director - School Compliance	1.00	1.00	1.00	1.00	2.00	1.00
Director of School Operations	1.00	1.00	-	-	-	-
Director of Student Support	1.00	-	-	-	-	-
Director - Virtual Schools and Online Learning	1.00	1.00	1.00	1.00	1.00	-
Director II - Schools & Student Support	1.00	1.00	1.00	1.00	1.00	-



## Informational Section

Job Description	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
District Receptionist	-	1.00	1.00	1.00	1.00	-
District/Charge Nurse	4.00	4.00	-	-	-	-
Dual Enrollment Advisor	1.00	1.00	1.00	1.00	1.00	-
Educational Assistant	8.00	8.00	10.00	10.00	10.00	-
Educational Asst - Early Childhood	5.00	5.00	5.00	5.00	5.00	-
Educational Asst - Instructional	3.00	3.00	3.00	3.00	6.00	3.00
Educational Asst - Special ED	11.00	11.00	3.00	3.00	3.00	-
ELOP Assistant (School Age Child Care)	-	0.50	-	-	-	-
Enrollment Support Assistant	1.00	1.00	-	-	-	-
ESL Manager	-	-	-	1.00	1.00	-
Executive Assistant to Chief Acad Ops & Sch Supp	-	-	1.00	1.00	1.00	-
Executive Assistant to Chief of Student Services	1.00	-	-	-	-	-
Executive Assistant to the Chief Academic Officer	1.00	1.00	1.00	1.00	1.00	-
Extended Learning Specialist	1.00	1.00	1.00	1.00	1.00	-
Family Resource Center Associate	2.00	2.00	-	-	-	-
Family Resource Center Specialist	-	1.00	-	-	-	-
Financial Analyst for Student Support	1.00	1.00	1.00	1.00	1.00	-
Guidance Counselor	1.00	-	-	-	-	-
Health Services/School Nursing Manager	1.00	1.00	-	-	-	-
Health Technician	13.00	11.00	11.00	10.00	8.00	(2.00)
In-School Suspension Assistant	65.00	1.00	6.00	6.00	5.00	(1.00)
Instructional Advisor ESL	-	1.00	-	1.00	1.00	-
Instructional Curriculum Coach	2.00	3.00	3.00	2.00	-	(2.00)
Instructional Curriculum Coach Math	1.00	-	-	-	-	-
Instructional Facilitator	6.00	5.00	5.00	4.00	4.00	-
Interventionist	-	-	1.00	1.00	-	(1.00)
Learning Management Support Advisor	2.00	2.00	-	-	-	-
Learning Support Specialist	-	2.00	4.00	-	-	-
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	-	-	-	-	-
Learning Support Specialist Social Studies	1.00	-	-	-	-	-
Librarian	2.00	1.00	1.00	-	-	-
Licensed Practical Nurse	6.00	6.00	-	-	-	-
Manager - 504	-	-	1.00	1.00	1.00	-
Manager - Equity and Discipline	-	-	1.00	1.00	1.00	-
Manager - Registration	-	-	1.00	1.00	1.00	-
Manager Academic Ops and School Support	-	1.00	1.00	1.00	1.00	-
Manager Academic Ops and School Support Compliance	1.00	1.00	1.00	1.00	1.00	-
Manager Alternative Schools	1.00	1.00	1.00	1.00	1.00	-
Manager of ROTC	1.00	1.00	1.00	1.00	1.00	-
Manager Virtual School Academics	1.00	1.00	-	-	-	-
Manager Virtual School Operations	1.00	1.00	1.00	1.00	1.00	-
Newcomer Program Advisor	-	1.00	1.00	1.00	1.00	-
Optional Schools Assistant	1.00	1.00	1.00	1.00	1.00	-
Part time Certified Tutor	-	33.50	33.00	33.00	2.00	(31.00)
Part-time Bilingual Mentor	-	4.00	1.00	-	-	-
Part-time Certified ESL Tester	-	2.50	1.00	3.00	2.00	(1.00)
Part-time Homebound Teacher	4.00	1.90	2.00	-	-	-
Part-time Online Teacher	-	0.50	1.00	-	-	-
Part-time Online Tutor	-	5.00	1.00	-	-	-
Part-time Social Worker	-	-	1.00	1.00	1.00	-
Pool Bilingual Cultural Mentors	1.00	-	-	-	-	-
Pool Classroom Teachers	1.00	-	-	-	-	-
Pool Clerical staff (Financial Sec.,intake, gen office, assessment)	1.00	-	-	-	-	-
Professional Counselor	8.00	-	-	-	-	-
Professional School Counselor	1.00	10.00	11.00	11.00	11.00	-
Program/Project Assistant for Optional Schools	1.00	1.00	1.00	1.00	1.00	-
Project Graduation Advisor	1.00	-	-	2.00	2.00	-



**Informational Section**

Job Description	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
Project Graduation Manager	1.00	1.00	1.00	1.00	1.00	-
Project Manager	1.00	-	-	-	-	-
Project Stand - Senior Manager	-	-	-	1.00	1.00	-
Project Stand Advisor	-	-	1.00	3.00	3.00	-
Psychologist	10.00	10.00	8.00	6.00	6.00	-
Receptionist	1.00	1.00	1.00	-	-	-
Records Clerk	2.00	1.00	1.00	1.00	1.00	-
Records Clerk II	4.00	3.00	4.00	3.00	2.00	(1.00)
Records Clerk to Truancy Manager	-	-	-	5.00	5.00	-
Registered Nurse	5.00	5.00	-	-	-	-
Research Analyst	0.30	-	-	-	-	-
Research Analyst (Coord. School Health)	1.00	1.00	1.00	1.00	1.00	-
ROTC Instructor	41.30	41.00	41.00	38.00	38.00	-
ROTC Logistics Management Specialist	1.00	1.00	1.00	1.00	1.00	-
School Compliance Advisor	-	-	1.00	1.00	-	(1.00)
School Compliance Associate	2.00	2.00	2.00	1.00	1.00	-
School Compliance Specialist	1.00	1.00	1.00	1.00	1.00	-
School Operations Academic Manager	2.00	2.00	2.00	2.00	2.00	-
School Operations Manager	-	1.00	1.00	1.00	1.00	-
SCHOOL REDESIGN MANAGER	1.00	1.00	1.00	1.00	1.00	-
School Secretary	4.00	4.00	4.00	4.00	4.00	-
Senior Advisor School Compliance	-	-	1.00	1.00	1.00	-
Senior Dual Enrollment Advisor	-	-	1.00	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	1.00	1.00	-
Senior Manager of Customer Services	-	1.00	-	-	-	-
Site Administrator - Alternative Schools	30.00	3.00	1.00	-	-	-
Social Work Supervisor	-	1.00	1.00	1.00	2.00	1.00
Social Worker	67.00	73.00	71.00	62.00	62.00	-
Spec-Prevention/Intervention	1.00	-	-	-	-	-
Special Project Assistant	2.00	2.00	2.00	2.00	1.00	(1.00)
Special Project Assistant (Beh. Sup. / Stud. Leade	1.00	-	-	-	-	-
Special Project Coordinator	-	-	-	0.70	0.70	-
Special Project Coordinator - Coordinated School H	6.00	6.00	2.00	2.00	2.00	-
Speciality Principal	1.00	-	-	-	-	-
Specialty Principal	6.00	6.00	8.00	7.00	7.00	-
Specialty Principal - Special Education	1.00	1.00	1.00	1.00	1.00	-
Specialty Principal/Alternative	1.00	1.00	1.00	1.00	1.00	-
Statistical Analyst	1.00	-	-	-	-	-
Sr Compliance Advisor	-	-	-	1.00	1.00	-
Student Equity Enrollment & Discipline Executive D	-	-	-	1.00	1.00	-
Student Leadership Advisor	-	1.00	1.00	-	-	-
Student Recruitment Advisor	-	3.00	-	2.00	2.00	-
Student Recruitment Specialist	-	1.00	-	-	-	-
Study Hall Monitor	25.00	2.00	1.00	-	-	-
Supervising Psychologist(Coord. School Health)	5.00	4.00	3.00	3.00	3.00	-
Systems Analyst	1.00	1.00	-	-	-	-
Teacher On Assignment	1.00	1.00	1.00	1.00	1.00	-
Training NCO	1.00	1.00	1.00	1.00	1.00	-
Transcript Analyst	2.00	4.00	-	-	-	-
Truancy Advisor	-	-	-	-	1.00	1.00
Truancy Attendance Specialist	-	-	-	2.00	5.00	3.00
Truancy Attendance Teacher	-	-	-	3.00	3.00	-
Truancy Manager	-	-	-	-	1.00	1.00
Vice Principal	-	-	-	1.00	1.00	-
Virtual School College and Career Counselor	-	-	1.00	1.00	1.00	-
<b>ACADEMIC OPERATIONS AND STUDENT SUPPORT TOTAL</b>	<b>1,066.30</b>	<b>1,024.60</b>	<b>949.00</b>	<b>868.95</b>	<b>834.95</b>	<b>(34.00)</b>



**Informational Section**

Job Description	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
<b>BOARD OF EDUCATION</b>						
Board Administrative Assistant	1.00	1.00	1.00	1.00	1.00	-
Board Clerical Assistant	-	-	1.00	-	-	-
Board Member	9.00	9.00	9.00	9.00	9.00	-
Interns - Board Office	-	-	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>12.00</b>	<b>12.00</b>	<b>14.00</b>	<b>12.00</b>	<b>12.00</b>	<b>-</b>
<b>CHIEF OF COMMUNICATIONS</b>						
Administrative Assistant Broadcast	-	1.00	1.00	1.00	1.00	-
Administrative Assistant for Communications	1.00	-	-	-	-	-
Bilingual Communications Analyst	-	1.00	1.00	1.00	1.00	-
Bilingual Communications Associate	1.00	-	-	-	-	-
Broadcast Production Advisor	1.00	-	-	-	-	-
Broadcast Production Associate	1.00	2.00	2.00	2.00	2.00	-
Broadcasting Specialist	1.00	1.00	1.00	1.00	1.00	-
Business Manager	1.00	1.00	-	-	-	-
Chief Engineer	1.00	1.00	1.00	1.00	1.00	-
Chief of Communications	1.00	1.00	1.00	1.00	1.00	-
Clerk for Communications/TV	1.00	-	-	-	-	-
Communications Advisor	1.00	1.00	1.00	1.00	1.00	-
Communication Manager	-	-	-	1.00	1.00	-
Development Specialist	-	1.00	1.00	-	-	-
Digital Media Advisor	-	1.00	1.00	1.00	1.00	-
Director - Internal Communications	1.00	1.00	1.00	1.00	1.00	-
Director - External Communications	-	-	1.00	1.00	1.00	-
District Receptionist	1.00	1.00	-	-	-	-
Exec. Assist. to the Chief of Communications	-	1.00	1.00	1.00	1.00	-
General Manager	1.00	1.00	1.00	1.00	1.00	-
Graphics Specialist	1.00	1.00	1.00	1.00	1.00	-
Internal Communications Analyst	1.00	1.00	1.00	1.00	1.00	-
Marketing Manager - Communications	1.00	-	-	-	-	-
Marketing Manager	-	1.00	1.00	1.00	1.00	-
MEDIA RELATIONS ASSOCIATE	1.00	-	-	-	-	-
Multimedia Relations Advisor	-	-	-	1.00	1.00	-
Multimedia Relations Manager	1.00	1.00	1.00	1.00	1.00	-
Multimedia Specialist	-	1.00	1.00	1.00	1.00	-
Senior Communications Advisor	1.00	1.00	1.00	1.00	1.00	-
Strategic Communications Advisor	1.00	1.00	1.00	1.00	1.00	-
Teacher Resource Center Clerk	1.00	1.00	1.00	1.00	1.00	-
Web Services Advisor	-	1.00	1.00	1.00	1.00	-
Web Support Specialist	1.00	1.00	1.00	1.00	1.00	-
Webmaster	1.00	-	-	-	-	-
<b>CHIEF OF COMMUNICATIONS TOTAL</b>	<b>29.00</b>	<b>34.00</b>	<b>33.00</b>	<b>25.00</b>	<b>25.00</b>	<b>-</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 Advisor - CCTE	-	-	2.00	1.00	1.00	-
Academic Schools Support Manager	-	1.00	1.00	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	1.00	-
Administrative Assistant for Exceptional Children Advisor	4.00	4.00	4.00	4.00	4.00	-
Advisor School Governance and Compliance	-	1.00	-	-	-	-
Advisor SPED Charter School	-	-	-	1.00	1.00	-
Art Teacher	1.00	-	3.00	3.00	3.00	-
Assessment & Accountability Assistant	-	-	-	-	1.00	1.00
Assessment Advisor	-	3.00	3.00	3.00	3.00	-



## Informational Section

Job Description	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
Assessment Specialist	-	2.00	2.00	2.00	2.00	-
Assistant - Residential Training Center	-	-	2.00	2.00	2.00	-
Assistant for Health Services/School Nursing Manager	-	-	1.00	1.00	1.00	-
Assistant Mental Health Center Services Manager	-	-	1.00	1.00	-	(1.00)
Assistant Superintendent Schools	1.00	1.00	2.00	2.00	2.00	-
Assistant Superintendent of Charter Schools	-	-	-	1.00	1.00	-
Band Teacher	1.00	-	-	-	-	-
Behavior Specialist	26.00	-	-	-	-	-
Behavioral Specialist	3.00	4.00	3.00	3.00	3.00	-
Broadcast Engineer	-	-	-	1.00	1.00	-
Case Manager - Equity	1.00	1.00	1.00	1.00	1.00	-
Chief of Schools	1.00	1.00	1.00	-	-	-
CCTE Elementar Advisor	-	-	1.00	2.00	2.00	-
Charter School Specialist Organizational Quality	-	-	1.00	1.00	1.00	-
Classroom Teacher Agriculture 12-month	-	-	-	-	3.00	3.00
Classroom Teacher Con Home Ec	-	-	34.00	34.00	31.00	(3.00)
Classroom Teacher K-5	-	2.00	-	-	-	-
Classroom Teacher Part-Time	-	-	-	-	1.00	1.00
Classroom Teacher Secondary	0.60	2.00	-	-	-	-
Classroom Teacher Special ED	961.30	942.20	944.21	946.46	961.00	14.54
Classroom Teacher-Vocational	-	-	169.00	167.00	164.00	(3.00)
Clerical Assistant	2.00	2.00	2.00	4.00	4.00	-
Clerk for Exceptional Children	3.00	3.00	3.00	3.00	3.00	-
College Career & Technical Education Manager	-	-	-	1.00	1.00	-
Communication Specialist	-	-	-	1.00	1.00	-
Consulting Teacher	-	-	2.00	2.00	2.00	-
Coordinated School Health Manager	-	-	1.00	1.00	1.00	-
Deputy Superintendent of Academics	-	-	1.00	1.00	1.00	-
Director - Assessment & Accountability	-	1.00	1.00	1.00	1.00	-
DIRECTOR II	1.00	-	-	-	-	-
Director - Exceptional Children	-	1.00	2.00	2.00	2.00	-
Director - Equity Office	-	-	-	1.00	1.00	-
Director II Career & Technical Education (CTE)	-	-	1.00	1.00	1.00	-
Director II - Exceptional Children	1.00	1.00	1.00	1.00	1.00	-
Director II - Planning & Accountability	1.00	1.00	1.00	1.00	1.00	-
Director - Career & Technical Education	-	-	1.00	1.00	1.00	-
Director - Leadership Development	1.00	1.00	1.00	1.00	1.00	-
Director - Organizational Quality	-	-	-	1.00	1.00	-
Director of School Improvement	1.00	-	-	-	-	-
Director of School Improvement & Accountability	1.00	-	-	-	-	-
Director - Student Information Management	-	-	-	1.00	1.00	-
District/Charge Nurse	-	-	4.00	3.00	3.00	-
Documentarian - Equity	-	-	-	-	1.00	1.00
EASY IEP Support Specialist	2.00	2.00	2.00	2.00	2.00	-
Educational Assistant	14.00	2.00	4.00	19.00	10.00	(9.00)
Educational Asst - Elementary	-	1.00	1.00	-	-	-
Educational Asst - Special ED	182.50	249.50	242.00	243.00	240.00	(3.00)
Elementary Teacher	2.00	-	-	-	-	-
Emergency Management Specialist	-	-	-	-	1.00	1.00
Exceptional Children Advisor	16.00	18.00	-	-	-	-
Exceptional Children Advisor SPED	-	-	19.00	21.00	21.00	-
Executive Assistant-Chief of Schools	1.00	1.00	1.00	1.00	1.00	-
Executive Assistant - Charter Schools	-	1.00	1.00	1.00	1.00	-
Executive Principal	-	-	-	1.00	1.00	-
Exploratory Teacher	1.00	-	-	-	-	-
Extended Day	4.00	-	-	-	-	-
Family Engagement Specialist	-	1.00	-	-	-	-
Financial Analyst Fiscal Services	-	-	2.00	2.00	2.00	-
Graduation Coach	-	2.00	-	-	-	-
Guidance Counselor	19.00	-	-	-	-	-
Health Services/School Nursing Manager	-	-	1.00	1.00	1.00	-
Highly Specialized Advisor	5.00	5.00	8.00	7.00	7.00	-



