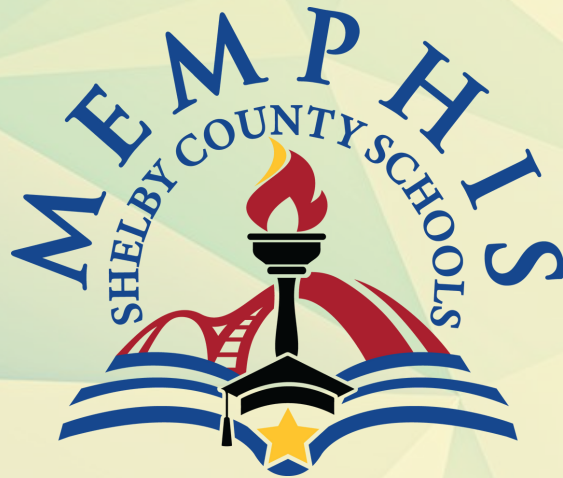




FY2024-2025 ADOPTED BUDGET





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Format and Organization of the District's Budget

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

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

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

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

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

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

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

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

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

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

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

Shelby County Schools Fiscal Year 2024-25 FAST FACTS

District Facts

214

Schools



Schools	139
Elementary Schools	77
Middle Schools	35
High Schools	27
Specialty Schools	3
Contract Schools	1
Alternative Programs	8
Career & Technology Centers	4
Charter Schools	55
Special Education	2
Memphis Virtual	2

Student Facts



115,379

Student Enrollment
(projected for 24-25)
MSCS (86,760) Charter/ASD (23,399)
Pre-K (5,220)

National Board
Certified Teachers



85



Educators

Classroom Teachers	5,851
Principals	157
Assistant Principals	242



Students' Ethnic Distribution 2024-2025 School Year

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

FY 2025 ALL Funds Budget **\$1.85 Billion**

\$16,031 per pupil expenditures



OFFICE OF THE SUPERINTENDENT



Memphis-Shelby County Schools is a proud, dynamic community of students, staff, and families, who are deeply committed to our public school system. The Board of Education has entrusted me with the responsibility to create vibrant experiences and spaces for students to achieve consistently at high levels. It is my honor to lead the work and prepare our 110,000 – and counting – scholars to realize their dreams.

All too often, lack of opportunity discourages our children from pursuing their hopes and dreams. What happens next for a generation of young leaders hinges on the decisions we make and the actions we take now.

When thinking of our mission to prepare all students for success in learning, leadership, and life, it is important to acknowledge our pursuit to create an educational experience that gives every child a fair shot at wild success while championing the adults who serve them.

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

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

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

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

Memphis-Shelby County Schools will prioritize our resources toward the following focus areas:

- **Student Achievement**
- **Business Operations**
- **Strategic Communications and Partnerships**
- **Next-Level Readiness**
- **Inclusive Excellence**

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

In partnership,

A handwritten signature in black ink, appearing to read "M. Feagins".

Marie N. Feagins, Ed.D.

Superintendent

Memphis-Shelby County Schools



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EXECUTIVE SUMMARY



FY 2025 District Adopted Budget



This section includes the following information:

- I. Memphis-Shelby County Board of Commissioners
- II. Administration
- III. Profile of Memphis-Shelby County Schools - The School District
- IV. Profile of Shelby County, Tennessee
- V. Executive Highlights
 - i. Budgetary Highlights: Our All-Funds Budget
 - ii. Budget Development and Administration
 - iii. Budget Process and Calendar
 - iv. Enrollment
 - v. Staffing Levels
 - vi. Financial Overview
 - A. Combined Funds
 - B. General Fund
 - C. Revenues
 - D. Expenditures
 - E. Special Revenue Fund
 - F. Capital Projects Fund
 - G. Internal Service Funds
 - H. Tax Rates and Trends
 - vii. Budget Forecast





I. MEMPHIS-SHELBY COUNTY BOARD OF EDUCATION

The Shelby County Board of Education (SCBE) governs the business operations of Memphis-Shelby County Schools (MSCS or District) which is comprised of nine elected Commissioners 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.

MSCS School Commissioners



Vice-Chair
Joyce Dorse-Coleman
District 9



Michelle R. McKissack
District 1



Stephanie Love
District 3



Kevin Woods
District 4



Board Chair
Althea Greene
District 2



Mauricio Calvo
District 5



Keith Williams
District 6



Frank Johnson
District 7



Amber Huett-Garcia
District 8

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



II. ADMINISTRATION

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





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

Memphis-Shelby County Schools is the largest school district in Tennessee and one of the top 25 largest districts in the nation, predicting to serve 115,379 students in school year 2024-25. The District encompasses a portfolio of school options for students and parents, including traditional schools, charter schools, optional schools and programs, college, career, and technology education (CCTE) centers, special education (SPED) centers, and alternative schools. In the fiscal school year 2024-25, MSCS had 261 pre-kindergarten classrooms; 40 of which were within community partner locations.



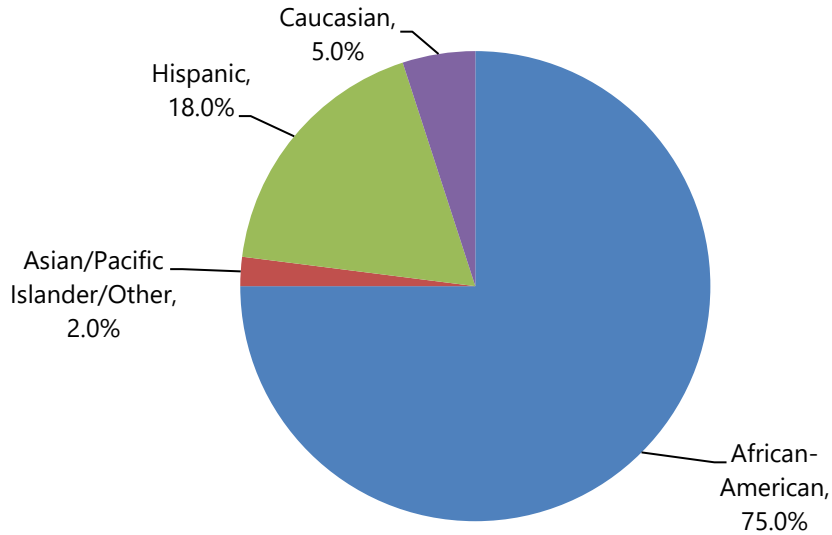
The history of Memphis-Shelby County Schools is unique in terms of the significant structural changes that occurred to shape the District into its current form. In 2010, the United States Court of Appeals ruled that the City of Memphis must fund Memphis City Schools. In December 2010, Memphis City Schools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

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

In July 2013, six suburban cities in Shelby County approved the creation of their own municipal school districts independent of Shelby County Schools. The consequence of the merger between Memphis City Schools and Shelby County Schools and the demerger among Shelby County Schools and six municipal school districts created the current Memphis-Shelby County Schools. The educational ecosystem within and surrounding Memphis-Shelby County Schools is competitive with multiple public-school operators. In 2013, Tennessee Department of Education launched the Achievement School District (ASD) to turn around schools ranked in the bottom 5% of academic achievement and growth. For the school year 2024-25, based on historical trends, ASD schools are projected to serve approximately 1,648 students in Shelby County. There were 53 charter schools authorized by Memphis-Shelby County Schools in the school year 2023-24; that number is projected to increase to 55 for school year 2024-25. In January 2022, Shelby County School Board voted to rebrand the District as Memphis- Shelby County Schools (MSCS). The purpose of the rebrand is to better align Memphis-Shelby County Schools with the geographic locations and the students primarily served.

With the robust public-school competition from Charter Schools and suburban municipal schools, the District is continuously transforming to provide an array of quality school options to students and parents. For fiscal year 2024-2025, the District's budget enrollment for Traditional, Charter, and ASD schools is 110,159 students in grades kindergarten through grade 12: including Pre-K 5,220 to total 115,379.

Based upon enrollment figures as reported by the Tennessee State Department of Education, the District's student demographics during school year 2022-23 were 75% African American, 5% Caucasian, 18% Hispanic, 2% other races and nationalities. The chart below represents the District's student demographics for school year 2022-23 per the Tennessee Department of Education Report Card.



Source: Tennessee State Report Card data FY2022-23





Executive Summary

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

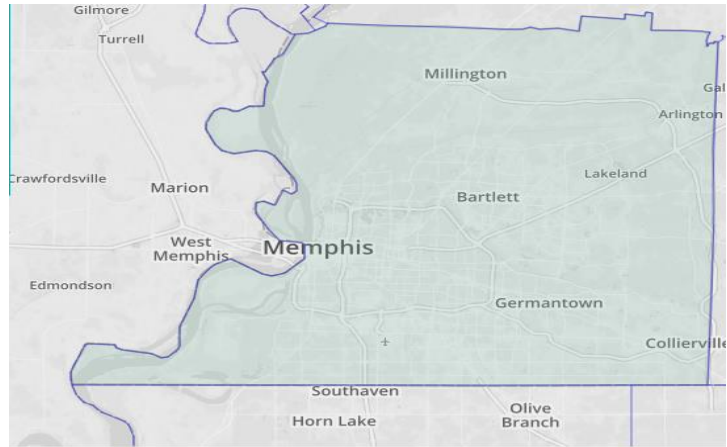
MEASURE	MEMPHIS-SHELBY COUNTY SCHOOLS			DAVIDSON COUNTY SCHOOLS			HAMILTON COUNTY SCHOOLS			KNOX COUNTY SCHOOLS		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
Enrollment*	106,988	102,219	104,944	78,224	77,479	77,435	43,273	44,185	44,845	57,991	58,859	58,879
Number of Schools	215	222	222	160	174	161	79	74	81	84	91	93
Charter Schools	57	54	54	28	31	26	5	6	8	1	1	1
Economically Disadvantaged Students (%)	65,584 (61.3%)	58,264.83 (57%)	57,719.2 (55%)	32,228 (41.2%)	27,118 (35%)	28,650.95 (37%)	15,362 (35.5%)	12,372 (28%)	16,592.65 (37%)	15,310 (26.4%)	12,360 (21%)	12,364.59 (21%)
English Language Learners (%)	12,625 (11.80%)	13,288.47 (13%)	13,642.72 (13%)	20,495 (26.2%)	20,919 (27%)	21,681.8 (28%)	4,284 (9.9%)	4,860 (11%)	4,932.95 (11%)	4,581 (7.9%)	4,709 (8%)	4,710.32 (8%)
Students with Disabilities (%)	12,304 (11.5%)	10,221.9 (10%)	11,543.84 (11%)	9,700 (12.40%)	9,297 (12%)	10,066.55 (13%)	5,539 (12.8%)	5,744 (13%)	6,278.3 (14%)	8,235 (14.2%)	8,240 (14%)	9,420.64 (16%)
Chronically Out of School	19%	26%	29%	16.00%	29.70%	28%	19.70%	20.90%	21%	16.60%	27.00%	21%
Suspension Rate	12.50%	8.20%	10.40%	9.30%	7.80%	N/A	7.60%	5.60%	N/A	6.60%	6.70%	N/A
TVAAS Literacy	Level 1	Level 5	Level 5	Level 4	Level 5	Level 5	Level 5	Level 1	Level 5	Level 5	Level 1	Level 1
TVAAS Numeracy	Level 1	Level 5	Level 1	Level 5	Level 5	Level 5	Level 5	Level 1	Level 2	Level 1	Level 1	Level 5
Graduation Rate	77.70%	80.10%	80.10%	82.30%	81.60%	80.50%	87%	89%	88.20%	91%	90%	88.90%
Average ACT Score	17.8	16.3	16.3	18.9	17.7	17.5	19.9	19.5	18.6	21.4	20.2	20.1

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



IV. PROFILE OF SHELBY COUNTY, TENNESSEE

Memphis-Shelby County Schools serves students across a diverse array of urban, rural, and suburban areas in Shelby County. It is the State’s largest, with the City of Memphis as the county seat. The county was incorporated in 1819. Its corporate limits contain 785 square miles and include seven incorporated municipalities: Arlington, Bartlett, Collierville, Germantown, Lakeland, Memphis, and Millington. The County’s 2010 population was 927,644 with the 2021 population estimated at 924,454 according to the U.S. Census Bureau. The County is empowered to levy, without limit, a property tax on both real and personal property located within its boundaries.



Government, trade, healthcare services, hospitality, warehousing, transportation, and utilities are all prominent in the regional economy. Shelby County is located on the southwest corner of Tennessee at the east bank of the Mississippi River, which is within 600 miles of most major cities and commercial markets in the United States.

The county is a major hub for national distribution because of its central location and access to the interstate, Mississippi River, rail, and airport. Federal Express Corporation, Methodist Le Bonheur Healthcare, Wal-Mart Stores Incorporated, and Memphis Shelby County Schools are major employers in Shelby County.

Shelby County’s demographics are diverse with a growing population of Hispanics and Asians. The population is predominantly African American and Caucasian with respective estimated percentages of 53% and 34% in 2021, the latest data available from the U.S. Census Bureau. The Hispanic population was estimated to be approximately 7% in 2021. More than 38 languages such as Spanish, Vietnamese, and Arabic are spoken throughout Shelby County, which represents vast ethnic and cultural diversity. According to Census data, disparities between Shelby County, the State of Tennessee and the United States exist. In the case of per capita and median household income, Shelby’s income levels are lower than the state and the US. In 2021, Shelby’s overall poverty rate exceeded the state and the US. Additionally, Shelby’s child poverty rate of 24% was 7 percentage points higher than the US at 17% and 6 percentage points higher than Tennessee at 18%.

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

US Census Bureau (2020)

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



Below are additional key economic measures for Shelby County, the City of Memphis, and the State of Tennessee, which serve as long-term markers in educating our children to drive the future workforces and economies in the County and the City. The below chart encompasses data through 2019 and the unemployment chart reflects 2021 data.

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

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

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

KEY ECONOMIC INDICATOR	SHELBY COUNTY		CITY OF MEMPHIS		STATE OF TENNESSEE	
	2010	2023	2010	2023	2010	2023
Unemployment Rate (%)	9.6%	4.2%	10.8%	3.8%	9.2%	3.1%

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

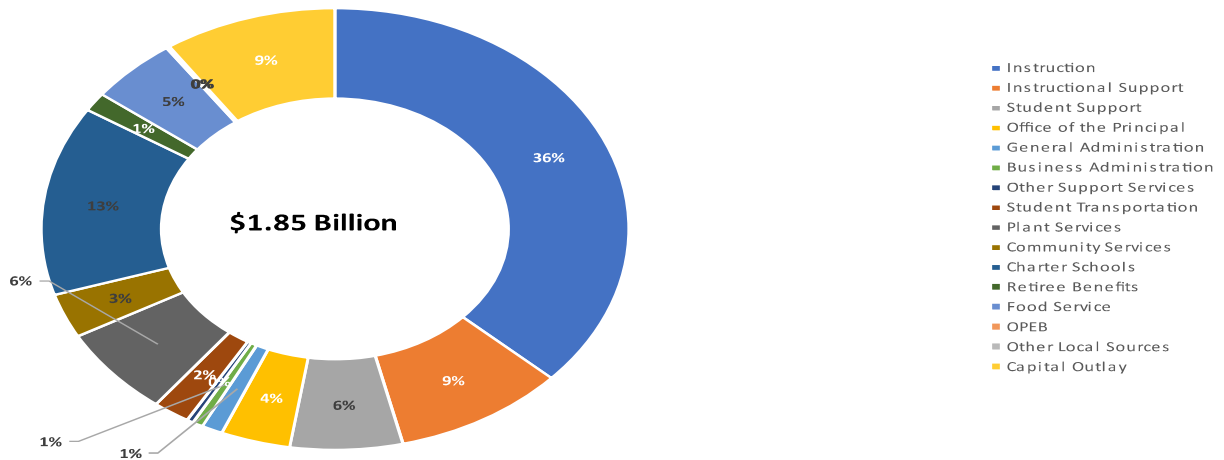
Note that the economic well-being of students and families in our communities is strongly correlated with educational attainment. In the unemployment sector, the Shelby County unemployment rate has dropped to 4.2% from 9.6% compared to 2010, while the City of Memphis rate has decreased to 3.8% as compared to 10.8% in 2010.



V. EXECUTIVE HIGHLIGHTS

i. Budgetary Highlights: Our All-Funds Budget

Memphis-Shelby County Schools continues to make great academic strides, while becoming more efficient and being a prudent steward of public funds. The combined and adopted All Funds budget is \$1.85 billion dedicated to the education of our students. The Adopted budget reflects a \$295.9 million decrease in our total operations in fiscal year 2024-25 relative to the previous year amended budget. The chart below provides a breakdown of the fiscal year 2024-25 combined All Funds budget expenditures.



<p>Instruction: \$673.1 million Activities directly linked to teaching students</p>	<p>Charter Schools: \$268.4 million State, local, and federal payments to charter schools</p>	<p>Food Services: \$88.7 million Prep, delivery, & services of breakfasts, lunches, snacks, & other meals</p>
<p>Plant Services: \$119.3 million School maintenance, including grounds, buildings, equipment, and utilities</p>	<p>Instructional Support: \$169.7 million Activities to facilitate & enhance instruction, including content and professional development</p>	<p>Student Support: \$111.4 million Library, guidance, health, & technical services to students, incl school safety</p>
<p>Community Services: \$57.1 million Community dev programs such as early childhood development and innovation & planning</p>	<p>Office of the Principal: \$79.9 million Activities performed by principals & AP, includes school office staff</p>	<p>Capital Outlay: \$170.9 million Capital improvements and construction for the District's schools</p>
<p>Student Transportation: \$43.1 million Transportation for regular, vocational, and special education instruction</p>	<p>Retiree Benefits: \$25 million District's contribution to 'pay as you go' retiree benefit costs</p>	<p>General Administration: \$21 million Commission fees, legal services, communications, printing, warehouse, and others</p>
<p>Business Administration: \$11.6 million Accounting, budgeting, financial reporting, human resources, payroll, purchasing, information technology and internal auditing</p>	<p>Other Support Services: \$7.1 million</p>	<p>Other Local Sources: \$158,636 thousand</p>
	<p>OPEB: \$3 million</p>	



Explanation of variance is explained throughout the book.

All Funds expenditure bridge from 2023-2024 to 2024-2025 is as follows:

Fund	2023-24 Amended Budget	2024-25 Adopted Budget	Variance	%Change
General	\$ 1,388,637,423	\$ 1,283,774,172	\$ (104,863,251)	-7.6%
Capital Project	78,441,868	103,268,353	24,826,485	31.6%
Non-Federal	65,462,574	56,405,694	(9,056,880)	-13.8%
Food Service	88,701,262	88,705,837	4,575	0.0%
Federal	520,096,944	310,544,708	(209,552,236)	-40.3%
Internal Service Funds	4,135,186	6,904,250	2,769,064	67.0%
All Funds Expenditures Total	\$ 2,145,475,257	\$ 1,849,603,015	\$ (295,872,243)	-13.8%





ii. Budget Development and Administration

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

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

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

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

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

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

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

Methods and Procedures: The Superintendent is guided in the responsibility of budget management by the limitations 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.



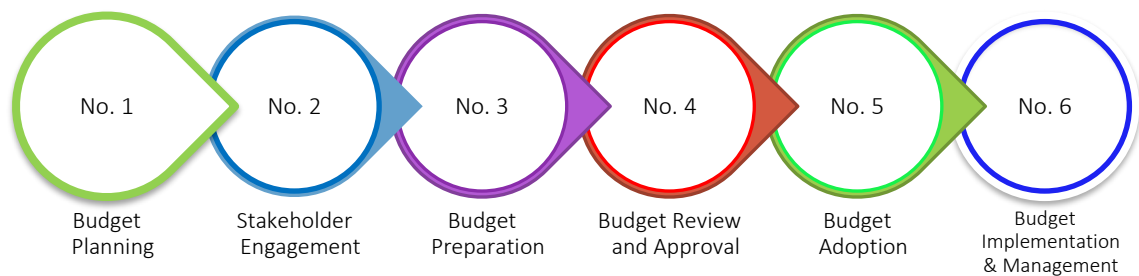
Funding levels are reviewed to ensure compliance with Federal and State maintenance of effort requirements. An activist approach is taken in the budget development process. Typically, a thorough mid-year review is performed on each function's current year expenditures and operations to guide the development 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.



iii. BUDGET PROCESS AND CALENDAR

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

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



No. 1: Budget Planning

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





Memphis-Shelby County Schools

BUDGET CALENDAR FISCAL YEAR 2024-2025

Presentation of the Adopted Budget Calendar

Tuesday, November 28, 2023 Present Budget Calendar and Strategic Priorities to the Board

Development of Budget priorities and Community Engagement

Wednesday, November 29, 2023 Begin Collaborations with Communications and FACE to develop Community Engagement Strategy. The plan should include information regarding workshops, focus groups, panel discussions with teachers, parents, students, and community partners

Tuesday, December 5, 2023 to
Friday, March 15, 2024 Implement community engagement plan around a collaborative budget development process; Hold budget various workshops, focus groups, panel discussions with teachers, parents, students, and community partners

Internal Budget Development

Wednesday, November 29, 2023 Present General, Federal, CIP, and Special Revenue Funds budget guidelines to Chiefs

Monday, December 15, 2023 Provide initial draft budget to Supt; MSCS Cabinet reviews departmental budgets and alignment to priorities and needs assessments

Monday, February 5, 2024 Present initial budget to Cabinet

Saturday, February 17, 2024 Deliver initial budget to Memphis-Shelby County Board of Education-Retreat (Tentative)

February 19 – March 8, 2024 Budget Checkout – Schools (Subject to change)



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

Budget Review and Approval Process

Tuesday, April 9, 2024*	Deliver adopted budget to Memphis-Shelby County Board of Education
Tuesday, April 16, 2024 *	Present adopted budget to Memphis-Shelby County Board of Education for approval
Wednesday, April 17, 2024*	Present Memphis-Shelby County Board of Education's FY2024-25 initial budget to Shelby County Board of Commissioners
Tuesday, May 7, 2024*	Present adopted budget to Shelby County Board of Education
Tuesday, May 14, 2024*	Present adopted budget to Shelby County Board of Education for approval (Special Call)
Wednesday, May 15, 2024*	Present Memphis-Shelby County Board of Education's FY2024-25 adopted budget for approval before Shelby County Board of Commissioners
Tuesday, June 11, 2024*	Present final budget to Memphis-Shelby County Board of Education for approval as adopted budget (<i>Special Call</i>)
Wednesday, June 12, 2024*	Present Shelby County Board of Education's FY 2024-25 final budget for approval before Shelby County Board of Commissioners
Thursday, August 1, 2024*	Submit budget to State of Tennessee



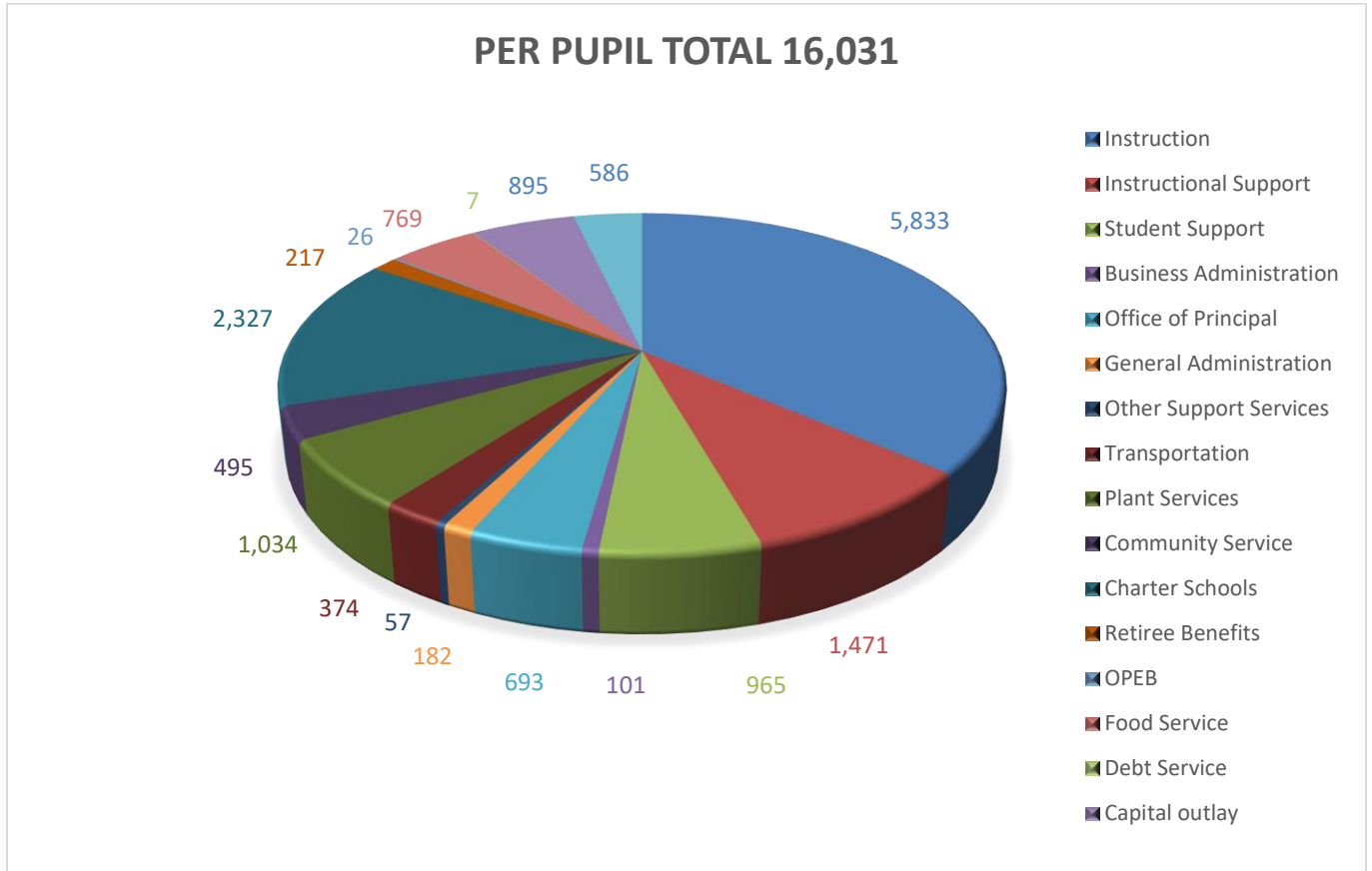
iv. Enrollment

Memphis-Shelby County Schools is a portfolio district that serves students enrolled in Non-Charter and Charter Schools (including Achievement School District and Public Charter School Commission). The District’s total projected enrollment for school year 2024-25 is listed below:

Grade	MSCS District Enrollment	Charter Enrollment	ASD/PCSC Enrollment	Total Enrollment
PK	5,220	-		5,220
K	7,269	1,577	341	9,187
1	7,070	1,590	320	8,979
2	7,138	1,612	291	9,041
3	7,455	1,507	264	9,226
4	6,713	1,538	265	8,516
5	6,683	1,543	226	8,452
6	6,224	2,163	461	8,848
7	6,107	1,834	346	8,287
8	5,966	1,730	358	8,054
9	7,675	1,311	270	9,256
10	6,777	1,221	251	8,249
11	6,109	1,065	177	7,351
12	5,574	980	159	6,712
Totals	91,980	19,670	3,729	115,379

ASD- Achievement School District
 PCSC- Public Charter School Commission

In fiscal year 2024-25, the per-pupil amount of the combined All Funds budget is \$16,031 as shown in the chart below. Per pupil total consists of multiple year funding in one year's budget.



Of the total \$1.85 billion District Budget All Funds expenditure budget in fiscal year 2024-25, the General Fund consists of about \$1.28 billion (or 69%). The General Fund serves as the primary operating fund for the District. The fiscal year 2024-25 Adopted District General Fund expenditures budget reflects a \$104.9 million or a 7.6% decrease compared to the prior year amended budget. The year-over-year variance is further explained in the financial section.





v. Staffing Levels

The chart below reports the District Budget All Funds budgeted staffing levels for fiscal years 2021 through 2025. Budget Center Managers are responsible for restricting expenditures to remain within the allocated budget. The District projects a net decrease of 281 positions in All Funds for fiscal year 2024-25. The decrease is attributed primarily to the end of Federal funded ESSER grant.

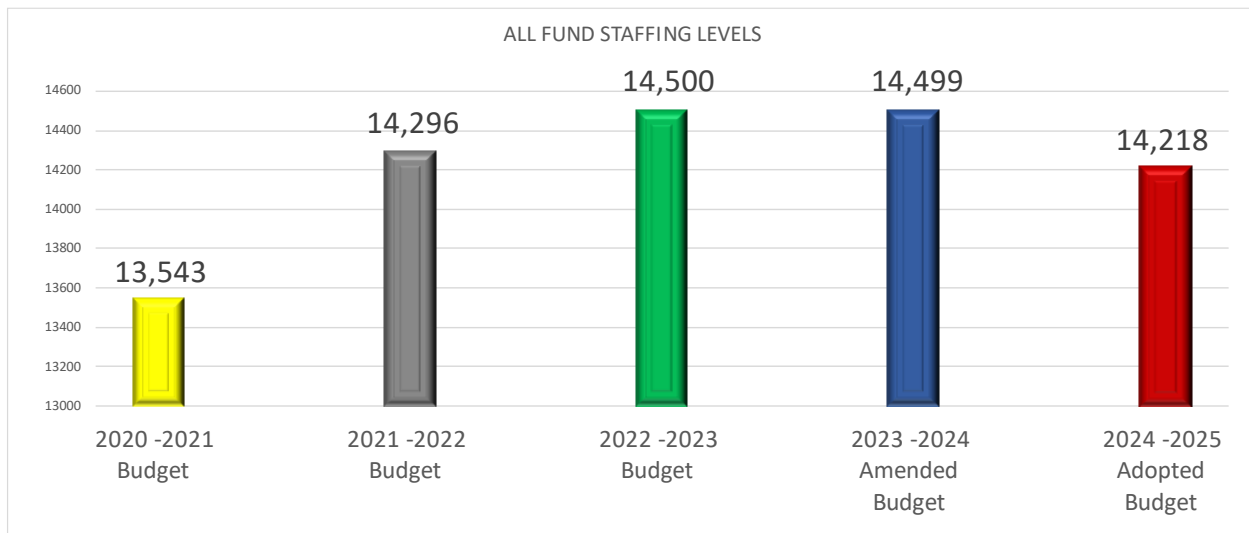
Full-Time Employees	2020 -2021	2021 -2022	2022 -2023	2023 -2024	2024 -2025	FY 2024 Amended Budget vs FY 2025	FY 2024 Amended Budget vs FY 2025
	Actual Budget	Actual Budget	Actual Budget	Amended Budget	Adopted Budget	Adopted Budget	Adopted Budget
Officials/Administration/Management	263	316	339	353	265	(88)	-24.9%
Principals	155	155	154	156	158	2	1.3%
Assistant Principals, Non-Teachers	202	207	218	224	259	35	15.6%
Elementary Classroom Teachers	2,261	2,219	2,227	2,213	2,260	47	2.1%
Secondary Classroom Teachers	1,830	1,770	1,797	1,708	1,777	69	4.0%
Other Classroom Teachers	2,186	2,307	2,027	2,234	2,271	37	1.7%
Guidance	282	278	287	282	292	10	3.5%
Psychological	75	70	68	68	68	-	0.0%
Librarian/Audio/Visual	137	130	133	131	136	5	3.8%
Consultants/Supervisors	147	169	188	192	252	60	31.3%
Other Professional	801	1,079	1,207	1,315	1,125	(190)	-14.4%
Teachers' Aides	2,360	2,748	3,008	2,577	2,413	(164)	-6.4%
Technicians	149	137	135	127	124	(3)	-2.4%
Clerical/Secretarial	675	690	714	715	657	(58)	-8.1%
Service Workers	1,604	1,605	1,610	1,800	1,744	(56)	-3.1%
Skilled Crafts	117	117	116	127	127	-	0.0%
Laborers Unskilled	275	276	242	248	262	14	5.6%
Professional Instructional	2	1	1	1	-	(1)	-100.0%
All Other	22	22	29	28	28	-	0.0%
Total	13,543	14,296	14,500	14,499	14,218	(281)	-1.9%
Total Full-Time Staff	13,543	14,296	14,500	14,499	14,218	(281)	-1.9%

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

ALL FUNDS STAFFING LEVELS

For fiscal year 2024-25, the District has a budget of 14,218 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 52% of the District’s expenditure for the All Funds budget and 60% of the General Fund budget.





vi. Financial Overview

Memphis-Shelby County Schools is the largest school district in the state of Tennessee. The All Funds \$1.85 billion District budget for fiscal year 2024-25 reflects the academic support and operations needed to serve the predicted number of 115,330 students (including charter schools and ASD/PCSC schools). This section provides details about the District’s primary operations; federal, state, and local-sponsored programs; nutrition service operations; capital projects; and operations supported internally.

A. Combined Funds

The District’s combined or All Funds budget is approximately \$1.85 billion for the fiscal year 2024-25. The total expenditure for all funds reflect a \$295.9 million (or a 13.8%) decrease from the prior year amended budget. Most of the decrease is due to expenditures associated with federal funding, the Elementary and Secondary School Emergency Relief grant (ESSER) 2.0 and ESSER 3.0.

Below is the 2024-25 financial statement of functional activities for all funds, at the state function level.

FISCAL YEAR 2024-25 DISTRICT ALL FUNDS BUDGET

	2020-21 Actual	2021-22 Actual	2022-23 Actuals	2023-24 Amended Budget	2024-25 Adopted Budget	Variance	% Change
Revenues							
City of Memphis	\$ 1,333,333	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	526,514,124	530,177,227	542,287,745	587,481,571	614,116,583	26,635,012	4.5%
State of Tennessee	575,057,731	618,749,993	589,610,868	756,822,466	799,087,530	42,265,064	5.6%
Federal Government	580,864,873	1,083,653,116	569,482,425	607,200,556	396,992,173	(210,208,383)	-34.6%
Other Local Sources	24,941,897	22,187,228	40,535,363	21,550,197	24,332,897	2,782,700	12.9%
Total Revenues	\$ 1,708,711,958	\$ 2,256,100,899	\$ 1,743,249,736	\$ 1,974,388,125	\$ 1,835,862,518	\$ (138,525,607)	-7.0%
Expenditures							
Instruction	\$ 816,398,882	\$ 866,415,828	\$ 668,811,046	\$ 788,339,554	\$ 673,076,591	\$ (115,262,964)	-14.6%
Instructional Support	187,155,090	296,803,832	153,819,012	228,095,513	169,738,275	(58,357,238)	-25.6%
Student Support	85,430,124	146,766,768	106,894,984	174,854,861	111,353,748	(63,501,113)	-36.3%
Office of the Principal	63,338,657	62,743,237	66,631,177	75,180,426	79,923,702	4,743,276	6.3%
General Administration	18,464,098	18,820,573	21,126,081	23,000,402	21,039,916	(1,960,486)	-8.5%
Business Administration	18,974,173	28,092,998	18,448,878	31,850,645	11,632,467	(20,218,178)	-63.5%
Other Support Services	220,945	5,078,408	-	5,197,736	7,125,196	1,927,460	37.1%
Student Transportation	41,020,437	46,574,574	36,426,009	47,576,924	43,131,388	(4,445,536)	-9.3%
Plant Services	97,933,874	125,871,337	106,001,515	194,678,216	119,260,214	(75,418,002)	-38.7%
Community Services	65,611,793	73,176,493	55,689,153	69,157,122	57,101,652	(12,055,470)	-17.4%
Charter Schools	184,945,609	270,979,371	199,274,865	257,441,063	268,421,235	10,980,172	4.3%
Retiree Benefits	28,830,403	28,830,403	24,117,267	28,830,403	25,000,000	(3,830,403)	-13.3%
Food Service	81,790,493	78,992,139	78,877,515	89,238,837	88,705,837	(533,000)	-0.6%
OPEB	-	-	3,050,000	3,000,000	3,000,000	-	0.0%
Other Local Sources	-	-	4,709,261	1,384,887	158,636	(1,226,251)	-88.5%
Capital Outlay	82,975,010	237,978,410	146,966,002	127,648,668	170,934,158	43,285,489	33.9%
Total Expenditures	\$ 1,773,089,590	\$ 2,287,124,371	\$ 1,690,842,766	\$ 2,145,475,257	\$ 1,849,603,015	\$ (295,872,243)	-13.8%
Excess (deficiency) of revenues over expenditures	\$ (64,377,632)	\$ (31,023,472)	\$ 52,406,970	\$ (171,087,132)	\$ (13,740,497)		
Approved use of Fund balance	64,377,632	31,023,472	(52,406,970)	171,087,132	13,740,497		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		

Revenues

Overall, the District combined All Funds revenues stand at \$1.85 billion or an (7%) decrease for fiscal year 2024-25. Total expenditure for All Funds stands at \$1.85 billion or an (13.8%) decrease from the FY24 amended budget. The largest cause of this decrease is due to Federal Programs revenues, which are projected to decrease by approximately \$208.3 million largely due to funds spent in fiscal year 2024 of \$101.6 million of the Elementary and Secondary School Emergency Relief (ESSER) 2.0 grant award, and the \$106.7 million ESSER 3.0 grant.

Expenditures

The total budget for ALL FUNDS shows a \$295.9 million (or a 13.8%) decrease reflecting budgeted expenditures associated with ESSER revenues as noted above. All other funds (excluding Federal Funds) show moderate changes from the fiscal year 2023-2024 amended budget. The Instructions budget projects a marginal \$115.3 million decrease for the fiscal year 2024-2025. The Non-Federal budget projects a marginal \$9.1 million decrease for fiscal year 2024-2025. The decrease can be attributed to \$5.2 million in Instructions and \$2.9 million for Student Support in the fiscal year 2024-2025. The decreases are offset by increases of \$11 million for Charter Schools and \$43.3 million for Capital Outlay. Internal Service expenditures are budgeted to increase by \$2.8 million (or 67%) to \$6.9 million for fiscal year 2024-25. The primary reason for the decrease in projected revenues is attributed to Federal Government changes related to ESSER. Additional information relative to the respective funds is presented with the budget fund information following this all-funds discussion.





Below is the 2024-25 District Budget for All Funds financial statement of activities by object spending category.

FISCAL YEAR 2024-25 DISTRICT ALL FUNDS BUDGET BY SPENDING CATEGORY

	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Amended Budget	2024-25 Adopted Budget	Variance	% Change
Revenues							
City of Memphis	\$ 1,333,333	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	526,514,124	530,177,227	542,287,745	587,481,571	614,116,583	26,635,012	4.5%
State of Tennessee	575,057,731	618,749,993	589,610,868	756,822,466	799,087,530	42,265,064	5.6%
Federal Government	580,864,873	1,083,653,119	569,482,425	607,200,556	396,992,173	(210,208,383)	-34.6%
Other Local Sources	24,941,897	22,187,227	40,535,363	21,550,197	24,332,897	2,782,700	12.9%
Total Revenues	\$ 1,708,711,958	\$ 2,256,100,899	\$ 1,743,249,736	\$ 1,974,388,125	\$ 1,835,862,518	\$ (138,525,607)	-7.0%
Expenditures							
Salaries and Benefits	\$ 920,369,330	\$ 1,111,877,985	\$ 890,745,172	\$ 1,058,962,017	\$ 960,699,994	\$ (98,262,023)	-9.3%
Contracted Services	485,200,683	871,927,310	417,148,118	673,056,661	529,915,195	(143,141,467)	-21.3%
Supplies and Materials	140,928,100	149,401,243	129,821,604	181,325,868	113,978,384	(67,347,484)	-37.1%
Capital Outlay	162,779,439	65,318,550	189,008,662	164,390,341	200,765,524	36,375,183	22.1%
Leases	-	-	4,709,261	1,931,092	759,733	(1,171,359)	-60.7%
Other Charges	63,812,036	88,599,284	59,409,950	65,809,277	43,484,185	(22,325,092)	-33.9%
Total Expenditures	\$ 1,773,089,590	\$ 2,287,124,371	\$ 1,690,842,766	\$ 2,145,475,257	\$ 1,849,603,015	\$ (295,872,243)	-13.8%
Excess (deficiency) of revenues over expenditures	\$ (64,377,632)	\$ (31,023,472)	\$ 52,406,970	\$ (171,087,132)	\$ (13,740,497)		
Approved use of Fund balance	64,377,632	31,023,472	(52,406,970)	171,087,132	13,740,497		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		





B. General Fund

The General Fund serves as the District’s primary operating fund, which includes school personnel salaries and benefits, academic programs, extra-curricular and enrichment programs, special education services, transportation, and charter school payments. The MSCS General Fund adopted budget is approximately \$1.28 billion in fiscal year 2024-25, which for FY25 makes up about 69% of the District’s total budget across all funds. The adopted General Fund expenditure budget for fiscal year 2024-25 reflects a \$104.9 million or a 7.6% decrease in expenditures relative to the fiscal year 2023-24 budget. The decrease is attributed to a \$38.6 million decrease in Student Support and a \$73.7 million decrease in Plant Services. The adopted General Fund revenue budget for fiscal year 2024-25 reflects a \$50.8 million or an 4.1% increase in revenues resulting from increased state funding from Tennessee Investment in Student Achievement (TISA).

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

FISCAL YEAR 2024-25 DISTRICT GENERAL FUND BUDGET

	2020-2021 Actual	2021-2022 Actual	2022-2023 Actuals	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance	% Change
Revenues							
City of Memphis	\$ 1,389,544	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	498,964,693	483,167,305	516,263,930	514,374,278	514,374,278	-	0.0%
State of Tennessee	567,229,761	606,549,437	579,606,971	702,760,064	753,733,526	50,973,462	7.3%
Federal Government	8,092,129	15,373,361	25,566,327	10,130,455	9,979,286	(151,169)	-1.5%
Other Local Sources	8,308,177	5,675,736	15,239,256	4,378,054	4,353,747	(24,307)	-0.6%
Total Revenues	\$ 1,083,984,303	\$ 1,112,099,174	\$ 1,138,009,819	\$ 1,232,976,186	\$ 1,283,774,172	\$ 50,797,986	4.1%
Expenditures							
Instruction	\$ 504,226,534	\$ 492,218,120	\$ 458,295,894	\$ 546,846,555	\$ 559,502,805	\$ 12,656,250	2.3%
Instructional Support	59,391,774	89,959,061	68,845,697	82,572,915	77,668,550	(4,904,365)	-5.9%
Student Support	58,621,149	72,629,680	71,302,620	124,822,156	86,231,894	(38,590,262)	-30.9%
Office of the Principal	62,447,119	62,743,237	65,500,421	70,653,761	77,781,772	7,128,011	10.1%
General Administration	16,673,421	18,353,405	17,752,171	22,957,002	21,024,874	(1,932,128)	-8.4%
Business Administration	17,792,657	23,152,000	17,680,135	28,733,016	11,600,292	(17,132,724)	-59.6%
Other Support Services	156,434	285,910	-	1,752,736	-	(1,752,736)	0.0%
Transportation	13,869,438	35,518,630	35,555,613	40,002,417	38,642,124	(1,360,293)	-3.4%
Plant Services	85,150,221	124,590,606	105,295,640	192,489,936	118,829,334	(73,660,603)	-38.3%
Community Services	9,314,353	12,642,735	11,544,737	13,905,186	10,266,996	(3,638,190)	-26.2%
Charter Schools	178,899,836	177,644,917	199,274,865	230,511,406	254,066,895	23,555,489	10.2%
Retiree Benefits	27,250,035	28,830,403	24,117,267	28,830,403	25,000,000	(3,830,403)	-13.3%
OPEB	-	-	3,050,000	3,000,000	3,000,000	-	0.0%
Other Local Sources	-	-	490,790	832,601	158,636	(673,965)	-80.9%
Regular Capital Outlay	-	-	780,012	727,332	-	(727,332)	-100.0%
Total Expenditures	\$ 1,033,792,972	\$ 1,138,568,704	\$ 1,079,485,862	\$ 1,388,637,423	\$ 1,283,774,172	\$ (104,863,251)	-7.6%
Excess (deficiency) of revenues over expenditures	\$ 50,191,332	\$ (26,469,530)	\$ 58,523,956	\$ (155,661,237)	\$ -		
Approved use of Fund balance	(50,191,332)	26,469,530	(58,523,956)	155,661,237	-		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		



C. Revenues

The general fund budget is balanced. Revenues are budgeted at \$1.28 billion. Tennessee Investment in Student Success Act (TISA) funds, county property tax revenues, and county sales tax revenues are the major source funding. Each is driven by the District’s enrollment. State and Shelby County revenues make up 99% of the District General Fund budgeted revenues for fiscal year 2024-25.



Tennessee Investment in Student Success Act (TISA): MSCS received \$742.5 million in TISA funds from the State of Tennessee for fiscal year 2024-25. The TISA allocation for Memphis-Shelby County Schools (shown below) includes funding for the ASD, State Board of Education, Charter Schools, and the District’s schools. Tennessee Code Annotated 0520-12-05-.08 local contribution and fiscal capacity. For counties with multiple LEAs, the Department will determine the proportion of the total TISA funds for each the Base Funding Amount and weighted

components generated by each LEA within the county relative to the sum of all TISA funds generated within the county. This proportion will then be multiplied by the county’s Local Contribution to determine each LEA’s individual contribution value. State funding is increasing \$51 million compared to the amended budget revenues for the following: increase in average daily membership (enrollment) in fiscal year 2024, and additional funding driven by individual student weights and direct allocations. Revenue state estimates were based on February preliminary student data and updated estimates will be included in the adopted fiscal year 2025 budget.



County Property Tax Revenues: County property tax revenues for education are distributed among the District and the six municipal school districts. MSCS is budgeting to receive \$514.4 million in total county taxes which includes property tax, local sales taxes, and mixed drink taxes. The county property tax revenue is approximately 59.7% of the \$514.4 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 2025 is approximately 76.3%.

County Sales Tax: Like the county property tax revenues, county sales tax revenues are distributed among the District and the six municipal schools based on current year WFTEADA. Sales taxes reflect approximately 34.1% of the \$514.4 million received in county taxes.



FISCAL YEAR 2024-25 DISTRICT GENERAL FUND BUDGET BY SPENDING CATEGORY

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025		
	Actual	Actual	Actual	Amended Budget	Adopted Budget	Variance	% Change
Revenues							
City of Memphis	\$ 1,389,544	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	498,964,693	483,167,305	516,263,930	514,374,278	514,374,278	-	0.0%
State of Tennessee	567,229,761	606,549,437	579,606,971	702,760,064	753,733,526	50,973,462	7.3%
Federal Government	8,092,129	15,373,361	25,566,327	10,130,455	9,979,286	(151,169)	-1.5%
Other Local Sources	8,308,177	5,675,736	15,239,256	4,378,054	4,353,747	(24,307)	-0.6%
Total Revenues	\$ 1,083,984,303	\$ 1,112,099,174	\$ 1,138,009,819	\$ 1,232,976,185	\$ 1,283,774,172	\$ 50,797,986	4.1%
Expenditures							
Salaries and Benefits	\$ 681,074,133	\$ 724,422,228	\$ 675,074,868	\$ 768,598,798	\$ 775,607,739	\$ 7,008,940	0.9%
Contracted Services	290,412,484	354,652,985	316,266,016	498,263,420	432,768,093	(65,495,327)	-13.1%
Supplies and Materials	22,775,525	24,677,470	50,042,772	93,518,405	56,242,091	(37,276,313)	-39.9%
Capital Outlay	21,881,333	14,796,202	7,368,928	5,722,347	1,016,101	(4,706,246)	-82.2%
Leases	-	-	490,790	1,369,608	160,687	(1,208,921)	-88.3%
Other Charges	17,649,496	20,019,819	30,242,488	21,164,845	17,979,462	(3,185,383)	-15.1%
Total Expenditures	\$ 1,033,792,972	\$ 1,138,568,704	\$ 1,079,485,863	\$ 1,388,637,423	\$ 1,283,774,172	\$ (104,863,251)	-7.6%
Excess (deficiency) of revenues over expenditures	\$ 50,191,332	\$ (26,469,530)	\$ 58,523,956	\$ (155,661,237)	\$ -		
Approved use of Fund balance	(50,191,332)	26,469,530	58,523,956	155,661,237	-		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		

D. Expenditures

General Fund expenditures are expected to decrease 7.6% or \$104.9 million in comparison to the prior year. Salaries and Benefits increased primarily due to strategic compensation investments of \$27.3 million in teacher compensation, and \$3.2 million for school leaders and additional investments in recruitment and retention strategies. The Charter Schools expenditure category is increasing due to projected enrollment growth from 19,422 to 19,670 for fiscal school year 2024-25. This change will cause the charter portfolio cost to increase by \$23.6 million or 10.2% from fiscal school year 2024. Contracted Services will experience a \$75 million or 14.8% decrease. Supplies and Materials are projected to decrease by \$31.2 million or 35.7% due to district wide reductions.