## Informational Section

Job Description	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
Highly Specialized Advisor Charter School Devt	-	-	-	1.00	1.00	-
Instructional Advisor ESL	-	-	2.00	2.00	2.00	-
Instructional Curriculum Coach	-	1.00	-	-	-	-
Instructional Facilitator	4.00	-	-	-	-	-
Instructional Leadership Director	18.00	13.00	11.00	11.00	11.00	-
Instructional Leadership Director iZone	-	1.00	1.00	1.00	1.00	-
Instructional Math/Literacy Coach	-	1.00	2.00	-	-	-
Instructional Science Coach	3.00	-	-	-	-	-
Instructional Support Advisor RTI	-	-	2.00	2.00	2.00	-
Instructional Support Analyst 1	-	1.00	1.00	1.00	1.00	-
Interventionist	1.00	-	-	-	-	-
Interventionist - Literacy	1.00	-	-	-	-	-
Interventionist - Math	1.00	-	-	-	-	-
IT Support Advisor	1.00	1.00	1.00	1.00	1.00	-
Leadership Development Advisor	1.00	-	-	-	-	-
Licensed Practical Nurse	45.00	42.00	48.00	45.00	45.00	-
Literacy Interventionist	1.00	-	-	-	-	-
Literacy Specialist - Equity	-	-	-	-	1.00	1.00
Manager of Academic Leadership Support	1.00	-	-	-	-	-
Manager Organizational Quality	-	-	-	1.00	1.00	-
Manager - Psychologist (Exceptional Children)	-	-	-	2.00	2.00	-
Math Intervention Teacher	1.00	-	-	-	-	-
Middle Grades Manager - CCTE	-	-	1.00	1.00	1.00	-
MIS data Specialists	-	-	1.00	1.00	1.00	-
Office Associate	-	-	1.00	1.00	1.00	-
Operations Manager	-	-	1.00	1.00	1.00	-
Parent Liason	1.00	-	-	-	-	-
Part time Certified Tutor	-	6.50	7.00	11.00	11.00	-
Partnership Manager - CCTE	-	-	1.00	1.00	1.00	-
Part-time clerical	1.00	-	-	-	-	-
Part-time salaries	1.00	-	-	-	-	-
Part-time SIM Data Worker	3.00	3.00	3.00	3.00	3.00	-
Part-time teachers	2.00	-	-	-	-	-
Physical and Occupational Therapist	12.00	12.00	12.00	12.00	12.00	-
PLC Advisor	-	-	2.00	2.00	2.00	-
Principal Coaching Advisor	-	-	-	-	-	-
Private School & Compliance Advisor	1.00	1.00	1.00	1.00	1.00	-
Professional School Counselor	-	-	-	-	1.00	1.00
Program Manager - Equity	-	-	-	-	1.00	1.00
Project and Logistics Advisor	-	-	-	1.00	1.00	-
Project Specialist - CCTE	-	-	2.00	3.00	3.00	-
Psychologist	27.00	26.00	30.00	31.00	31.00	-
Psychology Intern	4.00	4.00	4.00	4.00	4.00	-
Reading Intervention Teacher	1.00	-	-	-	-	-
Receptionist	1.00	1.00	1.00	1.00	1.00	-
Records Assistant	4.00	4.00	4.00	4.00	4.00	-
Regional Manager of Exceptional Children	4.00	4.00	4.00	4.00	4.00	-
Registered Nurse	3.00	2.00	7.00	6.00	6.00	-
Registered Nurse-Clinical Lead	3.00	4.00	5.00	5.00	5.00	-
Research and Analytics Advisor - CCTE	-	-	1.00	1.00	1.00	-
Resource Specialist-Special ED	4.00	3.00	1.00	1.00	1.00	-
RTI Advisor	-	6.00	-	-	-	-
Science Teacher	2.00	-	-	-	-	-
School Improvement Inst. Advisor	12.00	-	-	-	-	-
School Secretary	2.00	2.00	6.00	6.00	6.00	-
Science Teacher	1.00	-	-	-	-	-
Senior Executive Coordinator	-	-	-	1.00	1.00	-
Senior Manager Health Services	-	-	1.00	1.00	1.00	-
Senior Manager of Early Literacy	-	-	-	1.00	1.00	-
SIM Data Specialist	10.00	10.00	10.00	10.00	10.00	-
SIM Team Leader	3.00	3.00	3.00	3.00	3.00	-



**Informational Section**

Job Description	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
Social Worker	1.00	1.00	1.00	5.00	7.00	2.00
Special Project Coordinator	1.00	1.00	1.00	-	-	-
Special Project Coordinator - Coordinated School H	-	-	4.00	4.00	4.00	-
Specialty Principal - Special Education	2.00	2.00	2.00	2.00	2.00	-
Specialty Principal - VoTech	-	-	2.00	3.00	4.00	1.00
STEM Manager - CCTE	-	-	1.00	1.00	1.00	-
STEM Teacher	1.00	-	-	-	-	-
Student Data Analyst	-	-	-	1.00	1.00	-
Student Records Manager	1.00	1.00	1.00	1.00	1.00	-
Supervising Psychologist(Exceptional Children)	2.00	2.00	2.00	-	-	-
Teacher	2.00	2.00	2.00	2.00	2.00	-
Teacher Assistant	21.00	3.00	-	-	-	-
Teacher In Training	-	11.00	-	-	-	-
Teacher Resource Center Clerk	1.00	1.00	1.00	1.00	1.00	-
Transition Specialist	-	0.40	-	-	-	-
Vice Pricpal	-	-	2.00	3.00	4.00	1.00
Video Coordinator	3.00	3.00	3.00	3.00	3.00	-
Work-Based Learning Coordinator - CCTE	-	-	1.00	1.00	1.00	-
Writing Lab Teacher	1.00	-	-	-	-	-
<b>CHIEF OF SCHOOLS TOTAL</b>	<b>1,480.40</b>	<b>1,404.60</b>	<b>1,638.00</b>	<b>1,715.46</b>	<b>1,725.00</b>	<b>9.54</b>
<b>CHIEF OF STAFF</b>						
Assistant Chief of Staff	1.00	1.00	1.00	-	-	-
Chief of Staff	1.00	1.00	1.00	1.00	1.00	-
Executive Assistant to the Chief of Staff	1.00	1.00	-	1.00	1.00	-
Highly Specialized Strategic Planning Advisor	1.00	-	-	1.00	1.00	-
Hybrid Teacher	1.00	1.00	-	-	-	-
Senior Executive Coordinator	-	-	1.00	-	-	-
<b>CHIEF OF STAFF TOTAL</b>	<b>5.00</b>	<b>4.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>-</b>
<b>FINANCE</b>						
Accountant	2.00	4.00	3.00	2.00	2.00	-
Accounting Associate	1.00	1.00	1.00	1.00	1.00	-
Accounting Specialist	2.00	-	-	-	-	-
Accounts Payable Associate	5.00	5.00	5.00	5.00	5.00	-
Accounts Payable Specialist	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant	-	-	-	3.00	3.00	-
Administrative Assistant for Federal Programs Dire	-	-	1.00	1.00	-	(1.00)
Budget Advisor School Finance	1.00	2.00	2.00	2.00	1.00	(1.00)
Budget Analyst	2.00	2.00	2.00	1.00	1.00	-
Budget Analyst (Part-Time)	1.00	-	-	-	-	-
Budget Associate	-	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	-	-	-
Director Grants Management and Compliance	-	-	-	1.00	-	(1.00)
Deputy Superintendent Strategic Operations & Support	-	-	1.00	-	-	-
Director Accounting and Budget	1.00	-	-	-	-	-
Director AP Payroll & Finance Operations	1.00	1.00	-	-	-	-
Director II-State & Federal Grants	-	1.00	1.00	-	-	-
Director - Accounting & Reporting	-	1.00	1.00	1.00	1.00	-
Director - Accounts Payable	-	-	1.00	1.00	1.00	-
Director of Budget & Fiscal Planning	-	1.00	1.00	1.00	1.00	-
Director - Payroll	-	-	1.00	1.00	1.00	-
Director II - Federal Programs and Operations	-	-	-	1.00	1.00	-
Director II - Finance Budget and Operations	-	-	-	1.00	1.00	-
Director of Strategic Operations and Innovation	-	-	1.00	-	-	-
Director School Support /Fiscal Compliance	-	1.00	1.00	-	-	-
Director Special Projects	1.00	1.00	1.00	-	-	-
ERP Continuous Improvement Professional Part-Time	-	-	-	1.00	1.00	-
Executive Assistant to the CFO	-	1.00	-	1.00	1.00	-
Financial Analyst (Federal Programs)	-	1.00	-	-	-	-
Financial Systems Advisor	-	1.00	-	-	-	-
Fiscal Assistant	2.00	1.00	1.00	-	-	-
Highly Specialized Financial Systems Advisor	-	-	-	1.00	1.00	-



## Informational Section

Job Description	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
Intern - Payroll	-	-	1.00	-	-	-
Manager of Accounting & Reporting	1.00	1.00	2.00	2.00	2.00	-
Manager of Accounts Payable	1.00	1.00	1.00	1.00	1.00	-
Manager of Budget	1.00	2.00	2.00	2.00	2.00	-
Manager of Financial Planning & Accountability	-	-	-	1.00	1.00	-
Part-Time Director AP Payroll & Finance Ops	-	1.00	-	1.00	1.00	-
Part-Time Payroll Manager	-	1.00	-	1.00	1.00	-
Payroll Accountant	-	-	2.00	1.00	1.00	-
Payroll Analyst	-	1.00	-	-	-	-
Payroll Associate	5.00	5.00	5.00	5.00	5.00	-
Payroll Manager	1.00	1.00	2.00	2.00	2.00	-
Payroll Specialist	1.00	1.00	-	-	-	-
Senior Accountant (Accounting)	2.00	2.00	3.00	4.00	4.00	-
Senior Accountant(Student Activity&Financial Oper)	1.00	1.00	1.00	-	-	-
Senior Budget Analyst	3.00	2.00	3.00	4.00	4.00	-
<b>FINANCE TOTAL</b>	<b>38.00</b>	<b>47.00</b>	<b>49.00</b>	<b>51.00</b>	<b>48.00</b>	<b>(3.00)</b>
<b>STRATEGIC OPERATIONS</b>						
Deputy Superintendent Strategic Operations & Support	-	-	1.00	1.00	1.00	-
Director - Strategic Operations and Innovation	-	-	2.00	2.00	2.00	-
Senior Executive Coordinator	-	-	2.00	1.00	1.00	-
<b>STRATEGIC OPERATIONS TOTAL</b>	<b>-</b>	<b>-</b>	<b>5.00</b>	<b>4.00</b>	<b>4.00</b>	<b>-</b>
<b>GENERAL COUNSEL</b>						
Administrative Assistant for Policy	1.00	1.00	1.00	-	-	-
Associate General Counsel	5.00	4.00	5.00	5.00	5.00	-
Associate General Counsel Business Transactions	-	1.00	-	-	-	-
Chief General Counsel	1.00	1.00	1.00	1.00	1.00	-
Contract Administrator	-	-	-	1.00	1.00	-
Contract Advisor	-	-	-	3.00	3.00	-
Deputy General Counsel	1.00	1.00	1.00	1.00	1.00	-
Director of Policy	1.00	-	-	-	-	-
Executive Legal Assistant	1.00	1.00	1.00	1.00	1.00	-
Federal Programs Advisor	-	1.00	-	-	-	-
Interns - General Counsel	-	-	6.00	2.00	2.00	-
Legal Assistant	1.00	1.00	1.00	2.00	2.00	-
Legal Secretary	1.00	1.00	1.00	-	-	-
Policy Development Advisor	2.00	2.00	2.00	2.00	2.00	-
Risk Advisor-Risk/Liability and Student Accident	1.00	1.00	1.00	1.00	1.00	-
Risk Management Manager	1.00	1.00	1.00	1.00	1.00	-
Safety Office - OSHA/Environmental Concerns/Inspec	1.00	1.00	1.00	1.00	1.00	-
Special Project Assistant - Employee Accidents	1.00	1.00	1.00	-	-	-
Special Project Coordinator	-	1.00	-	-	-	-
Title IX Advisor	-	-	1.00	1.00	1.00	-
Worker's Compensation Specialist	-	-	-	1.00	1.00	-
Title IX Associate	-	-	0.60	-	-	-
<b>GENERAL COUNSEL TOTAL</b>	<b>18.00</b>	<b>19.00</b>	<b>24.60</b>	<b>23.00</b>	<b>23.00</b>	<b>-</b>
<b>HUMAN CAPITAL AND TALENT MANAGEMENT</b>						
Administrative Assistant	-	-	-	1.00	1.00	-
Administrative Assistant Director and Employee Se	1.00	1.00	-	-	-	-
Advisor - Employee Performance and Support	3.00	3.00	3.00	3.00	3.00	-
Advisor Office of Professional Standards	2.00	2.00	2.00	4.00	4.00	-
Associate Employee Evaluation and Support	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	-	-	-	-	-
Compensation Advisor	3.00	1.00	1.00	2.00	2.00	-
Compensation Analyst	1.00	1.00	1.00	1.00	1.00	-
Compensation Manager	-	-	1.00	1.00	1.00	-
Compensation Specialist	1.00	1.00	1.00	-	-	-
Compliance Associate	1.00	1.00	1.00	-	-	-
Constituent Services Assistant	-	-	-	3.00	3.00	-
Customer Service Rep Human Resources	1.00	2.00	2.00	2.00	2.00	-



**Informational Section**

<b>Job Description</b>	<b>2017-18 Actual</b>	<b>2018-19 Actual</b>	<b>2019-20 Budget</b>	<b>2020-2021 Budget</b>	<b>2021-2022 Budget</b>	<b>2022 vs 2021 Variance</b>
Deputy Chief for Human Resources	-	-	1.00	1.00	-	(1.00)
Deputy Chief of HR Operations and Strategy	-	-	-	1.00	-	(1.00)
Deputy Chief of Instructional Talent	-	-	1.00	-	-	-
Dir. Employee Rel & Performance Sup	1.00	-	-	-	-	-
Director II - HR Talent Management	-	-	1.00	1.00	1.00	-
Director Office of Professional Standards	-	-	-	-	1.00	-
Director of Human Capital Office	1.00	1.00	1.00	-	-	-
Director of Labor Empl Rel / Perf Mgmt & Sup	-	1.00	1.00	-	-	-
Employee Connect Clerk	4.00	3.00	3.00	-	-	-
Employee Connect Manager	1.00	1.00	1.00	-	-	-
Employee Enterprise Associate	3.00	3.00	3.00	3.00	2.00	(1.00)
Employee Enterprise Manager	1.00	1.00	1.00	-	-	-
Employee Relations Advisor	-	1.00	2.00	-	-	-
Employee Systems Specialist	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	2.00	3.00	4.00	-	-	-
HR Business Partner Non-Instructional	3.00	2.00	2.00	-	-	-
HR Data Analyst	-	-	-	1.00	1.00	-
HR Licensure and Compliance Specialist	-	-	-	-	1.00	1.00
HR Senior Advisor of Teacher Pipeline Partnerships	-	-	-	1.00	1.00	-
HR Senior Data Analyst	-	1.00	1.00	1.00	1.00	-
HR Senior Data Systems and Records Advisor	-	-	-	1.00	1.00	-
HR Strategic Project Advisor	-	-	1.00	-	-	-
HR Talent Associate Instructional	2.00	2.00	2.00	2.00	2.00	-
HR Talent Specialist Instructional	5.00	5.00	3.00	3.00	3.00	-
HR Talent Specialist Non-Instructional	1.00	1.00	2.00	1.00	1.00	-
Human Resource Staffing Advisor Instructional	-	-	-	4.00	2.00	(2.00)
Human Resource Staffing Advisor Non Instructional	-	-	-	2.00	2.00	-
Human Resource Staffing Manager Non - Instructional	-	-	-	1.00	1.00	-
Investigator	-	1.00	-	-	-	-
Labor EEOC Specialist	1.00	-	-	-	-	-
Lead Labor Relations Advisor	1.00	1.00	1.00	-	-	-
Licensure and Compliance Specialist	-	-	-	1.00	1.00	-
Manager - Employee Performance and Support	-	-	-	1.00	1.00	-
Manager Instructional Evaluation & Effectiveness	1.00	-	-	-	-	-
Manager Non-Instructional Evaluation & Employee D	1.00	1.00	-	-	-	-
Manager of Labor Relations	1.00	1.00	1.00	-	-	-
Manager of Recruitment & Staffing	1.00	1.00	1.00	-	-	-
Non-Instructional Evaluation Specialist	1.00	1.00	1.00	-	-	-
Part-Time Talent Acquisition Recruiter	-	1.00	2.00	-	-	-
Selector Talent Acquisition	2.00	2.00	1.00	-	-	-
Senior Advisor - Employee Performance and Support	-	-	-	1.00	1.00	-
Senior Advisor HR Bus Ops and Spec Projects	-	-	-	1.00	1.00	-
Senior Advisor Office of Professional Standards	-	-	-	2.00	2.00	-
Senior Compensation Advisor	1.00	2.00	2.00	1.00	1.00	-
Senior Compensation Manager	1.00	1.00	-	-	-	-
Senior Compensation Strategist	-	-	-	1.00	1.00	-
Senior Employee Relations Advisor	-	-	1.00	-	-	-
Specialist - HR Data	-	-	-	1.00	1.00	-
Sr. Manager of Instructional Talent	-	-	-	1.00	1.00	-
Specialist HR Employee Services	1.00	1.00	1.00	-	-	-
Specialist Office of Professional Standards	-	1.00	1.00	1.00	1.00	-
Sr. HR Business Strategist & Consultant	-	1.00	1.00	-	-	-
Talent Acquisition Advisor	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	-	-	-
Talent Acquisition & Retention Manager	-	-	-	1.00	1.00	-
Talent Acquisition Recruiter	2.00	2.00	3.00	5.00	4.00	(1.00)



**Informational Section**

Job Description	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
Teacher and Leader Effectiveness Advisor	2.00	2.00	2.00	-	-	-
Teacher and Leadership Effectiveness Manager	1.00	1.00	1.00	-	-	-
Teacher Effectiveness Advisor	1.00	1.00	1.00	-	-	-
Teacher Evaluation Analyst	1.00	1.00	1.00	-	-	-
Technology and Communications Advisor	1.00	1.00	1.00	-	-	-
<b>HUMAN CAPITAL AND TALENT MANAGEMENT TOTAL</b>	<b>66.00</b>	<b>63.50</b>	<b>67.70</b>	<b>61.00</b>	<b>57.00</b>	<b>(4.00)</b>
<b>INFORMATION TECHNOLOGY</b>						
Business Advisor	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 - Business Relationships & Customer Serv	1.00	1.00	1.00	1.00	1.00	-
Director - Infrastructure and Security	-	-	1.00	1.00	1.00	-
ERP Change Management Advisor	-	-	-	1.00	1.00	-
ERP Data Conversion and Interface Analyst	-	-	-	1.00	1.00	-
ERP Functional Advisor	-	-	6.00	5.00	5.00	-
ERP Functional Manager	-	-	1.00	1.00	1.00	-
ERP Security Administrator	-	-	1.00	1.00	1.00	-
ERP Technology Manager	-	-	1.00	1.00	1.00	-
ERP Training Advisor	-	-	1.00	1.00	1.00	-
Highly Specialized Strategic Planning Advisor	1.00	1.00	1.00	1.00	1.00	-
Information Assurance Officer	1.00	-	-	-	-	-
Interim Executive Director- Information Technology	1.00	1.00	-	-	-	-
IT - Advisor Budget E-Rate	1.00	-	-	-	-	-
IT Budget and E-Rate Specialist	1.00	-	-	-	-	-
IT Business Analyst	-	1.00	1.00	-	-	-
IT Business Technology Advisor	-	1.00	1.00	1.00	1.00	-
IT Database Advisor	3.00	3.00	2.00	1.00	1.00	-
IT Departmental Assistant	2.00	2.00	2.00	2.00	2.00	-
IT Enterprise Email Analyst	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	-	-	-	-
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	2.00	2.00	2.00	-
IT Security Manager	-	-	1.00	1.00	1.00	-
IT Senior Application Developer	-	-	-	1.00	1.00	-
IT Senior System Administrator	-	-	3.00	4.00	4.00	-
IT Support Analyst	47.00	43.00	43.00	42.00	42.00	-
IT Support Associate	12.00	12.00	12.00	10.00	10.00	-
IT Systems Administrator Analyst	2.00	2.00	2.00	2.00	2.00	-
IT Systems Security Analyst	-	1.00	-	-	-	-
Manager Project Management Office	-	1.00	1.00	1.00	1.00	-
Network Analyst	5.00	5.00	5.00	4.00	4.00	-
Process Advisor	2.00	-	1.00	-	-	-
Programmer Advisor ERP	2.00	2.00	1.00	1.00	1.00	-
Project Advisor	2.00	-	-	-	-	-
Project Manager	-	2.00	4.00	2.00	2.00	-
Report Analyst (ERP)	1.00	1.00	1.00	-	-	-
Senior ERP Applications Advisor	-	-	-	1.00	1.00	-
Service Desk Associate	10.00	8.00	8.00	8.00	8.00	-
Service Desk Manager	-	1.00	1.00	1.00	1.00	-
System Administrator	3.00	3.00	3.00	-	-	-
Telecom Analyst	4.00	4.00	4.00	4.00	4.00	-
<b>INFORMATION TECHNOLOGY TOTAL</b>	<b>120.00</b>	<b>113.00</b>	<b>123.00</b>	<b>114.00</b>	<b>114.00</b>	<b>-</b>



## Informational Section

Job Description	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
<b>INTERNAL AUDIT</b>						
Administrative Assistant to MWBE Director	-	-	1.00	-	-	-
Associate Internal Auditor	4.00	4.00	4.00	2.00	2.00	-
Director - Audit	1.00	1.00	1.00	1.00	1.00	-
Audit Supervisor	2.00	2.00	2.00	1.00	1.00	-
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	1.00	1.00	-
Internal Auditor	3.00	3.00	3.00	3.00	3.00	-
MWBE Assistant	-	-	-	1.00	1.00	-
MWBE Director	-	-	1.00	-	-	-
MWBE Manager	-	-	-	1.00	1.00	-
MWBE Specialist	-	-	2.00	1.00	2.00	1.00
Senior Internal Auditor Investigator	-	1.00	1.00	2.00	2.00	-
<b>INTERNAL AUDIT TOTAL</b>	<b>13.00</b>	<b>14.00</b>	<b>18.00</b>	<b>15.00</b>	<b>16.00</b>	<b>1.00</b>
<b>OPERATIONS</b>						
Academic Sourcing Manager	-	1.00	1.00	1.00	1.00	-
Administrative Assistant	-	1.00	1.00	2.00	2.00	-
Administrative Assistant for Director of Transport	1.00	-	-	-	-	-
Administrative Assistant to Director of Procurement	1.00	-	-	-	-	-
Administrative Specialist	-	1.00	1.00	-	-	-
Asbestos Supervisor	1.00	1.00	1.00	1.00	1.00	-
Asset Inventory Associate	-	-	-	2.00	2.00	-
Asset Inventory Data Analyst	-	-	-	1.00	1.00	-
Asset Inventory Manager	1.00	1.00	1.00	1.00	1.00	-
Asset Management Clerical	1.00	1.00	-	-	-	-
Assistant Zone Supervisor Plant Manager	-	4.00	3.00	-	-	-
Associate Fixed Asset	-	-	2.00	-	-	-
Associate General Counsel	-	1.00	-	-	-	-
Bus Monitor	7.00	-	-	-	-	-
Business Manager of Operations	-	1.00	1.00	-	-	-
Buyer	-	-	3.00	3.00	3.00	-
Buyer Facilities Construction	-	1.00	-	-	-	-
Buyer for Procurement	5.00	-	-	-	-	-
Buyer Information Technology	-	1.00	-	-	-	-
CAD Drafter	-	-	1.00	-	-	-
Capacity Planning Advisor	-	1.00	1.00	1.00	1.00	-
Chief of Business Operations	1.00	1.00	1.00	1.00	1.00	-
Clerical Assistant Contract Management	-	1.00	-	-	-	-
Clerical Assistant-Fast Lane Transactional State	1.00	1.00	-	-	-	-
Compliance Advisor	-	-	3.00	4.00	4.00	-
Compliance Specialist	1.00	1.00	2.00	-	-	-
Computer Systems Specialist	1.00	-	-	-	-	-
Construction Manager	-	2.00	2.00	1.00	1.00	-
Contract Administrator	-	-	1.00	-	-	-
Contract Advisor	-	2.00	3.00	-	-	-
Contract Manager	-	1.00	-	-	-	-
Crewperson	15.00	14.00	14.00	14.00	14.00	-
Customer Service Associate	-	1.00	1.00	1.00	1.00	-
Customer Service Representative Transportation	1.00	-	-	-	-	-
Data Info Specialist	1.00	1.00	1.00	1.00	1.00	-
Demographer	-	1.00	1.00	1.00	1.00	-
Deputy of Business Operations	1.00	-	-	-	-	-
Diesel Mechanic Certified	-	1.00	1.00	1.00	1.00	-
Director - Construction	-	1.00	1.00	1.00	1.00	-
Director - Custodial and Grounds	1.00	1.00	1.00	1.00	1.00	-
Director - Facilities Maintenance	-	1.00	1.00	1.00	1.00	-
Director of Facility Planning	-	1.00	1.00	1.00	1.00	-
Director of General Services	1.00	-	-	-	-	-
Director of Grounds	-	1.00	-	-	-	-



## Informational Section

Job Description	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
Director of Plant Managers	-	1.00	-	-	-	-
Director - Procurement	1.00	1.00	1.00	1.00	1.00	-
Director of Transportation	1.00	-	1.00	-	-	-
Director Planning	1.00	-	-	-	-	-
Director II - Business Operations	-	-	-	1.00	1.00	-
Director II - Facilities Maintenance	-	1.00	1.00	1.00	1.00	-
Draftsman	1.00	1.00	1.00	-	-	-
Energy Manager	1.00	1.00	1.00	-	-	-
Environment Health and Safety Manager	-	-	-	1.00	1.00	-
Executive Assistant to the Chief of Business Opera	-	1.00	1.00	1.00	1.00	-
Executive Director Enterprise Initiatives	-	1.00	-	-	-	-
FAC Specialist	2.00	-	-	-	-	-
Facilities Financial Advisor	1.00	1.00	1.00	1.00	1.00	-
Facility Planning and Property Management Analyst	1.00	1.00	1.00	1.00	1.00	-
Fast Lane Transactional Team Transactional Assista	2.00	-	-	-	-	-
Financial Advisor	-	-	-	1.00	1.00	-
Fire and Life Safety Compliance Specialist	-	1.00	1.00	-	-	-
General Services Manager	-	1.00	1.00	1.00	1.00	-
General Services Supervisor	-	-	-	3.00	3.00	-
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	1.00	2.00	2.00	2.00	2.00	-
Information Technology Sourcing Manager	-	1.00	1.00	-	-	-
Interventionist	-	1.00	-	-	-	-
Inventory Clerk	6.00	5.00	5.00	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	-	-	-	-
Low Voltage Supervisor	-	-	1.00	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	4.00	4.00	-
Maint Tech II - Carpenter	14.00	13.00	15.00	15.00	15.00	-
Maint Tech II - Carpenter/Welder	3.00	3.00	3.00	4.00	4.00	-
Maint Tech III - Bricklayer	3.00	2.00	2.00	2.00	2.00	-
Maint Tech III - Painter	7.00	7.00	7.00	7.00	7.00	-
Maintenance Technician-Electrician	18.00	17.00	17.00	14.00	14.00	-
Maintenance Technician - Energy	-	-	-	2.00	2.00	-
Maintenance Technician-HVAC	27.00	27.00	24.00	24.00	24.00	-
Maintenance Technician - Plasterer	1.00	1.00	1.00	1.00	1.00	-
Maintenance Technician-Plumber	12.00	12.00	12.00	13.00	13.00	-
Maintenance Technician - Roofer	6.00	6.00	6.00	6.00	6.00	-
Manager - Custodial and Grounds	1.00	1.00	1.00	1.00	1.00	-
Manager - Operations Sourcing	-	1.00	1.00	1.00	1.00	-
Manager - Facilities Operations	-	-	-	1.00	1.00	-
Manager of Major Construction	1.00	-	-	-	-	-
Manager of Minor Construction	1.00	-	-	-	-	-
Manager Planning	-	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	1.00	1.00	1.00	-	-	-
Master Maint Tech-HVAC	1.00	1.00	1.00	-	-	-
Master of Plumbing	1.00	1.00	1.00	1.00	1.00	-
Mechanic I - Certified	3.00	3.00	3.00	3.00	3.00	-
Minor Projects/ASD Supervisor	1.00	1.00	1.00	-	-	-
Musical Instrument Repair Tech	2.00	-	-	-	-	-
MWBE Manager	-	1.00	-	-	-	-
MWBE Specialist	-	2.00	-	-	-	-
Network Installation Analyst	3.00	3.00	3.00	3.00	3.00	-
Operations Specialist Facilities/Warehousing	-	1.00	1.00	-	-	-
Pest Control Manager	1.00	1.00	1.00	1.00	1.00	-



## Informational Section

Job Description	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
Pest Control Technician I	4.00	4.00	6.00	6.00	6.00	-
Pest Control Technician II	2.00	2.00	2.00	2.00	2.00	-
Plant Manager	119.00	124.00	135.00	135.00	135.00	-
Plant Manager II	-	-	2.00	2.00	2.00	-
PMO Manager	-	1.00	1.00	-	-	-
Procurement Associate	-	-	-	2.00	2.00	-
Procurement Associate (Part Time Perm)	-	-	1.00	1.00	1.00	-
Procurement Manager	1.00	-	-	-	-	-
Project Facilitator I	1.00	1.00	-	-	-	-
Project Facilitator II	2.00	1.00	1.00	-	-	-
Project Management Lead	1.00	2.00	2.00	2.00	2.00	-
Project Manager	-	3.00	1.00	1.00	1.00	-
Record Clerk	4.00	4.00	4.00	3.00	3.00	-
Routing Specialist (Gen Ed SPED)	2.00	2.00	2.00	2.00	2.00	-
Senior Buyer	-	-	3.00	3.00	2.00	(1.00)
Senior Buyer Academics	-	1.00	-	-	-	-
Senior Buyer Facilities Construction	-	1.00	-	-	-	-
Senior Buyer Information Technology	-	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 - Electronics II	2.00	3.00	3.00	3.00	3.00	-
Technician - Flooring	5.00	5.00	5.00	5.00	5.00	-
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	1.00	-
Transportation Routing Analyst	2.00	2.00	2.00	2.00	2.00	-
Transportation Safety Specialist	1.00	1.00	1.00	1.00	1.00	-
Truck Driver	1.00	-	1.00	1.00	1.00	-
Truck Driver II	2.00	2.00	2.00	2.00	2.00	-
Truck Driver-Maintenance	22.00	23.00	23.00	23.00	23.00	-
Vendor Assistant	-	-	1.00	1.00	-	(1.00)
Vendor Coordinator	-	1.00	-	-	-	-
Warehouse Clerk	1.00	-	1.00	1.00	1.00	-
Warehouse First Line Supervisor	4.00	3.00	3.00	3.00	3.00	-
Zone 1-4 HVAC Supervisor	3.00	3.00	3.00	3.00	3.00	-
Zone 1-4 Manager	2.00	3.00	3.00	4.00	4.00	-
Zone 1-4 Supervisor - Custodial & Grounds	4.00	4.00	4.00	4.00	4.00	-
Zone 1A-4B Supervisor	5.00	6.00	6.00	5.00	5.00	-
Zone Supervisor Plant Manager Org	-	4.00	-	-	-	-
<b>OPERATIONS TOTAL</b>	<b>381.00</b>	<b>406.00</b>	<b>416.00</b>	<b>395.00</b>	<b>393.00</b>	<b>(2.00)</b>
<b>OTHER USES</b>						
Alarm/CCTV Installation Analyst	-	1.00	-	-	-	-
Business Advisor	-	1.00	-	-	-	-
Classroom Teacher ESL	13.00	-	-	-	-	-
Classroom Teacher Secondary	-	4.00	-	-	-	-
Financial Analyst Fiscal Services	-	1.00	-	-	-	-
IT Support Analyst	-	3.00	-	-	-	-
Part time Certified Tutor	-	-	6.00	-	-	-
Process Advisor	-	2.00	-	-	-	-
Project Advisor	-	2.00	-	-	-	-
Service Desk Associate	-	1.00	-	-	-	-
Special Project Advisor	-	1.00	-	-	-	-
Vacancy Savings (Used for 2 Finance positions)	1.00	-	-	-	-	-
<b>OTHER USES TOTAL</b>	<b>14.00</b>	<b>16.00</b>	<b>6.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>STRATEGY &amp; PERFORMANCE MANAGEMENT</b>						
Analytics Advisor	-	1.00	3.00	3.00	3.00	-
Business Process Analyst	-	-	1.00	1.00	1.00	-
Chief Innovation Officer	1.00	1.00	1.00	1.00	1.00	-
Continuous Improvement Advisor	-	-	1.00	1.00	1.00	-
Data Analyst	2.00	2.00	2.00	2.00	2.00	-