E. Special Revenue Fund

Special Revenue Funds: Non-Federal Programs

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

FISCAL YEAR 2024-25 DISTRICT NON-FEDERAL FUND

	2020-2021 Actual	2021-2022 Actual	2022-2023 Actuals	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance	% Change
Revenues							
State of Tennessee	\$ 10,475,438	\$ 10,592,145	\$ 9,547,024	\$ 53,602,402	\$ 44,894,004	\$ (8,708,398)	-16.2%
Other Local Sources	6,950,929	8,542,850	9,059,627	11,742,349	11,204,258	(538,091)	-4.6%
Total Revenues	\$ 17,426,367	\$ 19,134,995	\$ 18,606,651	\$ 65,344,751	\$ 56,098,262	\$ (9,246,489)	-14.2%
Expenditures							
Instruction	\$ 889,395	\$ 817,837	\$ 603,375	\$ 30,709,669	\$ 25,518,101	\$ (5,191,569)	-16.9%
Instructional Support	517,813	354,537	268,379	2,897,484	2,287,539	(609,945)	-21.1%
Student Support	125,273	358,007	795,652	8,038,920	5,143,816	(2,895,104)	-36.0%
General Administration	75,000	114,860	-	-	15,042	15,042	100.0%
Business Administration	-	-	26,601	23,399	-	(23,399)	-100.0%
Food Services	-	-	-	537,575	-	(537,575)	-100.0%
Plant Services	197,526	246,319	20,934	206,462	230,880	24,418	11.8%
Community Services	21,065,198	16,655,826	15,539,731	17,683,487	18,081,099	397,612	2.2%
Student Transportation	-	-	-	7,712	902	(6,810)	-88.3%
Capital Outlay	-	-	-	4,400,000	4,242,943	(157,057)	-3.6%
Charter Schools	-	-	-	957,867	885,374	(72,493)	-7.6%
Total Expenditures	\$ 22,870,206	\$ 18,547,386	\$ 17,254,673	\$ 65,462,574	\$ 56,405,694	\$ (9,056,880)	-13.8%
Excess (deficiency) of revenues over expenditures	\$ (5,443,839)	\$ 587,609	\$ 1,351,978	\$ (117,823)	\$ (307,432)		
Approved use of Fund balance	5,443,839	(587,609)	(1,351,978)	117,823	307,432		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		

The Non-Federal Programs expenditures budget is expected to be \$56.4 million during fiscal year 2024-2025. This is a decrease of \$9 million less than the prior year’s amended budget.



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 \$310.5 million for fiscal year 2024-25, which represents a \$209.6 million budget decrease compared to the prior fiscal year's budget. Several factors caused the net decrease in federal funds including a reduction in Title I rollover funds and the conclusion of the Elementary and Secondary School Emergency Relief (ESSER) 2.0 grant. In fiscal year 2021-2022, the District was awarded the 2.0 and 3.0 grant awards for \$727 million. ESSER 1.0, which was initially 24 million, ended September 2022. ESSER 2.0 ended June 30, 2023, while ESSER 3.0 will end September 2024.

Below is the Federal Programs Fund's budget for fiscal year 2024-25.

FISCAL YEAR 2024-25 DISTRICT FEDERAL PROGRAMS FUND

	2020-2021 Actual	2021-2022 Actual	2022-2023 Actual	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance	% Change
Revenues							
Federal Government	\$ 211,348,588	\$ 356,782,688	\$ 474,031,893	\$ 520,096,944	\$ 310,544,708	\$ (209,552,236)	-40.3%
Other local sources	-	-	9,490,460	-	-	-	0.0%
Total Revenues	\$ 211,348,588	\$ 356,782,688	\$ 483,522,353	\$ 520,096,944	\$ 310,544,708	\$ (209,552,236)	-40.3%
Expenditures							
Instruction	\$ 99,825,739	\$ 150,411,851	\$ 209,878,252	\$ 210,520,115	\$ 87,889,585	\$ (122,630,530)	-58.3%
Instructional Support	42,576,863	72,246,684	84,704,866	142,616,687	89,778,687	(52,838,001)	-37.0%
Student Support	11,359,686	43,095,451	34,796,712	41,847,319	19,971,038	(21,876,281)	-52.3%
Business Administration	-	719,752	742,142	3,094,230	32,175	(3,062,056)	-99.0%
General Administration	-	-	-	43,400	-	(43,400)	-100.0%
Other Support Services	-	-	-	-	597,546	597,546	100.0%
Student Transportation	1,923,932	5,522,130	870,275	7,566,795	4,488,361	(3,078,433)	-40.7%
Plant Services	-	529,375	584,064	1,746,410	-	(1,746,410)	-100.0%
Charter Schools	3,931,156	16,382,165	-	25,935,121	13,468,967	(12,466,155)	-48.1%
Community Services	25,849,660	23,278,886	28,604,685	37,568,449	28,753,557	(8,814,892)	-23.5%
Office of the Principal	369,611	-	1,130,756	4,526,664	2,141,930	(2,384,734)	-52.7%
Capital Outlay	25,511,940	44,596,394	118,004,400	44,079,468	63,422,861	19,343,393	43.9%
Other Debt Services	-	-	4,206,201	552,286	-	(552,286)	-100.0%
Total Expenditures	\$ 211,348,588	\$ 356,782,688	\$ 483,522,353	\$ 520,096,944	\$ 310,544,708	\$ (209,552,236)	-40.3%



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 expenditures are budgeted to increase by \$71,056 million (or 0.1%) to \$78.8 million for fiscal year 2024-25. The primary reason for the increase in expenditure is to upgrade cafeteria equipment and service lines as well as the increased cost of food and food supplies. Nutrition Services is expected to utilize \$9.9 million of fund balance to increase efficiency in operation. The approved use of the fund balance will be used to offset the increased cost of food and food supplies.

The chart below is the Nutrition Services Fund budget for fiscal year 2024-25 by object category.

FISCAL YEAR 2024-25 DISTRICT NUTRITION SERVICE FUND

	<u>2020-21</u> <u>Actual</u>	<u>2021-2022</u> <u>Actual</u>	<u>2022-2023</u> <u>Actuals</u>	<u>2023-2024</u> <u>Amended Budget</u>	<u>2024-2025</u> <u>Adopted Budget</u>	<u>Variance</u>	<u>% Change</u>
Revenues							
State of Tennessee	\$ 527,153	\$ 383,864	\$ 456,873	\$ 460,000	\$ 460,000	\$ -	0.0%
Federal Government	44,684,267	83,930,549	69,884,205	76,973,157	76,468,179	(504,978)	-0.7%
Other Local Sources	518,118	1,308,804	2,440,032	1,294,608	1,870,642	576,034	44.5%
Total Revenue	\$ 45,729,538	\$ 85,623,218	\$ 72,781,109	\$ 78,727,765	\$ 78,798,821	\$ 71,056	0.1%
Expenditures							
Food Services	\$ 57,215,439	\$ 70,783,084	\$ 78,877,515	\$ 88,701,262	\$ 88,705,837	\$ 4,575	0.0%
Other Local Sources	-	-	10,190	-	-	-	0.0%
Total Expenditures	\$ 57,215,439	\$ 70,783,084	\$ 78,887,705	\$ 88,701,262	\$ 88,705,837	\$ 4,575	0.0%
Excess (deficiency) of revenues	(11,485,901)	14,840,134	(6,106,596)	(9,973,497)	(9,907,016)		
Approved Use of Fund Balance	11,485,901	-	6,106,596	9,973,497	9,907,016		
Net Change	\$ -	\$ 14,840,134	\$ -	\$ -	\$ -		



F. Capital Projects Fund

The Capital Projects Fund budget is defined to account for financial resources used for the acquisition or construction of major capital facilities as well as major repairs of existing facilities. The total cost to complete a project is appropriated at the time the individual project is approved by the Shelby County Board of Education and Shelby County Commission. For fiscal year 2024-25, the Capital projects adopted budget totals approximately \$206.5 million which is an increase of \$128.1 million more than the prior year’s amended budget.

FISCAL YEAR 2024-25 CAPITAL PROJECTS FUND

	2020-21	2021-22	2022-23	2023-24	2024-25		
Fiscal Year 2023-2024	Actual	Actual	Actuals	Amended Budget	Adopted Budget	Variance	% Change
Revenues							
Shelby County	\$ 48,104,943	\$ 47,009,922	\$ 26,023,815	\$ 73,107,293	\$ 99,742,305	\$ 26,635,012	36.4%
Other Local Sources	1,123,725	1,661,834	1,817,695	-	-	-	0.0%
Total Revenues	\$ 49,228,668	\$ 48,671,756	\$ 27,841,510	\$ 73,107,293	\$ 99,742,305	\$ 26,635,012	36.4%
Expenditures							
Capital Outlay	\$ 49,539,164	\$ 53,159,922	\$ 28,181,591	\$ 78,441,868	\$ 103,268,353	\$ 24,826,485	31.6%
Total Expenditures	\$ 49,539,164	\$ 53,159,922	\$ 28,181,591	\$ 78,441,868	\$ 103,268,353	\$ 24,826,485	31.6%
Excess (deficiency) of revenues over expenditure	(310,496)	(4,488,166)	(340,081)	(5,334,575)	(3,526,048)		
Approved use of Fund balance	310,496	4,488,166	340,081	5,334,575	3,526,048		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		





G. Internal Service Funds

The District’s Internal Service Funds are maintained to account for intragovernmental and intergovernmental services. The rates for Internal Service Funds are reviewed periodically throughout the year to ensure alignment with operating and designated reserves. Memphis-Shelby County Schools has the following three appropriated Internal Service Funds: Printing Services, Warehouse (or Supply Chain), and Achievement School District (ASD). The schedule below is the combined activity at the functional level for fiscal year 2024-25.

FISCAL YEAR 2024-25 DISTRICT INTERNAL SERVICE FUNDS

	2020-21	2021-22	2022-23	2023-24	2024-25		
	Actual	Actual	Actual	Amended Budget	Adopted Budget	Variance	% Change
Revenues							
Other Local Sources	\$ 2,842,458	\$ 2,938,320	\$ 2,488,293	\$ 4,135,186	\$ 6,904,250	\$ 2,769,064	67.0%
Total Revenues	\$ 2,842,458	\$ 2,938,320	\$ 2,488,293	\$ 4,135,186	\$ 6,904,250	\$ 2,769,064	67.0%
Expenditures							
Instruction	\$ 142,489	\$ 175,654	\$ 33,524	\$ 263,215	\$ 166,100	\$ (97,115)	-36.9%
Instructional Support	7,802	5,077	70	8,428	3,500	(4,928)	-58.5%
Student Support	113,209	42,558	-	146,466	7,000	(139,466)	-95.2%
General Administration	1,412,731	2,386,503	3,373,911	-	-	-	0.0%
Other Support Services	-	-	-	3,445,000	6,527,650	3,082,650	89.5%
Student Transportation	85,352	96,847	120	-	-	-	0.0%
Plant Services	568,982	231,681	100,878	235,407	200,000	(35,407)	-15.0%
Other Local Sources	-	-	2,080	-	-	-	0.0%
Charter Schools	-	-	-	36,669	-	(36,669)	-100.0%
Total Expenditures	\$ 2,330,565	\$ 2,938,320	\$ 3,510,583	\$ 4,135,186	\$ 6,904,250	\$ 2,769,064	67.0%
Excess (deficiency) of revenues over expenditures	\$ 511,893	\$ -	\$ (1,022,290)	\$ -	\$ -		
Approved use of Fund balance	(511,893)	-	1,022,290	-	-		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		

In fiscal year 2024-25, the combined Internal Service Fund budgeted revenues are expected to increase by approximately \$2.8 million compared to 2023-2024 amended budget revenues. The combined Internal Service Fund budgeted expenditures are expected to increase to approximately \$6.9 million, which is \$2.8 million more than fiscal year 2023-2024 amended budget expenditures. This increase in expenditure occurred due to an increase in additional support costs in the warehouse funds for the delivery of textbooks and materials.



H. Tax Rates and Trends

Tax Rates per \$100 Assessed Value

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

vii. BUDGET FORECAST

ALL Funds 3-Year Projections

The Memphis-Shelby County School System (MSCS) has developed a 3 - year financial plan for all funds. The 3-year plan is a conservative projection of future revenues and expenditures that may occur over the 3-year forecast period. 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 MSCS’s longer-term financial capacity.

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

In the federal programs MSCS has received ESSER funding. The last ESSER grant (3.0) allows spending until FY24. The MSCS FY24 budget reflects a spending plan that would exhaust the funding in FY24. 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 FY25, FY26 and FY27 revenues and expenditures return to the average levels, however this will most likely change if the FY24 ESSER funds are not exhausted. In this case ESSER funding will be moved 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 MSCS board of directors. This is just a high-level look at future periods that does not consider future grant awards, tax rate implications, and the impact of new service delivery strategies.





Shelby County Schools
All Funds
3 Year Projections

Revenues	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Amended Budget	2024-2025 Adopted Budget	2025-2026 Forecast Budget	2026-2027 Forecast Budget	2027-2028 Forecast Budget
City of Memphis	\$ 1,333,333	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335
Shelby County	526,514,124	530,177,227	542,287,745	587,481,571	614,116,583	601,834,251	589,797,566	578,001,615
State of Tennessee	575,057,731	618,749,993	589,610,868	756,822,466	799,087,530	783,105,780	767,443,664	752,094,791
Federal Government	580,864,873	1,083,653,116	569,482,425	607,200,556	396,992,173	389,052,330	381,271,283	373,645,857
Other Local Sources	24,941,897	22,187,228	40,535,363	21,550,197	24,332,897	23,846,239	23,369,314	22,901,928
Total Revenues	\$ 1,708,711,958	\$ 2,256,100,899	\$ 1,743,249,736	\$ 1,974,388,125	\$ 1,835,862,518	\$ 1,799,171,934	\$ 1,763,215,162	\$ 1,727,977,526
Expenditures								
Instruction	\$ 816,398,882	\$ 866,415,828	\$ 668,811,046	\$ 788,339,554	\$ 673,076,591	\$ 654,724,555	\$ 641,639,768	\$ 628,816,677
Instructional Support	187,155,090	296,803,832	153,819,012	228,095,513	169,738,275	165,110,209	161,810,452	158,576,690
Student Support	85,430,124	146,766,768	106,894,984	174,854,861	111,353,748	108,317,589	106,152,842	104,031,391
Office of the Principal	63,338,657	62,743,237	66,631,177	75,180,426	79,923,702	77,744,511	76,190,773	74,668,110
General Administration	18,464,098	18,820,573	21,126,081	23,000,402	21,039,916	20,466,244	20,057,223	19,656,381
Business Administration	18,974,173	28,092,998	18,448,878	31,850,645	11,632,467	11,315,297	11,089,159	10,867,543
Other Support Services	220,945	5,078,408	-	5,197,736	7,125,196	6,930,921	6,792,405	6,656,660
Student Transportation	41,020,437	46,574,574	36,426,009	47,576,924	43,131,388	41,955,372	41,116,886	40,295,170
Plant Services	97,933,874	125,871,337	106,001,515	194,678,216	119,260,214	116,008,477	113,690,027	111,417,946
Community Services	65,611,793	73,176,493	55,689,153	69,157,122	57,101,652	55,544,724	54,434,653	53,346,783
Charter Schools	184,945,609	270,979,371	199,274,865	257,441,063	268,421,235	261,102,490	255,884,311	250,770,494
Retiree Benefits	28,830,403	28,830,403	24,117,267	28,830,403	25,000,000	24,318,353	23,832,346	23,356,060
Food Service	81,790,493	78,992,139	78,877,515	89,238,837	88,705,837	86,287,193	84,562,728	82,872,752
OPEB	-	-	3,050,000	3,000,000	3,000,000	2,918,202	2,859,882	2,802,727
Other Local Sources	-	-	4,709,261	1,384,887	158,636	154,311	151,227	148,205
Capital Outlay	82,975,010	237,978,410	146,966,002	127,648,668	170,934,158	166,273,485	162,950,480	159,693,935
Total Expenditures	\$ 1,773,089,590	\$ 2,287,124,371	\$ 1,690,842,766	\$ 2,145,475,257	\$ 1,849,603,015	\$ 1,799,171,934	\$ 1,763,215,162	\$ 1,727,977,526



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 FY26-FY28. These forecasts largely hold revenues and expenditures, in the general fund, close to the FY25 Adopted Budget. The variables of enrollment, which drive State and Local revenues, along with Tennessee Investment in Student Success Act (TISA) funds, 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.

	2020-2021	2021-2022	2022-23	2023-24	2024-2025	2025-2026	2026-2027	2027-2028
Revenues	Actual	Actual	Actual	Amended Budget	Adopted Budget	Forecast Budget	Forecast Budget	Forecast Budget
City of Memphis	\$ 1,389,544	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335
Shelby County	498,964,693	483,167,305	516,263,930	514,374,278	514,374,278	511,802,406	509,243,394	506,697,177
State of Tennessee	567,229,761	606,549,437	579,606,971	702,760,064	753,733,526	749,964,859	746,215,034	742,483,959
Federal Government	8,092,129	15,373,361	25,566,327	10,130,455	9,979,286	9,929,390	9,879,743	9,830,344
Other Local Sources	8,308,177	5,675,736	15,239,256	4,378,054	4,353,747	4,331,978	4,310,318	4,288,767
Total Revenues	\$ 1,083,984,303	\$ 1,112,099,174	\$ 1,138,009,819	\$ 1,232,976,186	\$ 1,283,774,172	\$ 1,277,361,968	\$ 1,270,981,825	\$ 1,264,633,583
Expenditures								
Instruction	\$ 504,226,534	\$ 492,218,120	\$ 458,295,894	\$ 546,846,555	\$ 559,502,805	\$ 556,708,196	\$ 553,927,546	\$ 551,160,785
Instructional Support	59,391,774	89,959,061	68,845,697	82,572,915	77,668,550	77,280,610	76,894,609	76,510,535
Student Support	58,621,149	72,629,680	71,302,620	124,822,156	86,231,894	85,801,183	85,372,622	84,946,202
Office of the Principal	62,447,119	62,743,237	65,500,421	70,653,761	77,781,772	77,393,267	77,006,703	76,622,069
General Administration	16,673,421	18,353,405	17,752,171	22,957,002	21,024,874	20,919,859	20,815,368	20,711,400
Business Administration	17,792,657	23,152,000	17,680,135	28,733,016	11,600,292	11,542,351	11,484,699	11,427,335
Other Support Services	156,434	285,910	-	1,752,736	-	-	-	-
Transportation	13,869,438	35,518,630	35,555,613	40,002,417	38,642,124	38,449,114	38,257,068	38,065,982
Plant Services	85,150,221	124,590,606	105,295,640	192,489,936	118,829,334	118,235,804	117,645,239	117,057,624
Community Services	9,314,353	12,642,735	11,544,737	13,905,186	10,266,996	10,215,714	10,164,688	10,113,918
Charter Schools	178,899,836	177,644,917	199,274,865	230,511,406	254,066,895	252,797,880	251,535,203	250,278,834
Retiree Benefits	27,250,035	28,830,403	24,117,267	28,830,403	25,000,000	24,875,130	24,750,883	24,627,257
OPEB	-	-	3,050,000	3,000,000	3,000,000	2,985,016	2,970,106	2,955,271
Other Local Sources	-	-	490,790	832,601	158,636	157,844	157,091	156,371
Regular Capital Outlay	-	-	780,012	727,332	-	-	-	-
Total Expenditures	\$ 1,033,792,972	\$ 1,138,568,704	\$ 1,079,485,862	\$ 1,388,637,423	\$ 1,283,774,172	\$ 1,277,361,968	\$ 1,270,981,825	\$ 1,264,633,583



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 2024 Shelby County Government Five-Year Capital Improvement Plan budget for all municipal districts multiplied by 77.00%, which is the MSCS 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 currently.

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-2026	2026-2027	2027-2028
Revenues	Actual	Actual	Actual	Amended Budget	Adopted Budget	Forecast Budget	Forecast Budget	Forecast Budget
Shelby County	\$ 48,104,943	\$ 47,009,922	\$ 26,023,815	\$ 73,107,293	\$ 99,742,305	\$ 80,000,000	\$ 95,000,000	\$ 95,000,000
Other Local Sources	1,123,725	1,661,834	1,817,695	-	-	-	-	-
Total Revenues	\$ 49,228,668	\$ 48,671,756	\$ 27,841,510	\$ 73,107,293	\$ 99,742,305	\$ 80,000,000	\$ 95,000,000	\$ 95,000,000
Expenditures								
Capital Outlay	\$ 49,539,164	\$ 53,159,922	\$ 28,181,591	\$ 78,441,868	\$ 103,268,353	\$ 80,000,000	\$ 95,000,000	\$ 95,000,000
Total Expenditures	\$ 49,539,164	\$ 53,159,922	\$ 28,181,591	\$ 78,441,868	\$ 103,268,353	\$ 80,000,000	\$ 95,000,000	\$ 95,000,000





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 support. 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.

Revenues	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
	Actual	Actual	Actual	Amended Budget	Adopted Budget	Forecast Budget	Forecast Budget	Forecast Budget
State of Tennessee	\$ 10,475,438	\$ 10,592,145	\$ 9,547,024	\$ 53,602,402	\$ 44,894,004	\$ 43,996,124	\$ 43,116,201	\$ 42,253,877
Other Local Sources	6,950,929	8,542,850	9,059,627	11,742,349	11,204,258	1,098,017	1,076,057	1,054,536
Total Revenues	\$ 17,426,367	\$ 19,134,995	\$ 18,606,651	\$ 65,344,751	\$ 56,098,262	\$ 45,094,141	\$ 44,192,258	\$ 43,308,413
Expenditures								
Instruction	\$ 889,395	\$ 817,837	603,375	\$ 30,709,669	\$ 25,518,101	\$ 20,400,721	\$ 19,992,706	\$ 19,592,852
Instructional Support	517,813	354,537	268,379	2,897,484	2,287,539	1,828,797	1,792,221	1,756,377
Student Support	125,273	358,007	795,652	8,038,920	5,143,816	4,112,279	4,030,034	3,949,433
General Administration	75,000	114,860	-	-	15,042	12,025	11,785	11,549
Business Administration	-	-	26,601	23,399	-	-	-	-
Food Services	-	-	-	537,575	-	-	-	-
Plant Services	197,526	246,319	20,934	206,462	230,880	184,580	180,888	177,270
Community services	21,065,198	16,655,826	15,539,731	17,683,487	18,081,099	14,455,130	14,166,027	13,882,706
Student Transportation	-	-	-	7,712	902	721	707	693
Capital Outlay	-	-	-	4,400,000	4,242,943	3,392,067	3,324,225	3,257,741
Charter Schools	-	-	-	957,867	885,374	707,821	693,665	679,792
Total Expenditures	\$ 22,870,205	\$ 18,547,387	\$ 17,254,673	\$ 65,462,575	\$ 56,405,694	\$ 45,094,141	\$ 44,192,258	\$ 43,308,413





Nutrition Fund 3-Year Projections

MSCS Nutrition Services - or Nutrition Fund - operations provided approximately 41,869 free reimbursable breakfast meals and 62,973 free reimbursable lunches daily across the District during school year 2022-23. The ratio of about 2 breakfast meals to 3 lunch meals is aligned with the national goal promulgated by the Food Research & Action Center, a national anti-hunger organization. The number of meals served by MSCS aligns with enrollment. As mentioned previously the transition of students to charter schools will have an impact on revenues and costs. For the three-year budget forecast, the District projects a slight decrease from the baseline year of fiscal year 2024-25.

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-2026	2026-2027	2027-2028
Revenues	Actual	Actual	Actual	Amended Budget	Adopted Budget	Forecast Budget	Forecast Budget	Forecast Budget
State of Tennessee	\$ 527,153	\$ 383,864	\$ 456,873	\$ 460,000	\$ 460,000	\$ 473,800	\$ 488,014	\$ 488,440
Federal Government	44,684,267	83,930,549	69,884,205	76,973,157	76,468,179	73,466,807	75,511,949	75,573,303
Other Local Sources	518,118	1,308,804	2,440,032	1,294,608	1,870,642	7,151,122	7,522,387	7,533,525
Total Revenue	\$ 45,729,538	\$ 85,623,218	\$ 72,781,109	\$ 78,727,766	\$ 78,798,821	\$ 81,091,730	\$ 83,522,350	\$ 83,595,268
Expenditures								
Food Services	\$ 57,215,439	\$ 70,783,084	\$ 78,877,515	\$ 88,701,262	\$ 88,705,837	\$ 81,091,730	\$ 83,522,350	\$ 83,595,268
Other Local Sources	-	-	10,190	-	-	-	-	-
Total Expenditures	\$ 57,215,439	\$ 70,783,084	\$ 78,887,705	\$ 88,701,262	\$ 88,705,837	\$ 81,091,730	\$ 83,522,350	\$ 83,595,268





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 \$256 million for fiscal year 2024-25, which represents a \$249.4 million budget decrease compared to the prior fiscal year’s budget. Several factors caused the net decrease in federal funds including a reduction in Title I rollover funds and the conclusion of the Elementary and Secondary School Emergency Relief (ESSER) 2.0 grant. In fiscal year 2021-2022, the District was awarded the 2.0 and 3.0 grant awards for \$727 million. ESSER 1.0, which was initially 24 million, ended September 2022. ESSER 2.0 ends June 30, 2023, while ESSER 3.0 will end September 2024. 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 FY26, 27 and 28 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>

Revenues	2020-2021 Actual	2021-2022 Actual	2022-2023 Actual	2023-2024 Amended Budget	2024-2025 Adopted Budget	2025-2026 Forecast Budget	2026-2027 Forecast Budget	2027-2028 Forecast Budget
Federal Government	\$ 211,348,588	\$ 356,782,688	\$ 474,031,893	\$ 520,096,944	\$ 310,544,708	\$ 349,647,034	\$ 342,654,094	\$ 342,654,094
Other Local Sources	-	-	9,490,460	-	-	-	-	-
Total Revenues	\$ 211,348,588	\$ 356,782,688	\$ 483,522,353	\$ 520,096,944	\$ 310,544,708	\$ 349,647,034	\$ 342,654,094	\$ 342,654,094
Expenditures								
Instruction	\$ 99,825,739	\$ 150,411,851	\$ 209,878,252	\$ 210,520,115	\$ 87,889,585	\$ 98,956,227	\$ 96,977,103	\$ 96,977,103
Instructional Support	42,576,863	72,246,684	84,704,866	142,616,687	89,778,687	101,083,196	99,061,532	99,061,532
Student Support	11,359,686	43,095,451	34,796,712	41,847,319	19,971,038	22,485,697	22,035,983	22,035,983
Business Administration	-	719,752	742,142	3,094,230	32,175	36,226	35,501	35,501
General Administration	-	-	-	43,400	-	-	-	-
Student Transportation	1,923,932	5,522,130	870,275	7,566,795	4,488,361	5,053,515	4,952,445	4,952,445
Plant Services	-	529,375	584,064	1,746,410	-	-	-	-
Charter Schools	3,931,156	16,382,165	-	25,935,121	13,468,967	15,164,915	14,861,617	14,861,617
Community Services	25,849,660	23,278,886	28,604,685	37,568,449	28,753,557	32,374,070	31,726,589	31,726,589
Office of the Principal	369,611	-	1,130,756	4,526,664	2,141,930	2,411,632	2,363,399	2,363,399
Capital Outlay	25,511,940	44,596,394	118,004,400	44,079,468	63,422,861	71,408,769	69,980,594	69,980,594
Other Local Sources	-	-	4,206,201	552,286	597,546	672,786	659,330	659,330
Total Expenditures	\$ 211,348,587	\$ 356,782,688	\$ 483,522,353	\$ 520,096,944	\$ 310,544,708	\$ 349,647,034	\$ 342,654,094	\$ 342,654,094



Internal Service Fund 3-Year Projections

The District’s Internal Service Funds, which account 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. Memphis 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-year budget forecast, the District projects a 1 percent decline from the baseline year of fiscal year 2024-25.

Revenues	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Amended Budget	2024-25 Adopted Budget	2025-2026 Forecast Budget	2026-2027 Forecast Budget	2027-2028 Forecast Budget
Other Local Sources	\$ 2,842,458	\$ 2,938,320	\$ 2,488,293	\$ 4,135,186	\$ 6,904,250	\$ 6,766,165	\$ 6,630,842	\$ 6,498,225
Total Revenues	\$ 2,842,458	\$ 2,938,320	\$ 2,488,293	\$ 4,135,186	\$ 6,904,250	\$ 6,766,165	\$ 6,630,842	\$ 6,498,225
Expenditures								
Instruction	\$ 142,489	\$ 175,654	\$ 33,524	\$ 299,884	\$ 166,100	\$ 162,778	\$ 159,522	\$ 156,332
Instructional Support	7,802	5,077	70	8,428	3,500	3,430	3,361	3,294
Student Support	113,209	42,558	-	146,466	7,000	6,860	6,723	6,588
General Administration	1,412,731	2,386,503	3,373,911	3,445,000	-	-	-	-
Other Support Services	-	-	-	-	6,527,650	6,397,097	6,269,155	6,143,772
Student Transportation	85,352	96,847	120	-	-	-	-	-
Plant Services	568,982	231,681	100,878	235,407	200,000	196,000	192,080	188,238
Other Debt Services	-	-	2,080	-	-	-	-	-
Total Expenditures	\$ 2,330,565	\$ 2,938,320	\$ 3,510,583	\$ 4,135,186	\$ 6,904,250	\$ 6,766,165	\$ 6,630,842	\$ 6,498,225



ORGANIZATIONAL



FY 2025 District Adopted Budget



This section includes the following information:

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I. FINANCIAL STRUCTURE AND ENVIRONMENT OF THE DISTRICT

i. Legal Status and Authority

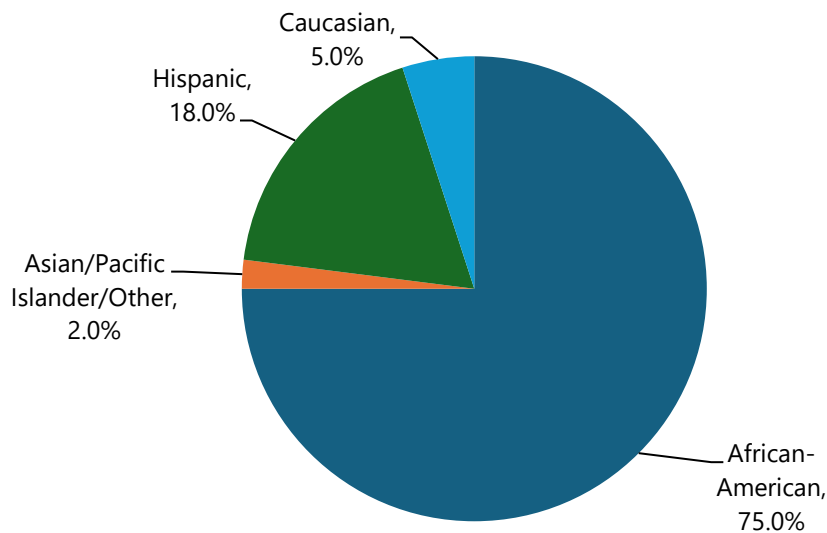
Memphis-Shelby County Schools (MSCS or District) is a component unit of Shelby County Government, which is defined as the oversight entity by Governmental Accounting Standards Board (GASB) Codification Section 2100. Reporting for the District follows the criteria established by GASB. The District is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

ii. Description of Reporting Entity

Memphis-Shelby County Schools is the largest school system in the state of Tennessee and is within the top 25 largest districts in the nation. For Fiscal Year 2024-2025, the District’s budget enrollment is for 110,159 students in grades kindergarten through grade 12: including Pre-K 5,220 to total 115,379.

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

Based upon enrollment figures as reported by the Tennessee State Department of Education, the District’s student demographics during school year 2022-23 were 75% African American, 5% Caucasian, 18% Hispanic, 2% Multiracial and other races and nationalities. The chart below represents the District’s student demographics for school year 2022-23 per the Tennessee Department of Education Report Card.



Source: Tennessee State Report Card Data FY2022-23



The District encompasses 214 schools, including regular schools, virtual schools, charter schools, career, and technology centers (CTC), special education centers (SPED) and alternative schools. Forty-five schools are Optional Schools or offer Optional Programs that provide parents choices in selecting a public education that best suits their child. In school year 2024-25, MSCS had 261 pre-kindergarten classrooms; 40 of which were within community partner locations.

The District has budgeted for approximately 6,000 teachers in fiscal year 2024-25, with more National Board-Certified Teachers than any other district in the State. National Board-Certified Teachers are teachers who have earned the highest certification standard a teacher can attain. Government, trade, healthcare services, hospitality, warehousing, transportation, and utilities are all prominent in the regional economy. Shelby County is located within 600 miles of most major cities and commercial markets in the United States. As a result of its central location and access to the interstate, Mississippi River, rail and airport, the County is a major hub for distribution.





iii. Geographical Area Served

The District is serviced by geographical areas, each Commissioners has a district. The districts below are effective for the 2024-25 school year.

District-1 Michelle McKissack

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

District 2-Althea Greene

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

District-3 Stephanie Love

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

District-4 Kevin Woods

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

District-5 Mauricio Calvo

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

District-6 Keith Williams

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



Organizational

District-7 Frank Johnson

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

District-8 Amber Huett-Garcia

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

District-9 Joyce Coleman

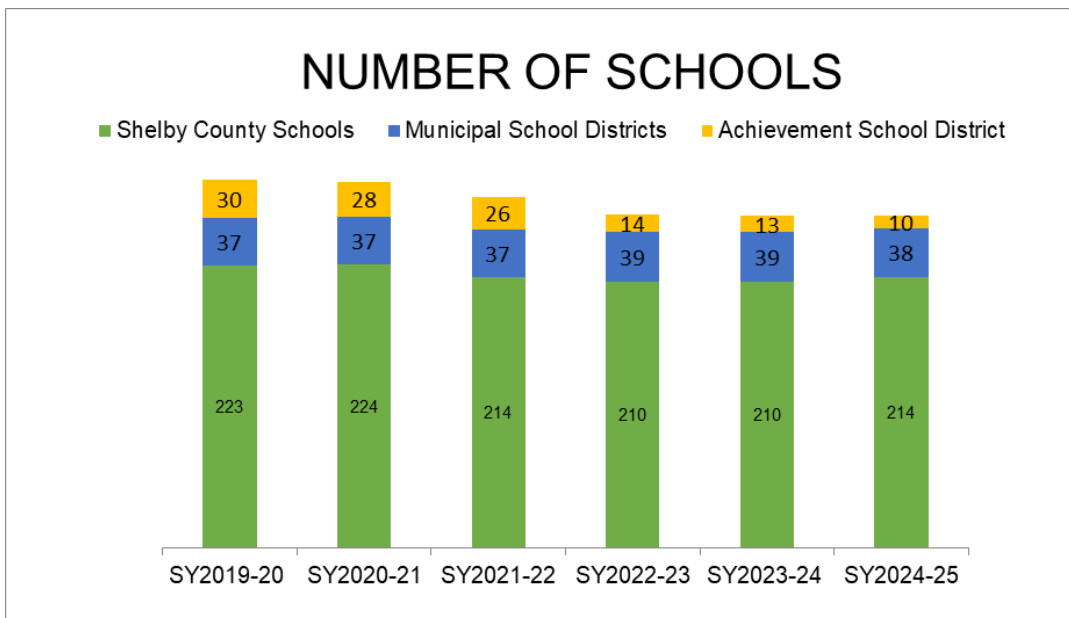
B. T. Washington High
Barrets Chapel School
Berclair Elementary
Cherokee Elementary
Dunbar Elementary
Evans Elementary
Fox Meadows Elementary
Hanley Elementary
Maxine Smith STEAM Academy
Melrose High
Newberry Elementary
Overton High
Parkway Village Elementary
Ridgeway High
Ridgeway Middle
Scenic Hills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



iv. Education Landscape of Shelby County

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

Memphis-Shelby County Schools has the largest educational footprint in Shelby County with 214 schools in school year 2024-25. However, since school year 2018-19, the number of MSCS schools has continued to decline. A major factor influencing this decline were the creation of 6 municipal districts resulting in a loss of 33 schools and the advent of the Achievement School District which oversaw up to 30 schools in the past. Most of the ASD schools have been returned to their original charter or back to the District (MSCS).



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

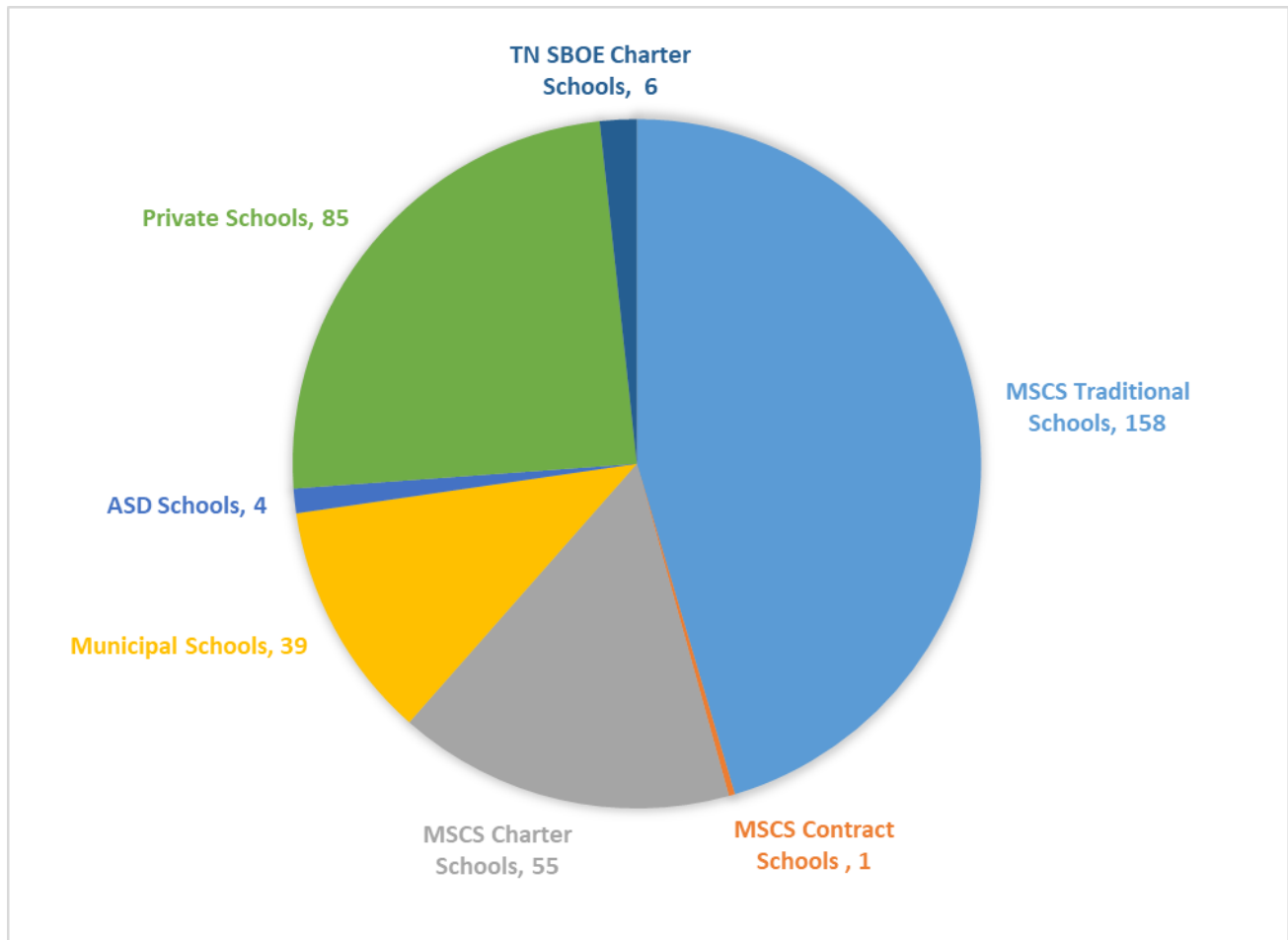
****ASD includes TN SBOE Charter Schools**

Current ASD Schools Fairley High School, and Memphis Scholars Caldwell-Guthrie will return to MSCS in school year 2024-25. Next year enrollment projections for Fairley are projected at 388 students and Caldwell Guthrie enrollment is projected at 462 students. ASD did not initiate any changes regarding acquiring additional schools for the 2024-25 year.

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



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



- **Memphis-Shelby County Schools:** Memphis-Shelby County Schools is the largest school district in the State of Tennessee. The District has the largest educational footprint in Shelby County with 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, Virtual schools for remote education, Alternative Schools, and a STEM (Science, Technology, Engineering and Math) High School, and Charter Schools.
- **Municipal School Districts:** Municipal School Districts were created after the merger of Shelby County Schools and Memphis City Schools. The state legislature passed a law that lifted the statewide ban on forming new school districts. The six incorporated municipalities held elections in which voters chose to establish their own independent school districts. In July 2014, the following school districts were created - Arlington Community Schools, Bartlett City Schools, Collierville Schools, Germantown Municipal School District, Lakeland School System, and Millington Municipal Schools.



- **TN State Board of Education:** TN State Board of Education can authorize charter applicants seeking to establish a school in a district with at least one priority school. In July 2016, Shelby County Board of Education (SCBOE) voted not to approve the charter school application of Green Dot Public Schools Tennessee (Bluff City High School). Green Dot appealed the decision with TN State Board of Education (TN SBOE). The SCBOE ruling was overturned by TN SBOE but an agreement between Green Dot and MSCS was not reached. Consequently, TN SBOE authorized Green Dot's Bluff City High School. This was the first school the state board oversaw in Memphis.
- **Private Schools:** Private schools do not receive education funding from the state and tend to charge tuition. Private schools are typically run by an independent body. Because private schools are exempt from direct state oversight and testing, they can choose their own standards and educational approach. The Memphis Association of Independent Schools (MAIS) and the Catholic Diocese of Memphis represent several private schools in Memphis.
- **Achievement School District (ASD):** The State of Tennessee established the ASD to turn around "persistently" low performing or Tier 1 schools across the state. Specifically, the ASD was charged with the mission to move schools from the bottom five percent in the state to the top 25% in the state within 10 years. Students who are zoned to a school in the ASD or a school in the bottom five percent are qualified to attend an ASD school. The ASD has charter school authorizing power, meaning they may match failing schools that once belonged to the school district with charter operators.

With the entry of the Achievement School District, MSCS enrollment has declined significantly. In school year 2012-13, the ASD had six schools. In school year 2013-14, the ASD had 3,748 students. The ASD experienced the closure of two schools in school year 2017-18 and one in school year 2018-19. However, the number of ASD schools drastically increased to 30 in school year 2019-20. By school year 2019-20, its enrollment was projected for 10,235 by year end enrollment declined to 8,942 due to school closures (Aster College Preparatory & Grad Academy). ASD (KIPP) schools then transitioned back to MSCS (Charter) in fiscal year 2021. In fiscal year 2023, ASD had four schools (Frayser Achievement, Corning Achievement, Georgian Hills Achievement and Whitney Achievement) transition back to MSCS followed by Journey Hanley in 2024. Current ASD Schools' Fairley High School, Martin Luther King Preparatory High School, Humes Preparatory Academy Middle School, Memphis Scholars Caldwell-Guthrie, Memphis Scholars Florida-Kansas, and Memphis Scholars Raleigh-Egypt will transition back to the MSCS in 2024-2025.

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

The State of Tennessee provides a share of Memphis-Shelby County Schools' local and state funds to the ASD as a direct allocation from the Tennessee Investment in Student Achievement (TISA). State law requires that charter schools, including those authorized by ASD, receive state and local funding based on current year enrollment. For 2023-24, the ASD revenue allocation was projected at \$81.4 million. For 2024-25, the ASD revenue allocation is projected at \$50.9 million.

Pending State legislation suggests that the Achievement School District will cease to exist July 1, 2026.



Achievement School District	Grades Served	SY 2023-24 Enrollment	SY 2024-25 Projected Enrollment
Cornerstone Prep - Lester Campus	K-5	334	334
Fairley High School	9-12	450	0
Hillcrest High School	9-12	427	427
Humes Preparatory Academy Middle School	6-8	193	0
Journey Coleman School	K-8	611	0
Kirby Middle School	6-8	351	351
Martin Luther King Preparatory High School	9-12	493	0
Memphis Scholars Caldwell-Guthrie	K-5	237	0
Memphis Scholars Florida Kansas	K-5	119	0
Memphis Scholars Raleigh-Egypt	6-8	61	0
Westside Middle School	6-8	290	0
Wooddale Middle School	6-8	535	535
TOTAL		4,101	1,647





v. School Options

Supe Schools

The Supe Schools initiative, led by the Memphis-Shelby County Schools' Office of Transformation, aims to improve the performance of 76 schools that have been designated as Supe schools. These schools are considered to be in critical need of academic support and resources. The initiative focuses on providing targeted interventions, including hiring highly qualified educators, enhancing instructional practices, and addressing the unique challenges faced by these schools. The goal is to drive significant academic progress and uplift the overall educational outcomes for students in these struggling schools. The district's leadership has emphasized the importance of tailored support and accountability to ensure that these schools can overcome the barriers to student success.

Ignite Schools

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

Soar Schools

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



Optional Schools and Programs

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

Below are 45 Optional schools and Optional programs in traditional schools in school year 2024-2025.

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



Optional School	Program
Havenview Middle (6-8)	Science, Technology, Engineering, Arts and Mathematics (STEAM)
Idlewild Elementary (K-5)	Science / Technology
Keystone Elementary (1-5)	Science, Engineering, and Technology (SET)
Kingsbury High (9-12)	Global Health Studies
Oak Forest Elementary (1-5)	International Baccalaureate (IB) Primary Years Program
Overton High (9-12)	Creative and Performing Arts (CAPA)
Peabody Elementary (1-5)	Enriched Academics / International Studies
Ridgeway High (9-12)	International Baccalaureate (IB) World School Diploma Programme
Ridgeway Middle (6-8)	International Baccalaureate (IB) World School Middle Years Program (MYP)
Riverwood Elementary (1-5)	Environmental Science and Community Service
Rozelle Elementary (K-5)	Creative and Performing Arts (C.A.P.A.)
Sherwood Elementary (1-5)	Enriched Academics Through the Arts
Maxine Smith Steam Academy (6-8)	Science, Technology, Engineering, Arts, and Mathematics (S.T.E.A.M.)
Snowden School (1-8)	Enriched Academics / College Preparatory
Springdale Elementary (K-5)	Exploratory Learning
Treadwell Elementary (K-5)	Dual Language Immersion
Vollentine Elementary (K-5)	Science Exploration STARS – Scholars Tackling Academic Rigor Scientifically
White Station Middle (6-8)	Enriched Academics / College Preparatory
White Station High (9-12)	College Preparatory
Whitehaven Elementary (1-5)	Science, Technology, Engineering, and Mathematics (S.T.E.M.)
Whitehaven High (9-12)	Business and Finance / College Preparatory
Willow Oaks Elementary (1-5)	Enriched Academics Through Arts and Technology
Wooddale High (9-12)	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 is not one-size-fits-all. We offer a diverse array of programs to give our students the skills and credentials to excel after senior year. Whether it be industry certifications, internships, or college credits, we can provide the experience to make any student a #ReadyGrad.





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



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



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

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

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

Partners

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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) |
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- National Guard Products
- Passport Health
- Peabody Hotel
- Phillip Ashley Chocolates
- ServiceMaster Clean
- Sheet Metal Workers Union
- Shelby County Board of Commissioners
- Shelby County Clerk's Office
- Shelby County Government
- Smith & Nephew

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

Post-Secondary Institutions

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

Exceptional Children Schools

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

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

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



Specialty Schools

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

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

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

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

Alternative Schools

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

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

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



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

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

Adolescent Parenting Program (APP) provides support to first-time pregnant and parenting teens. In fiscal school year 2022-2023, the Adolescent Parenting Program combined with Northwest Prep Academy. The two schools now operate as one entity under the leadership of one principal, and now parenting mothers and fathers have an accelerated school option. The teen parents will also have an in-house daycare facility for their infants and toddlers.

Newcomer International Center (NIC) program is designed to meet the needs of students at the Secondary school level who have little or no English proficiency and limited or no formal education in their native country. In fiscal school year 2022-2023, Newcomer International Center expanded to include two additional satellite centers to increase the enrollment of high school students new to the country. We now offer coursework to assist the students in navigating the English language and high school. Students and families can have in-house support, social and emotional assistance, ESL support, and increased academic availability.