## Informational Section

Job Description	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
Database Engineer	-	-	1.00	2.00	2.00	-
Director - Performance Management	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	-
Manager Decision Analytics & Information Mgmt	-	1.00	1.00	1.00	1.00	-
Manager Organizational Quality	1.00	1.00	1.00	1.00	1.00	-
Manager Research	1.00	1.00	1.00	1.00	1.00	-
Project Manager	-	-	-	2.00	2.00	-
Research Advisor	-	-	1.00	4.00	4.00	-
Research Associate	-	-	1.00	2.00	2.00	-
Senior Manager Decision Analytics Information	-	1.00	1.00	1.00	1.00	-
<b>STRATEGY &amp; PERFORMANCE MANAGEMENT TOTAL</b>	<b>43.00</b>	<b>46.00</b>	<b>65.00</b>	<b>24.00</b>	<b>24.00</b>	<b>-</b>
<b>STUDENT FAMILY AND COMMUNITY AFFAIRS</b>						
Administrative Assistant for Parent & Community En	1.00	1.00	-	-	-	-
Advisor Family Partnership and School Support	-	4.00	5.00	5.00	5.00	-
Call Center Assistant	-	-	7.00	-	-	-
Chief of Community Engagement	-	-	1.00	1.00	1.00	-
Clerical Assistant Family Partnerships	-	1.00	1.00	1.00	1.00	-
Comm. Engagement Contracts & Accountability Mgr.	-	-	1.00	-	-	-
Community Engagement Specialist	2.00	4.00	3.00	3.00	3.00	-
Community Schools Manager	-	-	-	1.00	1.00	-
Community Schools Specialist	-	-	-	1.00	1.00	-
Constituent Services Assistant	-	-	-	7.00	7.00	-
Constituent Services Clerk	-	-	-	1.00	1.00	-
Constituent Services Specialist	-	-	-	1.00	1.00	-
Coordinator - Special Projects	-	-	1.00	1.00	1.00	-
Director - Family and Community Engagement	1.00	1.00	1.00	1.00	1.00	-
District Receptionist	-	-	1.00	1.00	1.00	-
Family Engagement Specialist	30.00	20.00	19.00	19.00	19.00	-
Family Resource Center Associate	-	-	2.00	2.00	2.00	-
Grant Writer Advisor	1.00	1.00	1.00	1.00	1.00	-
High School Initiatives Advisor	-	-	1.00	-	-	-
Manager Community Engagement	-	1.00	2.00	2.00	2.00	-
Manager Community Outreach and Programming	1.00	-	-	-	-	-
Manager Family and School Support	1.00	1.00	1.00	1.00	1.00	-
Manager Student Engagement and Initiatives	-	-	-	1.00	1.00	-
Manager Student Leadership	-	-	-	1.00	1.00	-
Manager Student Recruitment	-	-	-	1.00	1.00	-
Senior Manager of Customer Services	-	-	1.00	-	-	-
Sr. Mgr. Partnership Accountability & Comm. Eng	-	-	-	1.00	1.00	-
Specialist Multicultural Family	-	2.00	1.00	1.00	1.00	-
Student Engagement Specialist k-12	-	-	-	2.00	2.00	-
Student Family & Community Advisor	-	-	-	1.00	1.00	-
Student Recruitment Advisor	-	-	4.00	-	-	-
Student Recruitment Specialist	-	-	1.00	1.00	1.00	-
<b>STUDENT FAMILY AND COMMUNITY AFFAIRS TOTAL</b>	<b>37.00</b>	<b>36.00</b>	<b>54.00</b>	<b>51.00</b>	<b>51.00</b>	<b>-</b>
<b>SAFETY AND SECURITY</b>						
Admin Assistant to School & Safety Manager	1.00	-	1.00	-	-	-
Admin Assist to Exec Dir Safety & Sec	-	-	-	1.00	1.00	-
Alarm/CCTV Assistant	4.00	-	-	-	-	-
Alarm/CCTV Installation Analyst	-	-	4.00	5.00	5.00	-
Alarm/CCTV Technical Associate	-	4.00	-	-	-	-
Alarm/CCTV Technician	1.00	-	-	-	-	-
Campus Monitor	-	0.60	-	-	-	-
Carryover Position	1.00	-	-	-	-	-
Case Advocate	-	-	4.00	-	-	-
CCTV Manager	-	1.00	1.00	1.00	1.00	-
CCTV Monitor	-	4.00	4.00	4.00	4.00	-
Chief of Safety Security & Student Support	1.00	1.00	1.00	1.00	1.00	-
Coordinator Fleet	-	-	1.00	1.00	1.00	-
Criminal Investigative Manager	2.00	2.00	-	-	-	-
Data Info Specialist	1.00	1.00	2.00	2.00	2.00	-



## Informational Section

Job Description	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
Director - Safety	-	-	1.00	1.00	1.00	-
Director II - Safety & Security	1.00	1.00	1.00	1.00	1.00	-
Director - Security	-	-	1.00	1.00	1.00	-
Emergency Management Advisor	1.00	1.00	1.00	1.00	1.00	-
Executive Assistant (Safety & Security)	1.00	-	1.00	1.00	1.00	-
Fingerprint/Background Analyst	2.00	2.00	2.00	2.00	2.00	-
Fingerprint/Background Specialist	2.00	2.00	2.00	2.00	2.00	-
GRASSY Special Project Coordinator I (Gang Counsel Major	5.00	5.00	5.00	-	-	-
Mobile Security Officer	99.00	128.00	128.00	125.00	125.00	-
Part time Certified Tutor	-	0.50	-	-	-	-
Records Clerk	-	-	2.00	1.00	1.00	-
Records Clerk to Truancy Manager	4.00	6.00	6.00	-	-	-
Safety and Security Financial Analyst	-	-	1.00	1.00	1.00	-
Safety and Security Guard	-	-	9.00	19.00	19.00	-
Safety and Security Records Clerk	-	-	-	1.00	1.00	-
Safety and Security Senior Advisor	1.00	1.00	-	-	-	-
Safety Special Project Coordinator	-	-	-	10.00	10.00	-
Security Advisor	1.00	1.00	1.00	1.00	1.00	-
Security System Operator	6.00	6.00	6.00	6.00	6.00	-
Security Systems Operator PART TIME	5.00	4.00	5.00	5.00	5.00	-
Sergeant	2.00	4.00	5.00	7.00	7.00	-
SHAPE Advisor	1.00	1.00	1.00	1.00	1.00	-
Special Project Advisor	1.00	2.00	2.00	-	-	-
Special Project Assistant	1.00	1.00	1.00	1.00	1.00	-
Special Project Training Advisor	-	-	-	1.00	1.00	-
Student Safety Manager	1.00	1.00	1.00	1.00	1.00	-
Systems Analyst	-	-	1.00	1.00	1.00	-
Truancy Attendance Specialist	2.00	2.00	2.00	-	-	-
Truancy Attendance Teacher	3.00	3.00	3.00	-	-	-
Truancy Case Advocate Assistant	-	4.00	-	-	-	-
<b>SAFETY AND SECURITY TOTAL</b>	<b>150.00</b>	<b>189.10</b>	<b>212.00</b>	<b>207.00</b>	<b>207.00</b>	<b>-</b>
<b>STUDENT TECHNOLOGY</b>						
Analyst - Cyber Security	-	-	-	7.00	7.00	-
Assistant Superintendent - Virtual Ed & Logistics	-	-	-	1.00	1.00	-
Cyber Security Administrator	-	-	-	1.00	1.00	-
Educational Technology Analyst	-	-	-	1.00	1.00	-
Educational Technology Specialist	-	-	-	9.00	9.00	-
Service Desk Associate	-	-	-	3.00	3.00	-
<b>STUDENT TECHNOLOGY TOTAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>22.00</b>	<b>22.00</b>	<b>-</b>
<b>SUPERINTENDENT</b>						
Executive Assistant II	-	-	1.00	1.00	1.00	-
Receptionist for Superintendent	1.00	1.00	-	-	-	-
Receptionist II for Superintendent	-	-	1.00	1.00	1.00	-
Senior Executive Coordinator	1.00	1.00	-	-	-	-
Senior Executive Coordinator II	-	-	1.00	1.00	1.00	-
Superintendent	1.00	1.00	1.00	1.00	1.00	-
<b>SUPERINTENDENT TOTAL</b>	<b>3.00</b>	<b>3.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>-</b>
<b>Grand Total</b>	<b>9,449.60</b>	<b>9,885.90</b>	<b>9,880.00</b>	<b>9,522.26</b>	<b>9,523.26</b>	<b>1.00</b>



## Informational Section

**SHELBY COUNTY SCHOOLS  
POSITION SUMMARY BY PROJECT  
NON-FEDERAL PROGRAMS**

Job Description	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
<b>D025 School Age Childcare</b>						
ELOP (School Age Childcare) Assistant	103.64	2.00	3.00	1.00	-	(1.00)
ELOP Monitor	-	-	8.00	7.00	-	(7.00)
ELOP Monitor SUBSTITUTES	-	-	0.50	0.50	-	(0.50)
ELOP Supervisor (School Age Childcare)	48.23	-	-	-	-	-
Extended Learning Assistant	-	-	-	4.00	-	(4.00)
Extended Learning Monitor Full-Time	-	-	-	3.00	-	(3.00)
Extended Learning Receptionist	-	-	-	3.00	-	(3.00)
Extended Learning Advisor	-	-	-	1.00	-	(1.00)
Financial Analyst for Student Support	-	1.00	1.00	1.00	-	(1.00)
Manager of Extended Learning	-	-	-	1.00	-	(1.00)
Program Administrator	-	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>161.37</b>	<b>8.00</b>	<b>17.50</b>	<b>22.50</b>	<b>-</b>	<b>(22.50)</b>
<b>D065 TVA ENERNOC Demand Response Program</b>						
Project Leader - Green Schools	1.00	1.00	-	-	-	-
<b>D065 TVA ENERNOC Demand Response Program Total</b>	<b>1.00</b>	<b>1.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>D085 After School Childcare</b>						
Classroom Teacher	-	1.00	-	-	-	-
Classroom Teacher K-3	-	-	1.00	-	-	-
ELOPAssistant (School Age Childcare)	13.00	-	16.93	177.00	-	(177.00)
ELOP Supervisor (School Age Child Care)	-	23.63	23.26	22.00	-	(22.00)
ELOP Childcare Assistant SUBSTITUTES	-	-	34.65	81.00	-	(81.00)
ELOP Site Leader	-	-	2.52	10.00	-	(10.00)
ELOP Tutor	-	-	-	78.00	-	(78.00)
Financial Analyst for Student Support	1.00	-	-	-	-	-
Program Administrator	1.00	-	-	-	-	-
School Age Child Care Manager	1.00	-	-	-	-	-
<b>D085 After School Childcare Total</b>	<b>16.00</b>	<b>24.63</b>	<b>78.36</b>	<b>368.00</b>	<b>-</b>	<b>(368.00)</b>
<b>D225 After-School Snacks</b>						
ELOP Monitor	-	-	2.00	-	-	-
Receptionist	-	-	1.00	-	-	-
<b>D225 After-School Snacks Total</b>	<b>-</b>	<b>-</b>	<b>3.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>D435 LEAP Program</b>						
ELOP (School Age Childcare) Assistant	6.67	-	-	-	-	-
ELOP Supervisor (School Age Childcare)	2.52	-	-	-	-	-
ELOP Tutor	1.50	-	-	-	-	-
Program Administrator	1.00	-	-	-	-	-
Project Manager	1.00	-	-	-	-	-
Receptionist	2.00	-	-	-	-	-
<b>D435 LEAP Program Total</b>	<b>14.69</b>	<b>-</b>	<b>-</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 Program	1.00	1.00	1.00	1.00	1.00	-
Classroom Teacher K-5	-	1.00	1.00	1.00	-	(1.00)
Classroom Teacher-Pre K	79.70	80.00	80.00	79.00	85.00	6.00
Clerical Assistant	-	2.00	2.00	1.00	1.00	-
Director - Education	-	-	-	1.00	1.00	-
Educational Asst - Early Childhood	10.00	6.00	6.00	6.00	6.00	-
Grant Fiscal Associate Pre-K	1.00	1.00	1.00	1.00	1.00	-
Instructional Advisor Pre-K	2.00	1.00	1.00	1.00	1.00	-
Manager Early Childhood	2.00	2.00	3.00	1.00	1.00	-
Manager Grant Fiscal	0.33	0.50	0.50	0.50	0.50	-
<b>D525 Pre-K Total</b>	<b>97.03</b>	<b>95.50</b>	<b>96.50</b>	<b>93.50</b>	<b>97.50</b>	<b>4.00</b>



## Informational Section

Job Description	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
<b>First 8.1</b>						
Classroom Teacher Pre K	-	-	-	40.00	45.00	5.00
Early Childhood Educational Assistant	-	-	-	3.00	3.00	-
Educational Asst - Early Childhood	-	-	-	37.00	41.00	4.00
Instructional Advisor Pre-K	-	-	-	1.00	1.00	-
Program/Project Assistant for Pre-K	-	-	-	1.00	1.00	-
<b>D525 Pre-K Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>82.00</b>	<b>91.00</b>	<b>9.00</b>
<b>D555 Research &amp; Evaluation</b>						
Research Analyst	1.00	-	-	-	-	-
Research Associate	1.00	1.00	-	-	-	-
Senior Research Advisor	-	1.00	-	-	-	-
<b>D555 Research &amp; Evaluation Total</b>	<b>2.00</b>	<b>2.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>D765 Shelby County Government Pre-K</b>						
Classroom Teacher-Pre K	13.00	13.00	13.00	-	-	-
Educational Asst - Early Childhood	13.00	12.00	12.00	-	-	-
Instructional Advisor Pre-K	1.00	1.00	1.00	-	-	-
Educational Assistant	-	1.00	1.00	-	-	-
<b>D765 Shelby County Government Pre-K Total</b>	<b>27.00</b>	<b>27.00</b>	<b>27.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>D766 First 8.2</b>						
Classroom Teacher Pre-K	-	-	-	10.00	10.00	-
Educational Assistant	-	-	-	1.00	-	(1.00)
Educational Asst - Early Childhood	-	-	-	10.00	10.00	-
Instructional Advisor Pre-K	-	-	-	1.00	1.00	-
<b>D766 First 8.2 Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>22.00</b>	<b>21.00</b>	<b>(1.00)</b>
<b>D770 Memphis Education Fund</b>						
Assistant Principal-Elementary/Middle	-	-	1.00	-	-	-
Classroom Teacher K-5	-	-	3.00	1.00	1.00	-
Classroom Teacher Secondary	-	1.00	4.00	1.00	1.00	-
Classroom Teacher Special ED	-	-	3.00	-	-	-
Clerical Assistant	-	1.00	-	-	-	-
Educational Assistant	-	-	2.00	2.00	-	(2.00)
In-School Suspension Assistant	-	-	1.00	-	-	-
Instructional Leadership Director	1.00	-	-	-	-	-
Instructional Support Advisor	6.00	5.00	1.00	-	-	-
Instructional Support Manager	1.00	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)
Instructional Curriculum Coach	-	1.00	-	-	-	-
<b>D770 Memphis Education Fund Total</b>	<b>11.00</b>	<b>12.00</b>	<b>18.00</b>	<b>8.00</b>	<b>2.00</b>	<b>(6.00)</b>
<b>D777 Evening Reporting Center</b>						
Advisor Evening Reporting Center	-	-	-	1.00	1.00	-
Evening Rept Ctr Classroom Teacher PT	-	-	-	5.00	5.00	-
Evening Rept Ctr Transition Specialist PT	-	-	-	5.00	5.00	-
Manager Evening Reporting Center	-	-	-	1.00	1.00	-
<b>D777 Evening Reporting Center Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>12.00</b>	<b>12.00</b>	<b>-</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	1.00	1.00	-
<b>D795 SPED Medicaid Reimbursement Total</b>	<b>1.00</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	<b>-</b>
<b>D960 Lottery for Education Afterschool Programs (LEAPS)</b>						
ELOP Assistant (School Age Child Care)	-	-	21.00	46.00	-	(46.00)
ELOP Childcare Assistant SUBSTITUTES	-	-	-	9.00	-	(9.00)
ELOP Supervisor (School Age Child Care)	-	-	7.00	8.04	-	(8.04)
ELOP Tutor	-	-	27.00	23.00	-	(23.00)
Part time Certified Tutor	-	-	1.00	-	-	-
<b>D960 Lottery for Education Afterschool Programs (LEAPS) Tot:</b>	<b>-</b>	<b>-</b>	<b>56.00</b>	<b>86.04</b>	<b>-</b>	<b>(86.04)</b>