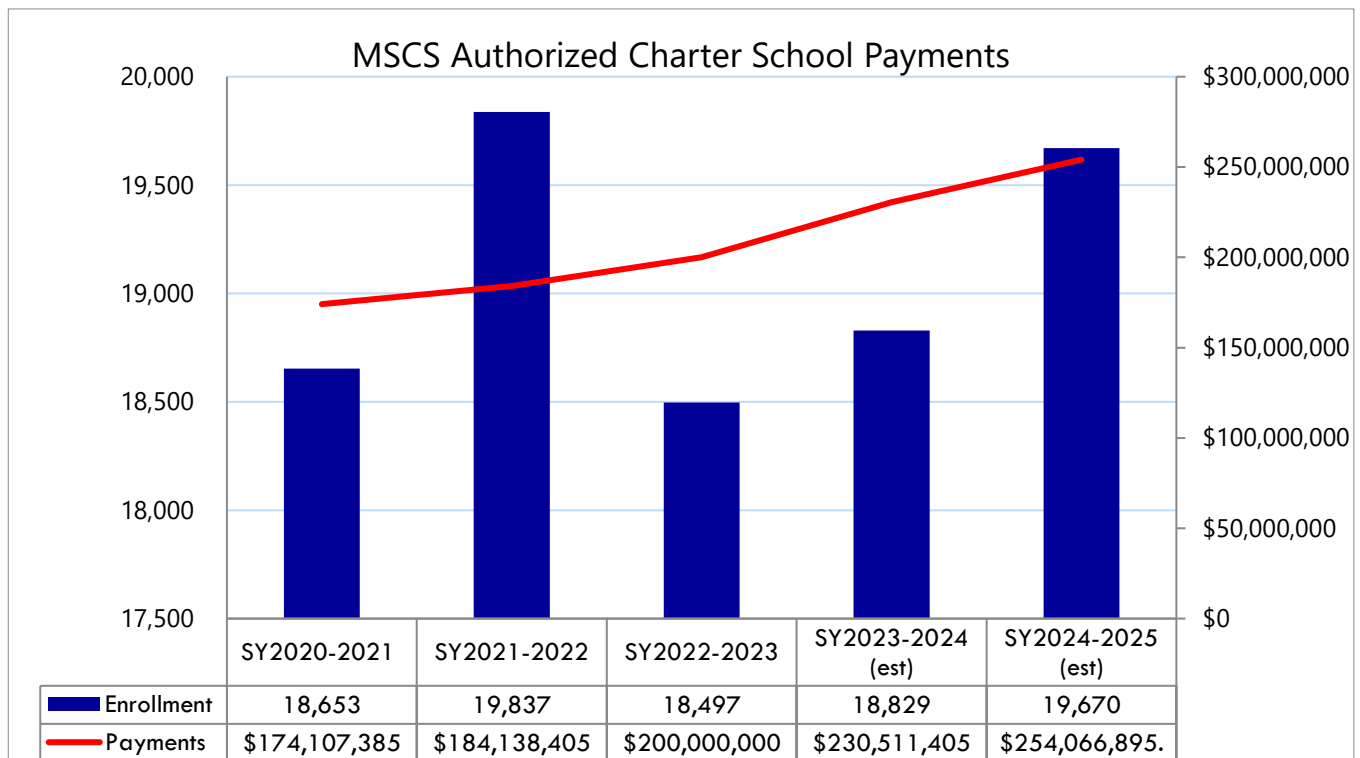


MSCS Authorized Charter Schools

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

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

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





Organizational

The chart below identifies Charter schools operating in the 2024-25 school year.

Charter School	Grades Served	SY 2023-24 Enrollment	FY 2023-24 Est. Payment	SY 2024-25 Projected Enrollment	SY 2024-25 Projected Payment
Arrow Academy of Excellence	K-5	77	\$942,662	83	\$1,072,056
Aurora Collegiate Academy	K-5	331	4,052,221	328	\$4,231,286
Beacon College Preparatory	K-5	264	3,231,983	293	\$3,787,717
Believe Memphis Academy Charter School	4-8	357	4,370,523	401	\$5,174,286
Circles Of Success Learning Academy	6-8	218	2,668,835	211	\$2,725,563
City University School Girls Preparatory	6-8	96	1,175,267	94	\$1,211,660
City University School of Independence	12	14	171,393	14	\$178,461
City University School Of Liberal Arts	9-12	200	2,448,472	197	\$2,539,568
Compass Community School, Berclair Campus	K-8	229	2,803,501	229	\$2,957,196
Compass Community School, Binghampton Campus	K-8	217	2,656,592	210	\$2,713,831
Compass Community School, Frayser Campus	K-8	204	2,497,442	203	\$2,622,663
Compass Community School, Hickory Hill Campus	K-8	254	3,109,560	253	\$3,263,852
Compass Community School, Midtown Campus	9-12	356	4,358,280	352	\$4,543,856
Compass Community School, Orange Mound Campus	K-8	195	2,387,260	186	\$2,402,224
Crosstown High School	9-12	499	6,108,938	493	\$6,365,393
Freedom Prep Elementary - Millbranch	K-5	521	6,378,270	513	\$6,624,856
Freedom Prep Elementary - Parkrose	K-5	424	5,190,761	400	\$5,165,102
Freedom Prep Middle - Brownlee	6-8	281	3,440,103	315	\$4,067,047
Freedom Preparatory Academy Flagship	6-12	693	8,483,956	702	\$9,061,045
Granville T. Woods Academy of Innovation Charter School	K-8	372	4,554,158	374	\$4,829,420
Journey Coleman School	K-8	0	-	611	\$7,893,327
Journey East Academy	K-5	328	4,015,494	382	\$4,927,799
KIPP Memphis Collegiate Elementary	K-5	433	5,300,942	432	\$5,585,672
KIPP Memphis Collegiate High School	9-12	373	4,566,400	356	\$4,592,580
KIPP Memphis Collegiate Middle	6-8	301	3,684,951	291	\$3,755,775
Leadership Preparatory Charter School	K-8	434	5,313,184	436	\$5,634,374
Memphis Academy Of Science Engineering Middle/High	6-12	701	8,581,895	674	\$8,711,450
Memphis Business Academy Elementary School	K-5	282	3,452,346	275	\$3,550,379
Memphis Business Academy Hickory Hill Elementary School	K-4	139	1,701,688	138	\$1,788,052
Memphis Business Academy Hickory Hill Middle School	6-8	53	648,845	55	\$710,722
Memphis Business Academy High School	9-12	510	6,243,604	509	\$6,569,753
Memphis Business Academy Middle	6-8	432	5,288,700	423	\$5,466,468
Memphis College Preparatory	K-5	242	2,962,651	235	\$3,036,524
Memphis Delta Preparatory	K-5	354	4,333,796	372	\$4,808,754
Memphis Grizzlies Preparatory Charter School	6-8	355	4,346,038	346	\$4,469,876
Memphis Merit Academy	K-5	364	4,456,219	378	\$4,881,516
Memphis Rise Academy	6-12	771	9,438,860	745	\$9,621,268
Memphis School of Excellence	6-12	567	6,941,418	548	\$7,078,609
Memphis School of Excellence Cordova	6-10	360	4,407,250	370	\$4,782,527
Memphis School of Excellence Elementary	K-5	402	4,921,429	397	\$5,122,406
Memphis School of Excellence Elementary Cordova	K-5	318	3,893,071	316	\$4,078,981
Memphis STEM Academy	K-5	231	2,827,985	232	\$2,990,133
Perea Elementary School	K-4	374	4,578,643	362	\$4,669,957
Power Center Academy Elementary - Southeast	K-5	438	5,362,154	423	\$5,467,824
Power Center Academy Elementary School	K-5	719	8,802,257	710	\$9,172,324
Power Center Academy High School	9-12	682	8,349,290	663	\$8,564,642
Power Center Academy Middle	6-8	451	5,521,305	444	\$5,735,609
Power Center Academy Middle - Southeast	6-8	314	3,844,101	307	\$3,969,626
Promise Academy	K-12	266	3,256,468	254	\$3,281,674
Soulsville Charter School	6-12	661	8,092,200	649	\$8,382,655
Southern Avenue Charter School Of Academic Excellence Creative Arts	K-5	326	3,991,010	329	\$4,253,674
Star Academy	K-6	322	3,942,040	358	\$4,622,974
Veritas College Preparatory	6-8	135	1,652,719	136	\$1,751,564
Vision Preparatory Charter School	K-5	389	4,762,278	376	\$4,851,055
Westside Middle School	6-8	0	-	290	\$3,749,291
TOTAL		18829	\$230,511,406	19670	\$254,066,895

Virtual Schools

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



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

The second online platform provides opportunities for students that are seeking to recover credits or repair a quarterly grade in all the District high schools. MVS provides 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.



vi. Basis of Accounting and Budgeting



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

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

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

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

The proprietary funds utilize the accrual basis of accounting. 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.

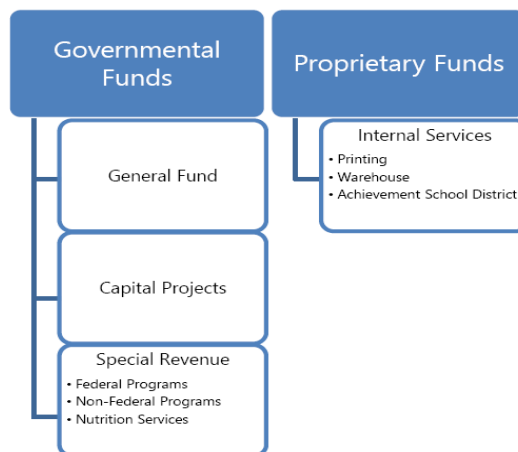


vii. Fund Structure

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

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

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



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

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

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

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

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



Thus, these funds are restricted, and the Nutrition Services Fund is used to ensure these funds are segregated from other funds.

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

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





viii. Classification of Revenues and Expenditures

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

Shelby County Government:

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

State of Tennessee:

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

Federal Government:

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

Other Local Sources:

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

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

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

Expenditures, by state function and object code, include:

Functions

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

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

Object Codes

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



II. ADMINISTRATIVE ORGANIZATIONAL CHART

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

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

MSCS Commissioners:

- | | | |
|---------------------------------|--------------------------------------|------------------------|
| Ms. Michelle Robinson McKissack | Maurico Calvo | Mr. Frank Johnson |
| Ms. Althea Greene - Chair | Mr. Kevin Woods | Ms. Amber Huett-Garcia |
| Ms. Stephanie P. Love | Ms. Joyce Dorse Coleman – Vice Chair | Mr. Keith Williams |





III. MISSION, VISION, GOALS AND PRIORITIES

MISSION

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

VISION

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

GOALS AND PRIORITIES

From Intervention to Innovation. Our goals are:

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

IV. FINANCIAL MANAGEMENT GOALS

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

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

V. FINANCIAL POLICIES AND LAW REQUIREMENTS

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

i. Annual Operating Budget and Balanced Budget

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

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



ii. Procurement

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

iii. Internal Accounting Controls

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

iv. Risk Management

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

v. Debt Limits

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

vi. Fund Balance

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

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

vii. Investments

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

viii. Financial Reporting and Audit Requirements

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

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

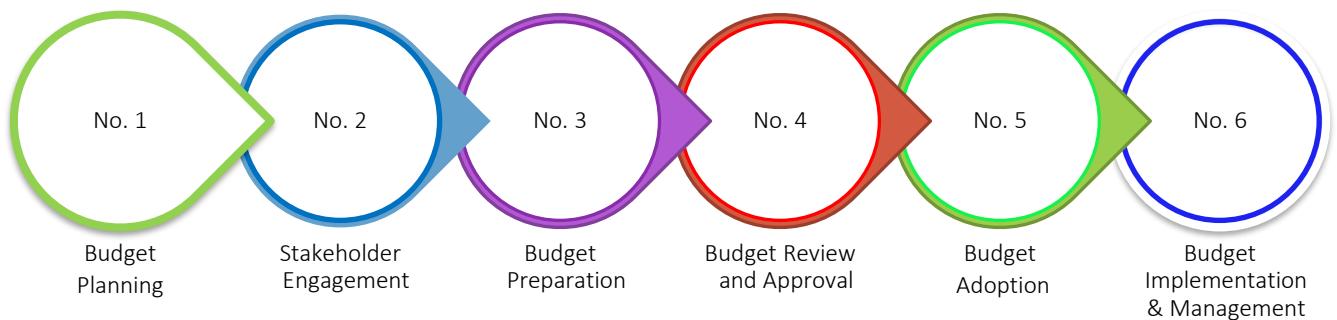
An independent audit of all fiscal accounts, including accounts and records of each school’s student activity funds, shall be made by a certified public accountant selected by the Board following the end of each fiscal year. The results of this audit, including a management letter, will be made available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



VI. BUDGET PROCESS AND CALENDAR

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

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



No. 1: Budget Planning

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





**Memphis-Shelby County Schools
BUDGET CALENDAR
FISCAL YEAR 2024-2025**

Presentation of the Proposed Budget Calendar

Tuesday, November 28, 2023 Present Budget Calendar and Strategic Priorities to the Board

Development of Budget priorities and Community Engagement

Wednesday, November 29, 2023 Begin Collaborations with Communications and FACE to develop Community Engagement Strategy. The plan should include information regarding workshops, focus groups, panel discussions with teachers, parents, students, and community partners

Tuesday, December 5, 2023 to
Friday, March 15, 2024 Implement community engagement plan around a collaborative budget development process; Hold budget various workshops, focus groups, panel discussions with teachers, parents, students, and community partners

Internal Budget Development

Wednesday, November 29, 2023 Present General, Federal, CIP, and Special Revenue Funds budget guidelines to Chiefs

Monday, December 15, 2023 Provide initial draft budget to Supt; MSCS Cabinet reviews departmental budgets and alignment to priorities and needs assessments

Monday, February 5, 2024 Present initial budget to Cabinet

Saturday, February 17, 2024 Deliver initial budget to Memphis-Shelby County Board of Education-Retreat (Tentative)

February 19 – March 8, 2024 Budget Checkout – Schools (Subject to change)



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

Budget Review and Approval Process

Tuesday, April 9, 2024*	Deliver proposed budget to Memphis-Shelby County Board of Education
Tuesday, April 16, 2024 *	Present proposed budget to Memphis-Shelby County Board of Education for approval
Wednesday, April 17, 2024*	Present Memphis-Shelby County Board of Education's FY2024-25 initial budget to Shelby County Board of Commissioners
Tuesday, May 7, 2024*	Present proposed budget to Shelby County Board of Education
Tuesday, May 14, 2024*	Present proposed budget to Shelby County Board of Education for approval (Special Call)
Wednesday, May 15, 2024*	Present Memphis-Shelby County Board of Education's FY2024-25 proposed budget for approval before Shelby County Board of Commissioners
Tuesday, June 11, 2024*	Present final budget to Memphis-Shelby County Board of Education for approval as adopted budget (<i>Special Call</i>)
Wednesday, June 12, 2024*	Present Shelby County Board of Education's FY 2024-25 final budget for approval before Shelby County Board of Commissioners
Thursday, August 1, 2024*	Submit budget to State of Tennessee



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, Commissioners and District staff have not been determined at this time.

No. 3: Budget Preparation

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

A. Expenditures

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

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

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

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

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



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

B. Revenues

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

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

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

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

C. Capital Budget

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

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



No. 4: Budget Review and Approval

Once the initial budget is prepared, it is submitted to the Budget & Finance Committee for review. During the committee hearings, executives of selected programs are given the opportunity to review their programs with the Board and justify their budgets. The review of the programs is guided by metrics required by the Budget & Finance Committee. After the committee meetings, revisions - by reconciliation - are made to the budget before the adopted document is prepared and presented to the Board. The Board reviews the adopted budget during the review meetings with members of the community. The Board approves the adopted 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 adopted budget, the Board adopts the budget. The adopted budget is submitted to the State of Tennessee as the official budget document. The Board adopts a budget and an appropriating resolution for each fiscal year prior to the beginning of that fiscal year. The Board recognizes that the annual adopted budget is a legal document required by statute and, therefore, directs that the Superintendent develop such a budget for the operation of MSCS annually. The Board further recognizes that the budget provides the framework for both expenditures and revenues for the year and translates into financial terms for the educational programs and priorities of the District. MSCS must provide a budget by major function and by major object to the Board. The approval of the annual budget by the Board provides authorization to the Superintendent and the administrative staff to expend any or all the amounts appropriate to the limit of each separate fund for the specific budget year. The annual budget is the most concise expression of the educational goals of the District because the budget expresses the services the District plans to provide during the period covered by the budget. Because the responsibilities of the District are continuous, the annual budget should be controlled to the optimum extent by policies that are compatible with the long-range plans of the District.

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

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



No. 6: Budget Implementation and Management

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

A. Budget Management

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

B. Budget Administration

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

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

C. Position Control

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

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



VII. ANNUAL OPERATING BUDGET POLICY

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

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

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

VIII. LAWS AFFECTING THIS BUDGET

i. Budget Approval

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

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

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



ii. Teacher Supply

According to TCA §49-3-359, there is included in The Tennessee Investment in Student Achievement (TISA), an amount of money to pay \$200 to every teacher in kindergarten through grade twelve (K-12) in FY25, teachers will also receive an additional \$100. 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. Education Freedom Scholarship Act

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

IX. FISCAL SUSTAINABILITY

i. Strategic Priorities

A long-term fiscal sustainability plan is critical.

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

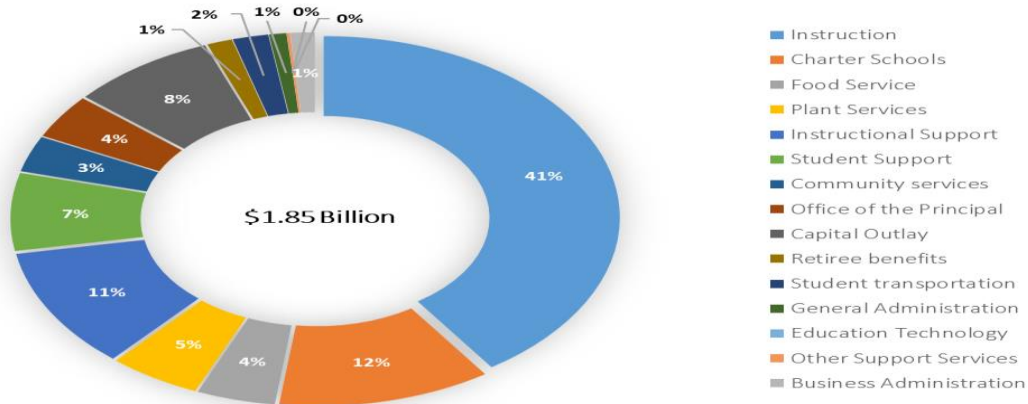
The long-term fiscal sustainability process is currently guided by our intervention to innovation goals. Below are the three strategic priorities that support intervention to innovation:

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





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

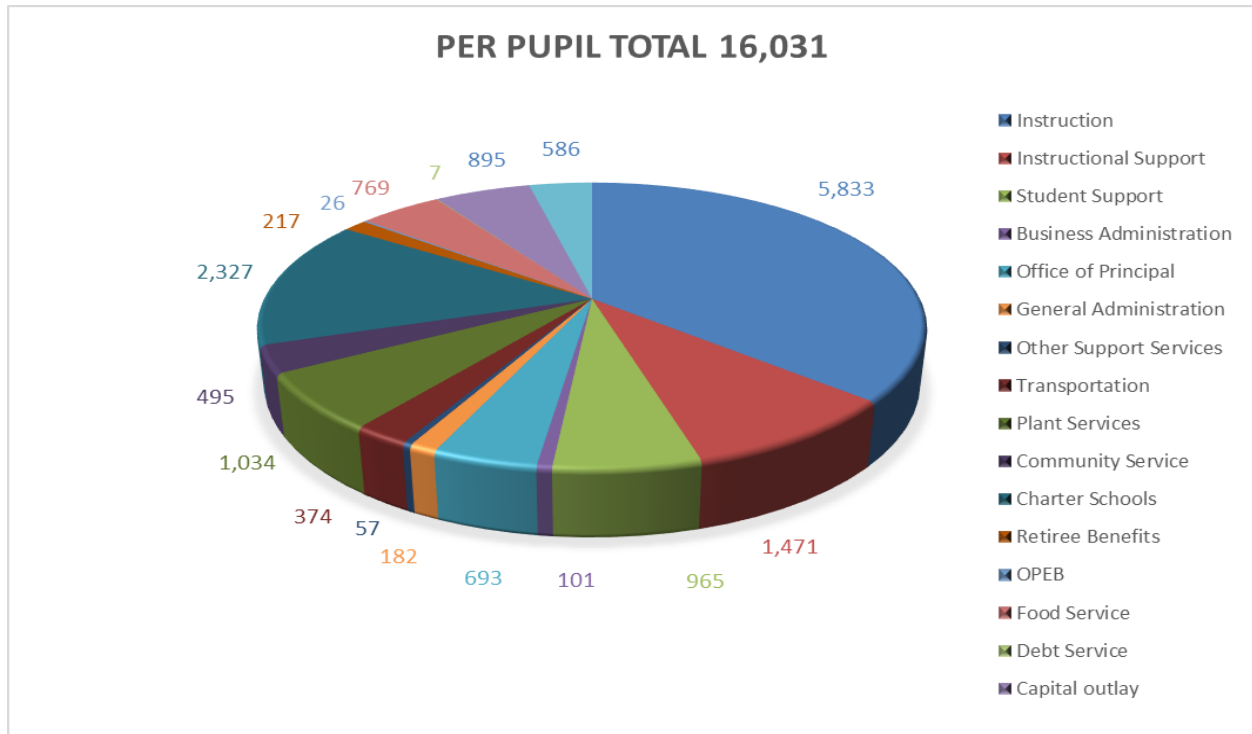


Memphis-Shelby County Schools continues to make great academic strides, while becoming more efficient and being a prudent steward of public funds. The combined and adopted All Funds budget is \$1.85 billion dedicated to the education of our students. The Adopted budget reflects a \$295.9 million decrease in our total operations in fiscal year 2024-25 relative to the previous year amended budget. The chart below provides a breakdown of the fiscal year 2024-25 combined All Funds budget expenditures.

<p>Instruction: \$673.1 million Activities directly linked to teaching students</p>	<p>Charter Schools: \$268.4 million State, local, and federal payments to charter schools</p>	<p>Food Services: \$88.7 million Prep, delivery, & services of breakfasts, lunches, snacks, & other meals</p>
<p>Plant Services: \$119.3 million School maintenance, including grounds, buildings, equipment, and utilities</p>	<p>Instructional Support: \$169.7 million Activities to facilitate & enhance instruction, including content and professional development</p>	<p>Student Support: \$111.4 million Library, guidance, health, & technical services to students, incl school safety</p>
<p>Community Services: \$57.1 million Community dev programs such as early childhood development and innovation & planning</p>	<p>Office of the Principal: \$79.9 million Activities performed by principals & AP, includes school office staff</p>	<p>Capital Outlay: \$170.9 million Capital improvements and construction for the District’s schools</p>
<p>Student Transportation: \$43.1 million Transportation for regular, vocational, and special education instruction</p>	<p>Retiree Benefits: \$25 million District’s contribution to ‘pay as you go’ retiree benefit costs</p>	<p>General Administration: \$21 million Commission fees, legal services, communications, printing, warehouse, and others</p>
<p>Business Administration: \$11.6 million Accounting, budgeting, financial reporting, human resources, payroll, purchasing, information technology and internal auditing</p>	<p>Other Support Services: \$7.1 million</p>	<p>Other Local Sources: \$158.6 thousand</p>
	<p>OPEB: \$3 million</p>	



In fiscal year 2024-25, the per-pupil amount of the combined All Funds budget is \$16,031 as shown in the chart below. Per pupil total consists of multiple year funding in one year's budget.



Of the total \$1.85 billion District Budget All Funds expenditure budget in fiscal year 2024-25, the General Fund consists of about \$1.28 billion (or 67.6%). The General Fund serves as the primary operating fund for the District. The fiscal year 2024-25 adopted District General Fund expenditures budget reflects a \$295.9 million or a 13.8% decrease compared with the prior year amended budget. The year-over-year variance is further explained in the financial section.

iii. Long Term Financial Drivers

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

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

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

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



iv. Fiscal Sustainability Initiatives

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

The Third Grade Commitment

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

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

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

Benefits and Compensation

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

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

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



College Career & Technical Education

Memphis-Shelby County School's College & Career and Technical Education (CCTE) program engages and prepares students for life success through career pathways to be successful in the future economy. Students learn in state-of-the-art classrooms with certified, professional instructors teaching rigorous, relevant lessons and applying practical 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. MSCS currently offers Programs of Study aligned with all 19 Career Clusters listed below: • Agriculture, Food Natural Resources • Architecture & Construction • Arts/Audio Visual Technology & Communications • Business Management & Administration • Education and Training • Finance • General CCTE • Health Sciences • Hospitality and Tourism • Human Services • Information Technology • Law, Public Safety, Corrections & Security • Advanced Manufacturing • Marketing.

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

Transportation

MSCS transportation cost for FY2024 will be approximately \$32.2 million (unaudited). The breakdown for the total transportation cost is \$19.3 million for regular transportation and \$12.9 million for SPED transportation. This cost is restored to pre-pandemic transportation expenditures.

Staffing Flexibility

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

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

School Flexibility

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

Traditional School Flexibility

Traditional schools will have baseline flexibilities within the goal of implementing the curriculum with full fidelity. Traditional schools may make cost neutral trades in positions (e.g., an extra teacher in lieu of a librarian). These changes should be adopted 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 Memphis-Shelby County Schools. To date, our partners have grown to more than 1000 business/community partners.

SCS PARTNERSHIP DEFINITIONS TYPES OF PARTNERSHIPS



District Partner:

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



Campus Adopter:

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



Community Adopter:

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



Sponsor:

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

Adopt-A-School

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

Charter Schools

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

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

An agreement must be entered between the sponsor of the charter school and the Shelby County Board of Education. The charter is approved for an initial period of ten years but can be revoked by the Shelby County Board of Education or possibly the Tennessee Public Charter School Commission if the school violates certain requirements of the Act. The Tennessee Public Charter School Commission reviews 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 school terms may be revoked if they demonstrate poor academic performance, violate their charter agreement, or engage in practices of fiscal mismanagement.





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FINANCIAL



FY 2025 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

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



I. MAJOR REVENUE SOURCES AND TRENDS

MSCS has four major revenue sources:

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



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

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

(WFTEADA) formula developed by the Tennessee Department of Education. The WFTEADA percentage varies each year between school districts according to their share of the County-wide enrollment.

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

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

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



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

by third grade, graduate high school well- prepared for their chosen postsecondary pathway and are on a path to success.



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

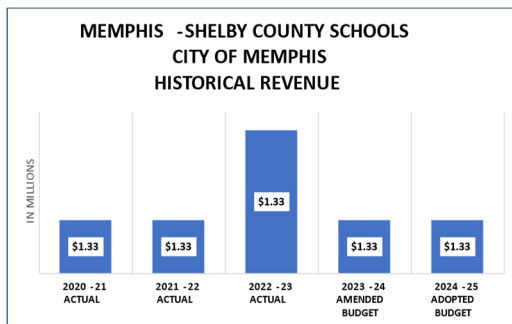
Local grants are revenues derived from outside sources other than the Federal or State governments. Revenues from local grants may be received through donations or a competitive application process. Expenditures are restricted for specific purposes.

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

i. City of Memphis



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



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

The adopted budget for fiscal year 2024-25 of \$1.3 million remains the same as the amended budget for fiscal year 2023-24.

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

ii. Shelby County



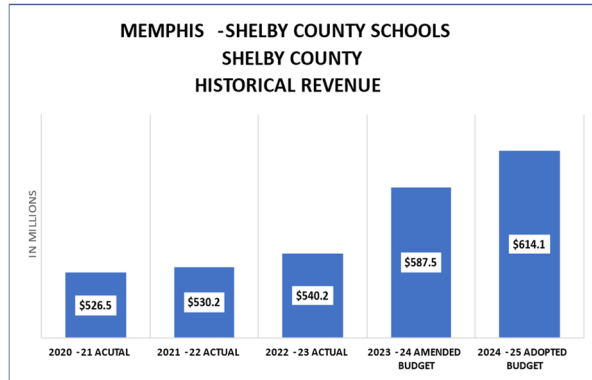
Exempt Property in Lieu of Tax: These taxes are collected from businesses that have been granted tax relief by the Center City Commission and the Industrial Development Board due to site improvements, new construction or relocation that will add jobs to the City and/or County. Funds are distributed based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

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

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

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

Wheel Tax: 100% of the County's Wheel Tax has been designated for school operating costs for FY24. Prior to FY17, 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 adopted budget revenue source will increase in fiscal year 2024-25 in comparison to fiscal year 2023-24 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 33.5% of total funding and is considered a major revenue source in the Governmental Funds.

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

iii. Local Sales Tax

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

iv. State of Tennessee



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

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

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

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

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

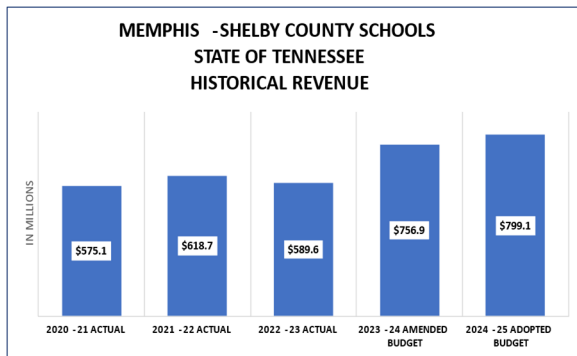
Extended Contract Program – The program provides various after-school and extended-year instructional programs to students.



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.

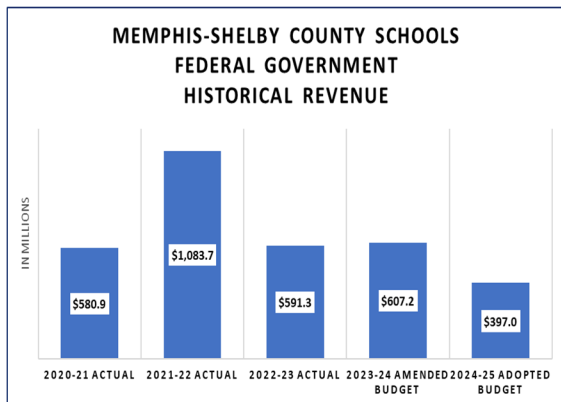
Safe Schools – Positive Behavior Intervention and Supports (PBIS) has been the underlying process to document needs and use data-based problem solving to develop interventions at universal, secondary, and tertiary levels. The program also includes emergency management and safety preparedness; violence 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 \$799.1 million in the fiscal year 2024-25. The largest source of revenue from the State is TISA, which is based upon individual student weights. The District receives additional funding from the State for Extended Contract, Coordinated School Health, Safe Schools and Family Resource Centers. Revenue from the State represents 41.8% of total funding and is considered a major revenue source in the Governmental Funds.

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

v. Federal Government Funds



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

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

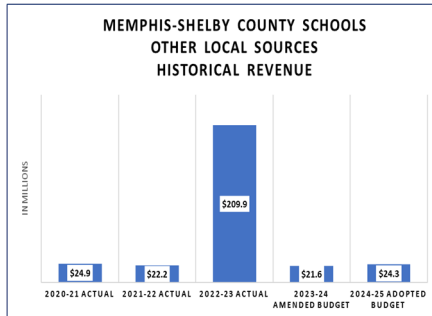
Other Federal Funds Flowed through the State: These federal revenues are from various sources.

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

Total Revenues received from the **Federal Government** are illustrated in the chart above. The District will receive a total of \$397 million which includes a decrease compared to the prior fiscal year’s budget due to the funding from the Elementary and Secondary School Emergency Relief Fund (ESSER 2.0 and 3.0) ending. Revenue from the Federal Government is considered a major revenue source in the Governmental Funds. Funding from the Federal Government is primarily for grants and services.

vi. Local Funds

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



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

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

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

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

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

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

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

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





II. EXPENDITURE CATEGORIES

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

Functions:

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

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

Student support - Services to promote attendance and health services.

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

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

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

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





Financial

The charts on the next several pages depict the expenditure (1) *Relationship between State Functions and Financial Structure* and the (2) *Relationship between MSCS Departmental Units and Funding Sources* based on the Budget for 2024-2025.

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



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



Financial

Relationship Between MSCS Departmental Units and Funding Sources						
Department or Project Description	General Fund Fund 01	Capital Projects Fund Fund 7	Special Revenue Fund Non-Federal Fund 8	Special Revenue Fund Nutrition Services Fund 10	Special Revenue Fund Federal Programs Fund 12	Internal Service Funds
104001-EXCEPTIONAL CHILDREN-ELEMENTARY					X	
104005-EXCEPTIONAL CHILDREN-COMPENSATORY SERVICES					X	
104010-EXCEPTIONAL CHILDREN-HOMEBOUND & HOSPITAL	X					
104020-EXCEPTIONAL CHILDREN-GIFTED	X					
104030-EXCEPTIONAL CHILDREN SCHOOLS ADMIN	X					
104040-EXCEPTIONAL CHILDREN ADMINISTRATION	X		X		X	
105000-FEDERAL PROGRAMS			X		X	
105100-PRIVATE SCHOOLS					X	
106061-SCHOOL LEADERSHIP-ELEMENTARY	X					
106062-SCHOOL LEADERSHIP-MIDDLE	X					
106063-SCHOOL LEADERSHIP-K8	X					
106064-SCHOOL LEADERSHIP-HIGH	X					
107000-OPTIONAL SCHOOLS/ Advanced Academics	X				X	
108000-Project Stand (only 8907-9907)	X				X	X
108010-ADOLESCENT PARENTING	X		X			
108020-MCS PREP NORTHWEST	X					
108030-MCS PREP NORTHEAST	X					
108040-G.W. CARVER COLLEGE & CAREER ACADEMY	X					
108060-IDA B WELLS ACADEMY	X					
190000-SCHOOLS includes Goodwill Excel Adult Learning Center	X				X	
190001-GENERAL EDUCATION - ELEMENTARY only Campus School 71100-39900-190001-20700	X				X	X
190002-GENERAL EDUCATION - MIDDLE	X				X	
190003-GENERAL EDUCATION - K8	X				X	
190004-GENERAL EDUCATION - HIGH	X				X	
190100-HOLLIS F PRICE	X					
190200-MIDDLE COLLEGE	X					
190300-CAREER LADDER	X					
190500-GENERAL EDUCATION- OTHER					X	
200000-STUDENT SERVICES ADMINISTRATION	X					
201000-ATTENDANCE & DISCIPLINE	X		X		X	
202000-SAFETY & SECURITY	X		X		X	
202100-SAFE SCHOOLS	X					
202200-SAFE SCHOOLS NON-RECURRING	X					
203000-STUDENT SUPPORT	X		X		X	
203010-ATHLETICS	X		X			
203011-STUDENT SUPPORT SBB	X					
203020-JROTC	X					
203040-GUIDANCE COUNSELING	X		X			
203041-GUIDANCE COUNSELING-ELEMENTARY	X					
203042-GUIDANCE COUNSELING-MIDDLE	X					
203043-GUIDANCE COUNSELING-K8	X					
203044-GUIDANCE COUNSELING-HIGH	X					
203100-MONEY DUE BOARD (SCHOOL REIMBURSEMENT)	X					
204000-COORDINATED SCHOOL HEALTH	X					X
204100-FAMILY RESOURCE CENTER	X					
204200-BEHAVIOR & MENTAL HEALTH SERVICES	X				X	
204300-HEALTH PROMOTIONS	X					
210000-STRATEGY AND PERFORMANCE MANAGEMENT	X				X	
211000-CHARTER SCHOOLS	X				X	
211100-CHARTER SCHOOLS ADMIN	X					
212010-VIRTUAL SCHOOLS	X					
212030-Virtual Education & Logistics	X		X			
215000-IZONE	X				X	
215500-Chief of Schools	X				X	
215503-Continuous Improvement Zone (CIZ)	X					
215504-EQUITY OFFICE	X					



Financial

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



Financial

Relationship Between MSCS Departmental Units and Funding Sources						
Department or Project Description	General Fund Fund 01	Capital Projects Fund Fund 7	Special Revenue Fund Non-Federal Fund 8	Special Revenue Fund Nutrition Services Fund 10	Special Revenue Fund Federal Programs Fund 12	Internal Service Funds
60000-REGULAR CAPITAL OUTLAY / FUND 7 CIP		X			X	
0016-Consolidated Administration					X	
0055-Coordinated School Health	X					
0088-Safe Schools Nonrecurring Carryover	X					
0136-ATSI 2021 Designation					X	
0915-ARP IDEA PART B					X	
0920-ARP IDEA Pre-School					X	
1005-Title I, Part A, Improving Academic Achievement					X	
1006-Title 1 A, Neglected					X	
1450-Title I, Part C					X	
1505-Title I, Part D, Subpart 1, Neglected/Delinquent					X	
1906-Avant Strategic School Allocations	X					
2005-Title II, Part A, Training & Recruiting					X	
3005-Title III, Part A, English Language Acquisition					X	
3105-Title III, Part A, ELA, Discretionary	X					
3740-Literacy Training Teacher Stipend Grant					X	
3741-HQIM Literacy Implementation Network Grant					X	
3742-Early Literacy Networks					X	
5011-Title IV					X	
5013-Title IV- 21st Century Community Learning FY 19					X	
5022-21st CCLCMASE Charter Schools					X	
5023-Title IV- 21st Century Community Learning					X	
5515-Stem in the Library					X	
5520-IAL Libraries in the Blend					X	
6901-General Deferred Maintenance		X				
6904-Emergencies		X				
7006-Title IX Homeless					X	
7056-ARP Homeless 1.0					X	
7057-ARP Homeless 2.0					X	
8003-Family Resource Center	X					
8005-Carl Perkins					X	
8053-Turnaround Action Grant (TAG)					X	
8054-School Turnaround Pilot Program Grant					X	
8709-STOP Sch Violence Threat Assessment					X	
8710-STOP Sch Violence Prev and Mental Health Training					X	
8764-Civic Seal Grant					X	
9005-IDEA, Part B					X	
9017-Substance Abuse Prevention & Treatment					X	
9030-Transition School to Work (FY 21)					X	
9105-IDEA, Preschool					X	
9110-IDEA Partnership for Systematic Change (K-12)					X	
9216-Innovative High School Grant					X	
9421-Head Start					X	
9422-Head Start					X	
9520-Head Start CARES					X	
9521-Head Start CRRSA - Cares					X	
9522-American Rescue Plan					X	
9708-CDCP HIV/STD Prevention					X	
9709-CDCP HIV/STD Prevention					X	
9710-CDCP HIV/STD Prevention (FY2022)					X	
9790-CDC Mental Health Supplement 2					X	
9907-Project Stand	X					
9917-Comprehensive School Safety Initiative					X	
9930-Pre-Disaster Mitigation Grant					X	
9940-TN All Corps					X	
9983-ESSER 1.0					X	
9984-ESSER 2.0					X	
9985-ESSER 3.0					X	
9986-Epidemiology and Laboratory Capacity					X	



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



III. BUDGET ASSUMPTIONS AND PROJECTIONS

BUDGET ASSUMPTIONS

General

1. Enrollment projections are conducted using a cohort survival methodology. This method involves moving students up from one grade to the next and applying survival ratios to capture an approximate rate of change. Survival ratios are developed using recent trend data to estimate the rate at which a full grade cohort will move from one grade to the next over the course of future years.
2. For Fiscal Year 2024-25, the number of authorized charters will increase to 55.
3. The District continues to recruit, train, and retain highly effective teachers to accelerate student achievement, which requires redeployment of resources and adjustments to various practices and procedures within MSCS.

Revenue

1. The County Property Tax revenues for education are distributed among the District and the six Municipal school districts. The District's share is determined by its current year weighted full time equivalent average daily attendance (WFTEADA) relative to the other school districts in Shelby County.
2. The County Sales Tax revenues for the District are budgeted to increase slightly in fiscal year 2024-25 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.
3. The budget is being balanced by enacting expenditure controls for efficient, economical, and effective use of resources. Tradeoffs and reprioritized resources are the strategic methods to get to the balanced budget.

Expenditures

1. Budget development is focused on the District's strategic plan, academic goals and improvements as identified by the Superintendent, Memphis-Shelby County Board of Education, and stakeholders.
2. Emphasis is placed on identification of efficiencies, re-engineering of operations, revenue sources, and prudent review of alternative funding sources to maximize resources. Efficiencies and investments are being identified and tracked separately.
3. The budget is being built to fund: fixed and mandated costs, grant matching requirements and substantiated costs for current programs; less efficiencies or cost savings; plus, initiatives required to reach the goals of high academically performing schools, safe schools, improved graduation rates, and fiscal accountability.
4. Budget development for staffing has not resulted in revised teacher and support staff formulas for Fiscal Year 2024-25. The formulas used will comply with State requirements.



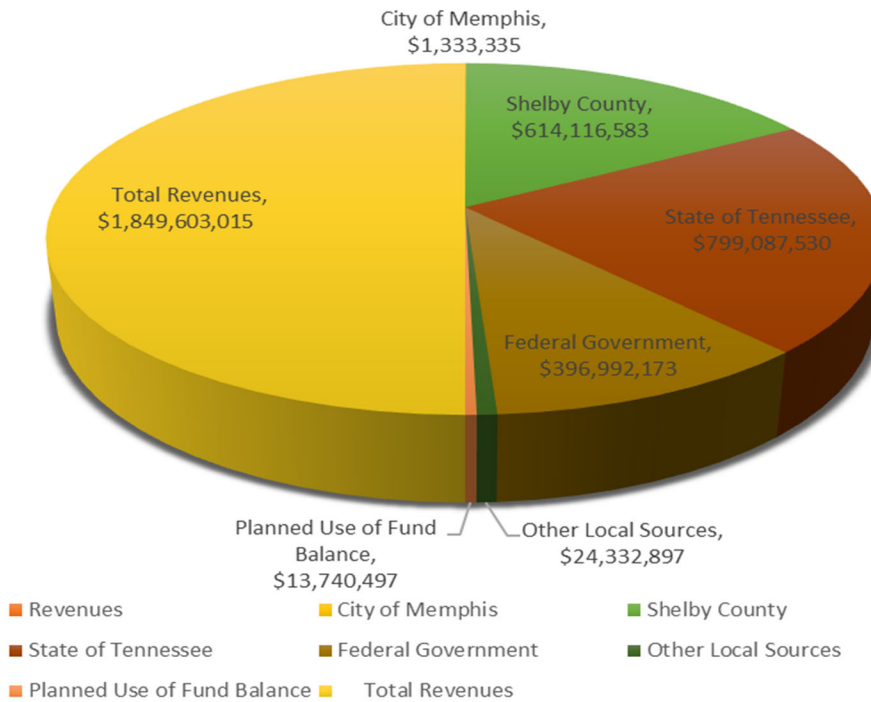
IV. ALL FUND TYPES

**Memphis-Shelby County Schools
Highlights of the 2024-25 Budget**

All Funds

The District’s total expenditure for the FY 2024-25 budget across all funds is approximately \$1.85 billion. The total budgeted expenditures for all funds reflect a \$295.9 million or a 13.8% decrease from the FY24 amended budget. The largest cause of this decrease is due to Federal Program revenues, and associated expenses.

Where the Money Comes From...