## Informational Section

Job Description	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
<b>D961 Urban Strategies</b>						
Family Engagement Specialist	-	3.00	-	-	-	-
Student & Community Relations Advisor	-	-	1.00	1.00	1.00	-
Student & Community Resource Associate	-	1.00	3.00	3.00	3.00	-
<b>D961 Urban Strategies Total</b>	-	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	-
<b>D968 Trauma Intensive Parent (TIP) Grant</b>						
Parent Engagement Specialist	-	-	-	2.00	2.00	-
<b>D968 Trauma Intensive Parent (TIP) Grant Total</b>	-	-	-	<b>2.00</b>	<b>2.00</b>	-
<b>D9506 Pre-K Expansion (PDG)</b>						
Associate Fiscal Pre K	-	-	1.00	-	-	-
Classroom Teacher Pre K	-	-	38.00	-	-	-
Early Childhood Educational Assistant	-	-	2.00	-	-	-
Educational Asst - Early Childhood	-	-	36.00	-	-	-
Instructional Advisor Pre-K	-	-	1.00	-	-	-
<b>D9506 Pre-K Expansion (PDG) Total</b>	-	-	<b>78.00</b>	-	-	-
<b>Grand Total</b>	<b>345.78</b>	<b>176.13</b>	<b>380.36</b>	<b>702.04</b>	<b>231.50</b>	<b>(470.54)</b>



# Informational Section

## SHELBY COUNTY SCHOOLS POSITION SUMMARY BY PROJECT FEDERAL PROGRAMS

Job Description	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
<b>CARES Act</b>						
1:1 IT Device Operations Assistant	-	-	-	2.00	2.00	-
Fall Break Learning Academy - Bilingual Mentor	-	-	-	20.00	20.00	-
Fall Break Learning Academy - Clerical	-	-	-	20.00	20.00	-
Fall Break Learning Academy - Education Assistant	-	-	-	170.00	170.00	-
Fall Break Learning Academy - Site Administrator	-	-	-	20.00	20.00	-
Fall Break Learning Academy - Teacher	-	-	-	225.00	225.00	-
Inventory Support Clerk	-	-	-	2.00	2.00	-
Part-Time Associate	-	-	-	3.00	3.00	-
Saturday Learning Academy - Bilingual Mentor	-	-	-	20.00	20.00	-
Saturday Learning Academy - Education Assistant	-	-	-	170.00	170.00	-
Saturday Learning Academy - Site Administrator	-	-	-	20.00	20.00	-
Saturday Learning Academy - Teacher	-	-	-	225.00	225.00	-
Senior Accountant	-	-	-	0.20	0.20	-
Spring Break Learning Academy - Bilingual Mentor	-	-	-	20.00	20.00	-
Spring Break Learning Academy - Clerical	-	-	-	20.00	20.00	-
Spring Break Learning Academy - Site Administrator	-	-	-	20.00	20.00	-
Spring Break Learning Academy - Teacher	-	-	-	225.00	225.00	-
Spring Break Learning Academy - Education Assistant	-	-	-	170.00	170.00	-
Warehouse Support Assistant	-	-	-	2.00	2.00	-
<b>CARES Act Total</b>	-	-	-	<b>1,354.20</b>	<b>1,354.20</b>	-
<b>0016 Consolidated Administration</b>						
Associate Federal Programs Data Associate	-	1.00	1.00	1.00	1.00	-
Clerical Assistant (Family & Community Engagement)	1.00	-	-	-	-	-
Director of Federal Programs	1.00	-	-	-	-	-
Director of Grants Program	-	1.00	1.00	1.00	1.00	-
Director, School Support /Fiscal Compliance	1.00	-	-	-	-	-
Director II - Federal Programs	-	-	-	1.00	1.00	-
Family Engagement Specialist	4.00	1.00	-	-	-	-
Federal Programs Advisor - Grants & Special Popula	-	-	1.00	1.00	1.00	-
Federal Programs Advisor - School Support/Fiscal C	-	1.00	-	-	-	-
Federal Programs Advisor - School Support/Program	-	3.00	3.00	3.00	3.00	-
Federal Programs Advisor (Programs)	-	3.00	3.00	4.00	4.00	-
Federal Programs Analyst	1.00	1.00	1.00	1.00	1.00	-
Federal Programs Associate (Grants)	-	1.00	1.00	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	2.00	2.00	2.00	2.00	-
Federal Programs Manager	3.00	3.00	3.00	4.00	4.00	-
Financial Analyst (Federal Programs)	2.00	2.00	2.00	2.00	2.00	-
Fiscal Compliance Administrative Assistant	1.00	1.00	1.00	1.00	1.00	-
Grant Planning and Budgeting Director	-	1.00	1.00	1.00	1.00	-
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	1.00	1.00	-
Licensure and Compliance Specialist	1.00	1.00	1.00	1.00	1.00	-
Manager Grants and Special Populations Compliance	-	1.00	1.00	1.00	1.00	-
Program Compliance Administrative Assistant	1.00	1.00	1.00	1.00	1.00	-
Senior Accountant	-	-	1.00	1.00	1.00	-
Research Analyst	1.00	-	-	-	-	-
Research Associate	1.00	1.00	1.00	1.00	1.00	-
<b>0016 Consolidated Administration Total</b>	<b>24.00</b>	<b>31.00</b>	<b>31.00</b>	<b>33.00</b>	<b>33.00</b>	-
<b>0210 Title I, Part A School Imp. 1003 (a) Focus Schools</b>						
Classroom Teacher K-5	1.00	-	-	-	-	-
<b>0210 Title I, Part A School Imp. 1003 (a) Focus Schools Total</b>	<b>1.00</b>	-	-	-	-	-
<b>1005 Title I, Part A, Improving Academic Achievement</b>						
Associate Federal Programs Data Associate	1.00	-	-	-	-	-
Attendance Discipline and Hearing Official	-	-	1.00	-	-	-



# Informational Section

Job Description	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
Behavioral Specialist	-	3.00	13.00	16.00	20.00	4.00
Bilingual Cultural Counselor	-	-	1.00	5.00	5.00	-
Bilingual Cultural Mentor	-	4.00	2.00	9.00	9.00	-
Campus Monitor	-	-	1.00	-	-	-
Certified Tutor	1.00	-	-	-	-	-
Classroom Teacher ESL	3.00	-	-	-	-	-
Classroom Teacher K-5	14.00	24.00	4.00	0.50	2.30	1.80
Classroom Teacher K-8	-	3.00	2.00	2.00	3.00	1.00
Classroom Teacher Secondary	72.50	82.79	3.00	2.00	2.00	-
Classroom Teacher Special Skills	-	1.00	-	-	-	-
Clerical Assistant (Family & Community Engagement)	-	1.00	1.00	-	-	-
Computer Lab Assistant	56.00	77.88	58.00	51.00	51.00	-
Education Assistant - Interventionist	2.00	4.00	4.00	3.00	3.00	-
Educational Assistant	67.00	96.50	118.00	118.50	104.50	(14.00)
Educational Asst - Elementary	13.00	21.25	18.00	28.50	54.00	25.50
Family Engagement Specialist	35.00	35.88	30.00	31.00	21.00	(10.00)
Family Engagement Specialist Part-time	-	-	-	1.00	3.00	2.00
Federal Programs Advisor	0.20	-	-	-	-	-
Federal Programs Advisor - Grants & Special Popula	1.00	1.00	-	-	-	-
Federal Programs Advisor - School Support/Fiscal C	1.00	-	-	-	-	-
Federal Programs Advisor - School Support/Program	1.00	-	-	-	-	-
Federal Programs Advisor (Programs)	3.00	-	-	1.00	1.00	-
Federal Programs Associate (Grants)	1.00	-	-	-	-	-
Federal Programs Specialist	1.00	2.00	2.00	1.00	1.00	-
Graduation Coach	-	-	2.00	2.00	3.00	1.00
In-School Suspension Assistant	-	2.00	12.00	13.00	14.50	1.50
Instructional Advisor ESL	2.00	2.00	3.00	2.00	2.00	-
Instructional Advisor Literacy	-	-	2.00	2.00	2.00	-
Instructional Advisor Mathematics	-	-	-	1.00	1.00	-
Instructional Curriculum Coach	-	-	20.00	15.00	13.00	(2.00)
Instructional Facilitator	195.00	197.16	184.00	188.00	185.00	(3.00)
Instructional Math/Literacy Coach	-	9.00	8.00	8.00	8.00	-
Instructional Support Advisor	-	16.00	-	21.00	21.00	-
Interventionist	-	-	17.00	18.50	26.00	7.50
Librarian	-	-	1.00	-	-	-
Manager, Grants and Special Populations Compliance	1.00	-	-	-	-	-
Parent Liaison	4.00	6.00	6.00	6.00	6.00	-
Part time Certified Tutor	-	-	57.00	-	-	-
Part-time Educational Assistant	-	-	-	-	11.00	11.00
Part-Time Educational Asst. Extended Learning Prog	-	-	-	-	54.00	54.00
Professional Learning Advisor	-	-	-	9.00	9.00	-
Professional School Counselor	-	2.00	20.00	17.00	21.00	4.00
Specialist Multicultural Family	-	-	1.00	-	1.00	1.00
Teacher Assistant	-	1.00	-	-	-	-
Teacher In Training	-	4.00	-	-	-	-
<b>1005 Title I, Part A, Improving Academic Achievement Total</b>	<b>475.70</b>	<b>597.46</b>	<b>591.00</b>	<b>572.00</b>	<b>657.30</b>	<b>85.30</b>
<b>1307 iZone Supplemental School Improvement Grant</b>						
Administrative Assistant	1.00	1.00	-	-	-	-
Advisor	1.00	1.00	-	-	-	-
Federal Programs Manager	1.00	-	-	-	-	-
Instructional Curriculum Coach	-	6.00	-	-	-	-
Instructional Facilitator	4.00	-	-	-	-	-
Instructional Leadership Director iZone	-	1.00	-	-	-	-
Instructional Leadership Director-iZone Pre-Reorg	1.00	-	-	-	-	-
<b>1307 iZone Supplemental School Improvement Grant Total</b>	<b>8.00</b>	<b>9.00</b>	<b>-</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	-	-	-
Part-time Certified Tutor	-	-	1.00	-	-	-
<b>1505 Title I, Part D, Subpart 2 Total</b>	<b>0.20</b>	<b>-</b>	<b>2.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>0150 Title I, Part D, Subpart 1 Neglected/Delinquent</b>						
Federal Programs Analyst	-	-	-	-	1.00	1.00
<b>0150 Title I, Part D, Subpart 1 Neglected/Delinquent Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1.00</b>	<b>1.00</b>



## Informational Section

Job Description	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
<b>2005 Title II, Part A, Training &amp; Recruiting</b>						
Curriculum Development Advisor	12.00	-	-	-	-	-
Honors Advisor	-	1.00	1.00	1.00	1.00	-
Honors Analyst	1.00	-	-	-	-	-
HR Business Partner Instructional	-	-	2.00	-	-	-
Human Resource Staffing Advisor Instructional	-	-	-	4.00	4.00	-
Instructional Advisor Literacy	-	4.00	4.00	5.00	5.00	-
Instructional Advisor Mathematics	-	4.00	4.00	5.00	5.00	-
Instructional Advisor Science	-	2.00	2.00	2.00	2.00	-
Instructional Advisor Social Studies	-	2.00	2.00	2.00	2.00	-
Instructional Support Advisor	55.00	22.00	38.00	-	-	-
Instructional Support Analyst 1	1.00	1.00	1.00	1.00	1.00	-
New Leaders-New Schools	12.00	-	-	-	-	-
PLC Advisor	-	-	-	3.00	3.00	-
Professional Learning Advisor	-	-	-	10.00	10.00	-
Recruitment and Staffing Advisor	2.00	2.00	2.00	-	-	-
Research Advisor	-	3.00	3.00	3.00	3.00	-
Research Analyst	3.00	-	-	-	-	-
Teacher On Assignment	1.00	-	-	-	-	-
<b>2005 Title II, Part A, Training &amp; Recruiting Total</b>	<b>87.00</b>	<b>41.00</b>	<b>59.00</b>	<b>36.00</b>	<b>36.00</b>	<b>-</b>
<b>3005 Title III Language Instruction for English Learner</b>						
Bilingual Cultural Mentor	25.00	24.00	24.00	-	-	-
Part-time Certified Tutor	-	-	1.00	-	-	-
<b>3005 Title III Language Instruction for English Learner Total</b>	<b>25.00</b>	<b>24.00</b>	<b>25.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>0300 Title III Part A English Language Acquisition</b>						
Bilingual Cultural Mentor	-	-	-	24.00	25.00	1.00
<b>0300 Title III Part A English Language Acquisition Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>24.00</b>	<b>25.00</b>	<b>1.00</b>
<b>4326 Title IV- 21st Century Primetime 7</b>						
Program Administrator	0.25	-	-	-	-	-
Project Manager	0.25	-	-	-	-	-
Receptionist	0.50	-	-	-	-	-
<b>4326 Title IV- 21st Century Primetime 7 Total</b>	<b>1.00</b>	<b>-</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	-	-	-
ELOP Supervisor (School Age Child Care)	-	-	12.0	-	-	-
ELOP Tutor	-	-	35.0	-	-	-
Overtime	-	-	0.0	-	-	-
<b>5012 21st Century Community Learning Centers Total</b>	<b>-</b>	<b>-</b>	<b>83.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>5013 21st Century Community Learning GrantFY19</b>						
ELOP Assistant (School Age Child Care)	-	-	33.0	57.0	-	(57.00)
ELOP Childcare Assistant SUBSTITUTES	-	-	0.0	12.0	-	(12.00)
ELOP Supervisor (School Age Child Care)	-	-	11.0	10.9	-	(10.89)
ELOP Tutor	-	-	33.0	35.0	-	(35.00)
<b>5013 21st Century Community Learning GrantFY19 Total</b>	<b>-</b>	<b>-</b>	<b>77.00</b>	<b>114.89</b>	<b>-</b>	<b>(114.89)</b>
<b>5023 FY19-20 21st Century Community Learning</b>						
ELOP Assistant (School Age Child Care)	-	-	-	51.00	-	(51.00)
ELOP Childcare Assistant SUBSTITUTES	-	-	-	12.00	-	(12.00)
ELOP Supervisor (School Age Child Care)	-	-	-	13.63	-	(13.63)
ELOP Tutor	-	-	-	39.00	-	(39.00)
<b>5023 FY19-20 21st Century Community Learning Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>115.63</b>	<b>-</b>	<b>(115.63)</b>
<b>5515 STEM in the Library</b>						
Project Coordinator STEM in Library	-	-	1.00	1.00	1.00	-
<b>5515 STEM in the Library Total</b>	<b>-</b>	<b>-</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>-</b>
<b>7006 Title IX Homeless</b>						
Federal Programs Specialist	1.00	1.00	1.00	1.00	1.00	-
<b>7006 Title IX Homeless Total</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>-</b>
<b>8305 Workforce Investment Network Out of School</b>						
Clerical Assistant	1.00	-	-	-	-	-
WIN/WFD Manager	1.00	1.00	1.00	-	-	-
WIN-OS Associate	3.00	1.00	-	-	-	-
<b>8305 Workforce Investment Network Out of School Total</b>	<b>5.00</b>	<b>2.00</b>	<b>1.00</b>	<b>-</b>	<b>-</b>	<b>-</b>