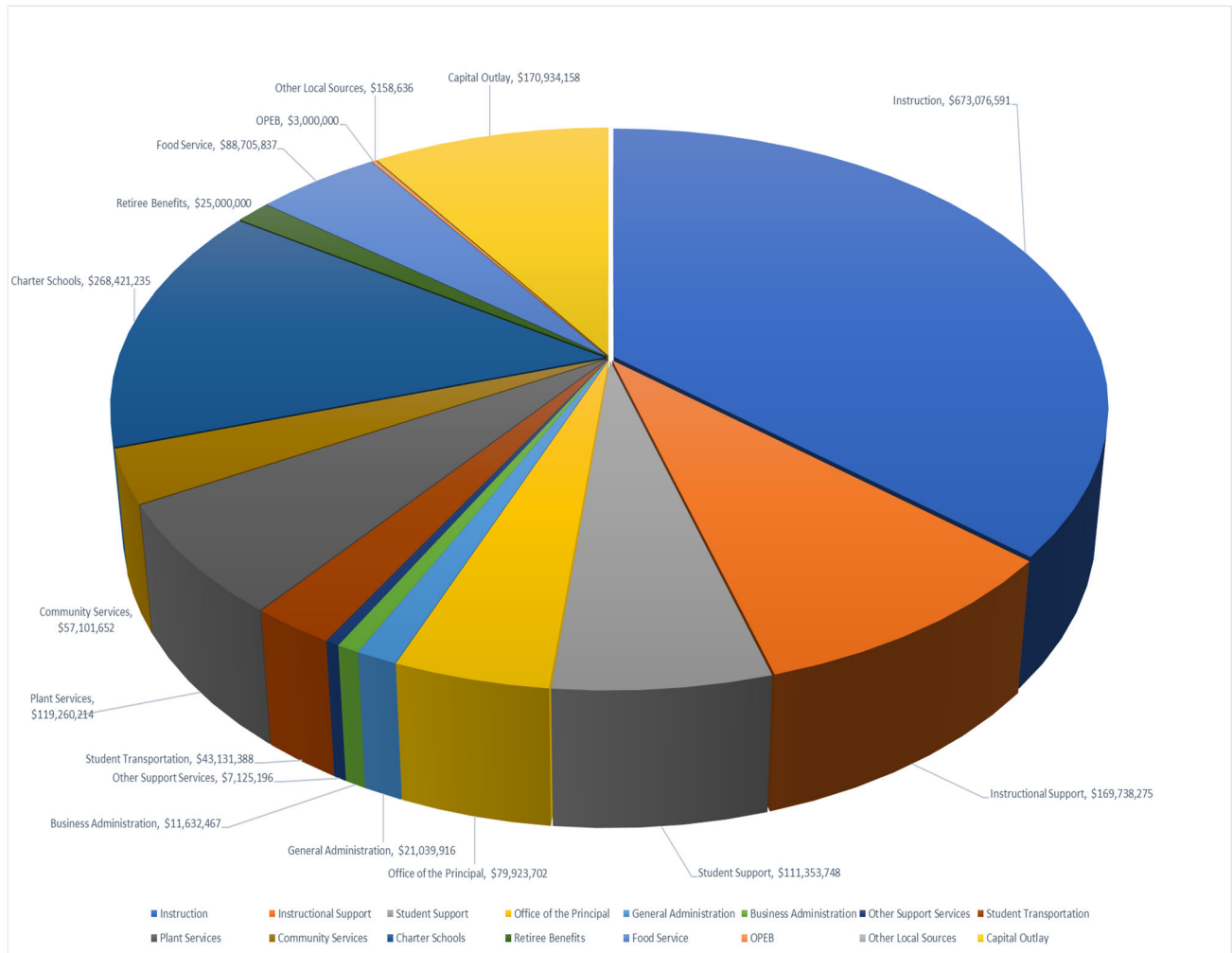


SOURCE OF FUNDS

	2023-24 Amended Budget	2024-25 Adopted Budget	Variance	% Change
Revenues				
City of Memphis	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	587,481,571	\$ 614,116,583	26,635,012	4.5%
State of Tennessee	756,822,466	\$ 799,087,530	42,265,064	5.6%
Federal Government	607,200,556	\$ 396,992,173	(210,208,383)	-34.6%
Other Local Sources	21,550,197	\$ 24,332,897	2,782,700	12.9%
Planned Use of Fund Balance	171,087,132	\$ 13,740,497	(157,346,635)	-92.0%
Total Revenues	\$ 2,145,475,257	\$ 1,849,603,015	\$ (295,872,243)	-13.8%



...and Where the Money Goes



USE OF FUNDS

Expenditures	2023-24 Amended Budget	2024-25 Adopted Budget	Variance	% Change
Instruction	\$ 788,339,554	\$ 673,076,591	\$ (115,262,963)	-14.6%
Instructional Support	228,095,513	169,738,275	(58,357,238)	-25.6%
Student Support	174,854,861	111,353,748	(63,501,113)	-36.3%
Office of the Principal	75,180,426	79,923,702	4,743,276	6.3%
General Administration	23,000,402	21,039,916	(1,960,486)	-8.5%
Business Administration	31,850,645	11,632,467	(20,218,178)	-63.5%
Other Support Services	5,197,736	7,125,196	1,927,460	37.1%
Student Transportation	47,576,924	43,131,388	(4,445,536)	-9.3%
Plant Services	194,678,216	119,260,214	(75,418,002)	-38.7%
Community Services	69,157,122	57,101,652	(12,055,470)	-17.4%
Charter Schools	257,441,063	268,421,235	10,980,172	4.3%
Retiree Benefits	28,830,403	25,000,000	(3,830,403)	-13.3%
Food Service	89,238,837	88,705,837	(533,000)	-0.6%
OPEB	3,000,000	3,000,000	-	0.0%
Other Local Sources	1,384,887	158,636	(1,226,251)	-88.5%
Capital Outlay	127,648,668	170,934,158	43,285,489	33.9%
Total Expenditures	\$ 2,145,475,257	\$ 1,849,603,015	\$ (295,872,243)	-13.8%



SUMMARY OF BUDGETS – ALL FUNDS BY FUNCTION

FISCAL YEAR 2024-25 ADOPTED BUDGET

With Comparative Information for Fiscal Years 2020-21 through 2024-25

	2020-21	2021-22	2022-23	2023-24	2024-25	Variance	% Change
	Actual	Actual	Actuals	Amended Budget	Adopted Budget		
Revenues							
City of Memphis	\$ 1,333,333	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	526,514,124	530,177,227	542,287,745	587,481,571	614,116,583	26,635,012	4.5%
State of Tennessee	575,057,731	618,749,993	589,610,868	756,822,466	799,087,530	42,265,064	5.6%
Federal Government	580,864,873	1,083,653,116	569,482,425	607,200,556	396,992,173	(210,208,383)	-34.6%
Other Local Sources	24,941,897	22,187,228	40,535,363	21,550,197	24,332,897	2,782,700	12.9%
Total Revenues	\$ 1,708,711,958	\$ 2,256,100,899	\$ 1,743,249,736	\$ 1,974,388,125	\$ 1,835,862,518	\$ (138,525,607)	-7.0%
Expenditures							
Instruction	\$ 816,398,882	\$ 866,415,828	\$ 668,811,046	\$ 788,339,554	\$ 673,076,591	\$ (115,262,964)	-14.6%
Instructional Support	187,155,090	296,803,832	153,819,012	228,095,513	169,738,275	(58,357,238)	-25.6%
Student Support	85,430,124	146,766,768	106,894,984	174,854,861	111,353,748	(63,501,113)	-36.3%
Office of the Principal	63,338,657	62,743,237	66,631,177	75,180,426	79,923,702	4,743,276	6.3%
General Administration	18,464,098	18,820,573	21,126,081	23,000,402	21,039,916	(1,960,486)	-8.5%
Business Administration	18,974,173	28,092,998	18,448,878	31,850,645	11,632,467	(20,218,178)	-63.5%
Other Support Services	220,945	5,078,408	-	5,197,736	7,125,196	1,927,460	37.1%
Student Transportation	41,020,437	46,574,574	36,426,009	47,576,924	43,131,388	(4,445,536)	-9.3%
Plant Services	97,933,874	125,871,337	106,001,515	194,678,216	119,260,214	(75,418,002)	-38.7%
Community Services	65,611,793	73,176,493	55,689,153	69,157,122	57,101,652	(12,055,470)	-17.4%
Charter Schools	184,945,609	270,979,371	199,274,865	257,441,063	268,421,235	10,980,172	4.3%
Retiree Benefits	28,830,403	28,830,403	24,117,267	28,830,403	25,000,000	(3,830,403)	-13.3%
Food Service	81,790,493	78,992,139	78,877,515	89,238,837	88,705,837	(533,000)	-0.6%
OPEB	-	-	3,050,000	3,000,000	3,000,000	-	0.0%
Other Local Sources	-	-	4,709,261	1,384,887	158,636	(1,226,251)	-88.5%
Capital Outlay	82,975,010	237,978,410	146,966,002	127,648,668	170,934,158	43,285,489	33.9%
Total Expenditures	\$ 1,773,089,590	\$ 2,287,124,371	\$ 1,690,842,766	\$ 2,145,475,257	\$ 1,849,603,015	\$ (295,872,243)	-13.8%
Excess (deficiency) of revenues over expenditures	\$ (64,377,632)	\$ (31,023,472)	\$ 52,406,970	\$ (171,087,132)	\$ (13,740,497)		
Approved use of Fund balance	64,377,632	31,023,472	(52,406,970)	171,087,132	13,740,497		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		



SUMMARY OF BUDGETS – ALL FUNDS BY OBJECT

FISCAL YEAR 2024-25 ADOPTED BUDGET

With Comparative Information for Fiscal Years 2020-21 through 2024-25

	2020-21	2021-22	2022-23	2023-24	2024-25		
	Actual	Actual	Actual	Amended Budget	Adopted Budget	Variance	% Change
Revenues							
City of Memphis	\$ 1,333,333	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	526,514,124	530,177,227	542,287,745	587,481,571	614,116,583	26,635,012	4.5%
State of Tennessee	575,057,731	618,749,993	589,610,868	756,822,466	799,087,530	42,265,064	5.6%
Federal Government	580,864,873	1,083,653,119	569,482,425	607,200,556	396,992,173	(210,208,383)	-34.6%
Other Local Sources	24,941,897	22,187,227	40,535,363	21,550,197	24,332,897	2,782,700	12.9%
Total Revenues	\$ 1,708,711,958	\$ 2,256,100,899	\$ 1,743,249,736	\$ 1,974,388,125	\$ 1,835,862,518	\$ (138,525,607)	-7.0%
Expenditures							
Salaries and Benefits	\$ 920,369,330	\$ 1,111,877,985	\$ 890,745,172	\$ 1,058,962,017	\$ 960,699,994	\$ (98,262,023)	-9.3%
Contracted Services	485,200,683	871,927,310	417,148,118	673,056,661	529,915,195	(143,141,467)	-21.3%
Supplies and Materials	140,928,100	149,401,243	129,821,604	181,325,868	113,978,384	(67,347,484)	-37.1%
Capital Outlay	162,779,439	65,318,550	189,008,662	164,390,341	200,765,524	36,375,183	22.1%
Leases	-	-	4,709,261	1,931,092	759,733	(1,171,359)	-60.7%
Other Charges	63,812,036	88,599,284	59,409,950	65,809,277	43,484,185	(22,325,092)	-33.9%
Total Expenditures	\$ 1,773,089,590	\$ 2,287,124,371	\$ 1,690,842,766	\$ 2,145,475,257	\$ 1,849,603,015	\$ (295,872,243)	-13.8%
Excess (deficiency) of revenues over expenditures	\$ (64,377,632)	\$ (31,023,472)	\$ 52,406,970	\$ (171,087,132)	\$ (13,740,497)		
Approved use of Fund balance	64,377,632	31,023,472	(52,406,970)	171,087,132	13,740,497		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		

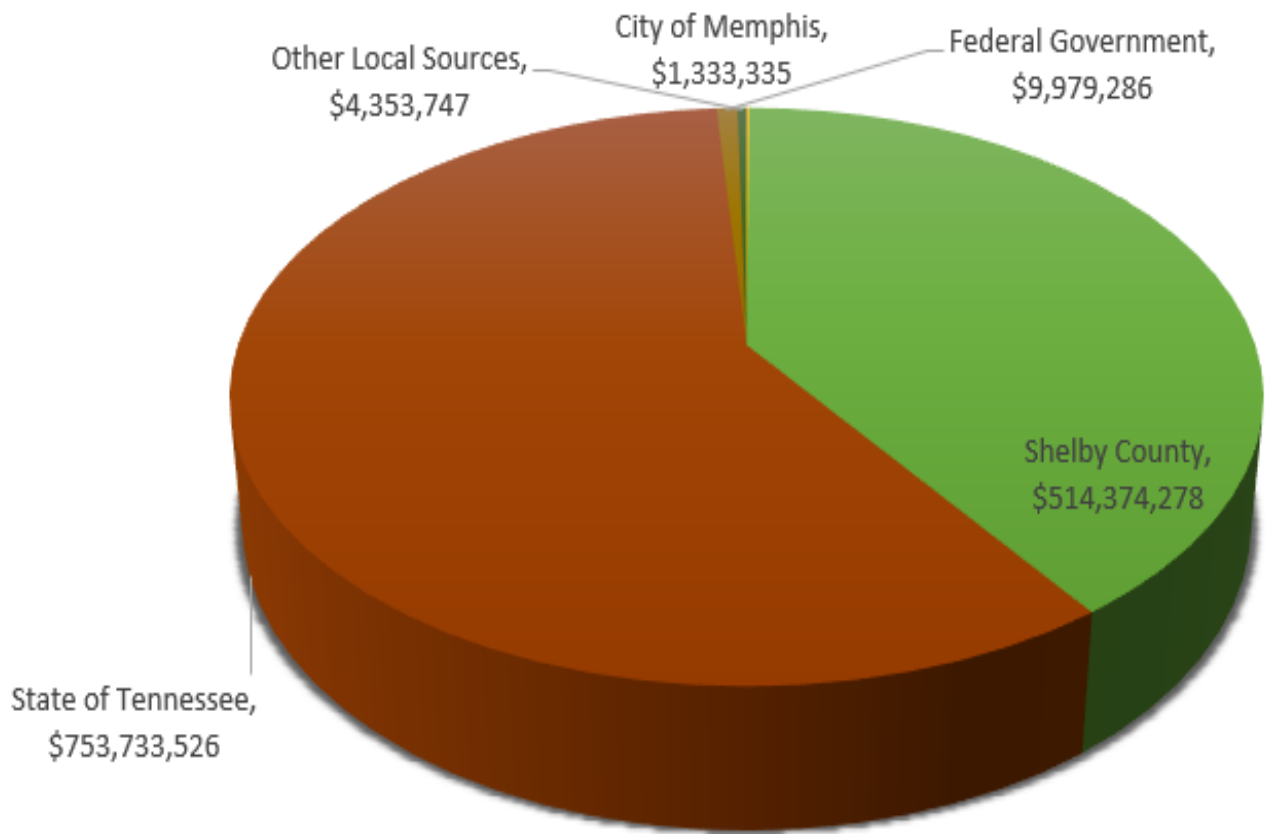


i. General Fund

2024-25 ADOPTED GENERAL FUND SOURCE OF FUNDS AND EXPENDITURES

Source of Funds

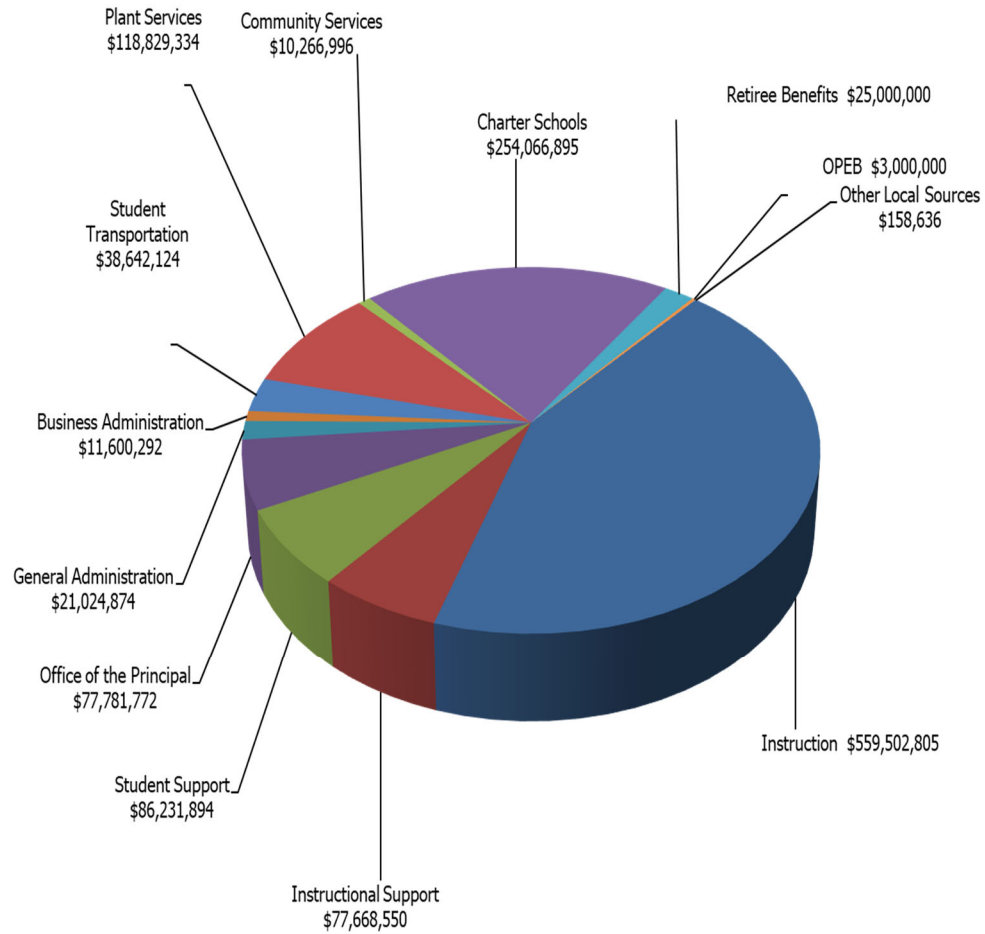
General Fund Revenues





Use of Funds

General Fund Expenditures





**GENERAL FUND BY FUNCTION
FISCAL YEAR 2024-25 GENERAL FUND BUDGET
With Comparative Information for Fiscal Years 2020-21 through 2024-25**

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Variance	% Change
	Actual	Actual	Actuals	Amended Budget	Adopted Budget		
Revenues							
City of Memphis	\$ 1,389,544	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	498,964,693	483,167,305	516,263,930	514,374,278	514,374,278	-	0.0%
State of Tennessee	567,229,761	606,549,437	579,606,971	702,760,064	753,733,526	50,973,462	7.3%
Federal Government	8,092,129	15,373,361	25,566,327	10,130,455	9,979,286	(151,169)	-1.5%
Other Local Sources	8,308,177	5,675,736	15,239,256	4,378,054	4,353,747	(24,307)	-0.6%
Total Revenues	\$ 1,083,984,303	\$ 1,112,099,174	\$ 1,138,009,819	\$ 1,232,976,186	\$ 1,283,774,172	\$ 50,797,986	4.1%
Expenditures							
Instruction	\$ 504,226,534	\$ 492,218,120	\$ 458,295,894	\$ 546,846,555	\$ 559,502,805	\$ 12,656,250	2.3%
Instructional Support	59,391,774	89,959,061	68,845,697	82,572,915	77,668,550	(4,904,365)	-5.9%
Student Support	58,621,149	72,629,680	71,302,620	124,822,156	86,231,894	(38,590,262)	-30.9%
Office of the Principal	62,447,119	62,743,237	65,500,421	70,653,761	77,781,772	7,128,011	10.1%
General Administration	16,673,421	18,353,405	17,752,171	22,957,002	21,024,874	(1,932,128)	-8.4%
Business Administration	17,792,657	23,152,000	17,680,135	28,733,016	11,600,292	(17,132,724)	-59.6%
Other Support Services	156,434	285,910	-	1,752,736	-	(1,752,736)	0.0%
Transportation	13,869,438	35,518,630	35,555,613	40,002,417	38,642,124	(1,360,293)	-3.4%
Plant Services	85,150,221	124,590,606	105,295,640	192,489,936	118,829,334	(73,660,603)	-38.3%
Community Services	9,314,353	12,642,735	11,544,737	13,905,186	10,266,996	(3,638,190)	-26.2%
Charter Schools	178,899,836	177,644,917	199,274,865	230,511,406	254,066,895	23,555,489	10.2%
Retiree Benefits	27,250,035	28,830,403	24,117,267	28,830,403	25,000,000	(3,830,403)	-13.3%
OPEB	-	-	3,050,000	3,000,000	3,000,000	-	0.0%
Other Local Sources	-	-	490,790	832,601	158,636	(673,965)	-80.9%
Regular Capital Outlay	-	-	780,012	727,332	-	(727,332)	-100.0%
Total Expenditures	\$ 1,033,792,972	\$ 1,138,568,704	\$ 1,079,485,862	\$ 1,388,637,423	\$ 1,283,774,172	\$ (104,863,251)	-7.6%
Excess (deficiency) of revenues over expenditures	\$ 50,191,332	\$ (26,469,530)	\$ 58,523,956	\$ (155,661,237)	\$ -		
Approved use of Fund balance	(50,191,332)	26,469,530	(58,523,956)	155,661,237	-		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		



**GENERAL FUND BY OBJECT
FISCAL YEAR 2024-25 BUDGET**

With Comparative Information for Fiscal Years 2020-21 through 2024-25

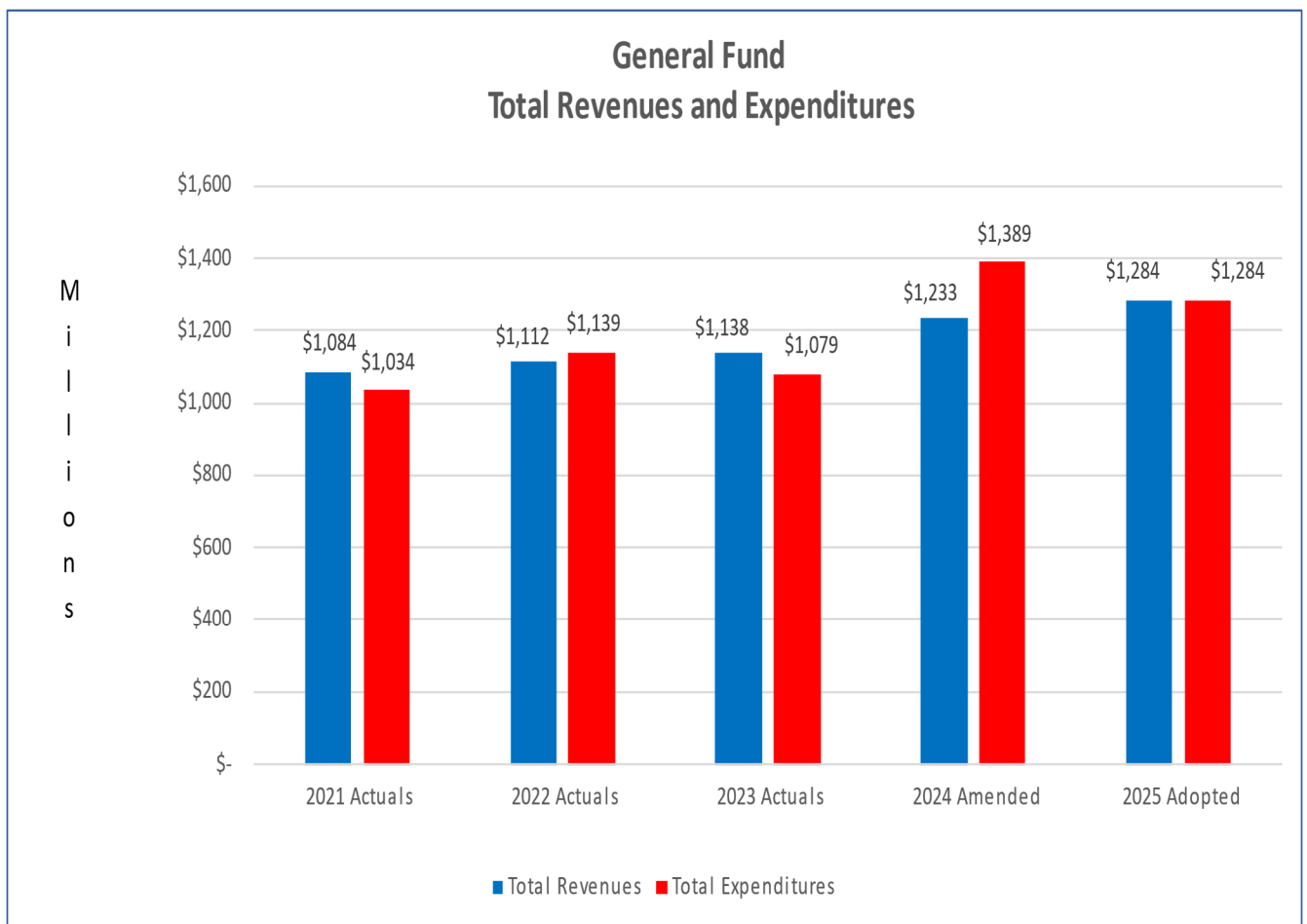
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Variance	% Change
	Actual	Actual	Actual	Amended Budget	Adopted Budget		
Revenues							
City of Memphis	\$ 1,389,544	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	498,964,693	483,167,305	516,263,930	514,374,278	514,374,278	-	0.0%
State of Tennessee	567,229,761	606,549,437	579,606,971	702,760,064	753,733,526	50,973,462	7.3%
Federal Government	8,092,129	15,373,361	25,566,327	10,130,455	9,979,286	(151,169)	-1.5%
Other Local Sources	8,308,177	5,675,736	15,239,256	4,378,054	4,353,747	(24,307)	-0.6%
Total Revenues	\$ 1,083,984,303	\$ 1,112,099,174	\$ 1,138,009,819	\$ 1,232,976,186	\$ 1,283,774,172	\$ 50,797,986	4.1%
Expenditures							
Salaries and Benefits	\$ 681,074,133	\$ 724,422,228	\$ 675,074,868	\$ 768,598,798	\$ 775,607,739	\$ 7,008,940	0.9%
Contracted Services	290,412,484	354,652,985	316,266,016	498,263,420	432,768,093	(65,495,327)	-13.1%
Supplies and Materials	22,775,525	24,677,470	50,042,772	93,518,405	56,242,091	(37,276,313)	-39.9%
Capital Outlay	21,881,333	14,796,202	7,368,928	5,722,347	1,016,101	(4,706,246)	-82.2%
Leases	-	-	490,790	1,369,608	160,687	(1,208,921)	-88.3%
Other Charges	17,649,496	20,019,819	30,242,488	21,164,845	17,979,462	(3,185,383)	-15.1%
Total Expenditures	\$ 1,033,792,972	\$ 1,138,568,704	\$ 1,079,485,863	\$ 1,388,637,423	\$ 1,283,774,172	\$ (104,863,251)	-7.6%
Excess (deficiency) of revenues over expenditures	\$ 50,191,332	\$ (26,469,530)	\$ 58,523,956	\$ (155,661,237)	\$ -		
Approved use of Fund balance	(50,191,332)	26,469,530	58,523,956	155,661,237	-		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		



REVENUE AND EXPENDITURE TRENDS

The fiscal year 2024-25 General Fund revenue budget totals \$1.27 billion representing a 4.2% increase from the fiscal year 2023-24 amended budget of \$1.22 billion. State and Shelby County revenues make up 98.8% (or \$1.26 billion) of General Fund budgeted revenues in fiscal year 2024-25. The Tennessee Investment in Student Achievement (TISA) funds, county property tax, and county sales tax revenues are the major sources of revenues, and each is driven by the District’s enrollment.

The fiscal year 2024-25 General Fund expenditure budget totals \$1.28 billion representing a 7.6% decrease from the fiscal year 2023-24 amended appropriation of \$1.39 billion. The change is primarily related to a decrease of \$73.7 million in Plant Services and \$38.6 million in Student Support.





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A. DEPARTMENTAL DETAIL

DEPARTMENTS

This section includes the following information:

- Introduction
- Departmental Financial Summary
- Departmental Budget Narratives

INTRODUCTION

Memphis-Shelby County Schools strives to improve its operations, reduce administrative costs, and secure more resources for classrooms and schools. The fiscal year 2024-25 General Fund budget stands at \$1.28 billion.



In general, the central office serves as the school support office that provides resources and guidance for operational and academic plans. Decisions for curriculum, school schedules, school hiring, and budgets are coordinated centrally, so that consistent academic standards are implemented throughout the District. With the continued implementation of Student Based Budgeting (SBB) for school year 2024-25, MSCS will continue to direct more funding back into our schools and provide principals with greater flexibility over their school schedule, staffing, school program and school level budgets. MSCS' Theory of Action is managed performance with a gradual movement

towards empowerment. The strategic school design component reflects the belief that some academic decisions are most effectively made at the school level. With an understanding of their students, school leaders can craft academic plans that are aligned, yet continue to meet the unique needs of the students.

SCHOOL SUPPORT PROVIDED BY DEPARTMENT

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



STAFFING LEVELS

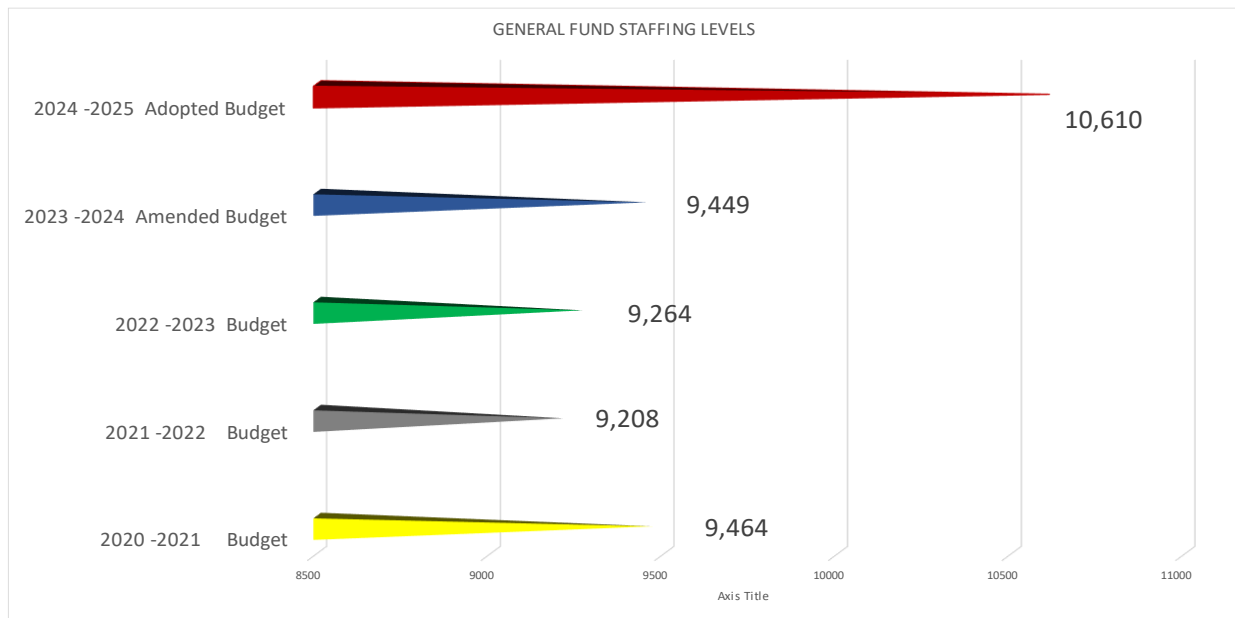
The District’s Fiscal Year 2024-25 budget for General Fund includes 10,610 full time positions. Staffing requirements for schools are determined by a staffing model based on projected enrollment, the opening/closing of schools and other relevant factors. The chart below represents budgeted positions by staffing level for fiscal years 2020-21 through 2023-24 and for the 2024-25 adopted budget. Departments are responsible for restricting expenditure to remain within the allocated budget. The District projects a net increase of 1,161 positions in the General Fund for the fiscal year 2024-25. The increase is attributed primarily to the continuation of focused ESSER strategies by moving positions to the General Fund and also by the return of Fairley High and Caldwell-Guthrie K-8.

	2020 -2021 Actual Budget	2021 -2022 Actual Budget	2022 -2023 Actual Budget	2023 -2024 Amended Budget	2024 -2025 Adopted Budget	FY 2024 Amended Budget vs FY 2025 Adopted Budget	FY 2024 Amended Budget vs FY 2025 Adopted Budget
Full-Time Staff							
Officials/Administration/Management	197	213	226	239	196	(43)	-17.99%
Principals	155	155	154	156	158	2	1.28%
Assistant Principals, Non-Teachers	201	199	210	203	241	38	18.72%
Elementary Classroom Teachers	2,114	2,018	2,042	2,026	2,077	51	2.52%
Secondary Classroom Teachers	1,824	1,768	1,793	1,706	1,775	69	4.04%
Other Classroom Teachers	1,957	1,976	1,646	1,873	1,991	118	6.30%
Guidance	260	240	254	250	265	15	6.00%
Psychological	44	39	36	37	38	1	2.70%
Librarian/Audio/Visual	137	130	133	131	136	5	3.82%
Consultants/Supervisors	80	77	72	71	147	76	107.04%
Other Professional	571	595	601	729	812	83	11.39%
Teachers’ Aides	738	637	914	653	1,455	802	122.82%
Technicians	109	102	103	96	93	(3)	-3.13%
Clerical/Secretarial	606	588	604	587	576	(11)	-1.87%
Service Workers	136	136	147	349	293	(56)	-16.05%
Skilled Crafts	116	116	115	126	126	-	0.00%
Laborers Unskilled	198	198	186	189	203	14	7.41%
All Other	21	21	28	28	28	-	
Total Full-Time Staff	9,464	9,208	9,264	9,449	10,610	1,161	12.29%

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

Personnel costs account for 52% of the District’s expenditures for All Funds and 60% of the District’s General Fund expenditures.

GENERAL FUND STAFFING LEVELS



DEPARTMENTAL BUDGET NARRATIVES

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

EXECUTIVE SERVICES

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

Mission Statement

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

Departmental Goals



- Coordinate and assist the Commissioners 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 Commissioner 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 Commissioners, and the Superintendent are accessible and responsive to addressing the needs of constituents
- Coordinate and facilitate Commissioners meetings in an efficient and effective manner, Commissioner calendars, trainings, and other related administrative services

Major Services Provided

Commissioner Administrative Services

- Coordinate and attend Commissioner meetings, including compiling and managing agendas; meeting locations; and compiling, reporting, and archiving meeting minutes
- Coordinate with Commissioner Committee Chair(s) through scheduling meetings, managing the agendas, and maintaining meeting records
- Assist in coordinating and maintaining Commissioner calendar, coordinating Commissioner travel and trainings

- Facilitator for Commissioners’ requests for information from the Administration; and local, state, and federal governmental entities/organizations
- Compose Commissioner Resolutions/Proclamations
- Coordinate with Office of General Counsel to schedule teacher tenure process and to appeal hearings

Constituent Services

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

Fiscal Year 2024-25 Priorities

- Coordinate and assist the Commissioners 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 Commissioner 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 Commissioners, and the Superintendent are accessible and responsive to addressing the needs of constituents
- Manage and facilitate efficient and effective logistics for Commissioner Meetings, the Commissioner Calendar, Trainings, Intergovernmental Affairs, and other related administrative services



SUPERINTENDENT

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



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

Fiscal Year 2024-25 Priorities

Moving The District Upward, Onward, and Forward

Under the leadership of Superintendent Feagins, the District will focus on energizing the community, strengthening relationships, and refining strategies to elevate achievement and the operational efficiency of Memphis-Shelby County Schools. Through VIP (Voice Improves Partnership) conversations and analysis of current practices, the superintendent will accelerate understanding of the context of the district in five focus areas.

Governance & Board Relations: Develop a deeply collaborative, transparent, trusting relationship with all commissioners to set the tone for excellence through a unified commitment to improving achievement and effective organizational operations.

- Establish a transition team
- Campus visits with each commissioner
- Hold Board retreats to discuss communication systems, roles and responsibilities, expectations, Superintendent evaluation, and transformational governance. Share findings of the first 100 days and plan to address findings
- Establish regular meeting times with Board President/Vice-President to review meeting agendas and discuss district matters
- Establish regular meeting times with each commissioner
- Launch a collaborative strategic planning process in May leading to a refined Board-approved plan by September 2024



- Review policies, governance documents, and state accountability protocol

Community Relations: Build public trust and confidence, establish communication structures, and energize the community by establishing an early presence and open feedback loops for transparency and shared accountability.

- Review website accessibility, social media engagement, and communication system for supporting and responding to the district community
- VIP community events and venues in each district to hear points of pride, opportunities for growth, and solutions
- Convene summit with faith-based leaders to gain insight, garner support, and strengthen support and resources for families from various faith backgrounds
- Hold Lunch and Lead with district partners, adopters, sponsors, and workforce leaders to discuss strengthening the ecosystem for MSCS graduates. Ensure each school is partnered with at least one business to increase social capital. Establish regular meeting schedule
- Engage and establish regular connections with families and advocates of first-year students and unique learning groups
- Discuss communication protocols with media to establish collaborative relationship anchored to honesty, accuracy, and sharp storytelling
- Hold Superintendent Networking Huddles with realtors, corporate, civic, nonprofit, public safety, first responders, philanthropic, faith-based, and education leaders/organizations
- Meet with city and county Mayors, LEOs, and first responders to strengthen partnership and plans toward improving safety and communication with the district
- Review or establish Parent/Family Academy. Examine and intensify mentor program and increase number of mentors through expanded community partnerships
- Establish ongoing connections with families, community leaders, neighborhood associations, family/caregiver groups and advocates, Advisory Councils, and district ambassadors
- Establish MSCS Masterminds (M2) initiative for viable solutions to district problems of practice from collaborative cohorts of student, community, and staff participants

Staff Relations & Capacity: Energize staff and create a culture of collaboration, celebration, and exceeding expectations to attract, empower, and elevate high-performing leaders who move the district from good to phenomenal.

- Review systemwide practices for celebrating staff and exemplary practices
- Campus visits, walk and talks, focus groups with faculty and staff
- Examine effectiveness, timeliness, quantity, and methods of communication with all staff. Explore weekly Memphis Matters messaging
- Schedule Leadership Huddles with all employee groups to improve Central Office support and hear solutions to move the district forward
- Plan leadership retreat and schedule quarterly offsite Step-Up meetings for comprehensive district analysis
- Review progress monitoring and evaluation tools, onboarding, succession, retention, candidate pool, interview process, language and placement of job posts, characteristics of personnel measured against student demographics, timing from posting to job offer
- Review professional learning needs, job-embedded development, meeting schedules and design for all staff, and systems for coherence and scaling practices between schools



- Review staffing model(s), employee attendance and evaluation trends, experience survey data, and vacancies with focus on hard-to-staff campuses and COVID-funded positions
- Meet with Teacher Advisory Council to advise on instructional priorities, progress, and professional learning needs for staff to elevate instruction and accelerate achievement
- Establish monthly Superintendent engagements with families, parent groups and Advisory Councils
- Continue right-size review of Central Office positions in alignment with maximizing service to schools and budget decisions

Operations & Finance: Increase organizational effectiveness and efficiency and create connections to resources to elevate Memphis-Shelby County Schools through a system of continuous improvement.

- Meet Facilities Steering Committee and review facilities capital proposals/planning process next steps
- Review enrollment trends, recruitment strategies for new students, enrollment process/timelines, school clusters/organization, and charter school governance
- Examine TISA weighted funding model, per pupil expenditures by school, utilization of federal funds, with heightened focus on ESSER and Title I allocations aligned with student achievement
- Review current of pending litigation and statutes with implications or potential impact on the district
- Review data management systems, student information systems and learning platforms, access to and effectiveness of internet, technology tools, digital resources, and support for staff/students
- Review district health centers, transportation, nutrition, grounds and maintenance, and building cleanliness audits
- Review procurement, RFP/RFQ process, approval process for expenditures, vehicle use, field trips, and athletics. Perform line-item analysis of budget
- Review school and district crisis communications and emergency management plans, safety protocols, department structure and needs, security system status, metal detector/PA system audits, high-incident areas/campuses, effectiveness of interventions/programs (SHAPE, Youth Court, etc.)
- Review salary schedules, stipends, and determinations for compensation and compare with similar districts
- Explore student/staff-led SAFE Schools Summit for solutions to elevate school-community safety. Review processes for providing counseling, mental health, psychological and social services

Student Achievement: Ensure instructional programming and practices improve achievement at scale, close gaps, and prepare all students to graduate life-ready with a focus on resourcing the needs of unique learning groups.

- Learning walks to observe instructional practices, culture-climate, academic challenge levels, and alignment
- Hold student focus groups for direct feedback and solutions to improve the MSCS student experience
- Examine campus counseling program visibility, effectiveness, and targeted programming
- Review K-3, 4 Fundamental Skills Literacy Plan and implementation effectiveness, milestone metrics for the Memphis Early Literacy Community Partnership Plan and plans for grade 5-12
- Review Early Warning Intervention System for identifying struggling learners and plan to intensify efforts toward improving achievement and on-track rate districtwide



- Prioritize meetings with principals of continuously underperforming schools. Review improvement plans
- Data Review: FAFSA, Common App/Black Common App, ASVAB, Naviance/Xello, college and military enrollment, employment offers, and three-year scholarship data
- Academic Audit: Examine curriculum materials and review cycle, alignment (written/taught/assessed), instructional framework, assessments and assessment calendar, teaching and learning framework
- Comprehensive School Profile Review: 3- and 5-year data, programs, partnerships, staff performance, re-enrollment, gaps and patterns in achievement with supports and resources
- Review K-12 access to and participation in co/extracurricular programs, advanced pathways, apprenticeships, internships, arts, world languages, credentialing programs, and service learning
- Review master schedules, ACT/SAT, National Merit Scholars, process for identifying and supporting Emergent Bilingual and Multilinguals and students with an IEP, 504, and/or BIP
- Review Code of Conduct/related policies, implementation of MTSS-remediation, recovery, intervention, tutoring, acceleration, and social supports
- Review Panorama data and identify strategies to improve relationships, morale, and the MSCS experience for all
- Explore campus efforts toward increasing student voice, celebrating achievement, promoting college/career/life readiness and improving relationships with all kids





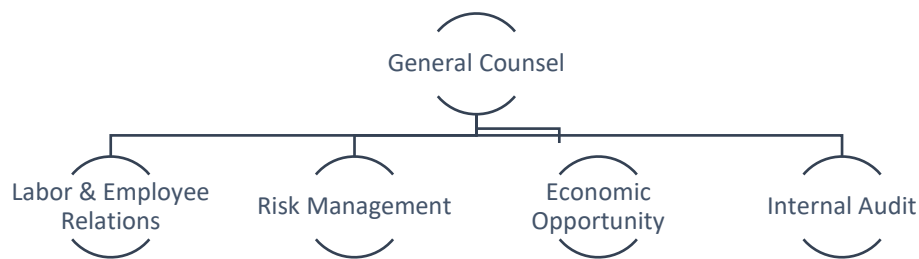
GENERAL COUNSEL

Mission Statement

The Office of General Counsel’s mission is to coordinate, manage, and provide excellent legal services that adhere to the rule of law, embody professionalism and ethics, and inspire collaboration and accountability to support and advance the school district’s mission and goals.

Vision

The Office of General Counsel will continue to work to champion outstanding student outcomes which fulfill the promise of excellent public education and operate to transform our community by providing legal advice that improves compliance, decision-making, and reduces legal exposure.



Departmental Goals

- Reduce number of personal injuries, employment and student civil rights (including special education), contractual, and property damage, etc. lawsuits filed against District by aggressively defending and trying cases that are likely to result in a favorable verdict to the District as demonstrated by regular updates to Superintendent and Board
- Effectively assess settlement value of cases while continuing to aggressively defend cases, when appropriate, by identifying and tracking key points of liability exposure on a case-by-case basis
- Develop and provide training and guidance to stakeholders in the areas of Title IX, Title VII, and Title IV to reduce legal exposure for the District and improve compliance in the areas of employee and student rights
- Assist with continued improvement of business operations by promoting rollout and execution of implemented efficiencies surrounding contract negotiations
- Continue to provide support to business operations by ensuring that stakeholders have notice of expiring contracts with sufficient opportunities to submit approval for replacement services to Superintendent following transition
- Identify areas for improvement in compliance by submitting District’s compliance report to the TDOE no later than November 30th annually and utilizing internal feedback on preparation of compliance report to predict areas to reduce liability and proactively provide training
- Ensure that internal stakeholders have direct and timely access to the attorneys assigned to provide legal advice by subject-matter areas following transition by identifying attorneys to internal stakeholders and promoting development of relationships between attorneys and stakeholders
- Collaborate with the policy team to revise the records retention policy and develop rules and regulations to ensure consistency of the retention and disposal of documents across the District
- Scale development of internal departmental reporting and tracking of cases, settlements, and workflow to improve operational continuity by adopting case, research, and systems management practices or software



Major Services Provided

- Represents Memphis Shelby County Schools in litigation in federal and state courts and before federal and state administrative agencies pertinent to matters affecting and threatening the viability of the organization
- Provides legal advice and counsel Board, Superintendent, District stakeholders on ad hoc individual student and individual employee matters to ensure appropriate legal compliance and best possible outcome in any future legal action
- Reviews and negotiates various transactions/contracts to ensure compliance with state and federal laws, board policy, outcomes that advance the mission and goals of the organization
- Identifies changes to state and federal law to ensure legal compliance and necessary amendments to Board policies
- Provides professional legal opinions pertinent to the substance or procedure of law on a myriad of matters affecting the rights and responsibilities of the organization

Issues and Trends

- The number of personal injury lawsuits filed against the District has decreased in FY23-24 when compared to FY22-23 and prior years, indicating that the OGC's approach in aggressively defending lawsuits has been successful
- The District is subject to monitoring by both the EEOC and OCR due to findings of non-compliance by those entities, which revealed opportunities for improvement in District stakeholders' competencies in identifying, investigating, and responding to issues related student and employee civil rights
- The Board's priorities, as identified in the FY 24-25 Budget, including the transition to appropriate compensation for teachers and teacher-types, supports for special student populations and related services, and streamlining of resources resulting from the transition of personnel from central office to school buildings, present OGC attorneys with opportunities to address stubborn liability risks in these areas that having more direct support at school sites is designed reduce

Fiscal Year 2023-24 Performance Highlights

- OGC attorneys prevailed at multiple state court trials
- OGC attorneys obtained early dismissals of cases in favor of the District in state and federal court forums, without the need for a trial
- OGC attorneys obtained a \$120k judgment in the District's favor
- OGC attorneys obtained early and low value resolutions of cases, including settlements of special education and Office of Civil Rights claims, without payment of monetary consideration
- OGC attorney negotiated and obtained architectural and engineering and construction agreements necessary for the acquisition of construction for the new East Region high school and new Frayser high school
- OGC attorney prioritized business development and contracts with Small, Minority and Women Business Enterprises (SMWBE) enabling community SMWBEs to develop partnerships with schools and showcase successful careers for students
- OGC Chief brought Department into compliance with Board policies by providing a list of new cases filed, judgments, settlements, etc. to the Board, as required by Board policy and/or the cadence as requested by the Board

Fiscal Year 2024-25 Priorities

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





INTERNAL AUDIT

Mission Statement

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

Departmental Goals

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

Major Services Provided

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

Issues & Trends

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

Fiscal Year 2023-24 Performance Highlights

- Completed the quality control review of 100% of school audits prior to September 1st
- Provided fraud, waste, and abuse training to individual schools and the majority of the SCIAA fall, winter, and spring coaches, and to new principals
- Initiated the process to acquire enterprise risk assessment capability to identify District financial, compliance and operation risks more effectively
- Conducted critical analysis to inform Senior Management of necessary policy changes for stipend payments to District employees
- Provided school leaders with training on the State's manual for internal control and compliance to implement an internal control framework (commonly referred to as COSO)

Fiscal Year 2024-25 Priorities

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





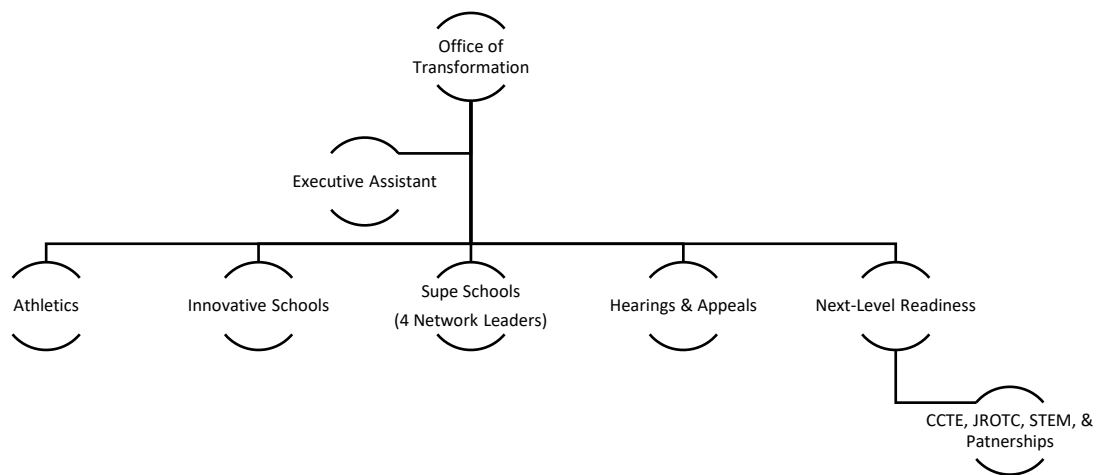
OFFICE OF TRANSFORMATION

The Office of Transformation is a newly established office dedicated to enhancing the performance of schools designated as Supe Schools. The primary goal of this office is to move 50% of these schools to Ignite or Soar status. The Office of Transformation oversees four networks, each managed by a Network Leader who supervises 19-21 schools, collectively serving approximately 11,000-13,000 students. Additionally, the office includes specialized divisions: Athletics, Accelerated Schools, Charter Schools, Career and Technical Education Schools, Early College, Graduation Retention Acceleration and Dual Enrollment, Memphis Virtual Schools, JROTC, and Hearings and Appeals.

Mission Statement

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

Departmental Overview



ATHLETICS

Mission Statement

The MSCIAA aims to provide quality athletic environments and academic resources to foster social, cultural, and competitive growth

Vision

To champion the potential of every student-athlete

Departmental Goals

- Track student-athlete participation to support achievement metrics; support elementary schools in managing intramural programs

Major Services Provided

- Managed over 900 athletic programs, supporting over 15,000 student-athletes



Issues & Trends

- Utilize athletics to support academic achievement, increase health and safety protocols awareness, and support technological integration

Fiscal Year 2023-24 Performance Highlights

- Identified 98% of student-athletes in Power School, served over 15,000 student-athletes, launched a scholarship program, and facilitated stipend increases for coaches

Fiscal Year 2024-25 Priorities:

- Support intramural programs, provide professional development for staff, increase athletic participation, and offer targeted resources for student-athletes

JROTC

Mission Statement

To Motivate young people to be better citizens

Vision

JROTC will provide a quality citizenship, character, and leadership development program while fostering partnerships with communities and educational institutions

Departmental Goals

- To provide Leadership Education Training to MSCS students and guide them into post-secondary opportunities in the military and civilian sectors

Major Services Provided

- JROTC offers a comprehensive 5-year training program, spanning from eighth to twelfth grade. The Leadership Education Training (LET) journey begins at LET I and progresses to LET IV
- Eighth graders start with LET O, which does not earn high school credit, but serves as a substitute for lifetime wellness credit after completing LET II
- It also provides substitutes for financial planning, PE, and Government after LET III
- LET IV marks the culmination of the program

Issues & Trends

- JROTC is evolving more toward STEM and Cyber training. Cadet enrollment in MSCS is slightly higher, with females at 50.3% in the district
- The instructor population is majority male, at 83.3%. Students are allowed to participate in the gender that they identify with

Fiscal Year 2023-24 Performance Highlights

- MSCS JROTC produced 4.1 million dollars in ROTC and Service Academies Appointments
- 54.1% of JROTC cadets scored 31 or above on the ASVAB.
- 16 MSCS teams reached level II in the JROTC Leadership and Academic Bowl
- Level III consists of the top 2% in the nation. We sent two teams to JLAB Level III. The Academic Team finished 4th in the country



Fiscal Year 2024-25 Priorities

- JROTC enrollment is growing, and Fairley High School has been added to the list of schools with JROTC programs.
- We will increase enrollment by 5%
- We will grow scholarships by 5% in this school year. We will fill each JROTC PCN with a certified JROTC instructor
- We will enormously impact the graduation rate through the ASVAB, CPR, and new CTE cluster for JROTC

CHARTER SCHOOLS

Mission Statement & Vision

Support accountability in charter schools to ensure top performance in Tennessee.

Departmental Goals

- Achieve high academic, attendance, and graduation rates
- Meet literacy and numeracy targets
- Ensure teacher licensing and compliance

Major Services Provided

- Serve as Authorizer and District liaison, manage pre-opening and transitions, oversee school development and accountability

Issues & Trends

- Improve communication and inclusivity, provide required shared services, and enhance customer service

Fiscal Year 2023-24 Performance Highlights

- Achieved high operational scores, conducted site visits, and maintained an exemplary Authorizer rating

Fiscal Year 2024-25 Priorities

- Focus on inclusivity, expand professional learning opportunities, effectively utilize authorizer fees, and provide content-specific expertise

ACCELERATION

Mission Statement

Provide non-traditional academic programs to meet diverse student needs.

Vision

Enhance academic success through engaging and challenging experiences.

Departmental Goals

- Improve attendance, literacy, and numeracy; enhance next-level readiness and graduation rates



Major Services Provided

- Individualized instruction, accelerated learning, academic support, social and emotional support, credit recovery, and community involvement

Issues & Trends

- Address equity and access, resource allocation, and stigmatization; incorporate social-emotional learning, data-driven decision-making, and innovative curricula

Fiscal Year 2023-24 Performance Highlights

- Offered professional development, created an effective dashboard, and reorganized the operational team

Fiscal Year 2024-25 Priorities

- Enhance student support services, provide professional development, implement acceleration and engagement initiatives, and promote parental and community engagement.

VIRTUAL SUPPORT AND ONLINE LEARNING

Mission

Empower students through innovative online learning experiences.

Vision

Leverage virtual education to meet diverse needs and contribute to transformative educational options.

Departmental Goals

- Increase graduation rates through targeted support and expand Project Graduation's impact

Major Services Provided

- Project Graduation, Memphis Virtual School, Memphis Virtual Adult High School, and Grade Results

Issues & Trends

- Enhance graduation acceleration, increase synchronous support, and provide targeted in-person support

Fiscal Year 2023-24 Performance Highlights

- Supported 683 graduates, expanded Project Graduation, and increased MVS graduation rates

Fiscal Year 2024-25 Priorities

- Align programs to support graduation rates, expand Project Graduation, support College and Career Readiness, and provide inclusive learning opportunities for adult learners



NETWORK HEARING OFFICIALS

Mission Statement

The Network Hearing Office supports school culture by providing impartial due process for students and improving the culture and climate of schools.

Vision

To decrease the suspension rate and increase attendance, which will allow all students and staff to spend more time on tasks and thus prepare students for College, Career, and Life Readiness.

Departmental Goals

- To provide district-level due process for all suspensions, from 10 to 180 days, to reduce the number of days missed due to out-of-school suspensions

Major Services Provided

- Provided due process hearings to over 1763 students to support a positive school culture and climate and ensure equity and access for all students

Issues & Trends

- We utilized due process hearings to reduce exclusionary practices at the school level. We ensured compliance with due process requirements, trained staff adequately, and addressed any unintended consequences

Fiscal Year 2023-24 Performance Highlights

- Provided due process hearings to over 1763 students to support a positive school culture and climate and ensure equity and access to all students
- Referred over 800 students to receive mental health and/or SEL support in lieu of suspension

Fiscal Year 2024-25 Priorities

- Develop processes to ensure more effective and efficient performance of local, state, and federal requirements
- Provide direct support to schools and novice school leaders regarding school operations and positive school climate and culture

Staffing and Resources

- Hiring additional Network Leaders to oversee the transformation of Supe Schools
- Allocating funds for professional development for teachers and staff across all departments
- Increasing resources for athletic programs, including coach stipends and equipment for student-athletes
- Enhancing support for charter schools through operational and academic oversight

Program Development

- Developing new intramural programs for elementary schools
- Expanding Project Graduation to offer after-school coursework and industry certifications
- Increasing support for accelerated learning initiatives and credit recovery programs
- Providing virtual and in-person learning opportunities for diverse student populations

Technology and Innovation

- Investing in technology to support online learning platforms and virtual schools
- Integrating data-driven decision-making tools to monitor and enhance student performance
- Supporting technological integrations for athletic program management and academic tracking

Community and Parental Engagement

- Strengthening partnerships with community organizations to provide additional resources and support
- Promoting parental involvement in student education through targeted engagement initiatives
- Expanding community involvement in school programs and activities

Conclusion

The Office of Transformation is dedicated to improving our schools' and students' academic performance and overall success. By focusing on strategic initiatives, resource allocation, and community engagement, we aim to ensure every student graduate on time, proficient in literacy and numeracy, and ready for college, career, and life. The proposed budget will support our efforts to transform Supe Schools into high-performing institutions and provide innovative educational opportunities for all students in the district.





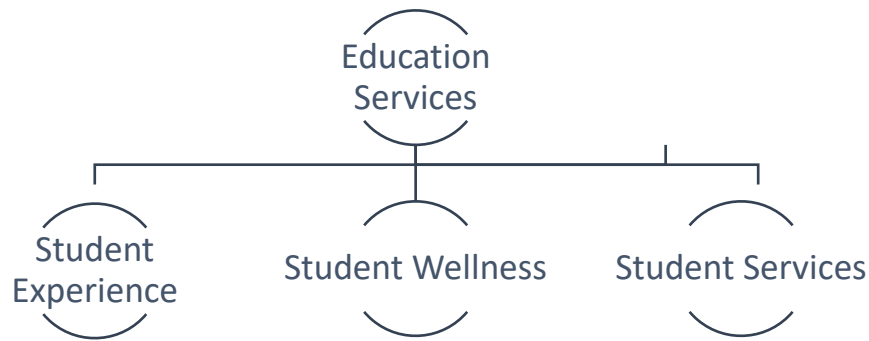
OFFICE OF EDUCATION SERVICES

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.



STUDENT EXPERIENCE

Departmental Goals

- Increase student engagement in clubs, activities, and programs to strengthen students’ academic and non-academic skills
- Implement/offer a 1:8 tutor/student ratio for before and after school tutoring for grades K-12
- Implement high dosage/low ratio tutoring for identified 4th and 5th grade students (offer a 1:3 tutor/student ratio)
- Implement Summer Learning Academy by providing a minimum of 4 weeks of additional reading instruction as well as intervention
- Ensure identification and supports for students in foster care, experiencing homelessness, and/or migrant families
- Host Quarterly Student Voice Sessions for Legacy Builders
- 90% student participation in extracurricular activities outside of sports (K-12)
- Students (K-12) participate in at least two field trips per year
- Complete staff training in Harassment, Intimidation, Bullying or Cyberbullying policy and prevention

Major Services Provided- Student Experience

- Ensuring student engagement opportunities exist for all students through field trips, student leadership opportunities, and student-led programming
- Provision of before and after school programs
- Academic remediation and enrichment through extended learning and tutorial programs
- Provide two to three sessions per week with sessions lasting 30 – 45 minutes per session for at least 12 weeks each semester for the entire school year for 4th and 5th grade students impacted by T.C.A. § 49-6-3115



- Support for students who unaccompanied or experiencing homelessness in alignment with the McKinney-Vento Homeless Education Act
- Identification and support for students who are in foster care in alignment with the Every Student Succeeds Act (ESSA)
- Identification and support of students who are from migratory backgrounds in alignment with Title 1, Part C
- Technical assistance for compliance of District’s policies on Bullying, Title IX, Title VI, Student Conduct

Issues & Trends- Student Experience

- Identification and support for increasing number of students experiencing homeless (2,830 students supported during FY24)
- Identification and support for increasing number of foster care students (753 students supported during FY24)
- Identification and support for increasing number of migrant students (63 students supported during FY24)
- More than 21,000 students enrolled in extended learning programs (tutoring, before and after care, Summer Learning Academy, Summer School)
- Recruit, hire and retain enough certified teachers, retired educators, paraprofessionals, teacher candidates, tutors, and volunteers to comply with the high-dosage, low ratio requirement.
- Implementing action plans based on findings from DHS visits, whether announced or unannounced for grant funded before and after care programs
- Student Internship - \$2.5 Million earned by 2,000+ students
- 4,900+ students completed culture & climate surveys
- 80 Hours District approved professional development on:
 - Restorative Practices
 - Drop-out Prevention
 - Peer Mediation
- 95% students report high satisfaction with Student Leadership Program:
 - Student Congress
 - Girls Rock
 - Our Future Is Now (UT Health Science Collaboration)
 - Safety Shop
 - Move2Stand (bullying training)
 - FedEx Cares (Collaboration)
 - Scholars’ Dinner (Val & Sal)
 - Military Salute (Graduating seniors enlisting in branch of military)

Fiscal Year 2023-24 Performance Highlights

- 7,459 students were enrolled in 2024 Summer Learning Academy; 13,872 students enrolled in before, during and after school tutoring for 23-24 school year; 1,460 students attended our ELP grant funded before and after school program; 2,460 students attended Promotional Summer School
- ELP grant funded before and after school programs received a rating of “Good Standing” on all DHS and TDOE announced and unannounced visits



Fiscal Year 2024-25 Priorities

- Provide continued tutoring and extended learning opportunities through before, during and after school tutoring; summer school; and Summer Learning Academy initiatives.
- Conduct monthly professional development sessions for ELP Site Supervisors at grant funded sites to stay current with best practices in compliance, monitoring, teaching, and child development.
- Provide Summer School to keep students on track and meet graduation requirements.
- Complete weekly observations for Before and After School tutoring sites using the TN ALL Corps walkthrough tool for elementary and middle schools, providing real-time feedback to Coordinators regarding their programs' strengths and areas of improvement.
- Provide continued training to district staff to increase awareness, identification, and support for homeless, migrant, and foster care students.
- Collaborate with community care agencies to improve resources for families in need of housing and other necessities.
- Initiate fundraisers and other activities to raise funds for essentials to support homeless and migrant families and students as well as those students in foster care.
- Continued collaboration with Truancy and Attendance to support daily attendance for homeless, migrant, foster care students.
- Continue to provide opportunities to amplify student voice through Student Congress, Student Council, Legacy Builders, etc.
- Provide student and staff training in Drop-out Prevention & Restorative Practices
- Conduct culture & climate student surveys

STUDENT WELLNESS

HEALTH SERVICES & SUPPORT

Mission

The mission of the MSCS Mental Health Center is to improve students' mental health by providing psychological, social, and behavioral support services that foster emotional well-being, accelerate academic achievement, and eliminate barriers to student success. We strive to promote safe and Drug-Free schools through early identification of treatment needs and provide comprehensive mental health services.

Vision

We commit to providing students and families with access to the educational supports and tools needed to help address mental, social, behavioral, and emotional challenges by implementing trauma informed practices and evidence-based strategies to assist students.

Departmental Goals

- Increase access to mental health services by ensuring that all students have access to quality mental health support.
- Ensure quality mental health service for at risk MSCS students and families that is ethical, and client centered
- Ensure that services are provided on all three Tiers
- Monitor and evaluate delivery of therapeutic and trauma focused services including individual, family and group



- Increase provision of Mental Health services to students to improve mental health outcomes enhance mental health prevention and education programs for students, staff, and parents
- Organize, plan, and host a TF-CBT conference
- Ensure the department's compliance with all relevant Federal and State laws, including HIPPA, FERPA, Title VI and Department of Health licensing requirements with no audit exceptions
- Monitor and evaluate program effectiveness by regularly assessing the effectiveness of processes, programs, and interventions
- Provide professional development regarding health to maintain the Mental Health Center license
- Continue to review and assess the Crisis and Emergency Response protocols to enhance the safety and well-being of students and staff during an emergency

Major Services Provided

- Individual Therapy
- Group Therapy
- Family Therapy
- Crisis Response
- Emergency Response
- Threat Assessment
- Alcohol and Drug Intervention
- Parent and Teacher Consultation
- Prevention Activities Function – Signs of Suicide Presentations
- Behavioral Assessment/Behavioral Intervention
- Safety Plans
- Youth Mental Health First Aid Training
- Mental Health Support Lines
- Family Wellness Centers
- Parenting Education and Prevention support programs
- Suicide Prevention Expo (held in September)

Issues & Trends

- Staff shortages and turnover in the mental health field continue to create the need for cross training and hiring initiatives
- Parental Consent- parents refusal of indicated services
- Lack of adequate confidential space to hold large and small groups; individual sessions, conduct clinical interviews and assessments with parents and students
- Clinicians do not have access to a printer, phone, or scanner

Fiscal Year 2023-24 Performance Highlights

- Intervention Sessions to students-23,751
- Referrals: 5902
- T2/ T3 Intervention Plans- 5902
- Students serviced through T1 Intervention- 18,410
- Crisis and Emergency Response- 1715
- Threat Assessments- 375 Assessments
- Annual Angel Tree provided gifts to over fifty-two students and families



- Mental Health Center Student Art Contest
- Mental Health Walk
- 11th Annual Suicide Prevention Expo
- Teacher Mental Health Awareness Contest
- First Annual Gordon Community Collaboration
- Hosted over 24 Parent Psychoeducation Sessions
- Awarded CHLA Parent Engagement Grant
- Awarded Nonrecurring Infrastructure Grant SMAMSHA (TF-CBT)
- Youth Mental Health First Aide Training to MSCS staff

Fiscal Year 2024-25 Priorities

- Increase percentage of students serviced by 5% (compared to SY23-24) serviced through Tier 1
- Increase percentage of students serviced by 3% (compared to SY23-24) serviced through Tiers 2, 3
- Monitor and evaluate delivery of therapeutic and trauma focused services including individual, family and group
- Organize and complete TF-CBT conference
- Early identification and treatment of mental health issues
- Increase parental engagement and participation in student treatment
- Increase student participation by 5% in suicide prevention awareness for grade 5th, 7th & 9th with parental consent (SOS)
- Provide Continuing Education opportunities for the mental health clinicians as required by the professional licensing board
- Ensure the department's compliance with all relevant Federal and State laws, including HIPPA, FERPA, Title VI and Department of Health licensing requirements with no audit exceptions
- Family Wellness Centers: 746 student referrals, visitors: 953, supports: Tier 1: 558 Tier 2: 1175 Tier 3: 183
- Suicide Prevention Expo - September

SCHOOL COUNSELING SERVICES

Mission Statement

The mission of the School Counseling Services Division is to provide leadership, training, and support to professional school counselors in the implementation of comprehensive, standards-based counseling programs that foster the academic, social-emotional, and college and career development of all students, while partnering with school stakeholders to ensure that today's students become the productive, well-adjusted citizens of tomorrow.

Vision

The School Counseling Services Division will work diligently to train and support counselors, develop programs and promote initiatives linked to the Next Level Readiness indicators, and strengthen the district's compliance with state policies to ensure that students are college and career ready.

Departmental Goals

- Promote the delivery of a comprehensive school counseling program
- Provide staff training on the Support Team (SST) process to help improve outcomes for students



- To ensure that high school counselors create individual success plans for 100% of the off-track students upon identifying their off-track status, monitor the plans on a weekly basis, and document progress in the district database
- To ensure the High School and Beyond Plan is created and updated in grades 8-11
- Expand students’ awareness of career and post-secondary opportunities (K-12)
- To ensure that high school counselors support the increase of the graduation rate by closely monitoring the academic progress of their assigned caseload of students at the close of each semester and conducting transcript audits 3 times per year (January, June, and August) as confirmed by the submission of the semester verification report
- Continue to work collaboratively with cross-functional teams to provide a continuum of support and services for schools

Major Services Provided

- Provides leadership, training, advocacy, and consultation to school counselors to help support the development and implementation of a comprehensive school counseling program in all schools

Issues and Trends

- Continue to streamline processes and procedures to ensure school counselor efficiency and effectiveness
- Decrease the number of non-counseling duties assigned to school counselors that impede their delivery of services
- Foster professional learning and growth opportunities for counselors to strengthen best practices with supporting post-secondary readiness for all students
- Enhance cross-functional collaboration with graduation coaches to increase the districts graduation rate

Fiscal Year 2023-24 Performance Highlights

- 5th and 8th grade students participated in the Transition to MS or HS activities
- K-12 grade students participated in the School Counseling and Mental Health Student Orientation
- K-5 grade students participated in a College/Career Activity or Program
- 21,125 Tier II Interventions and Supports were provided by school counselors to students for the school year (As reported by SIP - Student Intervention Platform)
- 6-12 grade students implemented the Naviance College, Career, & Life Readiness Platform Scope and Sequence
- Maintained the 98% or higher completion rate of 8th grade students completing their High School and Beyond Plan for the 2023-24 school year

Naviance Data Point	MS	HS	Total
# 8 th -11 th Grades who completed Course Plans	5650 @ 98%	12,668 @ 76%	81%
# 6 th -12 th graders who identified career/cluster favorites	11,279 @ 94%	5690 @ 83%	93%
# 6 th -12 th graders who completed assessments	11,357 @ 95%	4757 @ 67%	88%

- Hosted the 8th Grade Districtwide Transition Fair where 4,500 students participated and received information to support the transition to high school and postsecondary planning

Fiscal Year 2024-25 Priorities

- Align program of work to district priorities and Next is Now Initiatives
- To maintain the 98% or higher completion rate of 8th grade students completing the High School and Beyond Plan for the 2024-25 school year
- To achieve 90% or higher completion rate of high school students updating or completing the High School and Beyond Plan for the 2024-25 school year
- Continuing to work on school counselors investing more time in Direct Services (i.e. School Counselors time in Direct Services to Students 70% and Student Support Services 30%) will further support schools and district goals/initiatives
- 97% of MSCS seniors applied for the TN Promise Scholarship, a 2% increase from the previous year
- The total amount of scholarships offered to the Class of 2024 was \$522,735,920, an increase from \$444,068,356 for the Class of 2023
- Seek additional Community, Business and Adopter Support for school counseling programs:
 - Career Speakers to share their passion with students and provide exposure to Career Paths for Career Expo/Career Day Programs, Career Café during Lunch, and Transition Fair
 - Internship opportunities for high school students
 - School Adopters and Volunteers at School Events
 - Partner on Schoolwide, Districtwide, and Citywide Events (e.g., Honors Program, School Incentive Stores, Transition Fair, College and Career Fairs, College Tours, FAFSA Workshops)





STUDENT SERVICES

EXCEPTIONAL EDUCATION

Mission

To provide vision, leadership, and expertise to schools and central office on initiatives that support the achievement of Students with Disabilities.

Vision

Exceptional Education is committed to ensuring that every Student with Disabilities receives a Free Appropriate Public Education in the Least Restrictive which will prepare them to transition from school to the global workforce.

Departmental Goals

- Increase Graduation Rate for Students with Disabilities
 - 2023-2024 Memphis Shelby County Schools from by 2024-2025
- Increase Statewide Assessment Proficiency for Students with Disabilities (Grades 4-8)
 - 2023-2024 Memphis Shelby County School (ELA grades 4 and 8)
 - 2023-2024 Memphis Shelby County Schools (Math grades 4 and 8)
- Increase the Assessment Proficiency Rate of Students with Disabilities on End of Course (EOC) Exams
 - 2023-24 Memphis Shelby County School (EOC English)
 - 2023-24 Memphis Shelby County Schools (EOC Math)

Major Services Provided

- Processes and Procedures for Students with Disabilities (SWD) with regards to Individuals with Disabilities Education Act (IDEA) - Ages 3-21
- Child Find (Initial Evaluations for Students who are suspected of having a disability and mandated re-evaluations for Students with Disabilities)
- Direct (Inclusion, Resource, Self-Contained Classrooms (Functional Skills, Adaptive Functional Skills) Specialty Classes (Hearing Impaired Program, Visually Impaired Program, Behavior Intervention Communication Class, Short Term Educational Placement, Day Treatment) and Related Services (Occupational Therapy, Speech Language Therapy, Physical Therapy)
- Audiology Service
- Hearing & Vision Screenings
- Work Based Learning (WBL) for SWD
- SPED Transportation
- Transition School to Work (TSW)
- Exceptional Education Student Transfers
- Homebound Services for Students with Disabilities
- Vocational Rehabilitation Support
- Surrogate Parents
- Specially Designed Services for Students who Intellectually Gifted
- Supports for Students with Disabilities who are parentally placed in Private Schools



- Transition Planning for Students ages 14 and up to age 22
- Post-Secondary Options for Students with Disabilities
 - Transition Programs – Methodist Le Bonheur (Project SEARCH), Methodist North (Project SEARCH), Peabody Hotel (Project SEARCH), Nike (Project SEARCH)
- Supports for Students with Disabilities who are Incarcerated
- Diagnostic Services
- Extended School Year as required by IDEA
- Extended Learning Academies (Fall Break, Winter Break, Spring Break, Summer Learning Academies)
- Professional Learning for SPED Teachers
- Behavioral Support and Strategies
- Support for SPED Paraprofessionals
- Supports to Charter Schools
- Professional Learning Opportunities: Crisis Prevention Training, Professional Crisis Management Training

Issues & Trends

- Nationwide shortage of Special Education Teachers which contributes to the need for compensatory education services
- Disproportionality in suspension and expulsion rates for Students with Disabilities
- Continue to promote inclusive classrooms across the District in order for Students with Disabilities to increase time spent in general education classes
- Increase Students with Disabilities participation in ACT
- Increase enrollment in Post-Secondary Transition Programs and other Career Pathways
- Develop a systematic approach/transition of Students who are Intellectually Gifted to enroll in Advanced Academic Courses (Dual Enrollment, Advanced Placement) beginning in Grade 9

Fiscal Year 2023-24 Performance Highlights

- TSW specialists provide postsecondary transition services to transition age (14-22) students with disabilities (SWD) in middle and high schools district wide. Last school year, over 600 SWD received counseling on postsecondary education, job exploration, training on self-advocacy, work-place readiness, and work-based learning services from our TSW specialists
- Le Bonheur Project SEARCH and Nike Project SEARCH transition programs received Excellent Employment Outcomes Awards in honor of the positive outcomes the programs achieved. This award means that 70% or more of the interns (students with significant cognitive disabilities) achieved competitive, integrated employment, meeting all the Project SEARCH criteria
- Met TDOE Annual Performance Indicator targets for Indicator 1: Graduation Rate; Indicator 2: Dropout Rate; Indicator 9: Disproportionate Representation; and Indicator 10: Disproportionate Representation



Fiscal Year 2024-25 Priorities

- Adhere to local and state mandates as it relates to Students with Disabilities
- Maintain compliance with Individuals with Disabilities Education Act (IDEA)
- Strengthen the collaboration with Human Resources/Talent Management to recruit and retain highly qualified staff
- Streamline processes and procedures to address compensatory education services in order to eliminate delays
- Continue to provide training to School and District Staff on Manifestation Determination Reviews
- Ensure all SPED Preschool Teachers are trained on the new mandated curriculum – Creative Curriculum
- Conduct a comprehensive review of self-contained classrooms (location, enrollment, etc.)

MULTILINGUAL SERVICES

Mission Statement

The mission of the Memphis Shelby County Schools (MSCS) ESL Program/Multilingual Services is to engage, empower, and value Multilingual English learners and their families by providing high quality academic instruction and developing English Language Proficiency with the support of all internal and external stakeholders.

Vision

To establish an equitable English as a Second Language (ESL)/ Multilingual Services Program at all schools that will increase language proficiency growth, close achievement gaps, and ensure Multilingual English learners (ELs) are college and career ready.

Departmental Goals

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

Major Services Provided

- Ensure that Multilingual English learners receive high quality effective instruction
- Provide supplemental supplies, materials, and resources to support Multilingual English learners
- Monitor compliance with all state and federal requirements. This includes the following: TN SBE Rule 0520.01.19; TDOE Policy 3.207; ESSA, Title III; Title VI of the Civil Rights Act of 1964
- Provide district and school-level interpretation and translation services to the families of all Multilingual learners through the Ivanti request system
- Support schools through initiatives related to Multilingual learner graduation rates, college & career readiness, family engagement, cultural awareness, attendance, etc.



Issues & Trends

- Continue to receive reports of Multilingual learner enrollment and identification issues
- Trends
 - The enrollment of Multilingual English learners has increased by at least 1,800 students the last two consecutive school years
 - The number of immigrants identified within the District has nearly doubled since the 2021-22 school year

Fiscal Year 2023-24 Performance Highlights

- The graduation rate for Multilingual English learners increased
- In the 23-24 graduating class, 36% of valedictorians and 22% of salutatorians were former Multilingual English learners
- ESL Program Effectiveness
 - The number of Multilingual English learners exiting the ESL program
 - Recently exited Multilingual English learners outperformed all students in every content area and grade level

Fiscal Year 2024-25 Priorities

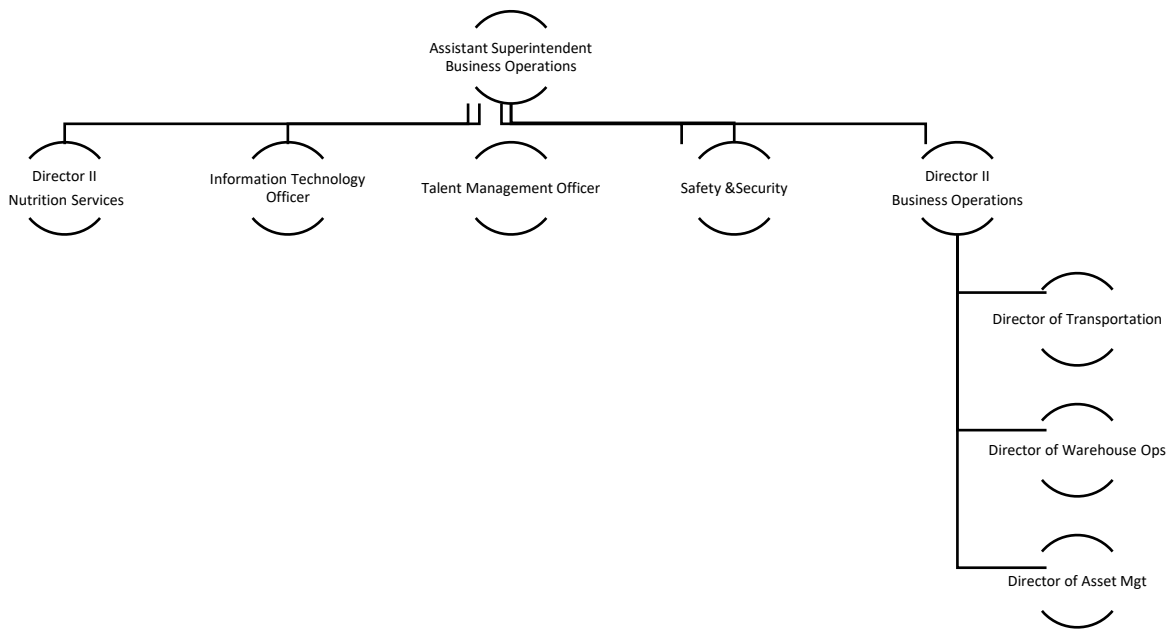
- Ensure that the education of Multilingual ELs is regarded as a shared responsibility across an effective, knowledgeable team of educators, staff, and leaders at all levels of the school system
 - Build school leaders' capacity to evaluate the effectiveness of the instructional model within their schools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



OFFICE OF BUSINESS OPERATIONS

Mission Statement

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



Departmental Goals

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

Major Services Provided

Asset Management Services

- Identification, tagging, and systemic tracking services of all inventoried District assets
- Asset transfer and disposition management and transaction processing services



- Asset management inventory database administration and management
- Coordination of physical inventory activities of new and existing fixed assets

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

Transportation Services

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



Warehouse and Fulfillment Services

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

Issues & Trends

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

Fiscal Year 2023-24 Performance Highlights

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

- 21 Schools – Intercom System Replacements
- 4 Schools – HVAC Upgrades and Replacements
- 2 Schools – Roof Replacements
- 9 Stadiums – LED Lighting Projects
- 4 schools – Fire Alarm System Upgrades
- Opening 3 new K8 safe gyms which will also be used as storm shelters for the community
- Solicitation and identification of Project Manager and A&E design services for new East Region HS
- Development of strategy for correction and completion of Water Bottle Filling Stations Project
- Increased wages for HVAC Techs, Plumbers, and Electricians to fairly compensate team members, and better align with market and attract talent to MSCS
- Identification of upgrade for current work order system/asset management software to better suit needs of the district for tracking/fulfilling requests and maintaining asset inventory



- Completed sale of (8) District properties
- Completed (10) school closures, rezonings, and/or reconfigurations in support of Reimagine 901
- 100% of school locations will receive quality summer cleaning
- 100% of school locations lawns are being cut on 14-day rotation during the growing season
- Evaluated over 64,000 bus stops for routing efficiency
- Exceeded 90% on time bus arrival rate
- 2023 Nutrition Services Administrative Review (Audit) 95%
- Spring Food Show featured 48 Vendors for 400 Students from various schools with MSCS
- Asset entry and database tracking for over 23,000+ new district assets
- Final stage of the FAMS Inventory Management System Implementation is 95% complete
- Upgraded Fuel System we are now able to access our fuel inventory in real time; we are no longer on MSCS Server
- Upgraded Veeder Root system which gives notifications of any changes concerning fuel capacity within tanks

Fiscal Year 2024-25 Priorities

- Asset Management
 - Adjust org structure to centralize asset management staff and activities across funds and programs into one department
 - Phase II Lawn Equipment Consignment
 - VEL Student Devices
 - FAMS Inventory Management System
 - Verify, inventory and track Charter and Private schools Title I and ESSER equipment purchases
- Nutrition Services
 - Increase Student Participation with new menu options and student engagement
 - Complete the Freezer expansion and begin utilizing extended space
 - Upgrade nutrition software- warehouse/inventory & management system, kitchen equipment, Nutrition vehicles
- Transportation
 - Manage pupil transportation needs for the entire school calendar, including summer programs and possible bell time changes
 - Manage bus contractor to ensure ongoing driver recruitment and safety training is implemented with fidelity
- Warehouse
 - Textbook consolidation and Bay 2 clean up; textbooks are being removed from the floor and placed into racks; obsolete textbooks are also being removed to create additional space
 - Also, removing obsolete inventory from Bay 1 of the warehouse; this will also create additional storage space
 - Maintenance parts initiative: the plan is to incorporate RF Scan guns to improve the overall efficiency for order pulling and processing maintenance parts



INFORMATION TECHNOLOGY

Mission Statement

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

Departmental Goals

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

Major Services Provided

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

Issues & Trends

- Stand up a Technology Advisory Group for the District to identify standards for all enterprise systems and application development
- Identify Application consolidation opportunities to reduce operational expenses wherever permissible
- Partner with our vendors and inter-departmental resources to standardize our hardware and software solutions to better serve and protect the district moving forward
- Utilize our Partners to complete quarterly health checks of our environment assisting IT toward maintaining a higher level of SLA
- Improving Cybersecurity awareness and training for all employees and enhanced training for IT security team. Track identified security risk events, set priority rankings, and develop plans for immediate remediations
- Effective utilization of ESSER funding for modernize the Infrastructure and Improving Cybersecurity awareness, posture, and security for MSCS
- Further improve our Change Management Process to extend beyond IT associates for capturing all software and hardware changes to on-premises or by 3rd party vendor



- The development, maintenance, and sustainability and modernization of IT infrastructure
- Create and maintain an IT Service Catalog to present to the district as to installed and approved Technology offerings

Fiscal Year 2023-24 Performance Highlights

- Complete the development of local data repository for PS Data that is kept current via API and can be provided as a reliably data source for any function requiring current PowerSchool data
- Replacing several legacy data systems (frequently using FileMaker) with integrated solutions available in PowerSchool, such as the Homebound database and the Disciplinary Hearing Authority database
- Migrate all Systems to the New Datacenter Hardware to reduce complexity, operational expense, and on-going support
- Execute on all Network Equipment Project (switches, routers, and access points) and begin deployment across the district to improve Internet stability, Speed of access, and to support future projects (IE: School Security Scanner, added Video surveillance, and a new Intercom Solution)
- Complete the implementation of a full disaster recovery solution and plan for O365 and critical applications managed by IT
- Improve hardware for the stability of power at both IT Datacenters
- Implement third party Penetrating testing and continue an annual cadence.
- Implement Vulnerability Scanning solution to identify gaps in our technologies for immediate remediation.

Fiscal Year 2024-25 Performance Priorities

- Execute on Network Equipment Refresh (switches, routers, and access points) and begin deployment across the district to improve Internet stability, Speed of access, and to support future projects (IE: School Security Scanner, added Video surveillance, and a new Intercom Solution. Complete on minimum 53 schools.
- Migrate unused hardware from Avery Datacenter to the Bayer Datacenter to create a virtual Development and Staging Environment for our applications.
- Implement third party Penetrating testing and quarterly vulnerability scanning.
- Enhance student resource portal and deliver new enhanced student transcript.
- Participate with Talent Management solution RFP and ERP implementation plans
- To improve cyber security start rolling out zero trust Always On network connectivity to key users.
- Incorporate Mobile Device Management on all endpoints, including Apple devices
- Complete remediation and rehosting of Memphis-Shelby County Schools web site.
- Increase functionality of Ivanti ticketing system by increasing departmental use of the system.



TALENT MANAGEMENT

Mission Statement

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

Departmental Goals

- Implement Human Resources (HR) best practices to attract qualified applicants, motivate the existing workforce, inspire long-term commitment resulting in 99% of vacancies filled by June 15, 2024 (100% by the first day of school)
- MSCS HR will improve diversity of the candidate pool every year by 5% to reflect and align with student population (Latino and African American Male) through the implementation of a comprehensive recruitment plan
- The MSCS Human Resources Department will provide high quality customer service resulting in an overall 90% customer satisfaction rating based on accuracy, timeliness, and courtesy measures on an ongoing basis
- Retain high performing, talented teachers, and staff throughout the District via a comprehensive induction, development, and compensation 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 recruiting, hiring, retaining, and developing the human capital required for Memphis-Shelby County Schools to not only meet but exceeds our goals. This includes innovative, responsive, fair, and consistent processes and systems that are related to retaining and developing a superior workforce for MSCS

Talent, Development, and Succession Planning

- Talent, Development, and Succession Planning delivers at a high level of competency in dealing with professional development and succession planning within central office while achieving process improvement. Identify learning and development needs, design training programs, and facilitate career advancement opportunities. Controls validation of performance management processes.

Compliance and Strategy

- Compliance & Strategy team plays an integral role in achieving the mission and goals of Memphis-Shelby County Schools by ensuring all certificated employees meet state licensure requirements; supporting recruitment to retain top performers; and ensuring strong partnerships with the teacher education programs and other key partners.



- Manages all federal, state, and local reporting including enterprise and HR data reports. Coordinates and oversees all day-to-day aspects of the administration of approved standardized Parapro Assessment, Pathways and Praxis testing and supports (tutors) for the MSCS district coordination and implementation of testing program policies, procedures, and training.

Total Rewards (Benefits, Compensation, HRIS, Enterprise, and Engagement)

- The Office of Benefits is responsible for providing a comprehensive, flexible benefits package for our Memphis-Shelby County Schools employees, retirees, and eligible dependents (including medical, dental, vision and life insurance). A primary focus is to effectively communicate and ensure that employees are educated on the tools and resources available to create a positive impact on mental and physical well-being.
- The Engagement team is committed to ensuring MSCS employees are rewarded, valued, and know that their overall health and wellness is a priority. This will equip our employees better to serve our ultimate customers, parents, and students. When employees feel valued, they are more likely to remain loyal to the organization and produce positive outcomes. Our Customer Service team is committed to helping employees navigate through our MSCS resources and departments by providing the level of support needed to ensure all employees receive excellent customer care.
- The Office of Compensation is committed to providing a fair and competitive compensation program that promotes an atmosphere that will attract, motivate, retain, and reward high-performing employees at all levels. This is achieved through establishing clear and transparent compensation policies and applying administrative best practices that ensure all district pay programs are administered in a consistent and equitable manner for all employees.
- The Employee Enterprise team is committed to ensuring all pertinent information is maintained and updated in efficient and effective manner to ensure consistency and accuracy of data. This is achieved through audits and data validation to ensure accurate information is reported to various agencies and departments.
- The Human Resources Information System (HRIS) team is committed to managing information on all MSCS employees, streamline HR processes, automate workflows to ensure all HR departments can develop the necessary programs to recruit and retain top MSCS talent. HRIS team will provide access to detail reports on employee information to quickly identify areas of improvement and help our HR departments to enhance productivity by generating the necessary reports on key metrics such as attendance, retention and fill rates, licensure information, and costing analysis.

Labor and Employee Relations

- The Labor and Employee Relations team 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.

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 as well as transparency of processes
- Streamline processes and procedures to ensure customer service levels are met

Fiscal Year 2023-24 Performance Highlights

- Placed 157 employees in our Aspiring Teachers Program with 128 Teachers of Record
- Implemented a data driven campaign of Retain. Reclaim. Recruit to improve strategic outcomes
- Implemented Longevity Pay bonus as a retention tool to reward 10-plus years of continuous employment for teachers, and school-based teacher types
- Decreased total number of new permit teachers by 50%
- Expanded recruitment footprint to HBCUs, Tech Schools, local & state colleges/universities
- Enhanced operational efficiency by re-implementing a pre-vetting step and streamlining the hiring process
- Created mandatory Exit Survey & Interviews for separation
- Created a newly highly competitive sign on bonus structure to attract highly qualified SPED and EOC Teachers
- Launched an Internal Substitute Coverage Plan to provide teachers additional compensation for covering classrooms due to Teachers and Substitute shortages
- Created a stronger pipeline for Aspiring Teachers to address critical vacancy areas (Elem K-5, Pre-K, SPED, and ESL)
- Launched our newly established Praxis Support cohort to address the increased volume of novice permit teachers
- Expanded Praxis support to include weekly check-ins for Praxis Supports which included access to Study.com (online praxis support), as well as providing in-house tutors to increase the percentage of teachers passing the Praxis exam
- Facilitated district visits at High Priority Schools for teachers seeking licensure and Praxis Support
- Hosted our first Aspiring Teachers Expo to increase our pipeline of teachers for high need areas
- Provided summer training around performance management and progressive discipline to provide leadership with ways to improve school climate and increase student outcomes
- Received 100% on state audit for federal program employees being compliant with state background requirements
- Implemented the 5 Wellness Days for 70/30 participants
- Presented and received an approved salary schedule and pay increases for (Teachers, Psychologists and Social Workers, Crafts, Clerical Assistants, and Mobile Security)
- Presented and received an approved salary schedule and pay increases for some Specialized Positions (Audiologist, Occupational Therapists, Physical Therapists, Speech Language Pathologists, Speech Language Pathologists Assistants, and Vision Teachers)
- Presented and received approved changes to stipend process to include pay increases for Athletics/Academic & Fine Arts programs
- Implemented a new stipend process structure to outline clear procedures for supplemental pay
- Presented and received an approval to award Vacation Eligibility for Rehires

Fiscal Year 2024-25 Priorities

- Implementing differentiated staffing strategies and salary schedules to meet unique needs for recruitment and retention in our highest needs schools and programs
- Revise HR organizational structure to improve service delivery and operational effectiveness
- Expand recruitment footprint beyond the Mid-South and expand current Pipeline Programs to increase hiring of diverse and other qualified teacher hires
- Implement new initiatives for ALL EMPLOYEES focused on mental health, work life balance and professional development
- Improve the overall quality of service through the development of annual and periodic stakeholder surveys to assess overall strengths and weaknesses and introduce pulse surveys for specific initiatives
- Promote an Employee-centric culture that boosts morale, encourages engagement, and promotes a sense of teamwork and collaboration
- Provide access to professional development and training opportunities for team members that focus on those skills critical to the development of qualified and motivated team members
- Enhance the employee benefits plan design to improve employee healthcare experience
- Develop and implement a district-wide Compensation strategy to improve retention of highly qualified teachers, support personnel and school leaders
- Improve data management processes by streamlining procedures for data management and analytics



SAFETY AND SECURITY



Mission Statement

The mission of the Department of Safety & Security is to provide a positive, safe, and respectful environment for students, staff, and families of Memphis-Shelby County Schools, to ensure that each student can develop to their full potential.

Vision

Our vision is to use a holistic approach contributing to students' well-being, creating a high level of well-preparedness for learning, life, and success.

Departmental Goals

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



- Continue to provide routine patrols, surveillance, and timely response to calls for services on all properties when schools are in session, when schools are not in session and on weekends and holidays
- Provide cost effective security surveillance technology to provide enhanced interior and exterior camera coverage
- Provide the latest technologies to enhance safety and security for all district locations during and after school hours
- Continue district-wide surveillance upgrades to unify district on the Milestone system
- Continue to provide concise, effective information between MSCS and other agencies (i.e., law enforcement and fire department) as needed to maintain a safe learning environment
- Continue to ensure Memphis-Shelby County Schools is complying with TN Code Annotated (49-5-413) regarding background checks
- Continue to provide Gang Reduction program using Safety Special Project Coordinators along with training in Trauma-Informed Decision-Making Skills and Adverse Childhood Experiences (ACES)
- Maintain 100% compliance of all MSCS Schools through continued monitoring of the Online Emergency Management plans and drill logs as required by Federal and State Law
- Ensure that all Safety and Security employees are compliant with State and District required training and certifications (CPR, First Aid, etc.)



Major Services Provided

The Department of Safety and Security essential programs and services include:

- MSCS Officers in Schools
- Dispatch service 24 hours a day, 7 days a week
- Safety and Security Monitors
- CCTV Monitors
- Security Technology
- Fingerprinting/Background Checks and Analysis
- Emergency Management Operation
- Safety Special Project Coordinators
- Gang Reduction Assistance for Saving Society's Youth (GRASSY), gang intervention and prevention program within MSCS
- Trauma informed intervention/prevention programs involving students in gangs and students experiencing Adverse Childhood Experiences (ACES)
- School House Adjustment Program Enterprise (SHAPE)
- School Based Probation Liaison (SBPL)
- TipSoft
- Youth Court
- Raptor System
- Trust Pays
- Focus Groups with students and staff

Fiscal Year 2023-24 Performance Highlights

- Recognized Internationally for our upgraded Security System technology deployment throughout MSCS
- Reduced student transports charged with delinquent offenses to Juvenile Court by an additional 2% compared from year to year
- School Based Probation liaison program has shown an increase of 10% of students that have completed the program
- Safety Interventions/Prevention student one on one sessions have increased by 2.2%
- Conducted 25 Focus Groups with students to give them a voice and reduce incidents in schools
- A decrease of 13% in incidents as compared to last school year
- Began services on the Enhancing School Capacity to Address Youth Violence Grant
- Started the renovation of the future Memphis-Shelby County Schools Real-Time Safety Center allowing the centralization of all security technology at one location
- Completion of 17 high school locations with security technology upgrades, including new Safety & Security Monitors at each location to enhance safety
- Multiple elementary schools upgraded with additional card readers on exterior doors
- Safety & Security responded to a total 10,245 calls for service
- Safety & Security processed 7, 305 fingerprinting/background checks as required by state law
- MSCS Officers completed 40 hours of In-service training as required by state law
- MSCS Officers completed an additional 40 hours of professional development
- Ensured all MSCS schools were 100% compliant as required by state law on all safety drills and Building Emergency Level Operation Plans

Fiscal Year 2024-25 Priorities

- Provide students and schools a safe, secure, and nurturing learning environment district-wide that is conducive to education
- Certify all MSCS officers in Crisis Intervention training
- Completing the renovation of Memphis-Shelby County Schools Real-Time Safety Center
- Upgrading an additional 56 school locations with the latest security technology equipment and hiring Safety & Security Monitors for each location to enhance safety
- Continue collaborative information sharing between MSCS and other agencies (i.e., law enforcement and fire department) as needed to maintain a safe learning environment
- Continue to provide and implement prevention/intervention programs with fidelity to our students
- Continue to reduce incidents in our schools
- Continue to adhere to all state and federal laws involving students, staff, and visitors' safety
- Continue to reduce student transport to Juvenile Court
- Continue to conduct Focus Groups with students

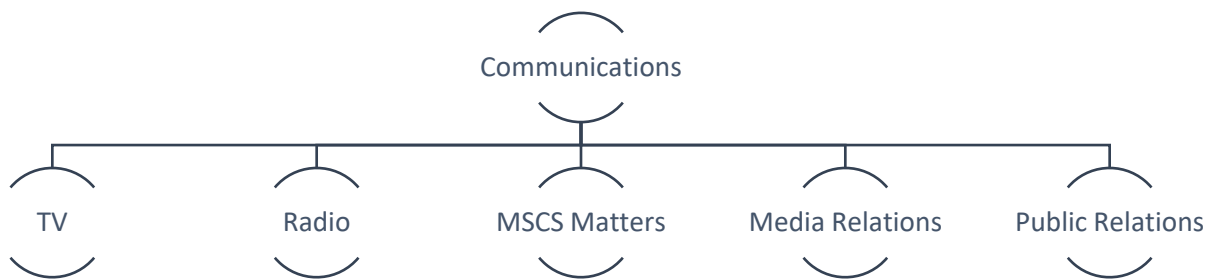




OFFICE OF STRATEGIC COMMUNICATIONS

Mission Statement

The Department of Communications and Broadcast Services provides strategic and innovative support for all schools and District departments in alignment with the goals and priorities of Transforming 901. We strive to inform and engage internal and external stakeholders, while promoting the accomplishments of our teachers, students, and staff to build trust in the District and support 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 2023-24 Performance Highlights

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

Fiscal Year 2024-25 Priorities

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

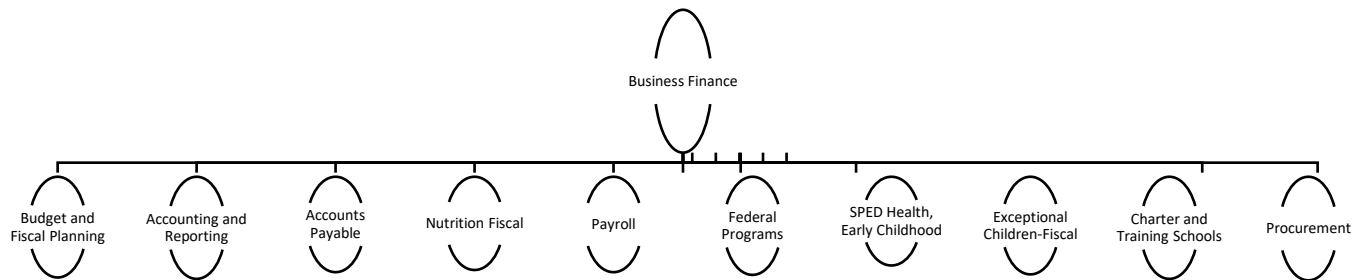




OFFICE OF BUSINESS FINANCE

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 2023-24 Accomplishments

- Obtained an unmodified "clean" opinion on the FY 2022-23 external audit
• No significant deficiencies or material weaknesses for the FY 2022-23 audit of the major federal award programs
• Received the Association of School Business Officials and the Government Finance Officers Association awards for the FY 2022-23 Annual Financial Report
• Received the Association of School Business Officials Meritorious Budget Award for the FY 2022-23 Budget Book
• Received ESSER in Action Award
• Received "Best for All" District award for ESSER Funds
• The District received the Association of School Business Officials International (ASBOI) Certificate of Excellence for the FY2022 Annual Financial Report on May 2023
• The District received the Association of School Business Officials Meritorious Budget Award in March 2022 and March 2023

- Received the Association of School Business Officials Meritorious Budget Award for the FY 2022-23 Budget Book
- Received the Government Finance Officers Association Distinguished Budget Presentation Award FY 2022-23

Fiscal Year 2024-25 Priorities

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





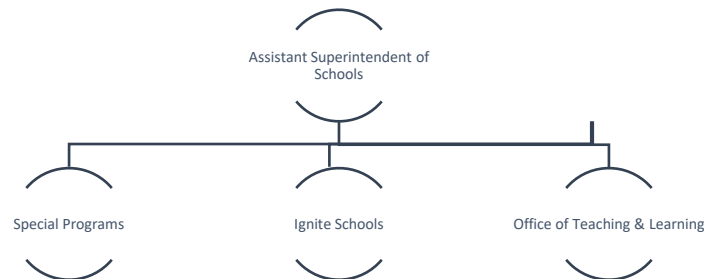
OFFICE OF SCHOOLS

Mission Statement

The mission of Academic Operations and School Support is to create safe learning environments and a climate of success by providing support for schools, growing the trust of all stakeholders through strong customer service, helping principals focus on instruction by eliminating operational barriers, establishing clear operational procedures, and supporting the overall district academic goals and strategic plan.

Vision

Our District will be the premier school district attracting a diverse student population and effective teachers, leaders, and staff all committed to excellence. The Office of Schools drives educational excellence across all schools, establishes clear vision and strategic direction for instructional leadership, school culture and school improvement initiatives, ensures significant student achievement gains, and works in close collaboration with Cabinet Chiefs to meet the goals of Memphis-Shelby County Schools. This office and its major divisions work to act strategically, leverage resources effectively, improve individual and system learning, and build capacity to support, accelerate, and sustain significant school improvement district wide.



Departmental Goals

- Accelerate academic growth and achievement through adoption of standards-based and skill-based instructional materials
- Build teacher capacity by providing multi-tiered professional development (Content Academy - K-12, Instructional Practices, Foundational Skills) to support teachers, school leaders and parents/guardians in their individual and collective effort to promote early literacy (K-2) and continuing literacy (grades 3-12) development
- Implement/offer a 1:10 tutor/student ratio for before and after school tutoring for grades K-12
- Implement high dosage/low ratio tutoring during the school day (offer a 1:3 tutor/student ratio)
- Implement Summer Learning Academy by providing a minimum of 4 weeks of additional reading instruction as well as intervention



Fiscal Year 2023 - 24 Performance Highlights

MSCS TCAP Data Summary

Some positive comparison data points were achieved:

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

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

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

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

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



CURRICULUM & INSTRUCTION AND PERFORMANCE & LEADERSHIP

Mission Statement

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

Vision

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

Departmental Goals:

- Decrease the number of students scoring in the Below Basic category by 10% in all TCAP/EOC tested students by the end of the 24-25 SY
- By the end of the year 24-25, we will decrease teacher turnover by 10% by providing targeted professional learning from Instructional Coaches
- Students receiving RTI2A support should show at least two years of growth in the supported content area (ELA and/or Written Expression, Math) by the end of the 24-25 SY when they receive support beginning in the fall semester

Major Services Provided

- Curriculum Guidance
- Professional Learning
- Leadership Pathways
- Response to Instruction & Intervention (RTI2)

Issues and Trends

- Decrease in percent of middle school students exhibiting proficiency on the TCAP
- Increase in students that need both ELA and math interventions
- Increase in student proficiency in science, across all grade bands

Fiscal Year 2023-24 Performance Highlights

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



Fiscal Year 2024-25 Priorities

- Place Instructional Coaches at each school, to support Literacy, Math, and Science
- Develop capacity of school-based Instructional Coaches to support teachers with implementation of high-quality instructional materials and effective instructional strategies
- Enhance capacity of school leaders and MTSS Leads to oversee RTI2A in their schools
- Strategic focus on schools with letter grades of D/F
- Enhancing classroom practices to include reading and writing every day, on every campus, across every content area
- Institute Math Mastery quarterly culminating projects to synthesize understanding of math concepts aligned with a real-world problem or task
- Expand leadership professional learning opportunities to continue to develop leaders across the district

FAMILY ENGAGEMENT

Mission Statement

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

- Increase the capacity of Family Engagement Liaisons to authentically engage families and community partners in ways that build trust and positively impact student learning
- Implement components of the Community Schools Model in identified hub schools that will serve as a prototype to decrease non-school factors that negatively impact student performance and attendance
- Continue to survey and capture parent voice
- Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children
- Engage parents/caregivers in supporting school-wide, classroom, and parent involvement activities through volunteering
- Provide mutual communication between school, home, and district level

Major Services Provided

- Professional Development for Family Engagement Liaisons
- Family Supports and Resources
- Parental Engagement Opportunities
- Parent Ambassadors
- Legacy University
- School Support Organizations Training
- Professional Development for Family Engagement Liaisons



- Family Focused-Staff Council
- Engagement and Support Specialists
- Necessity Drive
- Operation Warm Hearts Winter Clothing Drive
- ACT Family Nights
- Family Connect Program for Multilingual Families

Issues & Trends

- School Support Organizations operate without registration or approval
- Family engagement liaisons unable to support families due effectively and efficiently to being assigned to other tasks within the school
- Family engagement liaisons not having the designated space and equipment within the schools
- Volunteers not being screened appropriately before serving in any capacity in schools

Fiscal Year 2023-24 Performance Highlights

- Increased effectiveness of Community Schools Strategy by ensuring barriers to student attendance are reduced, strengthening family input and engagement opportunities, leveraging partnerships, and improving overall school culture and climate
- Attendance rates in Community Schools increased by 1.1 percentage points compared to the same period last year
- Truancy rates in Community Schools have decreased by 10 percentage points
- The number of parent resources, programs, and events in Community Schools has increased
- Launched the Family Facing Professionals Leadership Training 2024
- Expanded the Fathers in Action program in a total of 11 schools
- Hosted the 5th Annual School Choice Showcase – providing an opportunity to learn about the district’s vast array of school choices
- Expanded the Families Connect Program to include elementary schools to help parents engage effectively with their assigned schools in English, Spanish, and Arabic
- Hosted a Job and Career Transition fair for high school aged students and families to explore career options, access job opportunities, and develop essential skills for the workforce
- Hosted four Rolling Book Fairs during Family Literacy Nights

Fiscal Year 2024-25 Priorities

- Enhance the quality and diversity of parent resources, programs, and events offered inside of schools to better meet the needs of families
- Expand the Community School Strategy and evaluate and adjust strategies to ensure the holistic development and success of students and families within the community
- Implement targeted interventions to further improve attendance and reduce truancy rates within schools with family engagement liaisons.
- Develop systems and structures to inform and engage families about district strategies and progress through multi-lingual sources and print media
- Continue to strengthen partnerships with community organizations to expand access to resources and services for families
- Involve parents to support district policies
- Provide more specialist support in all district schools through capacity building and support of Parent and Engagement Leaders



ADVANCED PROGRAMS

Mission Statement

Optional Schools and Advanced Academics provides new and innovative theme-based programs in response to community and industry needs. These programs increase educational quality, equity, and access, which sustain and increase enrollment in Memphis Shelby County Schools. Specialized, theme-based programs in 45 Optional Schools enable students to develop their individual gifts and talents in a rigorous, academic environment. Programmatic offerings provide students with opportunities to participate in unique programs such as T-STEM, STEAM, Dual Language Immersion, Global Health Studies, Enriched Academics, College Preparatory, Creative and Performing Arts, International Studies, and Environmental Science. Advanced Academics serves all schools offering Honors, Pre-Advanced Placement, Advanced Placement, Dual Enrollment, Statewide Dual Credit, and International Baccalaureate courses. Advanced Academics serves all schools offering Honors, Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), Dual Enrollment (DE), Statewide Dual Credit (SDC), and International Baccalaureate (IB) courses. The District ensures fidelity of program implementation, provides professional development/specialized support to students, teachers, and school administrators, and analyzes data to assist all schools in making informed decisions regarding the utilization and expansion of these specialized courses. These strategies promote equitable access to advanced courses, enabling students to engage in a continuum of academic growth that prepares them for careers and postsecondary experiences.