## Informational Section

Job Description	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
<b>8709 STOP School Violence Threat Assess</b>						
Psychologist	-	-	1.00	1.00	1.00	-
<b>8709 STOP School Violence Threat Assess Total</b>	<b>-</b>	<b>-</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>-</b>
<b>8710 STOP Sch Violence Prev and Mental Health Training</b>						
Special Project Assistant	-	-	1.00	1.00	1.00	-
<b>8710 STOP Sch Violence Prev and Mental Health Training Tot:</b>	<b>-</b>	<b>-</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>-</b>
<b>8806 Read to Be Ready Summer Literacy 2019</b>						
Part-time Cafeteria Worker	-	-	1.0	-	-	-
Part-time Classroom Teacher	-	-	48.0	-	-	-
Part-time Educational Assistant	-	-	10.0	-	-	-
Part-time Supervisor Teacher	-	-	8.0	-	-	-
<b>8806 Read to Be Ready Summer Literacy 2019 Total</b>	<b>-</b>	<b>-</b>	<b>67.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>8810 WIN In School Grant</b>						
WIN-OS Associate	-	1.00	1.00	-	-	-
WIN - Advisor	-	-	-	-	-	-
WIN/WFD Manager	-	-	-	1.00	1.00	-
WIN-IS Associate	-	-	-	1.00	1.00	-
<b>8810 WIN In School Grant Total</b>	<b>-</b>	<b>1.00</b>	<b>1.00</b>	<b>2.00</b>	<b>2.00</b>	<b>-</b>
<b>9005 IDEA, Part B</b>						
Administrative Assistant for Exceptional Children	2.00	2.00	2.00	2.00	2.00	-
Advisor-Physical/Occupational Therapy	-	-	-	1.00	1.00	-
Applications Support Analyst for Exception Children	1.00	1.00	1.00	1.00	1.00	-
Assistant - Residential Training Center	-	-	13.00	13.00	13.00	-
Classroom Teacher Special ED	1.00	1.00	1.00	1.00	1.00	-
Clerical Assistant	1.65	1.00	1.00	1.00	1.00	-
Clerk for Exceptional Children	6.00	6.00	6.00	6.00	6.00	-
Coordinator - Residential Training Center	-	-	1.00	1.00	1.00	-
Data Info Specialist	1.00	1.00	1.00	1.00	1.00	-
Deaf Interpreter	12.00	12.00	12.00	12.00	12.00	-
Educational Assistant	-	-	1.00	18.00	30.00	12.00
Educational Asst - Special ED	492.00	493.00	477.00	490.00	494.00	4.00
Exceptional Children Advisor SPED	7.00	7.00	7.00	7.00	7.00	-
Financial Advisor	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	-	-	-
Licensed Practical Nurse	24.00	24.00	24.00	24.00	24.00	-
Nutrition Assistant	-	1.00	-	-	-	-
Nutrition Service Assistant Mgr	1.00	-	-	-	-	-
Physical and Occupational Therapist	12.00	12.00	12.00	12.00	12.00	-
Psychologist	30.00	30.00	30.00	30.00	30.00	-
Regional Manager of Exceptional Children	2.00	2.00	2.00	2.00	2.00	-
RTI2-B-Support Specialist	-	-	-	20.00	20.00	-
Senior Accountant	-	-	-	1.00	1.00	-
Social Worker	9.00	9.00	9.00	13.00	13.00	-
Special Needs Attendant	2.00	2.00	-	-	-	-
Technician - Residential Training	-	-	1.00	1.00	1.00	-
<b>9005 IDEA, Part B Total</b>	<b>607.65</b>	<b>608.00</b>	<b>605.00</b>	<b>659.00</b>	<b>675.00</b>	<b>16.00</b>
<b>9017 Substance Abuse Prevention &amp; Treatment</b>						
Special Project Coordinator I	-	-	-	0.30	0.30	-
<b>9017 Substance Abuse Prevention &amp; Treatment Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0.30</b>	<b>0.30</b>	<b>-</b>
<b>9105 IDEA, Preschool</b>						
Classroom Teacher Special ED	2.00	2.00	2.00	2.00	2.00	-
Educational Asst - Special ED	1.00	1.00	3.00	3.00	3.00	-
<b>9105 IDEA, Preschool Total</b>	<b>3.00</b>	<b>3.00</b>	<b>5.00</b>	<b>5.00</b>	<b>5.00</b>	<b>-</b>
<b>9118 Priority School Improvement Grant-Regular</b>						
Administrative Assistant	-	-	1.00	1.00	-	(1.00)
Behavioral Specialist	-	-	1.00	1.00	-	(1.00)
Bilingual Cultural Mentor	-	-	-	-	1.00	1.00
Data Analyst	-	-	1.00	1.00	-	(1.00)
Educational Asst - Elementary	-	-	1.00	14.00	1.00	(13.00)
Graduation Coach	-	-	1.00	1.00	-	(1.00)



## Informational Section

Job Description	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
Instructional Curriculum Coach	-	-	9.00	14.00	5.00	(9.00)
Instructional Support Advisor	-	-	3.00	3.00	-	(3.00)
<b>9118 Priority School Improvement Grant-Regular Total</b>	-	-	<b>17.00</b>	<b>35.00</b>	<b>7.00</b>	<b>(28.00)</b>
<b>9506 Pre-K Expansion (PDG)</b>						
Classroom Teacher K-3	1.00	-	-	-	-	-
Classroom Teacher Pre K	-	38.00	-	-	-	-
Classroom Teacher-Pre K	37.00	-	-	-	-	-
Early Childhood Educational Assistant	1.00	2.00	-	-	-	-
Educational Asst - Early Childhood	37.00	36.00	-	-	-	-
Finance Clerk II	2.00	1.00	-	-	-	-
Fiscal Associate Pre-K	-	1.00	-	-	-	-
Instructional Advisor Pre-K	-	1.00	-	-	-	-
Instructional Advisor, Pre-K	2.00	-	-	-	-	-
Manager Grant Fiscal	0.33	-	-	-	-	-
<b>9506 Pre-K Expansion (PDG) Total</b>	<b>80.33</b>	<b>79.00</b>	-	-	-	-
<b>9705-08 CDCP HIV/STD PREVENTION</b>						
Research Analyst	0.75	1.00	1.00	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>2.75</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	-
<b>9806 Project Prevent</b>						
Criminal Investigator/Supervisor	1.00	1.00	-	-	-	-
Data Info Specialist	1.00	1.00	-	-	-	-
Federal Programs Advisor	1.00	-	-	-	-	-
Records Clerk	2.00	-	-	-	-	-
Record's Clerk	-	2.00	-	-	-	-
Special Project Coordinator I	4.00	4.00	-	-	-	-
<b>9806 Project Prevent Total</b>	<b>9.00</b>	<b>8.00</b>	-	-	-	-
<b>9917 Comprehensive School Safety Initiative</b>						
Clerical Assistant	1.00	1.00	1.00	-	-	-
Administrative Assistant	-	-	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>D396 Gear Up at the River</b>						
Clerical Assistant	1.00	1.00	-	-	-	-
Instructional Facilitator	1.00	1.00	1.00	-	-	-
<b>D396 Gear Up at the River Total</b>	<b>2.00</b>	<b>2.00</b>	<b>1.00</b>	-	-	-
<b>D398 Gear Up 3.0</b>						
Instructional Facilitator	-	-	1.00	1.00	1.00	-
<b>D398 Gear Up 3.0 Total</b>	-	-	<b>1.00</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	-	-	-
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>9907 Project Stand</b>						
Alternative Schools Analyst	-	1.00	-	-	-	-
Part time Certified Tutor	-	-	1.00	-	-	-
Project Stand Manager	1.00	1.00	-	-	-	-
Project Stand Transition Specialist	1.00	1.00	-	-	-	-
<b>9907 Project Stand Total</b>	<b>2.00</b>	<b>3.00</b>	<b>1.00</b>	-	-	-
<b>9908 Priority School Exit Grant</b>						
Part-time Educational Assistant	-	-	-	-	5.00	5.00
<b>9908 Priority School Exit Grant Total</b>	-	-	-	-	<b>5.00</b>	<b>5.00</b>
<b>1006 Title 1 A, Neglected</b>						
Federal Programs Advisor	0.60	-	-	-	-	-
Part-time Certified Tutor	-	-	7.40	-	-	-
<b>1006 Title 1 A, Neglected Total</b>	<b>0.60</b>	-	<b>7.40</b>	-	-	-



## Informational Section

Job Description	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
<b>9407-9409 9419-9421 Head Start</b>						
Advisor Compliance Pre-K/Head Start	1.00	1.00	1.00	1.00	1.00	-
Behavioral Specialist	-	-	-	2.00	2.00	-
Compliance Associate Pre-K/Head Start	1.00	1.00	1.00	3.00	3.00	-
Data Analyst	1.00	1.00	1.00	1.00	1.00	-
Director - Head Start	1.00	1.00	1.00	1.00	1.00	-
Education Advisor	1.00	1.00	1.00	-	-	-
Educational Assistant	1.00	4.00	4.00	5.00	-	(5.00)
Educational Asst - Early Childhood	69.00	80.00	91.00	121.00	121.00	-
Environmental Health & Safety Compliance Advisor	1.00	1.00	1.00	1.00	1.00	-
Facilities Coordinator	1.00	-	-	-	-	-
Facilities Manager Early Childhood Head Start	-	-	-	1.00	1.00	-
Facilities Proj Advisor Early Childhood Head Start	-	1.00	1.00	-	-	-
Financial Analyst (Pre-K)	-	-	-	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	2.00	2.00	-
H.R. Senior Advisor Pre-K	-	-	-	1.00	1.00	-
Instructional Advisor Pre-K	5.00	6.00	8.00	7.00	7.00	-
Licensed Practical Nurse	-	-	2.00	2.00	2.00	-
Manager Comprehensive Services ERSEA	-	-	2.00	-	-	-
Manager Grant Fiscal	0.34	0.50	0.50	0.50	0.50	-
Pre-School Screener- Part-Time	-	-	35.00	21.00	21.00	-
Program/Project Assistant for Pre-K	2.00	2.00	3.00	4.00	4.00	-
Registered Nurse	-	-	2.00	2.00	2.00	-
Senior Accountant	-	2.00	2.00	2.00	2.00	-
Senior Accountant Advisor	3.00	1.00	1.00	-	-	-
Senior Manager Comprehensive Services ERSEA	-	-	-	-	1.00	-
Strategic Initiatives Manager	1.00	-	-	-	-	-
Substitute Warehouseman	-	-	1.00	-	-	-
Teacher Assistant	-	1.00	1.00	-	-	-
Transition Services Advisor	-	-	-	2.00	2.00	-
Transition Services Manager	-	-	-	1.00	1.00	-
Warehouseman	-	-	-	1.00	1.00	-
Warehouse Worker	1.00	1.00	-	1.00	1.00	-
<b>9407-9409 9419-9421 Head Start</b>	<b>91.34</b>	<b>97.50</b>	<b>161.50</b>	<b>184.50</b>	<b>180.50</b>	<b>(4.00)</b>
<b>8005 Carl Perkins</b>						
Agriculture/Industrial Education Advisor	1.00	-	-	-	-	-
Assessment Advisor	2.00	-	-	-	-	-
Business Technology Advisor	1.00	-	-	-	-	-
Classroom Teacher-Vocational	3.00	-	-	-	-	-
College Career & Technical Education Advisor	-	4.00	4.00	5.00	5.00	-
College Career & Technical Education Manager	-	1.00	1.00	1.00	1.00	-
Curriculum Advisor for CTE	1.00	-	-	-	-	-
Early College Advisor	-	2.00	3.00	4.00	4.00	-
FCS/Health Sciences Advisor	1.00	-	-	-	-	-
Financial Analyst Fiscal Services	1.00	-	-	-	-	-
Instructional and Special Program Manager	1.00	-	-	-	-	-
Marketing/Media Advisor	1.00	-	-	-	-	-
Operations Specialist, Equipment/Inventory	1.00	-	-	-	-	-
Operations Specialist, Facilities/Warehousing	1.00	-	-	-	-	-
Program Project Assistant for CTE	2.00	2.00	2.00	2.00	2.00	-
Senior Advisor CTE	-	-	-	1.00	1.00	-
Student Data Analyst	-	1.00	-	-	-	-
<b>8005 Carl Perkins Total</b>	<b>16.00</b>	<b>10.00</b>	<b>10.00</b>	<b>13.00</b>	<b>13.00</b>	<b>-</b>
<b>9028 Transition School to Work</b>						
Classroom Teacher Special ED	-	0.84	0.80	1.00	1.00	-
Transition Specialist	-	1.56	1.60	2.00	2.00	-
<b>9028 Transition School to Work Total</b>	<b>-</b>	<b>2.40</b>	<b>2.40</b>	<b>3.00</b>	<b>3.00</b>	<b>-</b>



## Informational Section

Job Description	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
<b>5011 Title IV, Part A, Student Support and Academic Enrichment</b>						
Administrative Assistant	-	-	1.00	1.00	1.00	-
Advisor School Operations	-	-	2.00	2.00	2.00	-
Attendance Discipline and Hearing Official	-	-	-	1.00	1.00	-
Clerical Assistant	-	1.00	-	-	-	-
Director of Federal Programs	-	1.00	-	-	-	-
Director of Student Affairs	-	-	1.00	1.00	1.00	-
Educational Technology Specialist	-	-	-	5.00	5.00	-
Federal Programs Advisor (Programs)	-	-	-	1.00	1.00	-
Federal Programs Advisor - School Support/Program	-	4.00	-	-	-	-
Instructional Advisor Literacy	-	-	2.00	2.00	2.00	-
IT Instructional Specialists	-	-	5.00	-	-	-
<b>5011 Title IV, Part A, Student Support and Academic Enrichment Total</b>	<b>-</b>	<b>6.00</b>	<b>11.00</b>	<b>13.00</b>	<b>13.00</b>	<b>-</b>
<b>1306 Title I, School Improvement Grant, Cohort IV</b>						
Behavioral Specialist	5.00	-	-	-	-	-
Classroom Teacher Con Home Ec	10.00	-	-	-	-	-
Classroom Teacher ESL	6.00	-	-	-	-	-
Classroom Teacher K-3	2.00	-	-	-	-	-
Classroom Teacher K-5	3.00	-	-	-	-	-
Classroom Teacher Secondary	8.00	-	-	-	-	-
Computer Lab Assistant	5.00	-	-	-	-	-
Educational Assistant	4.00	-	-	-	-	-
Family Engagement Specialist	3.00	-	-	-	-	-
GRADUATION COACH	2.00	-	-	-	-	-
Instructional Facilitator	1.00	-	-	-	-	-
<b>1306 Title I, School Improvement Grant, Cohort IV Total</b>	<b>49.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>9984 ESSER 2.0</b>						
Advisor - Social Emotional Learning	-	-	-	-	4.00	4.00
Clerical Assistant	-	-	-	-	2.00	2.00
Educational Assistant	-	-	-	-	60.00	60.00
Finance Grant & Compliance Analyst	-	-	-	-	2.00	2.00
Learning Recovery Interventionist	-	-	-	-	36.00	36.00
Social Worker	-	-	-	-	10.00	10.00
Specialized Educational Assistant	-	-	-	-	250.00	250.00
<b>9984 ESSER 2.0 Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>364.00</b>	<b>364.00</b>
<b>9985 ESSER 3.0</b>						
Accountant	-	-	-	-	5.00	5.00
Accountant - Senior	-	-	-	-	3.00	3.00
Advisor	-	-	-	-	14.00	14.00
Analyst	-	-	-	-	1.00	1.00
AP Advisor	-	-	-	-	1.00	1.00
AP Monitors - Part-Time	-	-	-	-	15.00	15.00
Attendance and Discipline Analyst	-	-	-	-	2.00	2.00
Behavioral Specialist	-	-	-	-	80.00	80.00
Clerical Assistant	-	-	-	-	6.00	6.00
Community Engagement Specialist	-	-	-	-	2.00	2.00
DE Online Teacher	-	-	-	-	30.00	30.00
Director	-	-	-	-	1.00	1.00
Federal Programs Manager	-	-	-	-	2.00	2.00
Grants Administrative Assistant	-	-	-	-	1.00	1.00
Instructional Leadership Director	-	-	-	-	1.00	1.00
Instructional Math/Literacy Coach	-	-	-	-	2.00	2.00
Manager	-	-	-	-	2.00	2.00
Research & Data Internship	-	-	-	-	1.00	1.00
Senior Reading Advisor	-	-	-	-	17.00	17.00
Social Worker	-	-	-	-	2.00	2.00
Specialized Educational Assistant	-	-	-	-	250.00	250.00
Teacher	-	-	-	-	17.00	17.00
Truancy Attendance Specialist	-	-	-	-	4.00	4.00
<b>9985 ESSER 3.0 Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>459.00</b>	<b>459.00</b>
<b>Grand Total</b>	<b>1,497.77</b>	<b>1,534.56</b>	<b>1,772.50</b>	<b>3,172.52</b>	<b>3,841.30</b>	<b>668.78</b>



**SHELBY COUNTY SCHOOLS  
POSITION SUMMARY BY PROJECT  
NUTRITION SERVICES**

<b>Job Description</b>	<b>2017-18 Budget</b>	<b>2018-19 Budget</b>	<b>2019-20 Budget</b>	<b>2020-2021 Budget</b>	<b>2021-2022 Budget</b>	<b>2022 vs 2021 Variance</b>
Accountant	-	-	1.00	1.00	1.00	-
Accountant - Senior	4.00	4.00	3.00	3.00	3.00	-
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	-
Administrative Secretary I	-	1.00	1.00	1.00	1.00	-
Analyst Distribution	-	2.00	2.00	2.00	2.00	-
Analyst Planning and Logistics	-	1.00	1.00	1.00	1.00	-
Associate Compliance CNC	-	2.00	10.00	10.00	10.00	-
Associate Planning and Logistics	-	1.00	1.00	1.00	1.00	-
Associate Warehouse & Distribution Inventory	1.00	1.00	1.00	1.00	1.00	-
Buyer	1.00	1.00	1.00	1.00	1.00	-
Cafeteria Equip Repair Spec	1.00	-	-	-	-	-
Catering Assistant	1.00	-	-	-	-	-
Central Kitchen Manager	1.00	-	-	-	-	-
Clerical Assistant	1.00	1.00	1.00	3.00	3.00	-
Clerk for Distribution	2.00	1.00	2.00	2.00	2.00	-
Clerk for Planning and Procurement	1.00	4.00	4.00	4.00	4.00	-
Clerk Nutrition Services	9.00	8.00	-	-	-	-
Compliance Associate	1.00	-	-	-	-	-
Compliance Associate - Special Programs	1.00	-	-	-	-	-
Compliance Programming, Education and Training Man	-	-	-	-	-	-
Compliance Specialist	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	-	-	-
Dietitian	3.00	3.00	3.00	2.00	2.00	-
Director - Nutrition Operations	1.00	1.00	1.00	1.00	1.00	-
Director II - Nutrition	-	-	-	1.00	1.00	-
Director of Central Nutrition Operations	1.00	-	-	-	-	-
Director of Nutrition Finance	-	1.00	1.00	-	-	-
Director of Nutrition Logistics & Supply Chain	1.00	-	-	-	-	-
Director of Nutrition Support	-	-	-	-	-	-
Distribution Analyst	1.00	-	-	-	-	-
Distribution Area Supervisor Shipping (Logistics)	1.00	-	-	-	-	-
Distribution Area Supervisor Support (Inventory)	1.00	-	-	-	-	-
Distribution Area Supervisor Warehouse Ops	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	-	-	-	-	-
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	1.00	1.00	-
Farm Manager	2.00	1.00	1.00	1.00	1.00	-
First Line Supervisor Operations	-	1.00	1.00	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	1.00	1.00	-
Food Quality Control Supervisor	1.00	-	-	-	-	-
Food Quality Control Technican	-	1.00	1.00	2.00	2.00	-
Food Safety Specialist	1.00	1.00	1.00	3.00	3.00	-
Fork Lift Operator	10.00	10.00	10.00	10.00	10.00	-
Functional Advisor Nutrition Services	-	-	1.00	1.00	1.00	-
Functional Manager Nutrition Services	-	-	1.00	-	-	-



# Informational Section

Job Description	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
HR Business Partner (CNC)	1.00	-	-	-	-	-
HR Business Partner (Non-instructional)	-	1.00	1.00	-	-	-
HR Manager	1.00	1.00	-	-	-	-
HR Talent Associate (Non-instructional)	-	-	-	-	-	-
HR Talent Specialist (Non-instructional)	-	-	-	-	-	-
HR Talent Specialist, Non-Instructional	-	-	-	-	-	-
Human Resource Staffing Advisor Non Instructional	-	-	-	1.00	1.00	-
Human Resources Manager	-	-	1.00	-	-	-
Human Resources Supervisor	-	-	-	-	-	-
Information Technology Manager	1.00	1.00	1.00	1.00	1.00	-
Inventory Associate	1.00	-	-	-	-	-
Inventory Clerk	6.00	6.00	6.00	6.00	6.00	-
IT Field Technician	1.00	1.00	1.00	1.00	1.00	-
Lead Nutrition Production Assistant	7.00	-	-	-	-	-
Logistics Analyst	1.00	-	-	-	-	-
Logistics Associate	1.00	-	-	-	-	-
Logistics Specialist	-	-	-	-	-	-
Lunchroom Monitor	12.25	13.00	13.00	13.00	13.00	-
Manager Equipment Operations	-	1.00	1.00	1.00	1.00	-
Manager, Quality Control-Business Ops	1.00	1.00	1.00	-	-	-
Meal Planning Analyst	-	-	-	-	-	-
Mechanic	1.00	1.00	-	-	-	-
Mechanic I - Certified	-	-	1.00	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	1.00	1.00	-
Network Specialist	5.00	5.00	5.00	5.00	5.00	-
Nutrition First Line Supervisor (Charter Driver)	1.00	-	-	-	-	-
Nutrition Production Support	-	19.00	19.00	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	45.00	45.00	-
Nutrition Service Nutrition Instructor	2.00	2.00	2.00	2.00	2.00	-
Nutrition Service Support	-	-	667.90	662.00	662.00	-
Nutrition Services Area Mgr	9.00	10.00	10.00	10.00	10.00	-
Nutrition Supervisor SUBSTITUTE	-	-	100.00	100.00	100.00	-
Operations Specialist, Facilities/Warehousing	-	-	-	-	-	-
Planning and Analysis Analyst	-	-	-	1.00	1.00	-
Planning and Analysis Associate	-	1.00	3.00	2.00	2.00	-
Planning and Analysis Manager	1.00	1.00	1.00	1.00	1.00	-
Plant Manager	1.00	1.00	1.00	1.00	1.00	-
Production Assistant	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	-	-	-	-	-
Refrigerator Repair Technician	4.00	4.00	4.00	4.00	4.00	-
Safety and Security Guard	-	-	6.00	10.00	10.00	-
School Nutrition Supervisor	177.00	177.00	178.00	178.00	178.00	-
School Nutrition Supervisor Trainee	-	-	26.00	26.00	26.00	-
School Nutrition Technician	609.67	660.21	-	-	-	-
School Nutrition Technician II	38.08	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	1.00	-
Senior Manager Nutrition Services	-	-	-	1.00	1.00	-
Senior Manager Staff Development Nutrition Services	-	-	-	1.00	1.00	-
Sergeant	-	-	1.00	2.00	2.00	-
Sub IT Support	-	-	-	1.00	1.00	-
Supervisor Distribution Area	-	-	-	2.00	2.00	-
Supervisor Distribution Area (Inventory Control)	-	1.00	1.00	1.00	1.00	-
Supervisor Food Quality Control	-	1.00	1.00	1.00	1.00	-



## Informational Section

Job Description	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-2021 Budget	2021-2022 Budget	2022 vs 2021 Variance
Supervisor Nutrition Production	2.00	2.00	2.00	2.00	2.00	-
Supervisor, Distribution Area (Shipping)	-	1.00	1.00	-	-	-
Supervisor, Distribution Area (Warehouse Ops)	-	1.00	1.00	-	-	-
Supervisor, School Nutrition I	24.00	-	-	-	-	-
Supply Chain Manager	-	1.00	1.00	1.00	1.00	-
Talent Acquisition Associate Non Instructional	-	1.00	2.00	1.00	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	2.00	1.00	1.00	1.00	-
Truck Driver II	28.00	21.00	21.00	21.00	21.00	-
Warehouse First Line Assistant	2.00	1.00	1.00	-	-	-
Warehouse First Line Supervisor	-	-	1.00	2.00	2.00	-
Warehouse First Line Supervisor - 2nd Shift	1.00	1.00	-	-	-	-
Warehouse Lead	3.00	4.00	4.00	4.00	4.00	-
Warehouse Sanitation Technician	4.00	2.00	-	-	-	-
Warehouse Worker	22.00	22.00	22.00	22.00	22.00	-
<b>Grand Total</b>	<b>1,105.00</b>	<b>1,078.49</b>	<b>1,228.90</b>	<b>1,226.00</b>	<b>1,226.00</b>	<b>-</b>



**SHELBY COUNTY SCHOOLS  
POSITION SUMMARY  
INTERNAL SERVICE FUNDS**

<b>Job Description</b>	<b>2017-18 Budget</b>	<b>2018-19 Budget</b>	<b>2019-20 Budget</b>	<b>2020-2021 Budget</b>	<b>2021-2022 Budget</b>	<b>2022 vs 2021 Variance</b>
<b>PRINTING SERVICES</b>						
Graphics Specialist	1.00	1.00	1.00	1.00	1.00	-
Print Shop Supervisor	1.00	-	-	-	-	-
Printing Specialist	6.00	6.00	6.00	6.00	6.00	-
<b>WAREHOUSE</b>						
Fork Lift Operator	2.00	1.00	1.00	1.00	1.00	-
Inventory Clerk	1.00	2.00	1.00	1.00	1.00	-
Record Clerk	1.00	1.00	1.00	1.00	1.00	-
Truck Driver		1.00	-	-	-	-
Truck Driver II	6.00	9.00	9.00	9.00	9.00	-
Warehouse Manager	1.00	1.00	1.00	-	-	-
Warehouseman	7.00	4.00	4.00	4.00	4.00	-
Warehouse Clerk	6.00	6.00	5.00	5.00	5.00	-
Warehouse and Fulfillment Manager	-	-	-	1.00	1.00	-
Warehouse First Line Supervisor	2.00	2.00	2.00	2.00	2.00	-
<b>GRAND TOTAL</b>	<b>34.00</b>	<b>34.00</b>	<b>31.00</b>	<b>31.00</b>	<b>31.00</b>	<b>0.00</b>



## XI. GLOSSARY OF TERMS

**Accounting System** – The total structure of records and procedures which discover record, classify and report information on the financial position and operations of a school district or any of its funds, balanced account groups and organizational components.

**Accrual Basis of Accounting** – To recognize revenues in the period earned and expenses in the period incurred, regardless of when the cash is received or spent.

**Accrue** – To record revenues when earned or when levies are made and to record expenditures as soon as they result in liabilities, regardless of when the revenue is received, or the payment is made. Sometimes, the term is used in a restricted sense to denote the recording of revenues earned but not yet due, such as accrued interest on investments and the recording of expenditures which result in liabilities that are payable in another accounting period, such as accrued interest on bonds. See also Accrual Basis of Accounting.

**Achievement School District (ASD)** – A district category in Tennessee in which the lowest performing schools can be either directly managed with state resources or by other educational operators, with the goal of increasing student achievement in those schools. The assigned task is to move the bottom 5% of schools in Tennessee to the top 25% of the schools in the state.

**Actual** – Expenditures and/or revenues realized in the past.

**ADA** – Americans with Disabilities Act is a civil rights law that prohibits discrimination based on disability.

**ADA** – Average Daily Attendance is the total number of student attendance divided by the total number of days in the regular school year.

**ADM** – Average Daily Membership (count of students in public education).

**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.

**Annual Comprehensive Financial Report (ACFR)** – The audited annual financial report of the District, showing the financial position and results of operations for the fiscal year, along with schedules detailing other financial matters.

**Appropriation** – An authorization granted by a legislative body to make expenditures and to incur obligations for specific purposes. Note: An appropriation is usually limited in amount and as to the time when it may be expended.

**Asset** – Any tangible or intangible item to which a value can be assigned. An asset can be durable such as machinery or financial such as cash, accounts receivable, due from a primary government or investments.

**Asset Acquisition** – An operating expense used for the procurement of capital assets such as land, buildings, equipment, infrastructure and vehicles.



**Assistant/Vice Principals** – Responsible for the supervision, discipline, and monitoring of students. This individual is under the direction of the Building Principal to implement and enforces school board policies, administrative rules and regulations.

**Audit** – An official inspection of an individual’s or organization’s accounts, typically by an independent body.

**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 (except for school districts governed by the municipalities such as Arlington and Bartlett). The Board appoints a Superintendent to oversee the operation of the District in accordance with the educational goals and policies it establishes.

**Bond** – A fixed income investment in which an investor loans money to government, which borrows the funds for a defined period at a variable or fixed interest rate. Bonds are used by municipalities, states and sovereign governments to raise money and finance a variety of projects and activities. Owners of bonds are debtholders, or creditors, of the issuer.

**Budget** – A plan of financial operation embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them.

**Budget Amendment** – It is a revision to the adopted budget during the fiscal year as achieved by line item transfer.

**Budget Assumptions** – Foundational statements and expectations upon which the budget is developed.

**Budget Calendar** – A schedule of certain steps to be followed in the budgetary process and the dates by which item must be completed to comply with State and City law.

**Budgetary Control** – The control or management of the business affairs of the District in accordance with an approved budget with a responsibility to keep expenditures within the authorized amounts.

**Capital Assets** – Assets with a useful life in excess of one year and an initial cost exceeding \$5,000. Classifications include land, buildings, machinery, furniture, equipment and construction-in-progress.

**Capital Budget** – A five-year budget for capital expenditures.

**Capital Expenditures** – An expenditure that results in the acquisition or addition to fixed assets. Capital expenditures have an anticipated useful life of more than one year and belong to land, buildings, improvements, equipment or infrastructure. Infrastructure includes anything that would be attached to a building or structure such as boilers.



**Capital Improvement Program (CIP)** – A multi-year plan for the acquisition, expansion or rehabilitation of any element of the District’s infrastructure and the proposed methods for financing the projects.

**Capital Projects Fund** – Funds used to account for financial resources that are obtained and used for the acquisition, construction or improvement of capital facilities.

**Career and Technology Centers (CTCs)** – Provide high-quality CTE studies to high school students. Students may attend these centers for only a portion of the school day, week or year, or they may attend full time, receiving both academic and technical instruction at the center.

**Career and Technical Education (CTE)** – is a term applied to schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation. It was formerly (and is still commonly) called *vocational education*; however, the term has fallen out of favor with most educators.

**CARES Act** - The Coronavirus Aid, Relief, and Economic Security Act, also known as the CARES Act, is an economic stimulus bill passed by the U.S. Congress and signed into law by the President of The United States in response to the economic fallout of the COVID-19 pandemic in the United States. The spending primarily includes one-time cash payments to individual people who submit a tax return in America, increased unemployment benefits, the creation of the Paycheck Protection Program that provides forgivable loans to small businesses, funding for loans to corporations, and funding to state and local governments.

**CDC** - Center for Disease Control

**CE** – Continuing Education

**Certificated Employee** – This is a District employee that is required to possess a state credential. All regularly employed teachers, librarians and counselors are certificated employees.

**Classified Employee** – This is a District employee who is not required to possess a state credential. Examples include instructional aides; secretaries, clerks and other office staff; and maintenance and custodial workers.

**Classroom Teachers** – The role of the classroom teacher is to manage the classroom in a manner that meets the individual needs of each student in the class. This includes promoting learning and supplementing activities, coordinating and collaborating with support staff, using a variety of teaching approaches, and adapting instruction to include all students. The classroom teacher oversees each student’s overall academic program. Additionally, ESL, CTE and ROTC are included as classroom teachers. The only teachers this does not include are those teachers not assigned a classroom.

**CLE** – Continuing Legal Education Credits

**Code of Federal Regulations (CFR)** – is the codification of the general and permanent rules and regulations (sometimes called administrative law) published in the Federal Register by the executive departments and agencies of the Federal Government of the United States.

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

**Coordinated School Health (CSH)** – An effective model for connecting physical, emotional, and social health with education. It consists of eight interactive components: health education, physical education, health services, nutrition services, counseling and psychological services, healthy school



environment, health promotion for staff, and family/community involvement. Using this model, schools work within the family and community structure to ensure optimal health and wellness for children.

**Cost of Living Adjustment (COLA)** – An increase in salaries to offset the adverse effect of inflation on compensation.

**Cost per Pupil** – Current expenditures for a given period divided by a pupil unit of measure.

**Counselor** – Renders services to a student or group of students involving the application of principles, techniques, methods or procedures of the counseling profession, including appraisal activities, as defined by the law, counseling, consulting and referral activities.

**COVID-19** - A worldwide pandemic that began in 2019. According to the Center for Disease Control and Prevention (CDC), the “CO” stands for Corona, “VI” stands for Virus and the “D” stands for Disease. The number 19 represents the year in which the outbreak occurred.

**Creative Learning in a Unique Environment (C.L.U.E)** – An education program designed to meet the needs of academically talented and gifted students in the Shelby County Schools.