Vision

We envision a future where all students are empowered to pursue their unique interests and talents through our wide array of specialized, theme-based programs. Our goal is to expand learning opportunities, ensure equitable access to specialized programs, and uphold high academic standards while nurturing the individual gifts of students. We are also dedicated to ensuring that advanced academics is not just an option but a standard for all, through participation in Honors, Pre-AP, AP, DE, SDC, and/or IB courses across the district. By fostering an environment of academic excellence and innovation, we commit to a legacy of quality, equity, and increased educational access.

Departmental Goals

- Increase enrollment in specialized and advanced courses
- Expand the number of advanced courses offered districtwide (Honors, Pre-AP, AP, Virtual AP, DE, SDC)
- Increase the number of students earning at least one EPSO from advanced academic coursework
- Maintain a 93% Dual Enrollment pass rate
- Increase the percentage of students who earn a 3+ on the AP exam

Major Services Provided

- Provides Optional Schools with strategic planning and support, specialized teachers and teacher training, materials and supplies aligned to program content, and funding for integral field experiences and competitions
- Markets and advertises Optional programs
- Coordinates the Optional application process, ensuring the integrity of the Optional programs
- Provides Honors, Pre-AP, AP, DE, SDC and IB courses that increase the opportunity to complete academically challenging coursework and strengthen students' preparation for postsecondary success
- Supports school leaders in expanding their advanced academic offerings by providing professional development for teachers, monitoring fidelity of programmatic requirements, and providing enrichment and academic opportunities to students



- Collaborates with college and university partners to increase the depth and breadth of offerings to ensure programmatic alignment with postsecondary goals

Issues & Trends

- Leverage the SEM Advancement Act to ensure equitable identification and enrollment into advanced courses
- Significantly increase Early Postsecondary Opportunities (EPSOs): AP, IB, DE, SDC
- Sustain strong optional programs to attract and retain students in MSCS

Fiscal Year 2023-24 Performance Highlights

- EPSO courses are offered at 100% of district-managed high schools
- 100% of district-managed middle and high schools currently offer honors courses
- 16,448 students took at last one Honors course (+1,437 from 22-23); 2,703 students took at least one Pre-AP course (+794 from 22-23); 2,251 students took at least one AP course (+253 from 22-23); 2,886 students took at least one DE course (+682 from 22-23); 183 students took at least one IB course; and 6,422 students took at least one SDC course
- MSCS offers the most Pre-AP sections in the state of TN and is considered a national leader in this work. Pre-AP courses increased by 37% in 2023-24
- 100% of district-managed high schools now offer AP courses districtwide, with a minimum of six Pre-AP/AP courses offered at 96% of schools.
- 46% of students earned a 3 or higher on AP exams in 2022-23, an increase of one percentage point from 2021-22
- The AP Virtual Academy served 12 district-managed high schools, providing synchronous, virtual instruction in six AP courses to increase equitable access to AP courses
- 94% of Dual Enrollment students earned college credit in 2023-24
- All five IB schools maintained IB authorization for 2023-24
- 14 MSCS students were National Merit Semifinalists and 14 were National Merit Finalists
- 12 optional students were certified by the Federal Aviation Administration (FAA) to be drone pilots and four students are working toward their private pilot's license
- Optional students from eight schools earned a total of 234 art awards, including 67 gold keys, 55 silver keys, and 112 honorable mentions in the Regional Mid-South Scholastic Art competition for 2023-24
- Optional students have won numerous STEM, engineering, chess, world language, math, oratorical, science fairs, youth leadership, art, orchestra, debate, and other awards

Fiscal Year 2024-25 Priorities

- Continue to expand access to early postsecondary opportunities (AP, DE, SDC) to meet state requirements
- Leverage pre-EPSO courses, such as Honors and Pre-AP courses, to strengthen the pipeline of prepared students for EPSO courses
- Increase enrollment in advanced academic programs, particularly for underrepresented populations
- Provide effective strategic planning support to the school community, enhancing Optional programs and advanced academics course offerings



- Provide professional development and specialized training, enabling theme-based program teachers, IB teachers, and Honors/Pre-AP/AP teachers to provide high-quality, research-based, cutting-edge classroom learning experiences for students
- Utilize AP Academy and AP Access for All to increase the number of AP courses at every high school.
- Continue to identify potential students for advanced academics coursework earlier and strengthen the pipeline of prepared students for college-level courses
- Continue to collaborate with community, industry, and university partners to strengthen optional programs and ensure alignment with workforce needs

EARLY CHILDHOOD

Mission Statement

To empower children and families to reach their highest potential both academically and socially by creating a cooperative partnership between home and school.

Vision

Memphis Shelby County Schools Early Childhood Program will be ranked #1 in the state in school readiness based on 85% or above mastery on the district's universal screener for kindergarten students who attended a Memphis Shelby County Schools Early Childhood Program.

Department Overview

The Memphis Shelby County Schools Head program is funded to provide services to 5,200 children and their families across Shelby County, Tennessee. In addition to receiving the Head Start Grant, the Division of Early Childhood is also the recipient of Voluntary Pre-K funds for the 2024-2025 school year, as well as First 8 Memphis funding.

These funding sources, as well district funds, make it possible for the district to provide comprehensive services to over 5,200 students annually. By the end of the 2024-2025 school year, the program supported 275 early childhood classrooms and provided three program options for families. Three- and four-year-old children receive services within Head Start Center based classrooms and four-year-old children are in school-based and community center options.

Organizational Beliefs

- The first five years of life are critical to a child's lifelong development of self-regulation, ability to communicate effectively and build lasting positive relationships
- Young children's earliest experiences and environments set the stage for future development and success in school and life
- Families and communities play critical roles in helping children get ready for school
- School readiness is acquired through the participation of families, schools and communities providing environments and experiences that support the physical, social, emotional, language, literacy, and cognitive development of young children
- Early experiences influence brain development, establishing the neural connections that provide the foundation for language, reasoning, problem solving, social skills, behavior, and emotional development



Departmental Goals

- 70% of Pre-K students will be at or above the 50th percentile on the final benchmark of Brigance IED III Academic Skills/Cognitive Development: Literacy & Mathematics.
- Program Goal #2: Social and emotional child outcomes will increase by 25% during the school calendar year. Measurable Objective B: A total of 25% of parents will receive training on social emotional well-being and the effects of trauma during the school calendar year.
- Family satisfaction with comprehensive services and support will be at least 75% during the school calendar year as measured by the Family Survey to include the Parent, Family and Community Engagement seven outcomes. • Measurable Objective A: Family Well Being: At least 75% of our families will benefit by participating in program services and/or activities to address specific needs and/or interests related to: Safety, housing stability, health and mental health, employments and job skills development and financial literacy

Major Services Provided

- Early Learning: To promote children’s readiness for school and beyond. Through planned and spontaneous instruction, relationships with adults, and play, children grow in language and literacy, understanding of early math and science concepts, and social and emotional development
- Health: To provide health and development screenings, nutritious meals, and oral health and mental health support. Programs connect families with medical, dental, and mental health services, and ensure that children are receiving the services they need
- Family well-being: Parents and families are supported in achieving their own goals, such as housing stability, continued education, and financial security. Programs support and strengthen parent-child relationships and engage families around children’s learning and development

Issues & Trends

- Monitoring inappropriate supervision of children being left alone or unsupervised by staff while under teachers’ care
- Violations of the standards of conduct related to inappropriate discipline, maltreatment or endangerment of the health or safety of children, and child abuse
- Compliance and monitoring of daily instructional support and safety strategies to achieve satisfactory compliance with federal, local, and state requirements
- Compliance and monitoring of Early Childhood fiscal and inventory compliance to maintain satisfactory ratings with all federal and state monitoring
- Social and emotional child outcomes increased by 25% during the school calendar year
- 75% of the family surveys were completed which included comprehensive feedback about the Early Childhood program experience
- 85% of families enrolled in the program to participate in the Family Needs Assessment process during the school calendar year as measured by completion of each assessment

Fiscal Year 2023-24 Performance Highlights

- Completed all program instructional assessments
- Provided all documentation to support every Head Start Corrective Action
- Initiated the process to begin the Head Start Designated Renewal System (DRS) application

- Conducted critical analysis to inform Senior Management of necessary policy changes for the new grant fiscal year
- Provided the entire Early Childhood Department with training on Active Supervision, Grant Compliance, and Behavior Management

Fiscal Year 2024-25 Priorities

- To help ensure all classrooms are fully staffed
- To monitor and forecast expenditures and budget balances
- Collaborate internally to understand the new program support processes that align with 2024-25 school year academic expectations
- Continue to monitor grant compliance
- Complete the three cycles of Brigrance Assessments for each classroom
- Complete three cycles of CLASS Assessments twice a year
- Provide training assistance to all departments related to First 8, Head Start, and VPK grant expectations
- Conduct an annual assessment of all supplies, materials, and furniture needs
- Design variations to provide continuing professional education training hours for all teachers, teacher assistants, family engagement specialists, and support staff





OFFICE OF LITERACY

Mission Statement

The Office of Literacy's mission is to increase the literacy skills of all students in Memphis-Shelby County Schools through ensuring opportunities for reading, writing, and speaking about texts in every class, on every campus, every day.

Vision

The vision of the Office of Literacy is a district where every teacher views themselves as a literacy teacher, understanding that literacy is critical to the well-being of all students and their future aspirations.

Departmental Goals

- Complete literacy landscape analysis of district classrooms in August 2024, which will provide valuable information on the amount of time students spent engaged in literacy-based activities
- Ensure district curriculum is implemented with fidelity in all classrooms
- Implement high-impact instructional practices in all classrooms
- Increase the amount of time all students spend reading, writing, and speaking about texts by May 2025
- Increase Literacy Subgroup Performance
- Provide support to K-2 teachers' implementation of Foundational Skills
- Reduce student to adult ratio (K-12)
- Strengthen student and parent knowledge of the foundational tools of literacy through engagement in quarterly parent sessions
- Ensure literacy-rich environments are viable in K-2 classrooms to stimulate all students to participate in authentic language and literacy activities

Major Services Provided

- Supporting teachers and leaders with implementing district-adopted curriculum
- Supporting teachers and leaders with professional learning related to high-impact instructional practices
- Increasing access to literacy resources provided by community partners

Issues & Trends

- Inconsistent implementation of district-adopted curriculum in 2023-2024 school year
- Need clearer focus on instructional priorities that teachers can effectively implement during available instructional time
- Need for increased student engagement in instructional tasks

Fiscal Year 2023-24 Performance Highlights

- Third grade English/Language Arts scores increased by 3 percentage points, with 26.6% meeting or exceeding proficiency
- Fourth grade English/Language Arts scores increased by 1.8 percentage points, with 28.5% meeting or exceeding proficiency
- Overall, 77% of students were not proficient on TCAP/EOC

Fiscal Year 2024-25 Priorities

- Align professional learning, resources, and other district supports to the district-adopted curriculum and high-impact instructional strategies
- Increase the percentage of students actively engaged in standards-aligned, literacy-based tasks during class
- Increase the percentage of students proficient on the TCAP/EOC in English/Language Arts assessment





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CAPITAL PROJECTS FUND



FY2025 District Adopted Budget

This section includes the following information:

- Budget for Capital Projects Fund

ii. CAPITAL PROJECTS FUND

The Capital Projects Fund budget is defined to account for financial resources used for the acquisition or construction of major capital facilities as well as major repairs of existing facilities. The total cost to complete a project is appropriated at the time the individual project is approved by the Shelby County Board of Education and Shelby County Commission.

Memphis-Shelby County Schools ensure that students have the appropriate learning environment to excel by maintaining and repairing 172 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.

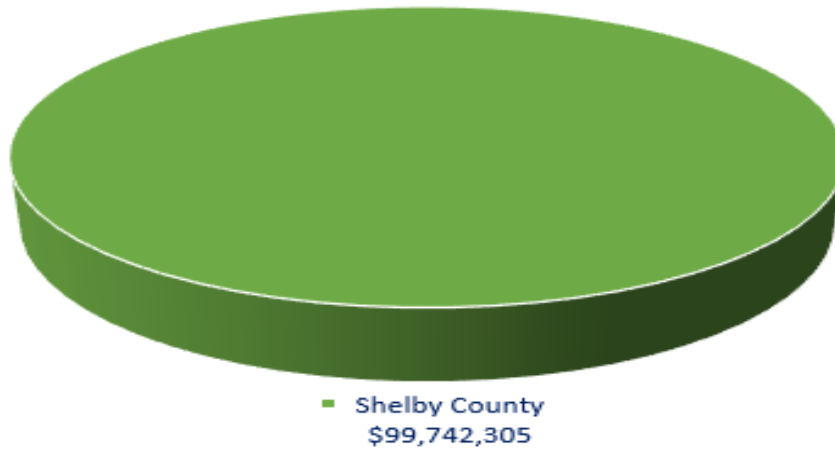
BUDGET FOR CAPITAL PROJECTS FUND

The Capital Projects Fund has various prior year projects that will carry over into fiscal year 2024-25 from fiscal year 2022-23 and fiscal year 2023-24 appropriations. The notable carry forward projects include the New East Region High School and the design of the New Frayser High School.

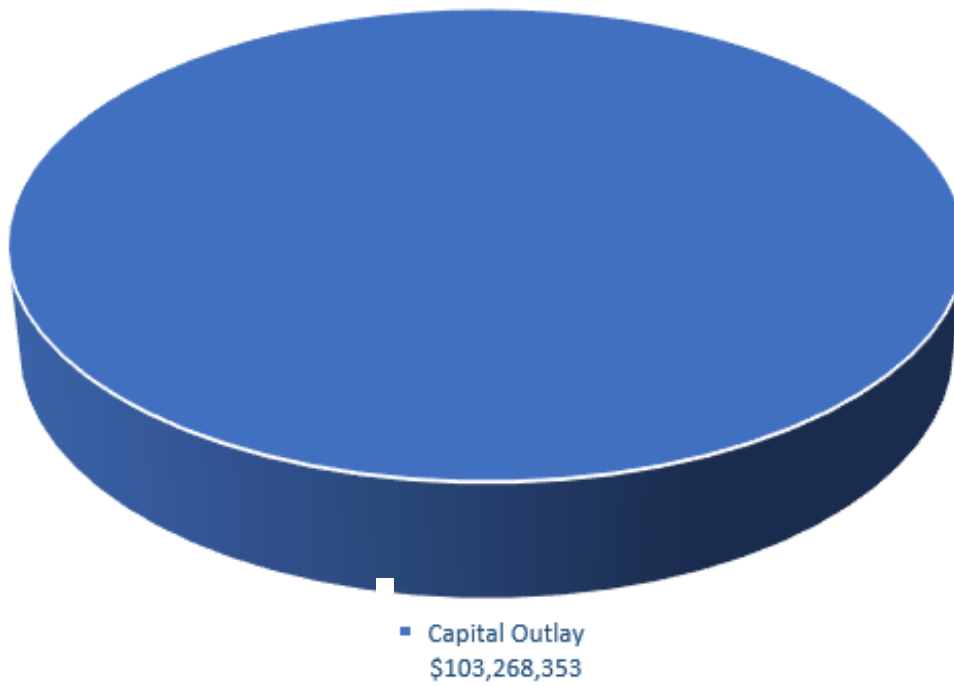




Where the Money Comes From



....and Where the Money Goes





Below is the Adopted Capital Projects Fund Budget by function for fiscal year 2024-25.

**FISCAL YEAR 2024-25
CAPITAL PROJECTS FUND BY FUNCTION**

Fiscal Year 2023-2024	2020-21 Actual	2021-22 Actual	2022-23 Actuals	2023-24 Amended Budget	2024-25 Adopted Budget	Variance	% Change
Revenues							
Shelby County	\$ 48,104,943	\$ 47,009,922	\$ 26,023,815	\$ 73,107,293	\$ 99,742,305	\$ 26,635,012	36.4%
Other Local Sources	1,123,725	1,661,834	1,817,695	-	-	-	0.0%
Total Revenues	\$ 49,228,668	\$ 48,671,756	\$ 27,841,510	\$ 73,107,293	\$ 99,742,305	\$ 26,635,012	36.4%
Expenditures							
Capital Outlay	\$ 49,539,164	\$ 53,159,922	\$ 28,181,591	\$ 78,441,868	\$ 103,268,353	\$ 24,826,485	31.6%
Total Expenditures	\$ 49,539,164	\$ 53,159,922	\$ 28,181,591	\$ 78,441,868	\$ 103,268,353	\$ 24,826,485	31.6%
Excess (deficiency) of revenues over expenditure	(310,496)	(4,488,166)	(340,081)	(5,334,575)	(3,526,048)		
Approved use of Fund balance	310,496	4,488,166	340,081	5,334,575	3,526,048		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		





Below is the Adopted Capital Projects Fund Budget by object for fiscal year 2024-25.

**FISCAL YEAR 2024-25
CAPITAL PROJECTS FUND BY OBJECT**

	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Amended Budget	2024-25 Adopted Budget	Variance	% Change
Revenues							
Shelby County	\$ 48,104,943	\$ 47,009,922	\$ 26,023,815	\$ 73,107,293	\$ 99,742,305	\$ 26,635,012	36.4%
Other Local Sources	1,123,725	1,661,834	1,817,695	-	-	-	0.0%
Total Revenues	\$ 49,228,668	\$ 48,671,756	\$ 27,841,510	\$ 73,107,293	\$ 99,742,305	\$ 26,635,012	36.4%
Expenditures							
Salaries and Benefits	\$ -	\$ 44,958	\$ -	\$ -	\$ -	\$ -	0.0%
Contracted Services	3,290,269	7,875,946	1,790,316	13,735,386	9,988,904	(3,746,482)	-27.3%
Capital Outlay	46,248,895	45,239,019	26,391,275	64,706,482	93,279,449	28,572,967	44.2%
Total Expenditures	\$ 49,539,164	\$ 53,159,922	\$ 28,181,591	\$ 78,441,868	\$ 103,268,353	\$ 24,826,485	31.6%
Excess (deficiency) of revenues over expenditures	(310,496)	(4,488,166)	(340,081)	(5,334,575)	(3,526,048)		
Approved use of Fund balance	310,496	4,488,166	340,081	5,334,575	3,526,048		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		





SUMMARY OF THE CAPITAL PROJECTS FUND BY PROJECT

The following list highlights the estimated start date that begins with design, completion date, and annual project costs for the fiscal year 2024-25 Memphis-Shelby County Schools adopted capital projects.

Project Number:	C771
Project Name:	New Frayser Area High School
Start Date:	August 2021
Estimated Completion Date:	October 2023
Description:	Design Services Only for a new high school campus in the Frayser area
FY24-25 Project Costs:	\$12,286,171
Project Number:	C945
Project Name:	New East Region High School
Start Date:	July 2024
Estimated Completion Date:	August 2026
Description:	Design/ Build Services for New High School
FY24-25 Project Costs:	\$38,802,120.34
Project Name:	Various Locations Intercom Replacement
Start Date:	July 2024
Estimated Completion Date:	June 2025
Description:	Design & Construction Services for Intercom Upgrades
FY24-25 Project Costs:	\$1,561,230
Project Name:	Georgian Hills MS Roof Replacement
Start Date:	July 2024
Estimated Completion Date:	June 2025
Description:	Design/ Build Services for Roof Replacement
FY24-25 Project Costs:	\$1,814,627



Project Name: Bolton HS Roof Replacement
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Design/ Build Services for Roof Replacement
FY24-25 Project Costs: \$4,749,187.50

Project Name: Gragg IT HVAC Improvements
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Design/ Build Services for HVAC Improvements
FY24-25 Project Costs: \$462,083.33

Project Name: Whitehaven HS HVAC Improvements
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Design/ Build Services for HVAC Improvements
FY24-25 Project Costs: \$717,444

Project Name: Overton HS HVAC Improvements
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Design/ Build Services for HVAC Improvements
FY24-25 Project Costs: \$7,660,870

Project Name: Westwood HS Roof Replacement
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Design/ Build Services for Roof Replacement
FY24-25 Project Costs: \$4,375,000



Project Name:	Havenview MS Drainage
Start Date:	July 2024
Estimated Completion Date:	June 2025
Description:	Design/ Build Services for Drainage
FY24-25 Project Costs:	\$150,000
Project Name:	AB Hill ES Roof Replacement
Start Date:	July 2024
Estimated Completion Date:	June 2025
Description:	Design/ Build Services for Roof Replacement
FY24-25 Project Costs:	\$2,555,065
Project Name:	Cherokee ES HVAC Improvements
Start Date:	July 2024
Estimated Completion Date:	June 2025
Description:	Design/ Build Services for HVAC Improvements
FY24-25 Project Costs:	\$3,048,032
Project Name:	Raleigh-Egypt HS HVAC Improvements
Start Date:	July 2024
Estimated Completion Date:	June 2025
Description:	Design/ Build Services for HVAC Improvements
FY24-25 Project Costs:	\$6,702,319
Project Name:	Dexter ES Roof Replacement
Start Date:	July 2024
Estimated Completion Date:	June 2025
Description:	Design/ Build Services for Roof Replacement
FY24-25 Project Costs:	\$4,157,920



Project Name: Robert R Church ES Roof Replacement
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Design/ Build Services for Roof Replacement
FY24-25 Project Costs: \$962,590

Project Name: Treadwell K8 Roof Replacement
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Design/ Build Services for Roof Replacement
FY24-25 Project Costs: \$5,930,220

Project Name: Richland ES Building Envelope
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Design/ Build Services for Roof Replacement
FY24-25 Project Costs: \$333,333.33

Project Name: Bolton HS Athletics
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Outdoor Lighting (softball, baseball, soccer)
FY24-25 Project Costs: \$730,000

Project Name: Bolton HS Electric
Start Date: July 2024
Estimated Completion Date: June 2025
Description: LED Lighting Upgrade-Gym
FY24-25 Project Costs: \$35,000.00



Project Name: Booker T Washington HS Electric
Start Date: July 2024
Estimated Completion Date: June 2025
Description: LED Lighting Upgrade-Gym
FY24-25 Project Costs: \$35,000.00

Project Name: Booker T Washington HS Roof
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Roof Replacement
FY24-25 Project Costs: \$6,496,500.00

Project Name: Booker T Washington HS Windows
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Window Replacement
FY24-25 Project Costs: \$5,431,500.00

Project Name: Cordova HS Athletics
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Outdoor Lighting (softball, baseball, soccer)
FY24-25 Project Costs: \$735,000.00

Project Name: Cordova HS Paving
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Entire Lot
FY24-25 Project Costs: \$1,000,000.00



Project Name: Cordova MS Paving
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Entire Lot
FY24-25 Project Costs: \$600,000.00

Project Name: Craigmont HS Electric
Start Date: July 2024
Estimated Completion Date: June 2025
Description: LED Lighting Upgrade-Gym
FY24-25 Project Costs: \$35,000.00

Project Name: Craigmont MS Electric
Start Date: July 2024
Estimated Completion Date: June 2025
Description: LED Lighting Upgrade-Gym
FY24-25 Project Costs: \$35,000.00

Project Name: Cromwell ES HVAC
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Replace Chiller, Boiler, Pumps, RTU, UV, Controls
FY24-25 Project Costs: \$3,165,000.00

Project Name: Crump Stadium Athletics
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Track resurfacing
FY24-25 Project Costs: \$600,000.00



Project Name: Dunbar ES Windows
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Window Replacement
FY24-25 Project Costs: \$2,343,000.00

Project Name: East HS Windows
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Window Replacement
FY24-25 Project Costs: \$6,390,000.00

Project Name: Egypt ES HVAC
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Replace Chiller, Boiler, UV, RTU, Pumps, Controls
FY24-25 Project Costs: \$5,802,500.00

Project Name: Ford Road ES HVAC
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Chiller(2), CT(2), Boiler(2), RTU, Controls
FY24-25 Project Costs: \$2,110,000.00

Project Name: Fox Meadows ES Roof
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Roof Replacement
FY24-25 Project Costs: \$3,195,000.00



Project Name: Fraysier-Corning ES Foundation
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Repair NW Exterior Stairwell
FY24-25 Project Costs: \$315,000.00

Project Name: Geeter K8 Roof
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Roof Replacement
FY24-25 Project Costs: \$2,662,500.00

Project Name: Georgian Hills MS Electric
Start Date: July 2024
Estimated Completion Date: June 2025
Description: LED Lighting Upgrade-Gym
FY24-25 Project Costs: \$35,000.00

Project Name: Germantown HS Fire/Life Safety
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Replace Fire Detection System
FY24-25 Project Costs: \$1,500,000.00

Project Name: Gordon Alternative HVAC
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Water cooled chiller, CT, Boiler, Pumps, Controls
FY24-25 Project Costs: \$1,371,500.00



Project Name: Grandview MS Roof
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Roof Replacement
FY24-25 Project Costs: \$2,236,500.00

Project Name: Hollywood Admin. Fire/Life Safety
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Replace Fire Detection System
FY24-25 Project Costs: \$600,000.00

Project Name: Holmes Rd. ES HVAC
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Replace Chiller, Boiler, Cooling Tower and Pumps, Controls
FY24-25 Project Costs: \$1,688,000.00

Project Name: Idlewild ES Plumbing
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Reroute Sewer Line to Gym
FY24-25 Project Costs: \$319,500.00

Project Name: Invictus Academy (Airways) Windows
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Window Replacement
FY24-25 Project Costs: \$5,112,000.00



Project Name: Kingsbury HS HVAC
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Replace SCUVs, Chiller, AHU, RTU, Controls
FY24-25 Project Costs: \$5,169,500.00

Project Name: Kingsbury MS/HS Athletics
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Outdoor Lighting (softball, baseball, soccer)
FY24-25 Project Costs: \$300,000.00

Project Name: Kingsbury MS/HS Plumbing
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Replace Gas Line
FY24-25 Project Costs: \$3,500,000.00

Project Name: Kirby HS Electric
Start Date: July 2024
Estimated Completion Date: June 2025
Description: LED Lighting Upgrade-Gym
FY24-25 Project Costs: \$35,000.00

Project Name: Norris Achievement Academy HVAC
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Replace Chiller and Controls
FY24-25 Project Costs: \$263,750.00



Project Name: Norris Achievement Academy Windows
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Window Replacement
FY24-25 Project Costs: \$1,917,000.00

Project Name: Oakshire ES HVAC
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Chiller(2), Boiler(2), Pumps, UV, Controls
FY24-25 Project Costs: \$5,802,500.00

Project Name: Overton HS Paving
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Entire Lot
FY24-25 Project Costs: \$600,000.00

Project Name: Raileigh Egypt MS HVAC
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Replace Chiller, CT, Controls
FY24-25 Project Costs: \$1,582,500.00

Project Name: Raleigh Bartlett ES Roof
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Roof Replacement
FY24-25 Project Costs: \$1,065,000.00



Project Name: Ridgeway HS Electric
Start Date: July 2024
Estimated Completion Date: June 2025
Description: LED Lighting Upgrade-Gym
FY24-25 Project Costs: \$35,000.00

Project Name: Ridgeway HS Paving
Start Date: July 2024
Estimated Completion Date: June 2025
Description: 60% of Lot
FY24-25 Project Costs: \$600,000.00

Project Name: Rozelle ES Foundation
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Repair Lower Floor Walls (east end)
FY24-25 Project Costs: \$157,500.00

Project Name: Shady Grove PK Roof
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Roof Replacement
FY24-25 Project Costs: \$1,065,000.00

Project Name: Sheffield HS Fire/Life Safety
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Replace Fire Detection System
FY24-25 Project Costs: \$700,000.00



Project Name: Sheffield HS Roof
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Roof Replacement
FY24-25 Project Costs: \$6,922,500.00

Project Name: Sherwood MS Foundation
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Repair Library Wing Walls
FY24-25 Project Costs: \$525,000.00

Project Name: Shrine School HVAC
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Replace Boilers, Pumps, Chillers, Controls
FY24-25 Project Costs: \$844,000.00

Project Name: Snowden K8 Paving
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Entire Lot
FY24-25 Project Costs: \$200,000.00

Project Name: Southwind HS Athletics
Start Date: July 2024
Estimated Completion Date: June 2025
Description: Outdoor Lighting (softball, baseball, soccer)
FY24-25 Project Costs: \$735,000.00



Project Name: Southwind HS Electric

Start Date: July 2024

Estimated Completion Date: June 2025

Description: LED Lighting Upgrade-Gym

FY24-25 Project Costs: \$35,000.00

Project Name: Springdale ES HVAC

Start Date: July 2024

Estimated Completion Date: June 2025

Description: UV, RTU, AHU, Boiler, Pump, Chiller, Controls

FY24-25 Project Costs: \$8,440,000.00

Project Name: TLA Admin Roof

Start Date: July 2024

Estimated Completion Date: June 2025

Description: Roof Replacement

FY24-25 Project Costs: \$1,597,500.00

Project Name: White Station HS Electric

Start Date: July 2024

Estimated Completion Date: June 2025

Description: LED Lighting Upgrade-Gym

FY24-25 Project Costs: \$35,000.00

Project Name: Wooddale HS Electric

Start Date: July 2024

Estimated Completion Date: June 2025

Description: LED Lighting Upgrade-Gym

FY24-25 Project Costs: \$35,000.00



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SPECIAL REVENUE FUND



FY 2025 District Adopted Budget



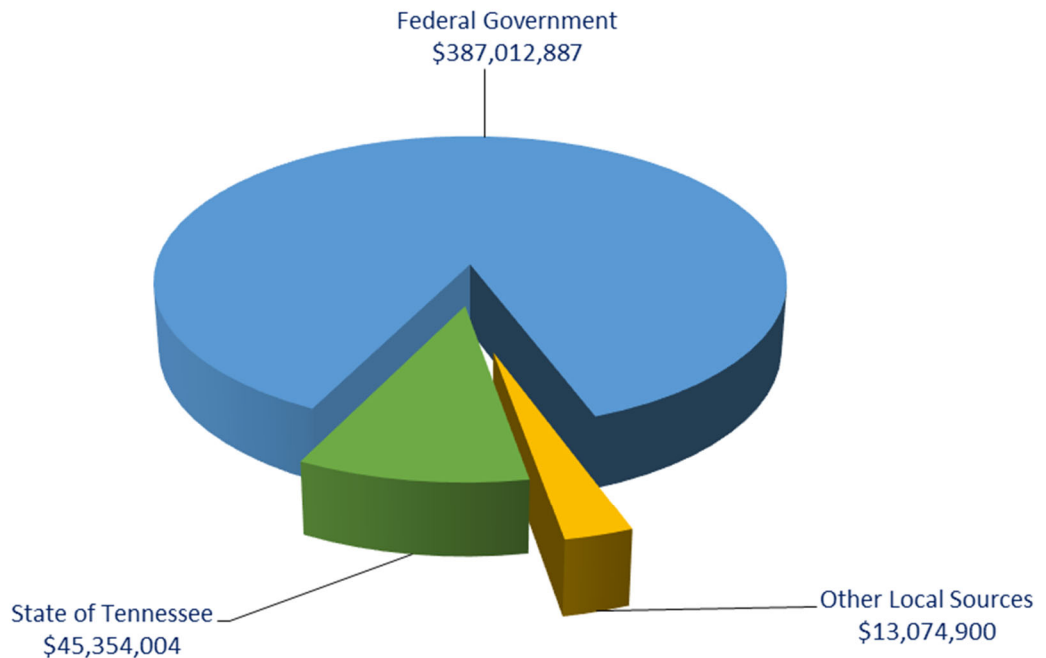
This section includes the following information for Special Revenue Funds:

- 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)

iii. SPECIAL REVENUE FUNDS

2024-25 SPECIAL REVENUE FUNDS

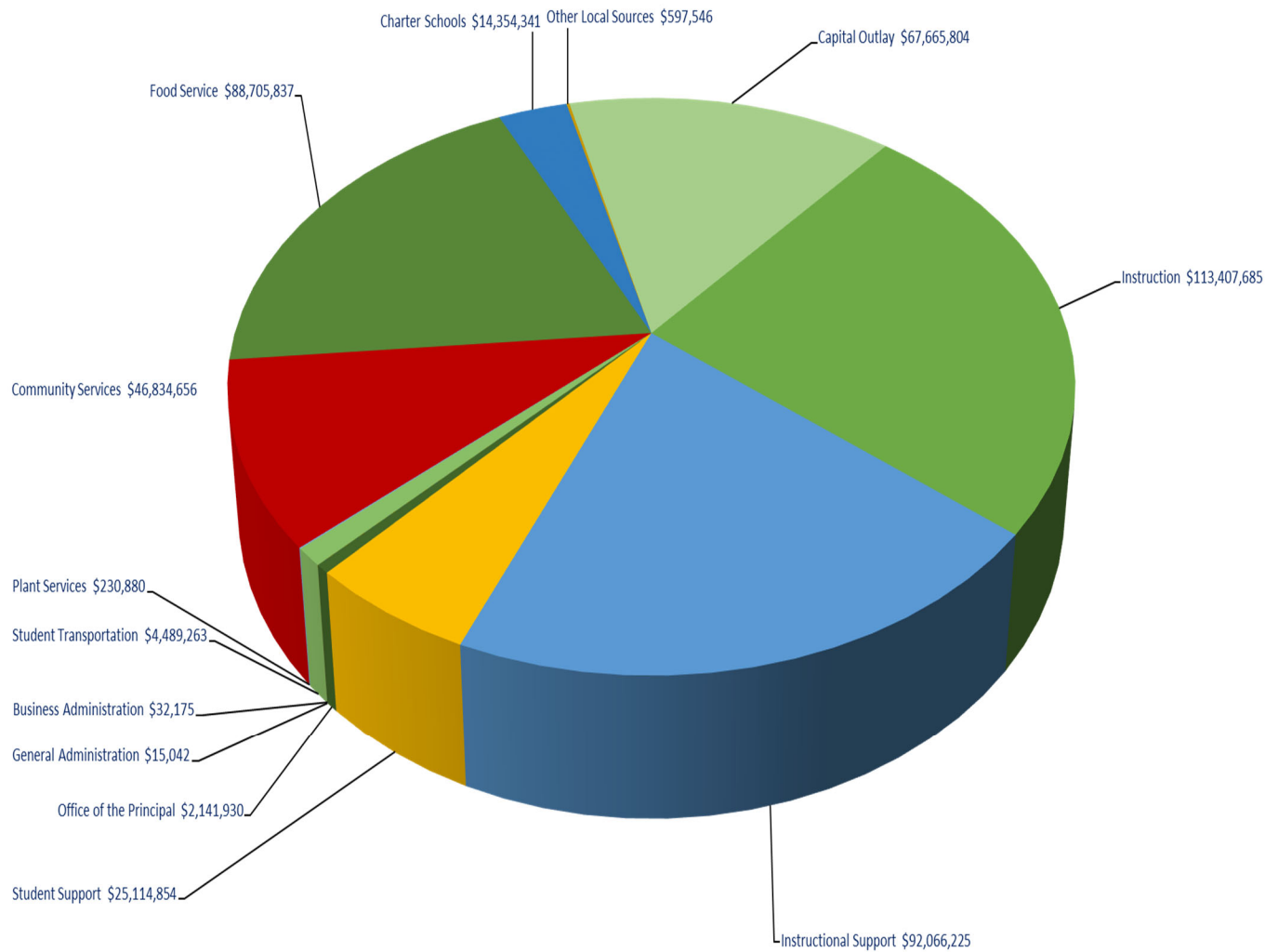
Revenues





2024-25 SPECIAL REVENUE FUNDS

Expenditures





**SPECIAL REVENUE FUNDS BY FUNCTION
FISCAL YEAR 2024-25 BUDGET
With Comparative Information for Fiscal Years 2020-21 through 2024-25**

	2020-2021 Actual	2021-2022 Actual	2022-2023 Actual	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance	% Change
Revenues							
State of Tennessee	\$ 11,002,591	\$ 10,976,009	\$ 10,003,897	\$ 54,062,402	\$ 45,354,004	\$ (8,708,398)	-16.1%
Federal Government	256,032,855	440,713,237	543,916,098	597,070,101	387,012,887	(210,057,214)	-35.2%
Other Local Sources	7,469,047	9,851,654	20,990,118	13,036,957	13,074,900	37,943	0.3%
Total Revenues	\$ 274,504,493	\$ 461,540,901	\$ 574,910,114	\$ 664,169,460	\$ 445,441,791	\$ (218,727,669)	-32.9%
Expenditures							
Instruction	\$ 100,715,134	\$ 151,229,688	\$ 210,481,627	\$ 241,229,784	\$ 113,407,685	\$ (127,822,099)	-53.0%
Instructional Support	43,094,676	72,250,386	84,973,245	145,514,171	92,066,225	(53,447,946)	-36.7%
Student Support	11,484,959	43,453,458	35,592,364	49,886,239	25,114,854	(24,771,385)	-49.7%
Office of the Principal	369,611	-	1,130,756	4,526,664	2,141,930	(2,384,734)	-52.7%
General Administration	75,000	114,860	-	43,400	15,042	(28,358)	-65.3%
Business Administration	-	719,752	768,743	3,117,630	32,175	(3,085,455)	-99.0%
Student Transportation	1,923,932	5,522,130	870,275	7,574,507	4,489,263	(3,085,244)	-40.7%
Plant Services	197,526	775,694	604,997	1,952,872	230,880	(1,721,992)	-88.2%
Charter Schools	3,931,156	16,382,165	-	26,892,988	14,354,341	(12,538,647)	-46.6%
Community Services	46,914,858	39,934,712	44,144,417	55,251,936	46,834,656	(8,417,280)	-15.2%
Food Service	57,215,439	70,783,084	78,877,515	89,238,837	88,705,837	(533,000)	-0.6%
Other Local Sources	-	-	4,216,391	552,286	597,546	45,260	8.2%
Capital Outlay	25,511,940	44,596,394	118,004,400	48,479,468	67,665,804	19,186,336	39.6%
Total Expenditures	\$ 291,434,233	\$ 445,762,323	\$ 579,664,731	\$ 674,260,779	\$ 455,656,239	\$ (218,604,543)	-32.4%
Excess (deficiency) of revenues	\$ (16,929,740)	\$ 15,778,578	\$ (4,754,617)	\$ (10,091,319)	\$ (10,214,449)		
Approved use of fund balance	16,929,740	(15,427,743)	4,754,617	10,091,319	10,214,449		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		



**SPECIAL REVENUE FUNDS BY OBJECT
FISCAL YEAR 2024-25 BUDGET
With Comparative Information for Fiscal Years 2020-21 through 2024-25**

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Variance	% Change
	Actual	Actual	Actual	Amended Budget	Adopted Budget		
Revenues							
State of Tennessee	\$ 11,002,591	\$ 10,976,009	\$ 10,003,897	\$ 54,062,402	\$ 45,354,004	\$ (8,708,398)	-16.1%
Federal Government	256,032,855	440,713,237	543,916,098	597,070,101	387,012,887	(210,057,214)	-35.2%
Other Local Sources	7,469,047	9,851,654	20,990,118	13,036,957	13,074,900	37,943	0.3%
Total Revenues	\$ 274,504,493	\$ 461,540,901	\$ 574,910,114	\$ 664,169,460	\$ 445,441,791	\$ (218,727,669)	-32.9%
Expenditures							
Salaries and Benefits	\$ 120,134,767	\$ 178,875,911	\$ 213,911,853	\$ 287,995,287	\$ 182,942,175	\$ (105,053,112)	-36.5%
Contracted Services	66,433,958	91,185,826	98,194,496	160,172,716	86,482,019	(73,690,697)	-46.0%
Supplies and Materials	43,053,006	79,008,689	79,092,415	87,407,648	57,148,792	(30,258,856)	-34.6%
Capital Outlay	51,650,697	74,978,769	155,213,092	93,759,287	103,265,454	9,506,167	10.1%
Leases	-	-	4,216,391	561,484	597,546	36,062	6.4%
Other Charges	10,161,805	22,063,963	29,036,484	44,364,357	25,220,252	(19,144,105)	-43.2%
Total Expenditures	\$ 291,434,233	\$ 446,113,158	\$ 579,664,731	\$ 674,260,779	\$ 455,656,239	\$ (218,604,543)	-32.4%
Excess (deficiency) of revenues	\$ (16,929,740)	\$ 15,427,743	\$ (4,754,617)	\$ (10,091,319)	\$ (10,214,449)		
Approved use of fund balance	16,929,740	(15,427,743)	4,754,617	10,091,319	10,214,449		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		





**SPECIAL REVENUE FUNDS BY FUNCTION
FISCAL YEAR 2024-25 BUDGET**

	Non-Federal Programs	Food Services	Federal Programs	Total Special Revenue
Revenues				
State of Tennessee	\$ 44,894,004	\$ 460,000	\$ -	\$ 45,354,004
Federal Government	-	76,468,179	310,544,708	387,012,887
Other local sources	11,204,258	1,870,642	-	13,074,900
Total Revenues	\$ 56,098,262	\$ 78,798,821	\$ 310,544,708	\$ 445,441,791
Expenditures				
Instruction	\$ 25,518,101	\$ -	\$ 87,889,585	\$ 113,407,685
Instructional Support	2,287,539	-	89,778,687	92,066,225
Student Support	5,143,816	-	19,971,038	25,114,854
Office of the Principial	-	-	2,141,930	2,141,930
General Administration	15,042	-	-	15,042
Business Administration	-	-	32,175	32,175
Student Transportation	902	-	4,488,361	4,489,263
Plant Services	230,880	-	-	230,880
Community Service	18,081,099	-	28,753,557	46,834,656
Charter Schools	885,374	-	13,468,967	14,354,341
Food Service	-	88,705,837	-	88,705,837
Capital Outlay	4,242,943	-	63,422,861	67,665,804
Other Local Services	-	-	597,546	597,546
Total Expenditures	\$ 56,405,694	\$ 88,705,837	\$ 310,544,708	\$ 455,656,239
Excess (deficiency) of revenues over expenditures	(307,432)	(9,907,016)	-	(10,214,449)
Approved use of fund balance	307,432	9,907,016	-	10,214,449
Net Change	\$ -	\$ -	\$ -	\$ -



**ALL SPECIAL REVENUE FUNDS BY OBJECT
FISCAL YEAR 2024-25 BUDGET**

	<u>Non-Federal Programs</u>	<u>Food Services</u>	<u>Federal Programs</u>	<u>Total Special Revenue</u>
Revenues				
State of Tennessee	\$ 44,894,004	\$ 460,000	\$ -	\$ 45,354,004
Federal Government	-	76,468,179	310,544,708	387,012,887
Other Local Sources	11,204,258	1,870,642	-	13,074,900
Total Revenues	\$ 56,098,262	\$ 78,798,821	\$ 310,544,708	\$ 445,441,791
Expenditures				
Salaries and Benefits	\$ 17,002,280	\$ 44,140,617	\$ 121,799,278	\$ 182,942,175
Contracted Services	18,324,116	1,471,223	66,686,680	86,482,019
Supplies and Materials	3,677,995	34,996,625	18,474,172	57,148,792
Capital Outlay	14,181,363	5,939,340	83,144,751	103,265,454
Leases	-	-	597,546	597,546
Other Charges	3,219,940	2,158,032	19,842,280	25,220,252
Total Expenditures	\$ 56,405,694	\$ 88,705,837	\$ 310,544,708	\$ 455,656,239
Excess (deficiency) of revenues	\$ (307,432)	\$ (9,907,016)	\$ -	\$ (10,214,449)
Approved use of fund balance	307,432	9,907,016	-	10,214,449
Net Change	\$ -	\$ -	\$ -	\$ -



**SPECIAL REVENUE FUNDS
CATEGORICALLY AIDED BY FUNCTION
FISCAL YEAR 2024-25 BUDGET**

	Non-Federal Programs	Federal Programs	Total Categorically- Aided Funds
Revenues			
State of Tennessee	\$ 44,894,004	\$ 460,000	\$ 45,354,004
Federal Government	-	387,012,887	387,012,887
Other Local Sources	11,204,258	1,870,642	13,074,900
Total Revenues	\$ 56,098,262	\$ 389,343,529	\$ 445,441,791
Expenditures			
Instruction	\$ 25,518,101	\$ 87,889,585	\$ 113,407,685
Instructional Support	2,287,539	89,778,687	92,066,225
Student Support	5,143,816	19,971,038	25,114,854
Office of the Principial	-	2,141,930	2,141,930
General Administration	15,042	-	15,042
Business Administration	-	32,175	32,175
Student Transportation	902	4,488,361	4,489,263
Plant Services	230,880	-	230,880
Community Service	18,081,099	28,753,557	46,834,656
Charter Schools	885,374	13,468,967	14,354,341
Food Service	-	88,705,837	88,705,837
Capital Outlay	4,242,943	63,422,861	67,665,804
OtherLocal Sources	-	597,546	597,546
Total Expenditures	\$ 56,405,694	\$ 399,250,545	\$ 455,656,239
Excess (deficiency) of revenues	\$ (307,432)	\$ (9,907,016)	\$ (10,214,449)
Approved use of fund balance	307,432	9,907,016	10,214,449
Net Change	\$ -	\$ -	\$ -



**SPECIAL REVENUE FUNDS
CATEGORICALLY AIDED BY OBJECT
FISCAL YEAR 2024-25 BUDGET**

	Non-Federal Programs	Federal Programs	Total Categorically- Aided Funds
Revenues			
State of Tennessee	\$ 44,894,004	\$ 460,000	\$ 45,354,004
Federal Government	-	387,012,887	387,012,887
Other Local Sources	11,204,258	1,870,642	13,074,900
Total Revenues	\$ 56,098,262	\$ 389,343,529	\$ 445,441,791
Expenditures			
Salaries and Benefits	\$ 17,002,280	\$ 165,939,895	\$ 182,942,175
Contracted Services	18,324,116	68,157,903	86,482,019
Supplies and Materials	3,677,995	53,470,797	57,148,792
Capital Outlay	14,181,363	89,084,091	103,265,454
Leases	-	597,546	597,546
Other Charges	3,219,940	22,000,312	25,220,252
Total Expenditures	\$ 56,405,694	\$ 399,250,545	\$ 455,656,239
Excess (deficiency) of revenues	\$ (307,432)	\$ (9,907,016)	\$ (10,214,449)
Approved use of fund balance	307,432	9,907,016	10,214,449
Net Change	\$ -	\$ -	\$ -



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FEDERAL PROGRAMS



FY2025 District Adopted Budget



FEDERAL PROGRAMS

This section includes the following information:

- I. Needs of Memphis-Shelby County Schools Students
 - a. Poverty
 - b. Special Learning Needs
- II. Budget Summary of the Federal Programs Fund
- III. Summary of Major Federal Grants

Memphis-Shelby County Schools provides quality educational learning opportunities to a population of students who often face significant challenges such as intergenerational poverty, inner city violence, and limited access to basic life necessities. The needs of our students have continued to grow. Federal grants provide additional resources to minimize the impact of the many hurdles our students face on their journey towards academic achievement. In general, federal grants are not provided to supplant academic services funded by local and state funds. Instead, they are used to supplement current academic services.

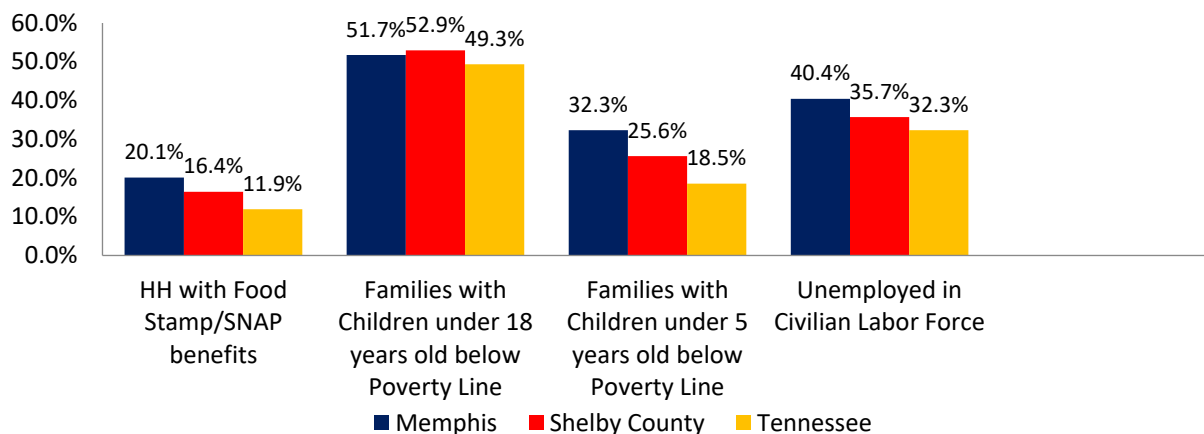
I. NEEDS OF MEMPHIS-SHELBY COUNTY SCHOOLS STUDENTS

Most of the District’s federal grants are dedicated to the provision of additional support to students who live in poverty and have special learning needs. This section highlights the obstacles that our families and students must overcome to reach their full academic potential.

a. Poverty

Memphis-Shelby County Schools serves some of the most vulnerable students in the State. Nearly 80% of all MSCS students live within the city of Memphis, which is one of the poorest major US metropolitan cities. According to the latest US Census estimates, over 50% of the children under 18 years old in Memphis lived below the poverty line in 2021.

In the chart below, several socio-economic measures showcase higher levels of poverty in Shelby County and Memphis relative to that of Tennessee.



Source: 2021 Estimates from US Census Bureau, 2021 American Community Survey



Specifically, almost one-quarter of households in Memphis and a fifth of households in Shelby County relied on the Supplemental Nutrition Assistance Program (SNAP) benefits in 2021. Also, a third of families with children under 5 years old lived below the poverty line. Unemployment in Memphis and Shelby County outpaced that of Tennessee in 2021. TN Department of Education (TDOE) has redefined ‘economically disadvantaged’ to differentiate needs, particularly under the Community Eligibility Provision. Previously, the term ‘economically disadvantaged’ was defined as students from families who met the eligibility requirements for free or reduced school meals. In school year 2016-17, the definition changed to reflect students who are direct-certified to receive free lunches based on their families receiving certain government assistance. 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.

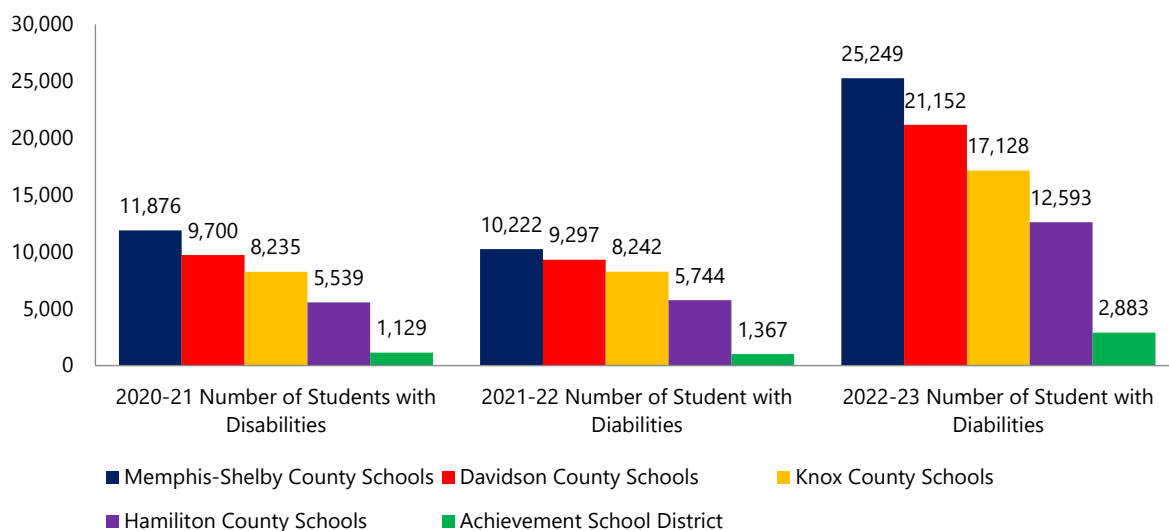
b. Special Learning Needs

Our students arrive at our schools with different needs. On a daily basis, Memphis-Shelby County Schools serves students who have physical, emotional, mental, and behavioral disabilities; students who speak English as a second language, and younger students who lack the wraparound services and academic support to establish a strong educational foundation.

c. Students with Disabilities

Memphis-Shelby County Schools provides a quality education to all students, regardless of socio-economic status, race, ethnicity, nationality, and disability. Each child with a disability must have an Individualized Education Plan (IEP) to ensure that their unique needs are being met. Specifically, an IEP is a legal document that outlines the child’s learning needs, the services that the district will provide, and how progress will be measured.

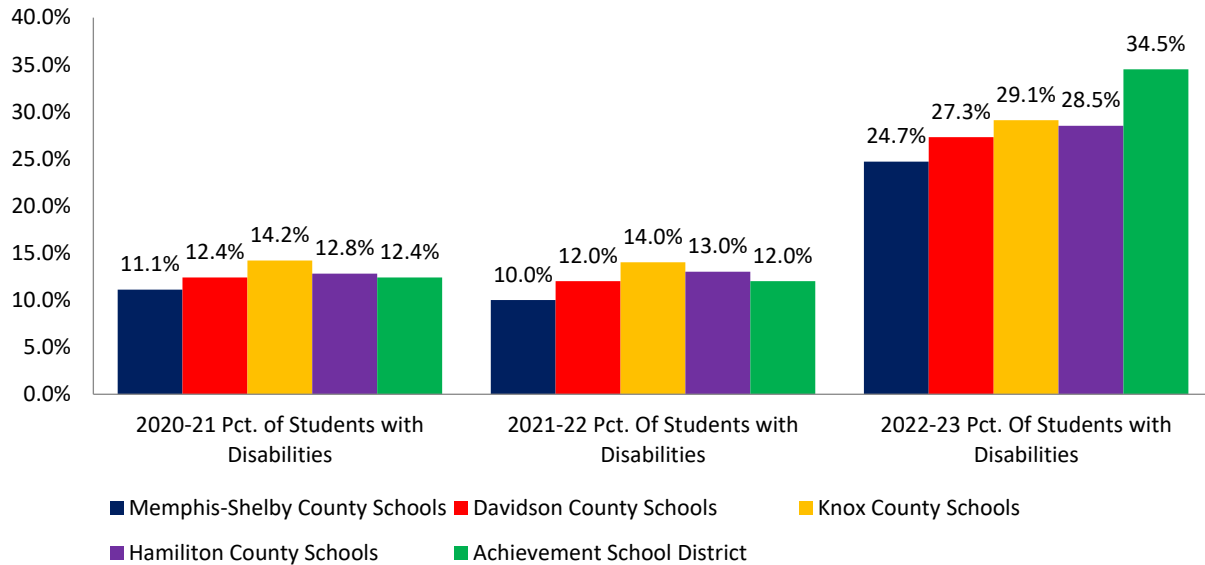
The District served approximately 25,249 students with disabilities in the school year 2022-23, which was 15,027 more than that in school year 2021-22. This is the largest number of students with disabilities among the large urban school districts in Tennessee, which is illustrated in the below chart.



*Data Source: State Report Card, School Years 2020-21, 2021-22, and 2022-23.
 URL: <https://tdepublicschools.ondemand.sas.com/districts>



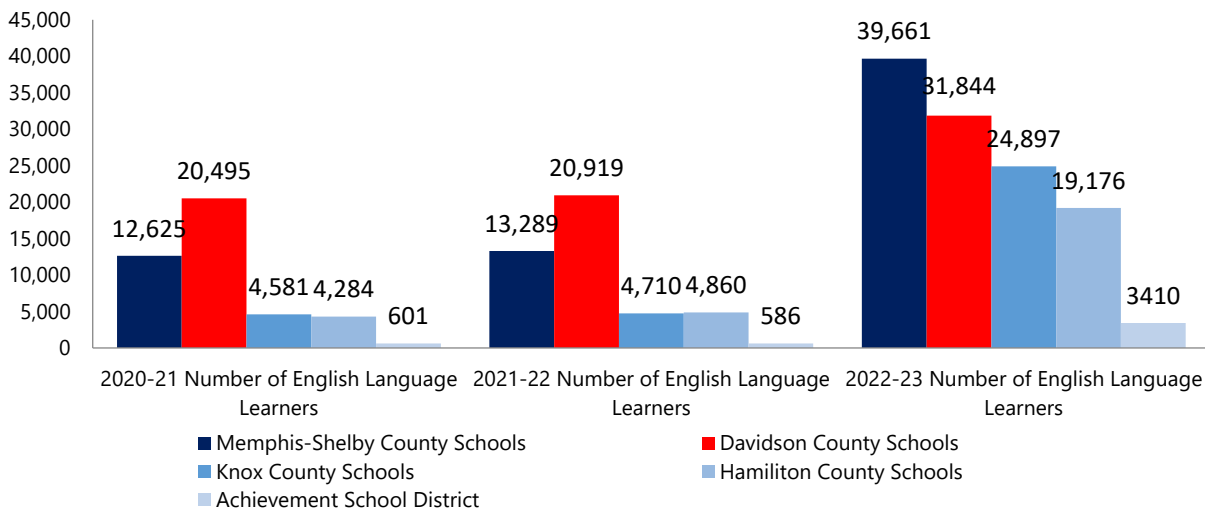
On a relative basis, slightly 25% of the District’s student population had at least one disability in school year 2022-23. In the chart below, Memphis-Shelby County Schools serves a similar population of students with disabilities as compared to other major school districts across the state.



*Data Source: State Report Card, School Years 2020-21, 2021-22, and 2022-23.
 URL: <https://tdepublicschools.ondemand.sas.com/districts>

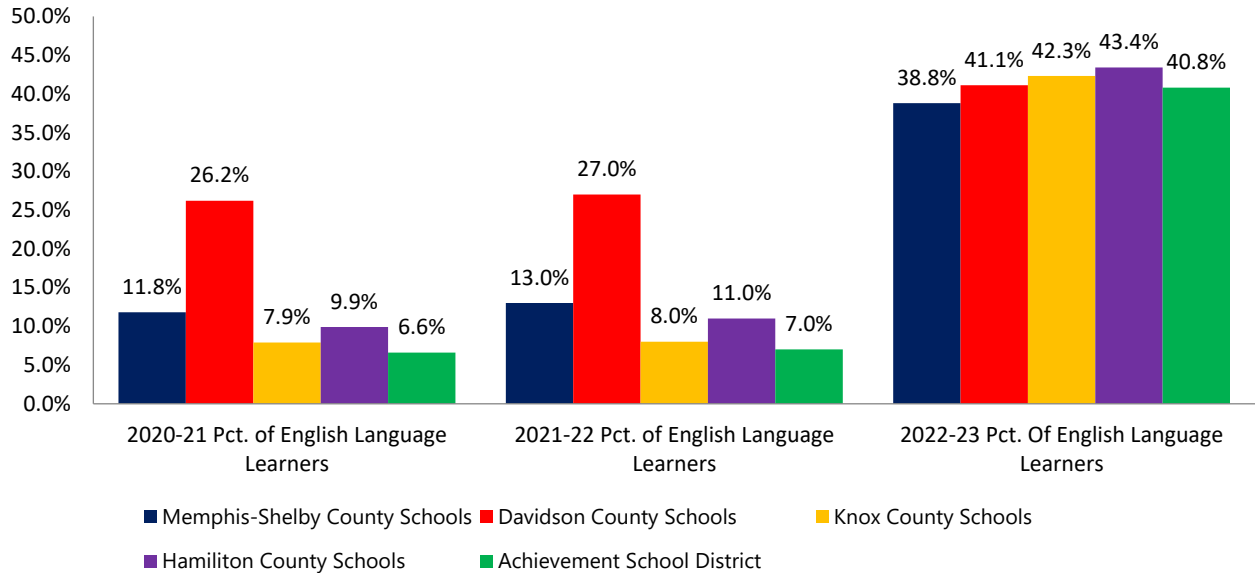
English Language Learners

In school year 2022-23, Memphis-Shelby County Schools had nearly 39,661 English Language Learners, which is 26,372 students more than that in the previous school year. Memphis-Shelby County Schools had the largest share of English Language Learners (ELL) among the large urban school districts in Tennessee. Fifty languages were represented among these students.



*Data Source: State Report Card, School Years 2020-21, 2021-22, and 2022-23.
 URL: <https://tdepublicschools.ondemand.sas.com/districts>

The relative share of ELL students continued to grow, standing at 38.8% in school year 2022-23. MSCS continues to invest in the ELL program to maintain a 1:35 teacher-to-student ratio and to provide sufficient program capacity.



*Data Source: State Report Card, School Years 2020-21, 2021-22, and 2022-23.
 URL: <https://tdepublicschools.ondemand.sas.com/districts>

Early Childhood Intervention

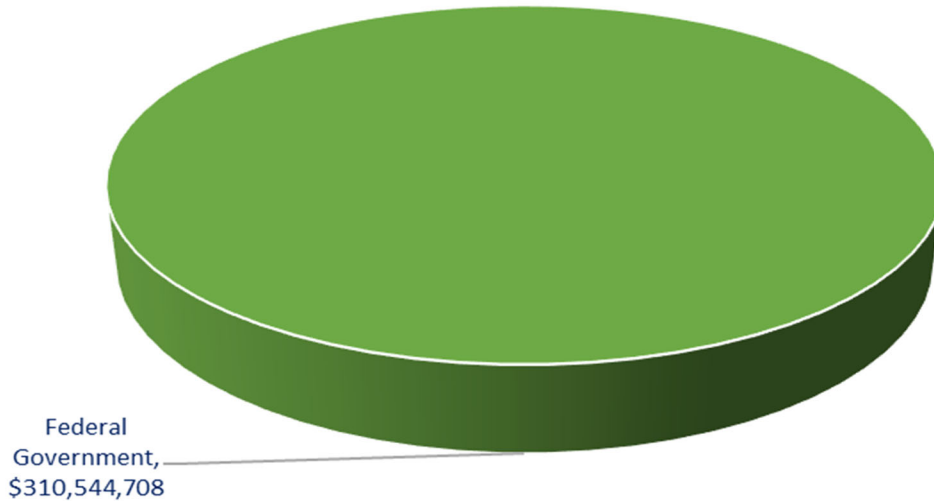
Early learning and early literacy are critical for a child’s long-term success. In a 2011 study, children who do not read on grade level by 3rd grade are four times more likely to not have a high school diploma by age 19. Also, 3rd grade reading proficiency is a stronger predictor of high school dropouts than poverty. Hence, when a low-income student can read by 3rd grade, the student has approximately a 90% chance of graduating from high school.



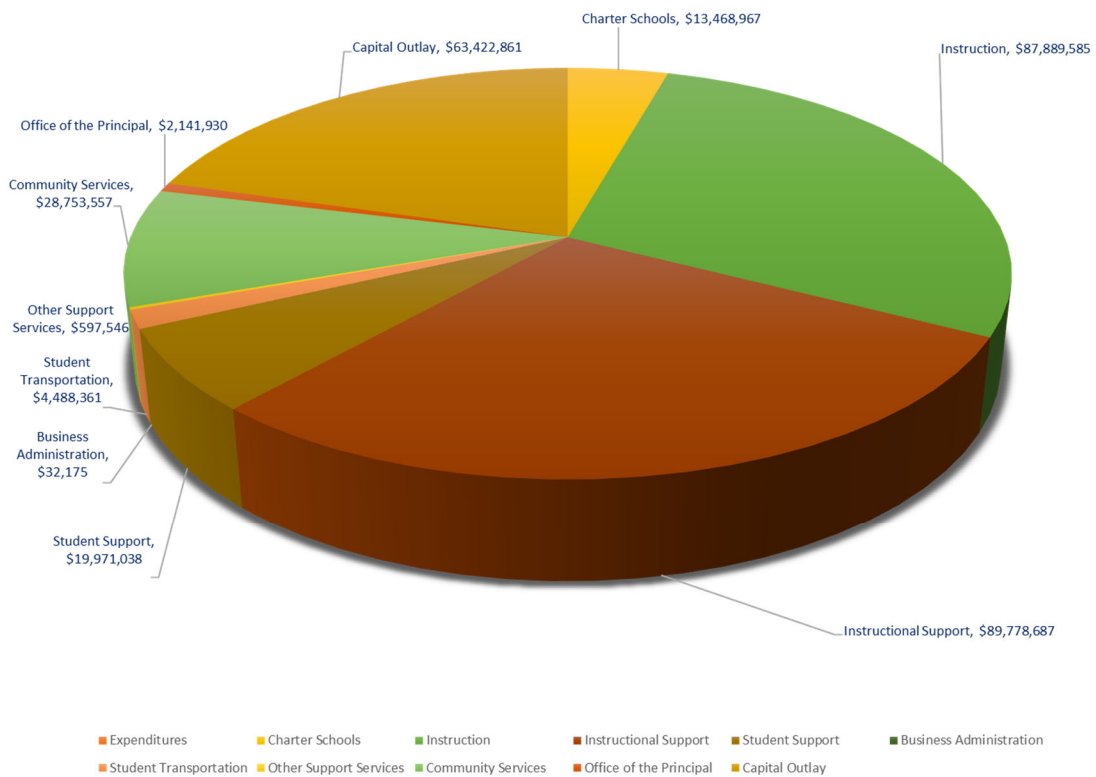


II. BUDGET SUMMARY OF THE FEDERAL PROGRAMS FUND

Where the Money Comes From ...



...And Where the Money Goes





The financial statement below represents the Adopted Federal Programs Fund budget by state function.

	2020-2021 Actual	2021-2022 Actual	2022-2023 Actual	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance	% Change
Revenues							
Federal Government	\$ 211,348,588	\$ 356,782,688	\$ 474,031,893	\$ 520,096,944	\$ 310,544,708	\$ (209,552,236)	-40.3%
Other local sources	-	-	9,490,460	-	-	-	0.0%
Total Revenues	\$ 211,348,588	\$ 356,782,688	\$ 483,522,353	\$ 520,096,944	\$ 310,544,708	\$ (209,552,236)	-40.3%
Expenditures							
Instruction	\$ 99,825,739	\$ 150,411,851	\$ 209,878,252	\$ 210,520,115	\$ 87,889,585	\$ (122,630,530)	-58.3%
Instructional Support	42,576,863	72,246,684	84,704,866	142,616,687	89,778,687	(52,838,001)	-37.0%
Student Support	11,359,686	43,095,451	34,796,712	41,847,319	19,971,038	(21,876,281)	-52.3%
Business Administration	-	719,752	742,142	3,094,230	32,175	(3,062,056)	-99.0%
General Administration	-	-	-	43,400	-	(43,400)	-100.0%
Other Support Services	-	-	-	-	597,546	597,546	100.0%
Student Transportation	1,923,932	5,522,130	870,275	7,566,795	4,488,361	(3,078,433)	-40.7%
Plant Services	-	529,375	584,064	1,746,410	-	(1,746,410)	-100.0%
Charter Schools	3,931,156	16,382,165	-	25,935,121	13,468,967	(12,466,155)	-48.1%
Community Services	25,849,660	23,278,886	28,604,685	37,568,449	28,753,557	(8,814,892)	-23.5%
Office of the Principal	369,611	-	1,130,756	4,526,664	2,141,930	(2,384,734)	-52.7%
Capital Outlay	25,511,940	44,596,394	118,004,400	44,079,468	63,422,861	19,343,393	43.9%
Other Debt Services	-	-	4,206,201	552,286	-	(552,286)	-100.0%
Total Expenditures	\$ 211,348,588	\$ 356,782,688	\$ 483,522,353	\$ 520,096,944	\$ 310,544,708	\$ (209,552,236)	-40.3%

The Federal Programs Fund budget includes several major federal grants such as Title I, IDEA Part B (Individuals with Disabilities Education Act), Head Start, and Carl Perkins. Title I fund’s aim to bridge the gap between low-income students and other students by providing each child with fair and equal opportunities to achieve an exceptional education. IDEA ensures students living with disabilities receive a free appropriate public education. Head Start is a comprehensive program designed to foster the healthy development of young children. To address the impact of COVID-19, Congress has provided financial support for districts through the Elementary and Secondary School Emergency Relief (ESSER) Fund. Districts have the flexibility to use the ESSER funds on instructional materials, assessments, software, computer hardware, professional development, connectivity, summer-school activities, learning loss and other approved activities.

The Federal Programs Fund budget stands at \$263.6 million for fiscal year 2024-25, which represents a \$241.8 million budget decrease compared to the prior fiscal year’s budget. Below are the factors that resulted in the net decrease in federal funds:

- MSCS was awarded \$727 million in ESSER funding. ESSER 1.0 ended June 30, 2022. ESSER 2.0 and 3.0 were decreased by budgeted expenditures in the amount of \$104.6, and \$124.9 million, for fiscal year 2023-24, respectively. The decreases reflect one-time funding over a specified period.
- The Epidemiology and Laboratory Capacity Grant for \$29.8 had related expenses of \$27.3 million, for fiscal year 2023-24.
- Also, the American Rescue Plan had program expenditures of \$1.2 million, along with the ending of the Emergency Connectivity Fund \$17.8



The financial statement below represents the Adopted Federal Programs Fund budget by object.

	2020-2021 Actual	2021-2022 Actual	2022-2023 Actual	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance	% Change
Revenues							
Federal Government	\$ 211,348,588	\$ 356,782,688	\$ 474,031,893	\$ 520,096,944	\$ 310,544,708	\$ (209,552,236)	-40.3%
Other local sources	-	-	9,490,460	-	-	-	-
Total Revenues	\$ 211,348,588	\$ 356,782,688	\$ 483,522,353	\$ 520,096,944	\$ 310,544,708	\$ (209,552,236)	-40.3%
Expenditures							
Salaries and Benefits	\$ 78,690,812	\$ 134,584,797	\$ 168,965,499	\$ 233,004,637	\$ 121,799,278	\$ (111,205,360)	-47.7%
Contracted Services	61,683,151	87,097,381	94,601,600	137,112,013	66,686,680	(70,425,333)	-51.4%
Supplies and Materials	12,948,078	42,091,385	38,229,427	41,095,804	18,474,172	(22,621,631)	-55.0%
Capital Outlay	50,836,148	74,171,505	151,820,123	70,167,718	83,144,751	12,977,034	18.5%
Leases	-	-	4,206,201	552,286	597,546	45,260	8.2%
Other Charges	7,190,399	18,837,621	25,699,502	38,164,485	19,842,280	(18,322,205)	-48.0%
Total Expenditures	\$ 211,348,588	\$ 356,782,688	\$ 483,522,353	\$ 520,096,944	\$ 310,544,708	\$ (209,552,236)	-40.3%

The change in salaries and benefits is related to positions that were closed and funding reallocated for other strategies. Decreases to Other Charges include print and digital materials for extended learning programs and expanded tutoring opportunities to address learning loss. Capital decreases include improving existing HVAC equipment to improve air quality. ESSER 3.0 funding will end June 30, 2024. The budgeted amount reflects the liquidation of outstanding purchase orders.





III. Summary of Major Federal Grants

Below is the Federal Programs Adopted budget by project, for fiscal year 2024-25.

PROJECT	PROJECT NAME	FY2023-24 AMENDED BUDGET	FY2024-25 ADOPTED BUDGET	BUDGET VARIANCE CHANGE
0016	Consolidated Administration	\$ 4,201,903	4,361,386	159,483
0137	ATSI 2022	68,448	20,853	(47,595)
0138	ATSI 2023	450,000	450,000	-
0915	ARP IDEA PART B	2,546,717	-	(2,546,717)
0920	ARP IDEA Pre-School	448,952	-	(448,952)
1005	Title I, Part A, Improving Academic Achievement	92,170,223	99,853,720	7,683,497
1006	Title I A, Neglected	825,230	818,019	(7,211)
1450	Title I, Part C	38,921	39,290	369
1505	Title I, Part D, Subpart 1, Neglected	293,878	232,162	(61,716)
2005	Title II, Part A, Training & Recruiting	11,767,245	11,481,539	(285,706)
3005	Title III, Part A, English Language Acquisition	2,416,190	1,608,992	(807,198)
3006	Title III Immigrant Grant	35,894	24,931	(10,963)
3740	Literacy Training Teacher Stipend Grant	684,000	683,000	(1,000)
3741	HQIM Literacy Implementation Network Grant	103,000	103,000	-
3940	Stronger Connections	1,105,339	-	(1,105,339)
5011	Title IV	11,234,882	11,408,274	173,392
5014	21st CCLC Cohort 2023	365,000	365,000	-
5023	Title IV- 21st Century Community Learning	446,785	446,785	-
5024	21st CCLC Cohort 2022	180,158	180,158	-
5520	Libraries in the Blend	1,532,065	284,486	(1,247,579)
7006	Title IX Homeless	328,950	319,740	(9,210)
7056	ARP Homeless 1.0	271,786	140,668	(131,118)
7057	ARP Homeless 2.0	1,128,481	230,300	(898,181)
7070	ARP Homeless System Navigator	120,352	1,723	(118,629)
8005	Carl Perkins	3,005,530	3,005,530	-
8054	School Turnaround Pilot Program Grant	1,250,000	250,000	(1,000,000)
8055	Turnaround Action Grant 2.0 (TAG 2.0)	4,080,668	-	(4,080,668)
8056	Turnaround Pilot Plan Grant	396,000	-	(396,000)
8057	Turnaround Action Grant 3.0 (TAG 3.0)	6,839,391	-	(6,839,391)
8058	Turnaround Action Grant 4.0 (TAG 4.0)	7,171,576	7,171,576	-
8103	Access for All Learning Grant	50,000	-	(50,000)
8709	STOP Sch Violence Threat Assessment	366,913	158,370	(208,543)
8710	STOP Sch Violence Prev and Mental Health Training	439,793	439,793	-
8811	Resilient School Communities (RSC)	118,893	59,447	(59,446)
9005	IDEA, Part B	38,413,051	36,014,262	(2,398,789)
9017	Substance Abuse Prevention & Treatment	115,174	75,600	(39,574)
9032	Transition School to Work (FY23)	29,712	-	(29,712)
9033	Transition School to Work (FY24)	190,249	47,562	(142,687)
9105	IDEA, Preschool	954,931	564,218	(390,713)
9210	MSCS Project AWARE	1,800,000	2,704,588	904,588
9211	MSCS Project AWARE	1,800,000	-	(1,800,000)
9423	Head Start	17,791,208	-	(17,791,208)
9424	Head Start	14,553,700	29,107,399	14,553,699
9523	Model Preschool District Grant	400,000	-	(400,000)
9607	Math Implementation Support Grant	71,250	-	(71,250)
9709	CDCP HIV/STD Prevention	114,476	74,466	(40,010)
9711	CDCP HIV/STD Prevention (FY2023)	70,095	21,116	(48,979)
9712	CDCP HIV/STD Prevention (FY2024)	360,000	112,970	(247,030)
9790	CDC Mental Health Supplement 2	93,168	18,936	(74,232)
9904	Enhancing School Capacity to Address Youth Violence	1,000,000	734,052	(265,948)
9940	TN All Corps	7,055,720	-	(7,055,720)
9984	ESSER 2.0	6,596,856	-	(6,596,856)
9985	ESSER 3.0	258,196,367	91,212,946	(166,983,421)
9986	Epidemiology and Laboratory Capacity	2,070,000	-	(2,070,000)
9988	Emergency Connectivity Fund	750,000	-	(750,000)
9990	Fiscal Pre Monitoring Support Grant	7,112	-	(7,112)
D398	Gear Up 3.0 2020	180,710	180,710	-
D982	Innovative School Models	11,000,000	5,537,141	(5,462,859)
GRAND TOTAL		\$ 520,096,944	310,544,708	(209,552,236)



Below are details for federal grants with a budget of \$1 million or greater in the FY2024-25 budget.

Every Student Succeeds Act (ESSA) Title I, Part A, Improving Academic Achievement (Project 1005): Title I Part A grants provide financial assistance to local educational agencies and schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Title I Part A funds are also used for activities designed to increase the achievement of low-achieving students and ensure all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I Part A funds also support 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 FY2023-24:* 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 FY2023-24:* 103,000

Individuals with Disabilities Education Act (IDEA), Part B (Project 9005): IDEA Part B provides funds to state educational agencies which flow to local educational agencies. These funds assist in ensuring that children with disabilities, including children ages three through five, have access to a free appropriate public education to meet each child's unique needs and prepare each child for further education, employment, and independent living. The grant supplements state and local funds for special education services. Additional details regarding IDEA, Part B can be found on the website: <https://www2.ed.gov/programs/osepgts/index.html>

- *Participating Schools in FY2023-24:* All Schools
- *Estimated number of students served in FY2023-24:* 13,600

ESSA Title II, Part A, Preparing, Training & Recruiting High Quality Teachers, Principals and School Leaders Supporting Effective Instruction (Project 2005): Title II, Part A, Training and Recruiting grants provide supplemental funding to improve student achievement. The funds are used to develop and implement initiatives to prepare, train, and recruit effective teachers, principals and school leaders. The program uses professional development, interventions, and holds districts and schools accountable for improvements in student academic performance. Additional details regarding Title II, Part A can be found on the website: <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

- *Participating Schools in FY2023-24:* All SCS District run schools, charter schools, and participating non-public/private schools
- *Estimated number of teachers and school leaders affected:* All teachers and school leaders in District run MSCS schools, charter schools, and participating private schools



Carl D. Perkins Career and Technical Education Basic Grants (Project 8005): Carl D. Perkins Career and Technical Education grants support secondary and postsecondary programs that build the academic, career, and technical skills of young people and adults. The funds can be used to support critical components of career pathways initiatives, including curriculum development, program development, and support services. Federal funding is distributed through Title I or Perkins IV, which supports career and technical education (CTE) activities for both youth and adults. Additional details about the Perkins grants can be found on the website: <http://www2.ed.gov/policy/sectech/leg/perkins/index.html>

- *Participating Schools in FY2023-24: 70 schools*
- *Estimated number of students served in FY2023-24: 19,438*

Consolidated Administration (Project 0016): Consolidated Administration is the administrative portion of several federal grants, which are used to support the grant.

- *Participating Schools in FY2023-24: Not Applicable*
- *Estimated number of students served in FY2023-24: Not Applicable*

Title III, Part A, Language Instruction for English Learners and Immigrant Students (Project 3005): Title III, Part A aims to ensure that English Language Learners (ELL) and immigrant students attain English language proficiency and meet the state's challenging academic achievement standards. The funds are used by schools to implement language instruction educational programs designed to help Limited English Proficient (LEP) students achieve these standards. Title III funds must be used for effective approaches and methodologies for teaching ELL. Local Educational Agencies (LEA) may develop and implement new language instruction programs and expand or enhance existing programs. LEAs also may implement school-wide programs within individual schools or implement system-wide programs to restructure, reform, or upgrade all programs, activities, or operations related to the education of their LEP students. Additional details about the Title III, Part A grants can be found on the website: <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

- *Participating Schools in FY2023-24: 143 Schools*
- *Estimated number of students served in FY2023-24: 12,291*

Head Start (Project 9424): The main objective of Head Start is to promote school readiness by enhancing the social and cognitive development of low-income children through the provision of comprehensive health, educational, nutritional, social and other services. Another objective is to involve parents in their child's learning and to help parents make progress toward their educational, literacy and employment goals. Head Start supports the District's first strategic priority under its Destination 2025 plan, Strengthen Early Literacy, by encouraging family engagement and early childhood reading and development. Data reveals a need for strong early learning programs to strengthen literacy and numeracy skills in young children. Additional details about Head Start can be found on the website: <http://www.acf.hhs.gov/programs/ohs>

- *Participating Schools in FY2023-24: 63 school-based sites, 12 center-based sites*
- *Estimated number of students served in FY2023-24: 3,200*

ESSA Title IV, Part A, Student Support and Academic Enrichment (Project 5011): Title IV grants provide supplemental funds to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. Additional details about Title IV, Part A can be found on the website:

<https://www2.ed.gov/documents/essa-act-of-1965.pdf>



- *Participating Schools in FY2023-24:* All District managed schools and participating non-public/private schools
- *Estimated number of students served in FY2023-24:* All students

ARP Homeless 2.0 (ARP 2.0) (Project 7057): The purpose of the grant is to supplement existing McKinney-Vento subgrants interventions and supports. The existing program provides support for students in grades pre-K thru 12 who are experiencing homelessness or are unaccompanied. This award helps with the removal of barriers to education access for children and youths experiencing homeless, education stability for youths, reconnect families and youths to schools, reengage families and youth to the education processes and provides emergency housing assistance for families.

- *Participating Schools in FY2023-24:* All Schools
- *Estimated number of students served in FY2023-24:* 2,620 students

Title IV – 21st Century Community Learning (Project 5013): The goal of the 21st Century Community Learning Centers (21st CCLC) program is to provide students—particularly students who attend schools in need of improvement—with academic enrichment opportunities and support services to help them meet state and local standards in the core content areas. 21stCCLC provide students with opportunities for academic enrichment, youth development, and family support during non-school hours or during periods when school is not in session.

- *Participating Schools in FY2023-24:* Alcy, Berclair, Cromwell, Dunbar, Egypt, Getwell, Hamilton K-8, Levi, Sharpe, Westhaven, Winchester, Power Center Academy Elementary, Middle, High School and Southeast Campus.
- *Estimated number of students served in FY2023-24:* 940 students

Turnaround Action Grant 3.0 (TAG 3.0) (Project 8057): through Title I, Part A 1003, school improvement funds, is provided to districts that are geographically diverse and serve priority and Comprehensive Support and Improvement (CSI) schools. Priority is given to districts that:

- serve a high number of priority and CSI schools or a percentage of priority/CSI schools that are implementing comprehensive support and improvement plans under ESSA Section 1111(d),
- demonstrate the greatest need for funds and, demonstrate the strongest commitment to using the funds to invest in the implementation of evidence-based strategies/interventions focused on proven levers of change to facilitate rapid school turnaround.

In order for the district to receive an allotment of TAG 3.0 funds, the district must utilize a comprehensive support and improvement plan (approved District Turnaround Plan and school turnaround plan) based on a school level needs assessment to:

- select evidence-based strategies/interventions aligned to the identified prioritized needs
- develop a detailed process to monitor implementation and effectiveness of turnaround strategy/interventions used to support priority/CSI school's improvement plans toward increasing student achievement and
- create a budget to support the evidence-based strategies/interventions that are in compliance with federal requirements of allowability under Education Department General Administrative Regulations.



Turnaround Action Grant (TAG 2.0) (Project 8055): through Title I, Part A school improvement funds, provides districts serving priority and Comprehensive Support and Improvement (CSI) schools with the resources to invest in the implementation of evidence-based strategies/interventions focused on proven levers of change to facilitate rapid school turnaround.

- *Participating Schools in FY2023-24*: American Way MS, City University Girls Charter, Craigmont MS, Dunbar ES, Freedom Prep, Geeter MS, Georgian Hill MS, Getwell ES, Granville T. Woods Academy of Innovation Charter, MCS Northwest Prep, Memphis Delta Preparatory Charter, Hamilton HS, Hawkins Mills ES, Manassas HS, Robert R. Church ES, Sheffield ES, Sheffield HS, Trezevant HS, Westwood HS, Winchester ES, Woodstock MS, Wooddale HS
- *Estimated number of students served in FY2023-24*: 9,212

Enhancing School Capacity to Address Youth Violence (Project 9904): is an evidence-based collaborative that will increase safety in five high-need MSCS schools by preventing and reducing school violence, with a special focus on expanding the district's collaboration with community-based organizations (CBOs) that have expertise in dealing with the root causes of violence and serving communities historically underserved, marginalized, and adversely affected by inequality. The major services provided to schools are: intervention and prevention, social skills training, anger management, and moral reasoning skills, diversion programs to reduce suspensions and expulsions, mental health training, positive behavioral interventions, and support.

- *Participating Schools in FY 2022-23*: Hamilton Middle, Hamilton High, Raleigh Egypt High, Raleigh Egypt Middle and Sherwood Middle
- *Estimated number of students served in FY2023-24*: minimum of 150

Elementary and Secondary School Emergency Relief Funding (ESSER 3.0) (Project 9985): The grant was awarded as a part of the American Rescue Plan Act. The purpose of ESSER 3.0 is to help safely reopen and sustain the safe operations of schools and address the impact of the Coronavirus pandemic on the nation's students. The three focus areas include addressing learning loss through the implementation of evidence-based interventions, ensuring that those interventions respond to students' social, emotional, and academic needs, and addressing the disproportionate impact of COVID-19 on underrepresented student subgroups. This reservation is for the regular school year, summer learning, extended day, or extended school year programs. <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>

- *Participating Schools in FY2023-24*: All MSCS District run schools and charter schools
- *Estimated number of students served in FY2023-24*: All MSCS students

The Epidemiology and Laboratory Capacity (COVID Testing) Grant (Project 9986): is intended to support the reopening and in-person instruction of K-12 schools through supporting comprehensive screening testing for K-12 schools (public, including charter schools, and non-public).

- *Participating Schools in FY2023-24*: All MSCS District run schools and charter schools
- *Estimated number of students served in FY2023-24*: All MSCS students

TN All Corps (Project 9940): tutoring program ensures students have access to high dosage low student/adult ratio tutoring. Tutor to student ratio in grades 1-5 is 1:3 and 1:4 for students in grades 6-8. Students received tutoring sessions 3 times per week. Each session was for 30 to 45 mins.

- *Participating Schools in FY2023-24*: All school-based sites

Innovative High School Grant (Project D982): Bolton AgriSTEM High school with increased academic rigor, post-secondary access, career exposure, and work-based learning experiences. This innovative model expands student exposure to careers typically not available in schools such as data analytics, national experts, and university-based educators. The model provides students with handheld sensors, collaborative workspaces, access to post-secondary certifications, updated laboratories, and outdoor learning spaces. The grant supports more than 650 enrolled students.

- *Participating School in FY2023-24: 1 school-based site*

Innovative Approaches to Literacy (IAL) Libraries in the Blend (Project 5520): is designed to support the Memphis-Shelby County School’s literacy improvement initiatives by increasing students’ and educators’ access to current and diverse library resources. It is intended to 1) provide more than 19,000 K-8 students access to current and engaging diverse literacy materials (i.e. promoting greater representations of race, ethnicity, culture, disability status, language development, and gender in digital and print); (2) integrate school librarians in the design of high-quality English Language Arts (ELA) and literacy-infused classroom resources for blended learning in schools with high numbers of fragile students (including support for new digital resources that will be made available to all of the District’s 75,000+ Pre-K-8 students), and (3) increase the percentage of students on-track for readiness in ELA in 27 high-need elementary and middle schools. Schools identified for this grant include:

- *Participating Schools in FY2023-24: Brownsville Road, Bruce, Chimneyrock, Crump, Egypt, Ford Road, Fox Meadows, Oakhaven, Ross, Shelby Oaks, Sherwood, Treadwell, Wells Station, Westhaven, and Willow Oaks, A. Maceo Walker, Bellevue, Colonial, Craigmont, Hickory Ridge, Highland Oaks, Kate Bond, Kingsbury, Sherwood, and Treadwell, Lowrance and Snowden*
- *Estimated number of students served in FY2023-24: 75,000+ Pre-K – 8 students*



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 CRRSA provides an additional \$54.3 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER II). Allowable expenditures under the CRRSA are similar to eligible uses under the Coronavirus Aid, Relief, and Economic Security (CARES) Act (i.e., ESSER I), however this

additional round of funding also allows for expanded uses and timing.



On March 11, 2021, The Elementary and Secondary School Emergency Relief (ESSER) Fund under the American Rescue Plan Act (ARPA) of 2021, Public Law 117-2, was enacted. ARPA ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely

reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students. In addition to ARPA ESSER Funding, ARPA includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives.



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NON- FEDERAL PROGRAMS



FY 2025 District Adopted Budget



FINANCIAL SUMMARY OF THE NON-FEDERAL PROGRAMS FUND

NON-FEDERAL PROGRAMS

This section includes the following information:

- I. Needs of Memphis-Shelby County Schools Students
- II. Financial Summary of the Non-Federal Programs Fund
- III. Non-Federal Grant Summary by Project

I. Needs of Memphis-Shelby County Schools Students

Memphis-Shelby County Schools supports students in becoming academic scholars and productive citizens. The District provides academic enrichment programs to complement academic learning in the classroom. Most of the special revenue funds are dedicated to enhancing academic learning and innovation. Nurturing and growing the whole child are a critical endeavor for the District, with a focus on four developmental areas to ensure our students are productive citizens: Cognitive, Physical, Social and Emotional.

In the 2015 book *Off to a Good Start*, the Urban Child Institute reported that for children to succeed into adulthood, “they must be able to problem solve, to develop resilience and handle stress, and to interact appropriately with peers and adults. While there is significant focus on the racial/ethnic and economic disparities in academic achievement and other cognitive outcomes, far less attention has been paid to the capacities that help build social and emotional skills.”¹ 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.

¹ *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.
2025 Fiscal Year

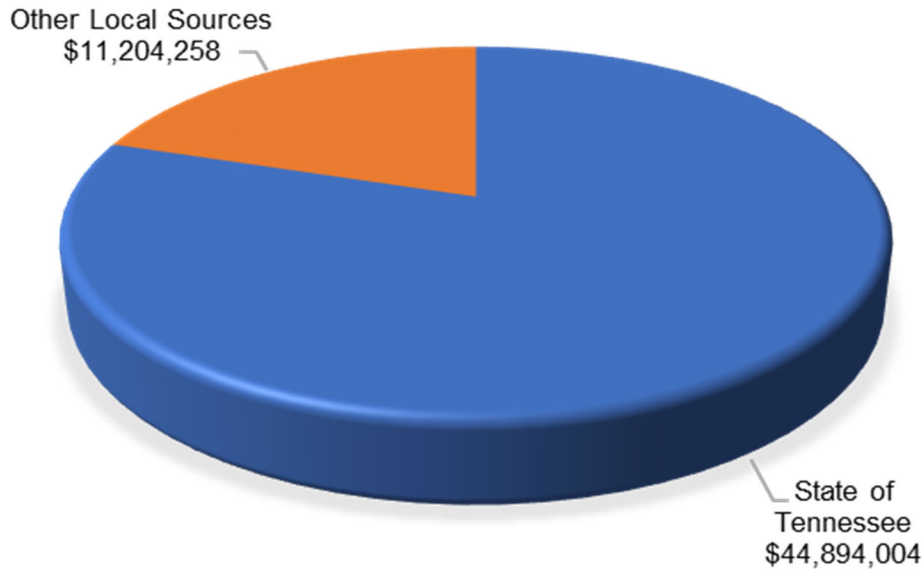
II. Financial Summary of the Non-Federal Programs Fund

The Non-Federal Program Fund is self-supporting. The resources are generated from grants, donations, and fees from the state of Tennessee and the local community. The fund consists of resources that are spent on cognitive, social, emotional, student achievement and instructional support. Some of the resources supplement the District’s student support and operational services. Evening Reporting Center, Lottery for Education Afterschool Programs, Project Graduation, and other grants/fees have been used to address student achievement through the improvement of instructional support and development. The Non-Federal budget projects a \$11.62 million decrease. The decrease can be attributed to the FY2024-2025 decreases of \$1,917,997 for the State Special Education Preschool Grant, \$6,303,155 for the Public-School Security Grant, \$1,996,176 for the State School Improvement Grant, and \$3,075,615 for Innovative School Models. There was also a decrease for 901 Café’ of \$537,575.

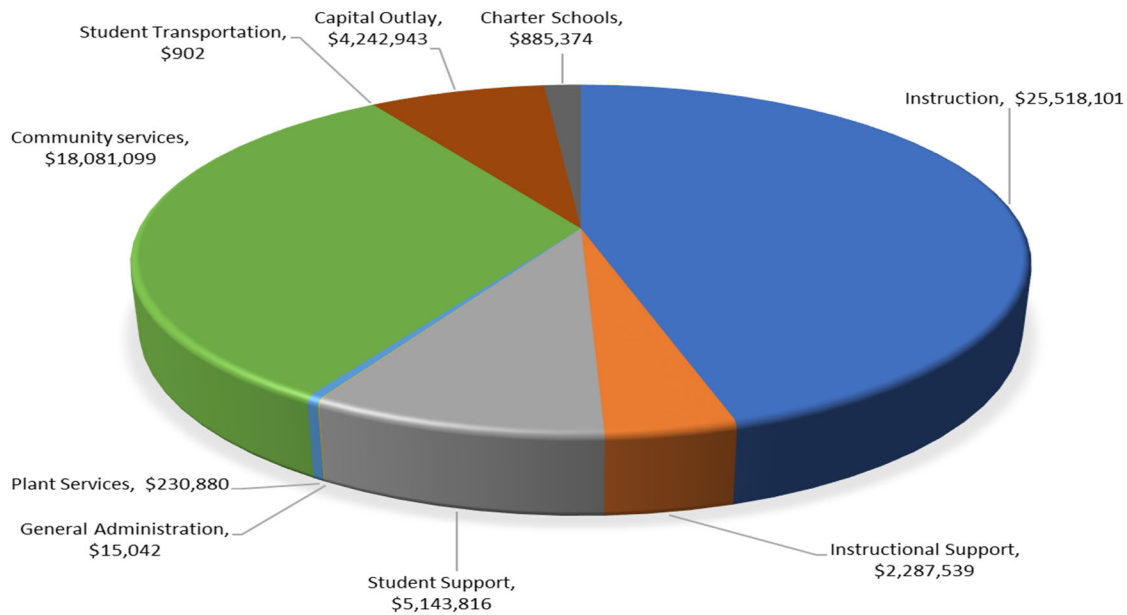




Where the Money Comes From ...



Where the Money Goes....





Below is the Non-Federal Programs Fund Adopted budget for fiscal year 2024-25 by state function.

	2020-2021 Actual	2021-2022 Actual	2022-2023 Actuals	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance	% Change
Revenues							
State of Tennessee	\$ 10,475,438	\$ 10,592,145	\$ 9,547,024	\$ 53,602,402	\$ 44,894,004	\$ (8,708,398)	-16.2%
Other Local Sources	6,950,929	8,542,850	9,059,627	11,742,349	11,204,258	(538,091)	-4.6%
Total Revenues	\$ 17,426,367	\$ 19,134,995	\$ 18,606,651	\$ 65,344,751	\$ 56,098,262	\$ (9,246,489)	-14.2%
Expenditures							
Instruction	\$ 889,395	\$ 817,837	\$ 603,375	\$ 30,709,669	\$ 25,518,101	\$ (5,191,569)	-16.9%
Instructional Support	517,813	354,537	268,379	2,897,484	2,287,539	(609,945)	-21.1%
Student Support	125,273	358,007	795,652	8,038,920	5,143,816	(2,895,104)	-36.0%
General Administration	75,000	114,860	-	-	15,042	15,042	100.0%
Business Administration	-	-	26,601	23,399	-	(23,399)	-100.0%
Food Services	-	-	-	537,575	-	(537,575)	-100.0%
Plant Services	197,526	246,319	20,934	206,462	230,880	24,418	11.8%
Community Services	21,065,198	16,655,826	15,539,731	17,683,487	18,081,099	397,612	2.2%
Student Transportation	-	-	-	7,712	902	(6,810)	-88.3%
Capital Outlay	-	-	-	4,400,000	4,242,943	(157,057)	-3.6%
Charter Schools	-	-	-	957,867	885,374	(72,493)	-7.6%
Total Expenditures	\$ 22,870,206	\$ 18,547,386	\$ 17,254,673	\$ 65,462,574	\$ 56,405,694	\$ (9,056,880)	-13.8%
Excess (deficiency) of revenues over expenditures	\$ (5,443,839)	\$ 587,609	\$ 1,351,978	\$ (117,823)	\$ (307,432)		
Approved use of Fund balance	5,443,839	(587,609)	(1,351,978)	117,823	307,432		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		





Below is the Non-Federal Programs Fund Adopted budget for fiscal year 2024-25 by major object.