**Debt Service** – The payment of principal and interest on loans, notes, and bonds.

**Debt Service Fund** – This fund is used to account for the accumulation of resources for, and the payment of, general long-term debt principal, interest, and related cost. Shelby County Schools debt is issued by Shelby County Government.

**Deficit** – The excess of expenditures over revenues for a given fund during a defined accounting period.

**Department** –Organizational unit within the District.

**Depreciation** – The decrease in value of physical assets due to use and passage of time.

**District** – A school district, special-purpose district or school system which operates public elementary and secondary schools usually within a specific physical boundary.

**Dropout Rate** – The percentage of students entering the 9<sup>th</sup>-grade that dropped out of school before the end of 12<sup>th</sup> grade.

**Economically Disadvantaged Students** – Students from families who meet certain income criteria making them eligible to receive free or reduced meals at school.

**Education Assistants** – Educational Assistants provide additional instructional support in the classroom for teachers.

**Education Information System (EIS)** – is a process to keep up with students’ data information within school districts.

**EEOC** – Equal Employment Opportunity Commission

**Effectiveness Measures** – The results and outcomes of an activity; they assist in managing resources effectively and define what resulted from a job task.

**Efficiency Measures** – The relationship between business performance and resources such as manpower; these measures assist in managing whether a task was completed with the minimum expenditure of time and effort.



**Elementary and Secondary School Emergency Relief (ESSER)** - Funds established as part of the **Education Stabilization Fund in the CARES Act**. State educational agencies (SEAs) will award subgrants to local educational agencies (LEAs) to address the impact that the Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the Nation.

**Elementary School** – A school classified as elementary by the State and local practice and composed of any span of grades not above grade six. 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 it is all to be collected during the period.

**Every Student Succeeds Act (ESSA)** – Federal Law which replaces the No Child Left Behind (NCLB) and requires states to incorporate nonacademic factors into their accountability systems which could help



promote a broader vision of school success that extends beyond traditional measures, such as standardized-test scores.

**Expenditures** – The incurrence of an actual liability in accordance with the District’s authority.

**Facility Condition Index (FCI)** – This index is a measure of a building’s condition. A higher index indicates worsening conditions of a building. The calculation is equal to Total Dollars of Building Repair + Upgrades+ Renewal Needs/ the Current Replacement Value of the Building Components. A zero to 5% FCI demonstrates a building in good condition; a 5-10% FCI indicates a building in fair condition; a 10 – 30% FCI indicates a building in poor condition. The firms used to determine FCI are the following: O.T. Marshall Architects, Fleming & Associates Architects, Self-Tucker Architects, and All World Project Management.

**Fair Labor Standards Act (FLSA)** – A Federal law that governs the payment of minimum wages, overtime rates, compensatory time, record keeping of hours worked and other criteria for non-exempt employees, including governmental employees.

**Family Resource Centers (FRCs)** – Family Resource Centers offer parent education classes, child development activities, parent-to-parent support groups, afterschool and academic enrichment, GED and literacy instruction, health information, referrals and many other programs, activities and services. These services are modified and added to, depending on the needs and desires of local families.

**FEMA** – Federal Emergency Management Association

**Financial Accounting Standards Board (FASB)** – The FASB defines GAAP for private sector entities. Occasionally, GASB and FASB make FASB standards applicable to National, State or local governments.

**Fiduciary Fund** – Fiduciary funds contain resources held by a government but belonging to individuals or entities other than the government.

**Fiscal Capacity** – The County’s ability to pay based upon its tax base (sales, property). The fiscal capacity is expressed as an index measure, which is a proportion of the total fiscal capacity for all counties.

**Fiscal Year** – A consecutive twelve-month period designated as the operating year by an entity. For Shelby County Schools, the fiscal year begins July 1 and ends June 30 of the following calendar year.

**Flexibility** – different decisions around how resources can be allocated and used to address specific students.

**Free/Reduced Price Meals** – Children from families who meet certain income criteria are eligible to receive free or reduced meals at school.

**Full-Time Equivalent (FTE)** – A measure of the effective number of authorized positions, indicating the percentage of time a position or group of positions is funded. An FTE of 1.00 is usually equal to 2,080 hours of work per year. (During a leap year, an FTE of 1.00 is equal to 2,088 hours of work per year.)

**Fund** – An accounting entity with a self-balancing set of accounts recording cash/or other resources together with all related liabilities, obligations, reserves and equities which are segregated for specific activities or objectives.

**Fund Balance** – A term used to express the equity (excess of assets minus liabilities) of governmental fund types and trust funds.



**Fund Balance: Assigned** – a. Intended use established by highest level of decision-making b. Intended use established by body designated for that purpose. c. Intended use established by official designated for that purpose.

**Fund Balance: Non-spendable** – a. Portion of net resources that cannot be spent because of their form. b. Portion of net resources that cannot be spent because they must be maintained intact.

**Fund Balance: Restricted** – a. Limitations imposed by creditors, grantors, contributors, or laws and regulations of other governments. b. Limitations imposed by law through constitutional provisions or enabling legislation.

**Fund Balance: Unassigned** – The portion of the excess funds which has no legal commitments or formal designations by the Board for future funding needs.

**Funded Staff Level** – Number of full-time positions funded in the budget.

**Furniture & Equipment** – Expenditures for furniture, furnishings, athletic equipment and other equipment.

**General Educational Development (GED)** – (informally termed the “General Equivalency Diploma” generally taken by students who have not completed high school.) A student attends GED classes to receive a high school equivalency certificate.

**General Fund** – A fund used to account for all monies received and disbursed for general government purposes including all assets, liabilities, reserves, fund balances, revenues and expenditures which are not accounted for in any other fund.

**General Fund Expenditures** –Discretionary salaries and other expenses from the General Fund.

**Generally Accepted Accounting Principles (GAAP)** – These are nationally recognized uniform principles, standards and guidelines for financial accounting and reporting, governing the form and content of financial statements of an entity.

**Goals and Objectives** – Defined measurable activities to be completed within the current budget.

**Government Finance Officers Association (GFOA)** – Is a professional association of approximately 20,312 state, provincial, and local government finance officers in the United States, British Columbia, and Canada. GFOA is headquartered in downtown Chicago.

**Governmental Accounting Standards Board (GASB)** – The oversight body that establishes governmental GAAP, equivalent to the private sector FASB.

**Governmental Funds** – Funds used to account for most typical governmental functions; the acquisition, use and balances of the District’s expendable financial resources are accounted for through governmental funds. The three types of governmental funds used in the District are the General Fund, Capital Projects Fund.

**Grade Level** – Grade-level proficiency means the grade-specific published objectives for learning skill. proficiency. Grade-level proficiency refers to reading, writing, math, oral communication, and group-process skills.

**Graduation Rate** – This is a federally required benchmark which calculates the percent of on-time graduates with a regular high school diploma. GED and Special Education diplomas are not allowed to count as a regular high school diploma under regulations from the U.S. Department of Education.



**Health Insurance Portability and Accountability Act (HIPAA)** – The Health Insurance Portability and Accountability Act was enacted by the U.S. Congress in 1996. The act provides a privacy rule creating national standards to protect personal health information.

**Heating, Ventilation and Air Conditioning (HVAC)** – HVAC systems control the ambient environment (temperature, humidity, air flow, and air filtering) and must be planned for and operated along with other data center components such as computing hardware, cabling, data storage, fire protection, physical security systems and power. The selection of an HVAC contractor is an important step in planning a data center.

**High Priority School/School System** – A high priority school/school system is one that has missed the same federal benchmark for more than one consecutive year. The different levels of high priority schools/systems are School Improvement 1, School Improvement 2, Corrective Action, Restructuring 1, Restructuring 2 and SEA/LEA Reconstitution Plan.

**Highly Qualified Teacher** – Any public elementary or secondary school teacher who holds at least a Bachelor's Degree, is fully-licensed in Tennessee, and submits the required documents to demonstrate competency in the content area(s) being taught.

**IDEA, Part B Federal Allocation** – Since the enactment of the original legislation called Individuals with Disabilities Education Act (<http://idea.ed.gov/>) in 1975, children and youth (ages 3-21) with disabilities receive special education and related services under Part B of IDEA.

**Independent Audit** – An audit conducted by certified public accounting (CPA) auditors who are independent of the District.

**Individualized Education Plan (IEP)** – Individualized Education Plan is a written document required for each child who is eligible to receive special education services. It is provided to a student who has been determined first to have a disability and, second, to need special education services because of that disability.

**Instruction** – The activities dealing directly with the teaching of students or improving the quality of teaching.

**Internal Control** – The development and management of the accounting system regarding: (1) the safeguarding of assets against loss from unauthorized use or disposition; and (2) the reliability of financial records for preparing financial statements and maintaining accountability over assets.

**Internal Services Fund** – A fund established to finance and account for services and commodities furnished by one department to another department within the same governmental unit on a cost-reimbursement basis.

**K-12 Enrollment** – The number of K-12 students enrolled at a school based on the 20th day attendance period.

**Liability** – Debt or other legal obligations resulting from past transactions which must be liquidated, renewed or refunded at some future date.

**Licensed Practical Nurse (LPN)** – A person who has graduated from an accredited school of nursing and has become licensed to provide basic nursing care under the supervision of a physician or registered nurse.

**Limited English Proficient Students** – Tennessee students speak more than 140 languages. For these many students, English is not the first language they learned to speak, but it is the first language in which they have learned to read and write. ESL classes vary from district to district and from school to



school and are designed to address such challenges. See more at:  
<https://www.tn.gov/education/topic/english-learners#sthash.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.

**Local Shared Revenue** - Revenue received from Shelby County Government.

**Maintenance of Effort (MOE)** – (TCA § 49-2-203; TCA § 49-3-314) No local government can reduce its budgeted amount of local revenue for schools unless there is a decrease in student enrollment. “MOE” generally refers to a requirement placed upon many federally funded grant programs that the State Education Agency (SEA) and Local Education Agencies (LEAs) or school districts, demonstrate that the level of State and local funding remains constant from year to year.

**Major Funds** – A fund is considered major if it is the primary operating fund of the Board and meets the following criteria: a. Total assets, liabilities, revenues, or expenditures/expenses of that individual fund are at least 10% of the corresponding total for all funds of that category or type, and b. Total assets, liabilities, revenues, or expenditures/expenses of that individual fund are at least five percent of the corresponding total for all funds. Major funds are organized into three major categories: governmental, proprietary, and fiduciary.

**M/WBE** – Minority/Women Business Enterprise

**Measures of Effective Teaching (MET)** – Measures designed to find out how evaluation methods could best be used to tell teachers more about the skills that make them most effective and to help districts identify and develop great teaching.

**Memorandum of Understanding (MOU)** – A legal document outlining the terms and details of an agreement between parties, including each parties’ requirements and responsibilities.

**Memphis-Shelby County Education Association (M-SCEA)** – The professional organization representing teachers, mental health employees, education support professionals (ESPs), and other educators in the 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.

**Non-Major Fund** – Non-major funds should be reported in the aggregate in a separate column.

**Number of Students** – Average daily count of students enrolled, which is generally referred to as the Average Daily Membership or ADM. The ADM is used to determine the amount of State funding each system receives.

**Object Code** – A budget or accounting category that defines the resources to be applied to specific types of inputs such as personnel, travel, tools or supplies.

**Objective** – A measurable statement of the actual results that a program expects to achieve in support of a stated goal.

**Observed Score** – A student’s observed score is the score reported for the student when he or she was tested.

**Operating Budget** – This is a plan of current expenditures and the proposed means of financing them; the annual appropriation to maintain the provision of 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.

**SLM** – Spanish Language Material

**SOP** – Standard Operating Procedures, guidelines set by respective Divisions.

**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 considers all the space used by SPED classrooms, Pre-K classrooms, art rooms, music rooms, PE rooms, computer labs, administrative uses, health professional uses, optional program uses, etc. If a building has a design capacity of 1,000, there is an assumption that 1,000 students can fit in that building. However, this is not the case. There are various uses that take up classroom space that cannot be used by the general K-12 enrollment (baseline enrollment). What is measured is how many general education students can fit into a school comfortably with the academic programs operating at their best.

**Student/Teacher Ratio** – The ratio is calculated by the number of students assigned in a school based on staffing formula per grade level from K to 12 which allocates the number of teachers.

**Students with Disabilities (SWD)** – Students with Disabilities means children or students who require special education because of: autism; communication disorders; deaf, blindness; emotional disturbances; hearing impairments, including deafness; intellectual disability; orthopedic impairments; other health impairments; specific learning disabilities; traumatic brain injuries; or visual impairments, including blindness.

**Surplus** – The amount by which government income exceeds spending.

**Suspension** – A student who is not allowed to attend school for a period not greater than ten days, but who remains as a part of the school.

**Summer School** – The name applied to the school session carried on during the period between the end of the regular school term and the beginning of the next regular school term. Tuition is charged to participants of a summer school program.

**Supplies** – The account class that includes articles and items that are consumed or materially altered when used by operating activities, such as office supplies, maintenance parts and minor equipment.

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

**TCA** – Tennessee Code Annotated (Tennessee Statutory Law)

**TDOE** – Tennessee Department of Education

**Teacher & Leader Effectiveness Program (TLE)** – A program which focuses on what it takes to attract, develop, and retain a world-class corps of educators.

**Teacher Permits** – Permission granted to a local school system to employ temporarily a degreed individual who does not hold a valid license when the school system is unable to obtain the services of a qualified teacher for the grade or subject area in which a vacancy exists.

**Teacher Waivers** – The teacher is licensed but teaching out of his or her field because no other certified teacher is available to teach that subject.

**Technology Student Association (TSA)** – A national, non-profit organization of middle and high school students who are engaged in science, technology, engineering, and mathematics (STEM).



**Tennessee Value-Added Assessment System (TVAAS)** – One method used to measure the influence of a district or school on the academic progress rates of individual students or groups of students and teachers from year-to-year.

**The New Teacher Project (TNTP)** – A national nonprofit committed to ending the injustice of educational inequality. Founded by teachers in 1997, TNTP works with schools, districts and states to provide excellent teachers to the students who need them most and advance policies and practices that ensure effective teaching in every classroom.

**Title I Allocation** – Federal Funds that supplement state and local funding for low-achieving children, especially in high-poverty schools. The program finances the additional academic support and learning opportunities that are often required to help disadvantaged students progress along with their classmates.

**TDOE** – Tennessee Department of Education.

**TOA** – A theory of action is a coordinated method for delivering high quality instruction. It is a coherent set of strategies that shall ensure academic rigor and maximize student learning at all levels by shaping management goals, policies, strategic planning and budgets.

**Travel** – Costs of transportation, meals, lodging and other expenses associated with traveling on business for the District.

**United States Code (USC)** – The USC is the general and permanent federal laws of the United States.

**Utilization** – This is a rate calculated by taking the Baseline Enrollment / Programmatic Capacity. Baseline enrollment includes Pre-K. The capacity utilization rate is a metric used to measure the rate at which potential output levels are being met or used. Displayed as a percentage, capacity utilization levels give insight into the overall slack that is in the school at a given point in time.

**Value-Added** – Value-added measures student progress within a grade and subject, which demonstrates the influence the school has on the students' performance. This reporting provides diagnostic information for improving educational opportunities for students at all achievement levels.

**WFTEADA** – Weighted Full-time Equivalent Average Daily Attendance. When calculating the weighted full time equivalent average daily attendance (WFTEADA), an average is used of the highest two months of the first three months for grades K-12 average daily attendance. The State Department of Education applies unique weights to each K-12 grade level, each vocational program coursework, and special education students based on the high level of service required in the self-contained classrooms. This weight is multiplied on the average enrollment to determine the WFTEADA enrollment. The WFTEADA for each local education agency (LEA) within a county is then given a percentage or split of the total county WFTEADA. All county revenues are then allocated to each LEA based on their district's percentage for that school year.

**WFTEADM** – Weighted Full-time Equivalency Average Daily Membership (Student Enrollment)



## **Informational Section**

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**XII. HELPFUL LINKS**

**CARES Act**

<https://home.treasury.gov/policy-issues/cares>

**ESSER 2.0**

[https://oese.ed.gov/files/2021/01/Final\\_ESSERII\\_Factsheet\\_1.5.21.pdf](https://oese.ed.gov/files/2021/01/Final_ESSERII_Factsheet_1.5.21.pdf)

**Greater Memphis Chamber**

<http://www.memphischamber.com/>

**Measures of Effective Teaching**

<https://usprogram.gatesfoundation.org/>

[Microsoft PowerPoint - FADSS MET Overview Buhayar](#)

**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**

<https://www.ed.gov/>



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