	2020-2021 Actual	2021-2022 Actual	2022-2023 Actual	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance	% Change
Revenues							
State of Tennessee	\$ 10,475,438	\$ 10,592,145	\$ 9,547,024	\$ 53,602,402	\$ 44,894,004	\$ (8,708,398)	-16.2%
Other Local Sources	6,950,929	8,542,850	9,059,627	11,742,349	11,204,258	(538,091)	-4.6%
Total Revenues	\$ 17,426,367	\$ 19,134,995	\$ 18,606,651	\$ 65,344,751	\$ 56,098,262	\$ (9,246,489)	-14.2%
Expenditures							
Salaries and Benefits	\$ 13,002,024	\$ 12,601,248	\$ 12,947,235	\$ 17,718,260	\$ 17,002,280	\$ (715,979)	-4.0%
Contracted Services	4,076,126	3,551,685	2,856,513	21,214,659	18,324,116	(2,890,542)	-13.6%
Supplies and Materials	4,258,430	782,916	460,929	4,622,684	3,677,995	(944,689)	-20.4%
Capital Outlay	814,549	807,264	160,191	18,535,520	14,181,363	(4,354,157)	-23.5%
Other Charges	719,075	804,275	829,804	3,371,452	3,219,940	(151,513)	-4.5%
Total Expenditures	\$ 22,870,204	\$ 18,547,388	\$ 17,254,673	\$ 65,462,574	\$ 56,405,694	\$ (9,056,880)	-13.8%
Excess (deficiency) of revenues over expenditures	\$ (5,443,837)	\$ 587,609	\$ 1,351,978	\$ (117,823)	\$ (307,432)		
Approved use of Fund balance	5,443,837	(587,609)	(1,351,978)	117,823	307,432		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		





This chart categorizes the fiscal year 2024-25 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	FY2023-2024 AMENDED BUDGET	FY2024-2025 ADOPTED BUDGET	BUDGET VARIANCE	BUDGET VARIANCE PERCENTAGE CHANGE
Cognitive Social Emotional Support	D090	YMCA Before and After Care	558,144	391,230	(166,914)	-29.9%
	D240	Class Piano Program	20,813	10,000	(10,813)	-52.0%
	D485	SCIAA Dues & Fines	625,000	496,386	(128,614)	-20.6%
	D525	Pre-K	9,188,430	9,188,430	-	0.0%
	D527	First 8 Memphis	6,757,500	6,890,000	132,500	2.0%
	D767	First 8.2 Wraparound Grant	1,400,000	1,822,500	422,500	30.2%
	D768	First 8.1 Coaches Support Grant	331,500	350,000	18,500	5.6%
	D790	State Special Education Preschool Grant	1,917,997	-	(1,917,997)	-100.0%
	D011	Lottery for Education Afterschool Programs (LEAPS)	540,000	540,000	-	0.0%
	D977	Building a Future That Works	31,430	-	(31,430)	-100.0%
	D978	SEL- Social and Emotional Learning	8,000	-	(8,000)	-100.0%
	D980	SEL-Teacher Ambassador Program	23,399	-	(23,399)	-100.0%
	D994	Family Wellness Center	7,500	-	(7,500)	-100.0%
				\$ 21,409,713	\$ 19,688,546	\$ (1,721,167)
Operational Support	D010	901 Café	537,575	-	(537,575)	-100.0%
	D065	TVAENERNOC Demand Response Program	206,462	230,880	24,418	11.8%
	D125	Telecommunications Center US	-	15,042	15,042	100.0%
			\$ 744,037	\$ 245,922	\$ (498,115)	-66.9%
Student Achievement/Instructional Support	D555	Research & Evaluation	39,205	126,321	87,116	222.2%
	D730	SOTA Music Program Support	15,069	-	(15,069)	-100.0%
	D957	Project Graduation	15,000	16,885	1,885	12.6%
	D960	Lottery for Education Afterschool Programs (LEAPS)	5,863	-	(5,863)	-100.0%
	D966	Bolton High School & TN State Univ Agri-STEM Grant	20,000	70,115	50,115	250.6%
	9909	Competitive Priority School Grant	62,872	-	(62,872)	-100.0%
			\$ 158,009	\$ 213,321	\$ 55,312	35.0%
Student Support Services	D205	Adopt a School Seminar	586	136	(450)	-76.8%
	D044	Public School Security Grant	6,303,155	3,316,019	(2,987,136)	-47.4%
	D415	Homeless Children & Youth Program	1,500	5,359	3,859	257.3%
	D465	Mental Health Records	22,500	10,220	(12,280)	-54.6%
	D466	Mental Health and Substance Abuse Services	236,908	236,908	-	100.0%
	D570	Colonial Hearing & Vision Center	10,000	23,322	13,322	133.2%
	D670	Adolescent Parenting Program	-	2,532	2,532	100.0%
	D726	ACEs Innovation Grant	150,000	150,000	-	0.0%
	D777	Evening Reporting Center	320,000	309,000	(11,000)	-3.4%
	D795	SPED Medicaid Reimbursement	671,885	617,953	(53,932)	-8.0%
	D907	Project Stand	2,500	-	(2,500)	-100.0%
	D954	State School Improvement Grant	1,996,176	1,338,612	(657,565)	-32.9%
	D959	Full Service Community Grant	107,307	107,307	-	0.0%
	D963	Sponsorships and Donations	1,138	-	(1,138)	-100.0%
	D979	Project Restore	30,000	-	(30,000)	-100.0%
	D981	SPARC 4.0 Grant	95,158	16,153	(79,005)	-83.0%
	D982	Innovative School Models	33,200,000	30,124,385	(3,075,615)	-9.3%
D995	Big Green	2,000	-	(2,000)	-100.0%	
			\$ 43,150,813	\$ 36,257,905	\$ (6,892,908)	-16.0%
Grand Total			\$ 65,462,574	\$ 56,405,694	\$ (9,056,880)	-13.8%



III. Non-Federal Grant Summary by Project

The Non-Federal Programs Fund is comprised of state grants, local grants, tuition, and fees. State grants are primarily funded based on the entitlement basis. Some grants are competitive and are based on the application. Grant funds are categorical; the revenues are reimbursed based on expenditures that are restricted for specific purposes that cannot supplant the District's general operating fund. Local grants, tuition or fees are derived from outside sources other than State governments. Revenues from local grants may be received through donations or a competitive application process. The project descriptions below are for projects with forecasted activity for fiscal year 2024-25.

DO11 – Lottery for Education After-school Programs (LEAPs): LEAPs address student achievement, improving student behavior, involving parents in the learning process, providing quality professional development, and establishing community learning centers. LEAPs focus on reading and math through a variety of materials, resources, and support activities including tutoring and mentoring. Enrichment projects, field trips and recreational activities ensure the 'total' child is addressed. Resources are research-based with appropriate professional development for teachers and paraprofessionals. Community partners such as the Memphis Museums and community based cultural arts programs provide a variety of opportunities for field trips and supplemental enrichment/academic activities. LEAPs were established at eight schools, which were identified by the State as having the greatest academic need. LEAPs Grants are funded from uncollected lottery winnings. More details about LEAPs can be found on the website: <https://www.tn.gov/education/topic/extended-learning>.

Number of Students Served in FY2023-24: 560 (allotted by grant)

Revenue Classification: State of Tennessee Grant

FY2023-24 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.

DO90 – YMCA Before and After Care: The Memphis-Shelby County School District receives daily rental fees based on a rental fee structure charge per day for days of operation on each site. Daily rental fees are set by SCBE in consideration of space allocated for licensed capacity. This revenue is then used to fund ELP snacks for various locations.

Number of Students Served in FY2023-24: All MSCS Students

Revenue Classification: Local Fees and Billing

FY2023-24 Participating Schools: All MSCS Schools

DO45 - Security-Ancillary: The Memphis-Shelby County Schools District provides security services for school-sponsored events. Schools make a request for Security Officers to work these events, and they are billed for the security services provided. Money received from the schools and identification badge replacement costs are deposited to this fund as revenue. Funds collected as a result of fingerprint/background checks are also deposited into this account and invoiced as payment to the Idemia, a company that provides identity-related security services.

Number of Students Served in FY2023-24: All MSCS Students

Revenue Classification: Local Fees and Billing for fingerprinting and background checks

FY2023-24 Participating Schools: All MSCS Schools



D065 - TVA ENERNOC Demand Response Program: This is an incentive program offered by the Tennessee Valley Authority in which MSCS agrees to voluntarily reduce our demand for power when called upon. The incentive payments received are based on the electrical load shed during an event and dispersed quarterly. The program includes several energy efficiencies projects such as controls for lighting and HVAC systems, and the installation of higher efficiency mechanical equipment. These projects will contribute toward reduced utility costs and help guard against future rate increases.

Number of Students Served in FY2023-24: All MSCS Students

Revenue Classification: Local Grant (TVA is a government-owned independent organization).

FY2023-24 Participating Schools: All MSCS Schools

D465 - Mental Health Records: The program provides for the timely review and fulfillment of mental health records requests by external parties and agencies. One full-time staff member has been designated for this purpose. D465 receives all proceeds from administrative fees collected from requesting agencies as permitted by policy and law. Funds from D465 are allocated in proportional yearly installments to meet the discretionary spending needs of Memphis-Shelby County Schools Mental Health Center (MSCSMHC), which operates under the direction of the Office of Student Equity, Enrollment, and Discipline (SEED).

Number of Students Served in FY2023-24: 2,677

Revenue Classification: State of Tennessee Fees

FY2023-24 Participating Schools: The Memphis-Shelby County Schools Mental Health Center (MSCSMHC) provides a range of multi-tiered social-emotional and behavioral health services to every District school.

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 FY2023-24: 3,800

Revenue Classification: State of Tennessee Grant

FY2023-24 Participating Schools: A. B. Hill Elementary, Alcy Elementary, Alton Elementary, Bethel Grove Elementary, Bruce Elementary, Cherokee Elementary, Crump Elementary, Cummings Elementary, Delano Elementary, Dexter Elementary, Double Tree Elementary, Douglass Elementary, Egypt Elementary, Evans Elementary, Ford Road Elementary, Fox Meadows Elementary, Gardenview Elementary, Geeter School, Getwell Elementary, Hamilton Elementary, Hickory Ridge Elementary, Holmes Road Elementary, Kate Bond Elementary School, Keystone Elementary, Larose Elementary, Levi Elementary, Lowrance Elementary, Lucie E. Campbell Elementary, Lucy Elementary, Northaven Elementary, Oakshire Elementary, Parkway Village, Ridgeway Middle, Scenic Hills Elementary, Sharpe Elementary, Sheffield Elementary, Sherwood Elementary, South Park Elementary, Springdale Elementary, Wells Station Elementary, Westhaven Elementary, White Station Elementary, Willow Oaks Elementary, Winchester Elementary.



D526 - First 8.1 Memphis & D766 – First 8.2 Memphis: First 8 Memphis (a subsidiary of Seeding Success) has been selected as the fiscal agent responsible for coordinating the delivery of Pre-K services previously administered through the expired federal Preschool Development Grant, and the Memphis-Shelby County Government funded classrooms, previously administered through the Shelby County Education Foundation (County Commission). These funds afford Memphis-Shelby County Schools the opportunity to provide free, quality Pre-K instruction to economically disadvantaged families. First 8 Memphis programs provide 51 classrooms (1,020 seats) with developmentally appropriate instruction, as well as supplies, materials, and professional development opportunities for staff.

Number of Students Served in FY2023-24: 1,020

Revenue Classification: Local Grant

FY2023-24 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

FY2023-24 Participating Schools D766 First 8.2: Alcy, Alton, Berclair, Bethel Grove, Dunbar, Egypt, Evans, Riverview, Springdale, White Station.

D555 – Research & Evaluation: This revenue comes from a variety of grants and external data and research requests. Sources include grants to provide evaluation support for the Youth Violence Intervention Initiative, Comprehensive School Safety Initiative, GEAR UP and Memphis Teacher Residency as well as application and data processing fees for those wishing to conduct research with Memphis-Shelby County Schools.

Number of Students Served in FY2023-24: All MSCS Students

Revenue Classification: Various federal and local grants and fees

FY2023-24 Participating Schools: All MSCS Schools

D767 -First 8.1 Wrap Around: The Early Childhood department provides services that support the mental, social, and emotional development of children. This grant provides wraparound services for ten First 8 classrooms.

Number of Students Served in FY2023-24: 1.020

Revenue Classification: Local Grant

FY2023-24 Participating Schools: All MSCS Schools

D957 - MSCS Project Graduation is an initiative to increase graduation rates and strengthen college and career readiness in students grades 9-12 by providing an opportunity to extend the school day by taking classes in the evenings. An alternative to taking online courses, Project Graduation classes offer the teacher-student interaction that many students need for academic success. Students can earn up to four credits in a single semester through participation in Project Graduation for any of the following reasons: to earn credit in a course previously failed (Course Recovery), to complete new coursework (Accelerated Graduation), or to pursue college and career interests that would not regularly fit in the student's schedule (dual-track CTE focus and college-readiness). Major goals of the program include (a) promotion and support of individual school and district graduation data; (b) data driven college academic readiness; and (c) curricula and instruction that engages students as active learners.



Number of Students Served in FY2023-24: 1,824
Revenue Classification: Local Donations

FY2023-24 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.

D485 - SCIAA Dues and Fines: The Memphis-Shelby County Interscholastic Athletic Association (MSCIAA) Dues and Fines are to be used for SCIAA related athletic needs through the collection of money received from imposed fines or penalties for missed meetings by coaches, fines or forfeitures of games, and dues paid by all Middle and High Schools. This revenue covers the cost of athletic programming (i.e. in-services, game day hospitality, and coaches' clinics) and expenses associated with non-revenue sports i.e. track, soccer etc.

Number of Students Served in FY2023-24: All student-athletes at MSCS Middle and High Schools
Revenue Classification: Local Fundraising Activities at the Schools

FY2023-24 Participating Schools: All MSCS Schools

D075 - 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.

Number of Students Served in FY2023-24: All MSCS Students
Revenue Classification: Local Rental Agreements

FY2023-24 Participating Schools: All MSCS Schools

D095 – Very Special Arts Festival: The Very Special Arts Festival is funded by private gifts awarded to the Exceptional Children department of Memphis-Shelby County Schools. This program is a national event offering our students with disabilities a means to participate, learn, and enjoy the arts on the local level.

Number of Students Served in FY2023-24: All Students at participating schools
Revenue Classification: Private Donations

FY2023-24 Participating Schools: All MSCS Schools

D125 - Telecommunications Center UBS: The Telecommunications Center Underwriting & Broadcast Services (TTC-UBS) budget is funded through underwriting and broadcast services. The funds are used to provide a state-of-the-art broadcasting technology environment to educate and train students enrolled in TV and Radio Broadcasting at the Telecommunications Center. Also, the funds are used to recruit potential
2025 Fiscal Year



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 FY2023-24: 90

Revenue Classification: Local Donations & Fees from Work in the District

FY2023-24 Participating Schools: Hamilton High, Overton High, Cordova High, Ridgeway High, Douglass High, Craigmont High, Middle College High, Southwind High and Wooddale High

D205 - Adopt A School: The Memphis-Shelby County Schools' Adopt-A-School program has funds that support programs, seminars and luncheons that generate support for Memphis-Shelby County Schools. The events supported by these funds are used to create a better understanding in the community of our public-school system and to establish one-on-one relationships between businesses, faith-based, religious organizations, government agencies, civic groups, and the schools directly.

Number of Students Served in FY2023-24: All students at participating schools

Revenue Classification: Local Donations

D240 - Class Piano Program: The Class Piano Program offers before and after-school group piano instruction to students in the District beginning in the second grade. Preparatory Piano classes are offered in designated locations for kindergarten and first grade depending upon the availability of time in the piano teacher's schedule. Class Piano offers 60 minutes of weekly instruction in the target content. Class enrollment is limited to twelve students per class. Fees are collected from the students to pay for instruction, equipment, materials, and recital participation.

Number of Students Served in FY2023-24: 550

Revenue Classification: Local Tuition from Parents

FY2023-24 Participating Schools: Barrett's Chapel; Brownsville Road Elementary; Chimneyrock Elementary; Cordova Elementary; Double Tree Elementary; Downtown Elementary; Germantown Elementary; Grahamwood Elementary; Idlewild Elementary; John P. Freeman Optional School; Kate Bond Elementary; Macon-Hall Elementary; Oak Forest Elementary; Rozelle Elementary; Shady Grove Elementary; Shelby Oaks Elementary; Southwind Elementary; White Station Elementary; and Willow Oaks Elementary.

D415 - Homeless Children and Youth Program: MSCS Homeless Children and Youth Program provides uninterrupted and continuous resources and services to displaced children, youth and their families in Memphis-Shelby County Schools and meets all mandates consistent with the McKinney-Vento Homeless Education Act. This program is designed to address the problems that displaced children and youth face enrolling, attending, and succeeding in school. The goals of the program are to ensure that each displaced child and teenager has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. The following services are provided for displaced/formerly displaced children and youth: assistance with student enrollment, after school tutoring, distribution of school supplies, transportation to school of origin, referrals to other services and service providers, payment of school fees, payment of graduation fees, payment of college admission fees, and the provision of life skills and parenting training.



*Number of Students Served in FY2023-24: All displaced students and families.
Revenue Classification: Local Donations*

FY2023-24 Participating Schools: All Memphis-Shelby County Middle and High Schools

D570 - Colonial Hearing and Vision Center: Colonial Hearing and Vision Center provides speech therapy, vision, and audiology services to MSCS students and other students in the community. These services assist in providing quality education to students with these types of disabilities. Ear molds are necessary for hearing aids and the MSCS Audiologists fit those molds to MSCS students and other students in the community. Some students are members of state-run insurances. Fees are charged for the ear molds and the handling of hearing aid repair.

*Number of Students Served in FY 2022-23: 200
Revenue Classification: State of Tennessee Fees*

FY2023-24 Participating Schools: Sea Isle Elementary, White Station Elementary, White Station Middle, White Station High.

D670 - Adolescent Parenting Program: Memphis-Shelby County Schools Adolescent Parenting Program is designed to provide a safe, healthy, educational environment to the student and their child. The program is preventing dropouts by meeting a primary need for teen mothers. Providing childcare will allow students to complete their education. The program offers 3 areas of focus including fashion merchandising, computer technology and childcare development. Students can continue their studies through our home bound program for six to eight weeks after the baby is born.

*Number of Students Served in FY2023-24: 200
Revenue Classification: Local Donations*

FY2023-24 Participating Schools: All MSCS middle and high schools are eligible.

D730 -SOTA Music Program Support Grant: MSCS was selected to receive funding as part of Tennessee's 'State of the Arts' music grant in partnership with the Country Music Association (CMA) Foundation. This opportunity is focused on expanding students' access to high-quality music and arts education. In MSCS, the grant program will fund initiatives and best teaching strategies that will expand students' access to high-quality music education. Examples of the types of strategies include professional development for music teachers, support for principals and building leaders, and providing equipment to address school community equity challenges throughout the district.

*Number of Students Served in FY2023-24: All MSCS Students can participate.
Revenue Classification: Grant Funding from TN SCORE and donations.*

FY2023-24 Participating Schools: All MSCS schools.

D777 - Evening Reporting Center Grant: The Evening Reporting Center, named The Pursuit Center, is a program designed by the Division of Alternative Education (DAE) to reduce the rate of recidivism for pre-adjudicated juveniles. The Pursuit Center will serve local youth who would otherwise be ordered to be held temporarily in the Juvenile Detention Center (JDC). The Center will provide parental support and structured, supervised group activities to cultivate participation, personal responsibility and pro-social skills in at-risk youth while diverting them from substance use and other destructive behaviors. While attending the program, youth are engaged in educational activities, recreational programming, and life



development workshops. Special guests and other individuals with specific expertise in such focus areas Victim Impact Panels, Violence Prevention, Gang Violence, Art Therapy, Conflict Resolution, Drug Use Education, Health and Hygiene Education, and HIV/AIDS Education and Prevention are frequently used.

Number of Students Served in FY2023-24: 90
Revenue Classification: Shelby Count Government

FY2023-24 Participating Schools: All MSCS Schools

D795 - SPED Medicaid Reimbursement: The District's Exceptional Children Department bills TennCare (Medicaid) to receive reimbursements for related services provided to students with individualized education programs (IEPs). Related services provided to students with IEPs currently include audiological services including testing and repairs of hearing aids, speech and language therapy, occupational therapy, and physical therapy. However, we are presently engaged in conversations with TennCare, in hopes of obtaining reimbursement for nursing services as well. The program is managed by one employee who works with Public Consulting Group (PCG) to implement TennCare fee for services for the provision of related services for students with IEPs.

Number of eligible Students in FY2023-24: 1,553
Number of Therapists in FY2023-24: 148
Revenue Classification: State of Tennessee

FY2023-24 Participating Schools: All MSCS Schools

D907 – Project STAND: Memphis-Shelby County Schools, Division of Alternative Education's Project STAND is a juvenile justice program that provides mentor-based support focused on building relationships with youth and their families to reduce recidivism. Project STAND creates a culture of mentorship and serves as positive role models for students supporting transition and post-secondary outcomes. This program supports the District's goal to provide equity, education and empowerment to African American Males involved in the juvenile justice system. Project STAND would like to partner with you to allow students to take advantage of life coaching, mentoring, job shadowing and job training options as a positive alternative to violence in the city.

Number of eligible Students in FY2023-24: 2,000
Number of Therapists in FY2023-24: 148
Revenue Classification: Local Donations

FY2023-24 Participating Schools: All MSCS Schools

D968–Trauma Intensive Parenting: This grant award from the State of Tennessee Department of Children's Services builds parent awareness of Adverse Childhood Experiences (ACEs) and provides needed assistance to help mitigate the effects of ACEs. This grant improves home-school communication and family-school staff relationships. The aim of the grant is to not only increase parents' knowledge of ACEs and the impact of ACEs on brain architecture, but the grant also aims for parents to better understand the importance of self-care.

Number of Students Served in FY2023-24: 3,200
Revenue Classification: State of Tennessee Grant

NUTRITION SERVICES



FY 2025 District Adopted Budget

This section includes the following information:

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

INTRODUCTION

Memphis-Shelby County Schools places healthy children in front of educators ready-to-learn with nutritious meals that support healthy minds and bodies. The District seeks to maximize the number of nutritious meals served to children throughout the year, while operating as a self-supporting operation that relies almost exclusively on US Department of Agriculture (USDA) funds. The District prepares healthy meals not only for our schools, but also for private schools, charter schools, and Achievement School District (ASD) schools.

CHILDREN’S NUTRITIONAL NEEDS IN SHELBY COUNTY

According to Save the Children, hunger, something that more than 1 in 6 children in America struggle with, is robbing too many children of the childhood they deserve. Among the nation’s poorest counties, alarmingly large numbers of children miss meals and go to bed hungry on a regular basis. And while we know this is unacceptable, food insecurity rates for children across America remain high. 17% of all children live in households that lack access to adequate food sometime during the year - households that don't have enough nutritious food for every family member.

Hunger and food insecurity among children are significant challenges in Shelby County. Many children skip basic meals, have limited access to healthy food options, and are uncertain when they will eat their next meal. Both hunger and food insecurity are by-products of the significant poverty in the county. When a student has a basic need unmet, such as food, it is unreasonable to expect that the student will reach their fullest learning potential. Memphis-Shelby County Schools understands the importance of addressing these stifling by-products of poverty and guarantees that each student will be provided at least two healthy meals every school day.





KEY ECONOMIC INDICATOR 2023	Shelby County	Davidson County	Hamilton County	Knox County	Tennessee
Child Poverty	33.2%	25.4%	18.1%	15.2%	21.8%
Child Deaths	80	76.3	60.5	59.9	7.1
Child Hunger	20.8%	18.1%	17.6%	16.5%	18.9%
School Dropouts	19.7%	19.9%	15.4%	3.1%	10.2%
Teen Pregnancy	31.8	25.3	21.9	25	25.3
COVID-19 Vulnerability Score	0.78	0.54	0.41	0.43	N/A

Measure	Definition	Data Source
¹ Child Poverty	% of children (aged 0-18) living in poverty**	U.S. Census Bureau, SAIPE Program
² Child Mortality	Deaths among children under age 18 per 100,000	CDC WONDER morality data
³ Child Food Insecurity	% of children (aged 0-18) who lack adequate access to food	Map the Meal Gap
⁴ High School Dropouts	% of ninth-grade cohorts that fail to graduate in four years	County Health Rankings and Roadmaps
⁵ Teen Births	Births per 1,000 females aged 15-19	National Center for Health Statistics
⁶ COVID-19 Vulnerability	Social Vulnerability Index (SVI) Score	CDC Agency for Toxic Substances and Disease Registry

Source: [i] <https://www.savethechildren.org/us/about-us/resource-library/us-childhood-report#>
 [ii] **2020 U.S. Complement to the Global Childhood Report**

OVERVIEW OF NUTRITION SERVICES DEPARTMENT

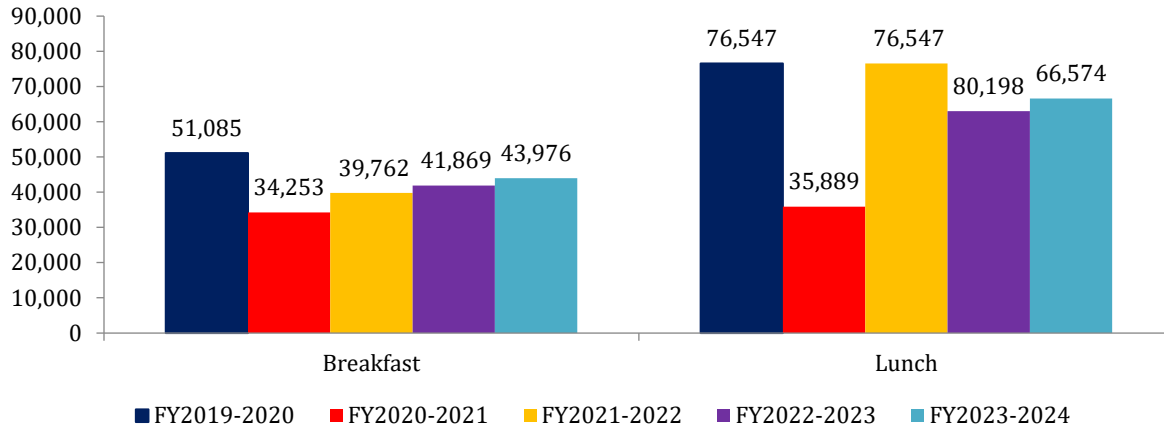
Memphis-Shelby County Schools has provided breakfast and lunches to students under the Community Eligibility Provision (CEP) since school year 2014-15. CEP is a provision from the Healthy, Hunger-Free Kids Act of 2010 that allows schools and local educational agencies with high poverty rates to provide free breakfast and lunch to all students. CEP eliminates the burden of collecting household applications to determine eligibility for school meals and relies instead on information that meets one of several eligibility criteria:

- Families who participate in the Supplemental Nutrition Assistance Program (SNAP)
- Families who participate in Temporary Assistance for Needy Families (TANF)
- Students who are foster children or homeless
- Students who participate in Head Start

The US Department of Agriculture (USDA) through the Tennessee Department of Education School Nutrition Program reimburses fully the free meal rate for each eligible meal. CEP has significantly contributed to simplifying program administration and eliminating the stigma associated with free meals for our students. USDA National School Lunch Program (NSLP) and School Breakfast Program (SBP) are our key weapons in the fight against childhood hunger and for improved childhood nutrition. These two meal programs are the heart of Nutrition Services’ operations, directly and indirectly providing approximately 95% of the division’s revenue in the form of per meal reimbursements, USDA foods, and state matching funds that originate with the USDA.

MSCS Nutrition Services operations provides approximately 41,869 reimbursable breakfast meals and 62,973 reimbursable lunches daily across the District. The ratio of about two breakfast meals to three lunch meals is aligned with the national goal promulgated by the Food Research & Action Center, a national anti-hunger organization. The chart below highlights an overall declining trend of meals served to students over the past four years due to fewer students.

Daily Number of Meals Served

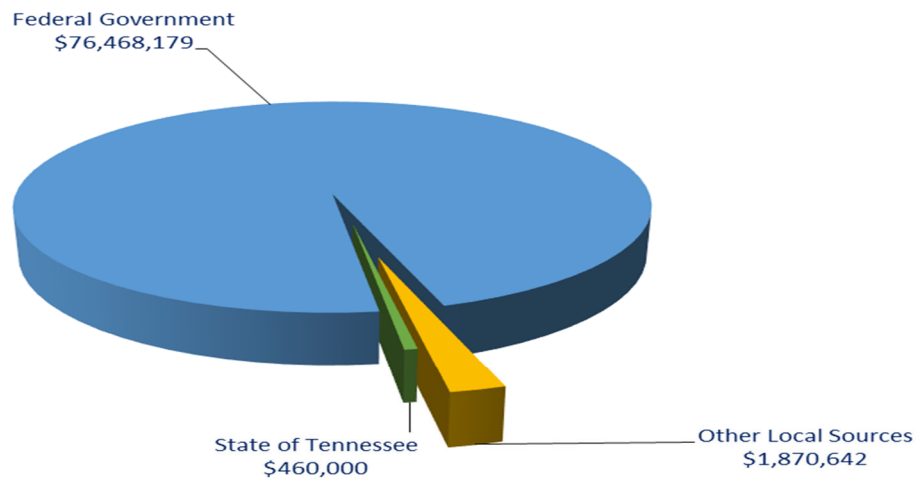




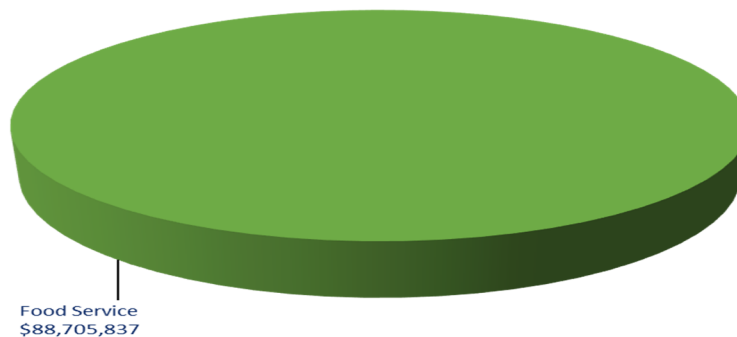
In school year 2024-25, the primary focus will be continuous improvement of both menu offerings and food presentation to increase student satisfaction and participation. The Nutrition Services Department will enhance operating efficiencies, quality, and service to students and schools through the following goals:

- Improve menu choices and minimize substitutions
- Improve efficiencies and accountability in inventory management
- Improve cafeteria surroundings and equipment

Where the Money Comes From....



Where the Money Goes...





FINANCIAL SUMMARY OF THE NUTRITION SERVICES FUND

The Nutrition Services Fund receives limited state or local governmental funding for nutrition services, except for USDA flow-through funds and payments for services rendered to private schools. The Nutrition Services Fund resembles an enterprise fund in which revenues are volume generated and expenses are optimized to maintain appropriate contingency funds and quality customer satisfaction.

Revenues for Nutrition Services are budgeted to increase by \$71.1 thousand (or .1%) to \$78.8 million, while expenditures are budgeted to increase by \$4.6 thousand (or 0%) to \$88.7 million for fiscal year 2024-25. The primary reason for the increase in projected expenditure is attributed to the increased cost of food and food supplies. Nutrition Services is expected to utilize \$9.9 million of fund balance to increase efficiency in operation. The approved use of fund balance will be used to offset the increased cost of food and food supplies

The below chart is the Nutrition Services Fund budget for fiscal year 2024-25 by program activity.

	2020-21 Actual	2021-2022 Actual	2022-2023 Actuals	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance	% Change
Revenues							
State of Tennessee	\$ 527,153	\$ 383,864	\$ 456,873	\$ 460,000	\$ 460,000	\$ -	0.0%
Federal Government	44,684,267	83,930,549	69,884,205	76,973,157	76,468,179	(504,978)	-0.7%
Other Local Sources	518,118	1,308,804	2,440,032	1,294,608	1,870,642	576,034	44.5%
Total Revenue	\$ 45,729,538	\$ 85,623,218	\$ 72,781,109	\$ 78,727,765	\$ 78,798,821	\$ 71,056	0.1%
Expenditures							
Food Services	\$ 57,215,439	\$ 70,783,084	\$ 78,877,515	\$ 88,701,262	\$ 88,705,837	\$ 4,575	0.0%
Other Local Sources	-	-	10,190	-	-	-	0.0%
Total Expenditures	\$ 57,215,439	\$ 70,783,084	\$ 78,887,705	\$ 88,701,262	\$ 88,705,837	\$ 4,575	0.0%
Excess (deficiency) of revenues	(11,485,901)	14,840,134	(6,106,596)	(9,973,497)	(9,907,016)		
Approved Use of Fund Balance	11,485,901	-	6,106,596	9,973,497	9,907,016		
Net Change	\$ -	\$ 14,840,134	\$ -	\$ -	\$ -		

The below chart is the Nutrition Services Fund budget for fiscal year 2024-25 by object category.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025		
Revenues	Actual	Actual	Actual	Amended Budget	Adopted Budget	Variance	% Change
State of Tennessee	\$ 527,153	\$ 383,864	\$ 456,873	\$ 460,000	\$ 460,000	\$ -	0.0%
Federal Government	44,684,267	83,930,549	69,884,205	76,973,157	76,468,179	(504,978)	-0.7%
Other Local Sources	518,118	1,308,804	2,440,032	1,294,608	1,870,642	576,034	44.5%
Total Revenue	\$ 45,729,538	\$ 85,623,218	\$ 72,781,109	\$ 78,727,765	\$ 78,798,821	\$ 71,056	0.1%
Expenditures							
Salaries and Benefits	\$ 28,441,931	\$ 31,689,870	\$ 31,999,118	\$ 37,272,389	\$ 44,140,617	\$ 6,868,228	18.4%
Contracted Services	674,681	536,760	736,383	1,846,045	1,471,223	(374,822)	-20.3%
Supplies and Materials	23,453,844	31,957,706	40,402,058	41,689,160	34,996,625	(6,692,535)	-16.1%
Capital Outlay	2,392,654	4,176,682	3,232,778	5,056,050	5,939,340	883,290	17.5%
Leases	-	-	10,190	9,198	-	(9,198)	-100.0%
Other Charges	2,252,331	2,422,067	2,507,178	2,828,419	2,158,032	(670,387)	-23.7%
Total Expenditures	\$ 57,215,439	\$ 70,783,084	\$ 78,887,705	\$ 88,701,262	88,705,837	\$ 4,575	0.0%
Excess (deficiency) of revenues over expenditures	(11,485,901)	14,840,134	(6,106,596)	(9,973,497)	(9,907,016)		
Approved use of Fund balance	11,485,901	(14,840,134)	6,106,596	9,973,497	9,907,016		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		

In the above schedule, the largest budget increase for fiscal year 2024-25 (\$6.8 million) occurs in Salaries, due to the realignment of the Nutrition Services Department. The largest budget decrease (\$602 thousand) for the fiscal year occurs in Other Charges. The decrease resulted from fewer upgrades to cafeteria equipment. Equipment was updated during fiscal year 2023-24.





SUMMARY OF KEY NUTRITION SERVICES FUND GRANTS

Unlike other federal grants, most Nutrition Services grant programs are not awarded an established amount for a particular objective. Instead, the Nutrition Services Division receives a reimbursement for each eligible meal served at an annually adjusted rate. Below are details about Nutrition Services grants that make up the fiscal year 2023-24 budget.

USDA National School Lunch Program (NSLP) and School Breakfast Program (SBP): These are two federally assisted meal programs, which directly and indirectly provide approximately 96% of the department's revenue in the form of per meal reimbursements, USDA food, and state matching funds which originate with the USDA. More details about USDA NSLP and SBP can be found at: <https://www.fns.usda.gov/nslp/national-school-lunch-program-nslp>

In school year 2014-15, the Nutrition Services Department expanded the number of children served in the CACFP Afterschool program by providing 'at risk' meals in community centers, nonprofit organizations, schools and receiving meal reimbursements directly through the Tennessee DHS. The program served an average of 5,160 suppers each day and an average of 5,139 snacks per day for the fiscal year 2020-2021.

USDA Summer Food Service Program: The USDA Summer Food Service Program provides breakfasts, lunches, suppers and snacks in high need communities during the summer. The Nutrition Services Department provides these meals at a wide variety of locations, including community centers, nonprofits and apartment complexes. The Department is reimbursed per meal through the Tennessee DHS.

In the summer of 2021, the District's Summer Food Service Program served 103,812 breakfasts, 126,270 lunches, 1,356 snacks. More details about the USDA Summer Food Service Program can be found at: <https://www.govinfo.gov/content/pkg/FR-1999-07-20/pdf/99-18433.pdf>

The Fresh Fruit and Vegetable Program (FFVP) is a federally assisted program providing free fresh fruits and vegetables to children at eligible elementary schools during the school day. The goal of the FFVP is to introduce children to fresh fruits and vegetables, to include new and different varieties, and to increase overall acceptance and consumption of fresh, unprocessed produce among children. The FFVP also encourages healthier school environments by promoting nutrition education.

To learn more, visit the FFVP webpage: <https://www.fns.usda.gov/ffvp/fresh-fruitand-vegetable-program>.

The Food and Nutrition Service of the United States Department of Agriculture administers the FFVP at the Federal level. At the State level, the FFVP is administered by State agencies, which operate the Program through agreements with local school food authorities. State agency contact information is available at:

[State/Local Agency | Food and Nutrition Service \(usda.gov\)](#).

Elementary schools in all 50 States, the District of Columbia, and the territories of Guam, Puerto Rico, and the Virgin Islands are eligible to participate. Schools must operate the National School Lunch Program in order to operate the FFVP. Importantly, the FFVP prioritizes schools with the highest percentage of children certified as eligible for free and reduced-price meals. This is because children from low-income families generally have fewer opportunities to consume fresh produce on a regular basis.



Participating elementary schools are required to publicize the availability of the FFVP and must serve the fresh fruits and vegetables outside the National School Lunch Program and School Breakfast Program meal service times. Beyond these requirements, schools have flexibility in determining their implementation plan. Schools may select the type of produce served, decide the number of days per week to serve the produce (though schools are strongly encouraged to serve a minimum of two days per week), and choose the time outside the breakfast and lunch meal service to provide fresh fruits and vegetables 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 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: [State/Local Agency | Food and Nutrition Service \(usda.gov\)](#).

USDA CACFP Snacks for Head Start: For our youngest students, morning and afternoon snacks enhance their educational experience. Recognizing this, Federal Head Start regulations require that these students receive these snacks. The District’s Nutrition Services Department and Early Childhood Education Division work with the Tennessee School Nutrition Program, Tennessee DHS, and the USDA Southeast Regional Office. In school year 2020-21, the Nutrition Services Department provided afternoon snacks to Head Start students, averaging 367 snacks each afternoon. More details about the USDA CACFP Snacks for Head Start Program can be found at: <https://www.fns.usda.gov/cacfp/child-day-care-centers>

USDA Farm to School: MSCS is partnering with local, state, regional and national groups to implement and expand Farm-to-School opportunities in Shelby County. Farm-to-School connects schools (K-12) and local farms with the objectives of serving healthy meals in school cafeterias, improving student nutrition, providing agriculture, health and nutrition education opportunities, and supporting local and regional farmers. There are 144 gardens throughout the district. More details about the USDA Farm to School Program can be found at: <https://www.fns.usda.gov/farmtoschool/farm-school-grant-program>

Other Revenue Sources: Programs such as adult meals, a la carte items, meals provided to other school food authorities (3 private schools), and catering comprise 2% of total revenue.



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INTERNAL SERVICES



FY 2025 District Adopted Budget

i. Internal Services Fund

Memphis-Shelby County Schools has the following three appropriated Internal Service Funds:

- **Printing Services:** Printing Services provide secure confidential and economical printing for the Memphis-Shelby County School District administrative offices as well as schools and other support divisions.
- **Warehouse (or Supply Chain):** Warehouse Fund provides for planning, implementing, and controlling the operations of the supply chain with the purpose of satisfying customer requirements as efficiently as possible. It encompasses all activities involved in requisitions, receiving, and distribution of needed inventory necessary for the functioning of Memphis-Shelby County Schools. The supplies/materials purchased and distributed includes testing materials; textbooks and workbooks; custodial supplies and chemicals (i.e., toilet paper, hand towels, floor wax); duplicating paper; vehicle fuel; and educational and vocational materials.
- **Achievement School District (ASD):** ASD fund accounts for special education, facilities, security operations (i.e., producing security badges), risk management, and transportation services the District either manages or provides to the ASD. MSCS has a Memorandum of Understanding (MOU) with the ASD, which outlines the responsibilities of both MSCS and the ASD as it relates to services and district-owned properties.



The Warehouse Fund is the largest Internal Service Fund, which along with the Printing Fund operates on a traditional fee and service model. The ASD Fund is driven by Special Education services, which are often in the form of Instruction,

Instructional Support, and medical services.

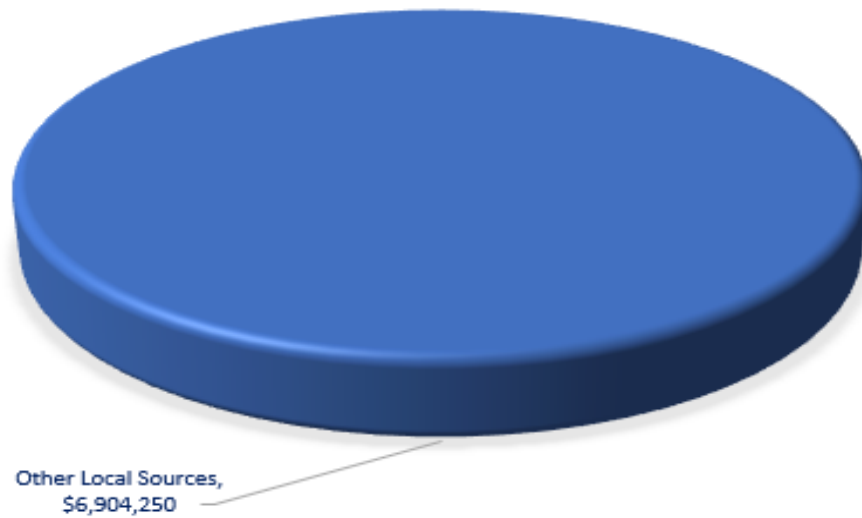
Budgeting practices for both Printing Services and Warehouse Funds are to ensure that expected revenues and expenditures are balanced for the current year. It is the District’s practice for the Printing and Warehouse Funds to have fund balances that include an operating reserve and a designated reserve. The operating reserve provides 90-day cash liquidity to sustain operations in case of an emergency. The designated reserve provides for a specific purpose such as replacing equipment, purchasing vehicles, or completing remodels. After the reserves in each fund are met, a rate is reviewed and adjusted accordingly to ensure funds are self-sustaining.



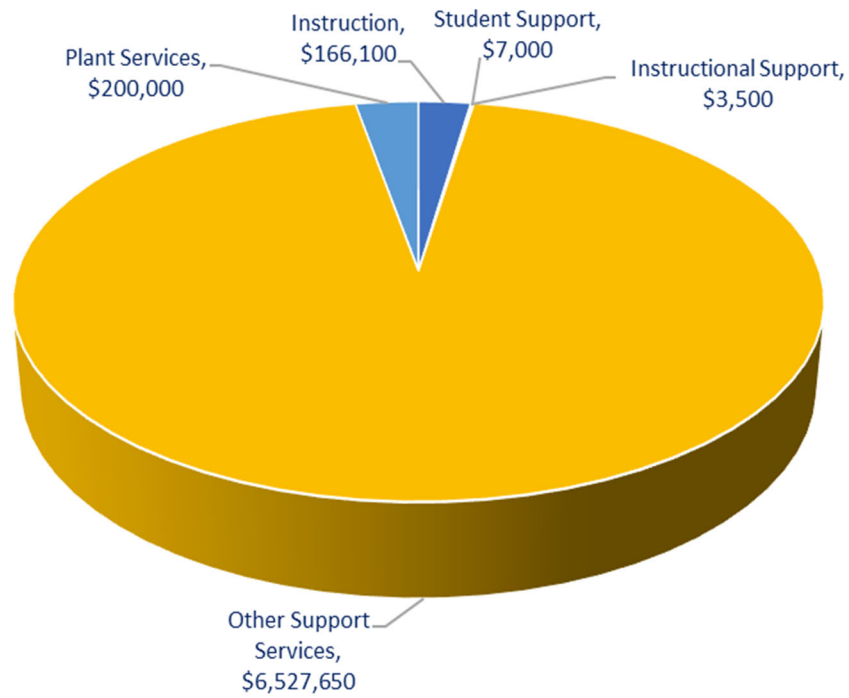
The combined Internal Services Fund budgeted revenues and expenditures are projected to increase by 67% from \$4.14 million in fiscal year 2023-24 to \$6.9 million in fiscal year 2024-25.



Where the Money Comes From...



...and Where the Money Goes





Below is the fiscal year 2024-25 Adopted budget for each of the three Internal Service Funds shown by program activity and functions.

Fiscal Year 2024-25 Budget
Internal Service Fund

Internal Service Fund FY2025				
REVENUES	ASD	PRINTING	WAREHOUSE	TOTAL INTERNAL SERVICE FUND
Other Local Sources	\$ 376,600	\$ 981,650	\$ 5,546,000	\$ 6,904,250
TOTAL REVENUES	\$ 376,600	\$ 981,650	\$ 5,546,000	\$ 6,904,250

EXPENDITURES	ASD	PRINTING	WAREHOUSE	TOTAL INTERNAL SERVICE FUND
Instruction	\$ 166,100	\$ -	\$ -	\$ 166,100
Instructional Support	3,500	-	-	3,500
Student Support	7,000	-	-	7,000
Other Support Services	-	981,650	5,546,000	6,527,650
Plant Services	200,000	-	-	200,000
TOTAL EXPENDITURES	\$ 376,600	\$ 981,650	\$ 5,546,000	\$ 6,904,250



2025 Fiscal Year

DISTRICT ADOPTED BUDGET



Below is the fiscal year 2024-25 budget for each of the three Internal Service Funds shown by program activity and objects.

Fiscal Year 2024-25 Budget
Internal Service Fund

REVENUES	ASD	PRINTING	WAREHOUSE	TOTAL INTERNAL SERVICE FUND
OTHER LOCAL SOURCES	\$ 376,600	\$ 981,650	\$ 5,546,000	\$ 6,904,250
TOTAL REVENUES	\$ 376,600	\$ 981,650	\$ 5,546,000	\$ 6,904,250

EXPENDITURES	ASD	PRINTING	WAREHOUSE	TOTAL INTERNAL SERVICE FUND
Salaries and Benefits	\$ 145,600	\$ 570,500	\$ 1,433,980	\$ 2,150,080
Contracted Services	2,500	73,178	600,500	676,178
Supplies and Materials	17,500	270,000	300,000	587,500
Capital Outlay	-	6,000	3,198,520	3,204,520
Leases	-	1,500	-	1,500
Other Charges	211,000	60,472	13,000	284,472
TOTAL EXPENDITURES	\$ 376,600	\$ 981,650	\$ 5,546,000	\$ 6,904,250





Below is the fiscal year 2024-25 budget by program activity and functions, with comparative year data.

In fiscal year 2024-25, the combined Internal Service Fund budgeted revenues are expected to increase to approximately \$6.9 million compared to the 2023-2024 amended budget revenues. The combined Internal Service Fund budgeted expenditures are also expected to increase to approximately \$6.9 million, which is \$2.77 million more than fiscal year 2023-2024 amended budget expenditures. This increase in expenditure occurred due to an increase in additional support costs in the warehouse funds for the delivery of textbooks and materials.

Fiscal Year 2024-25 Budget
Internal Service Fund

	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Amended Budget	2024-25 Adopted Budget	Variance	% Change
Revenues							
Other Local Sources	\$ 2,842,458	\$ 2,938,320	\$ 2,488,293	\$ 4,135,186	\$ 6,904,250	\$ 2,769,064	67.0%
Total Revenues	\$ 2,842,458	\$ 2,938,320	\$ 2,488,293	\$ 4,135,186	\$ 6,904,250	\$ 2,769,064	67.0%
Expenditures							
Instruction	\$ 142,489	\$ 175,654	\$ 33,524	\$ 263,215	\$ 166,100	\$ (97,115)	-36.9%
Instructional Support	7,802	5,077	70	8,428	3,500	(4,928)	-58.5%
Student Support	113,209	42,558	-	146,466	7,000	(139,466)	-95.2%
General Administration	1,412,731	2,386,503	3,373,911	-	-	-	0.0%
Other Support Services	-	-	-	3,445,000	6,527,650	3,082,650	89.5%
Student Transportation	85,352	96,847	120	-	-	-	0.0%
Plant Services	568,982	231,681	100,878	235,407	200,000	(35,407)	-15.0%
Other Local Sources	-	-	2,080	-	-	-	0.0%
Charter Schools	-	-	-	36,669	-	(36,669)	-100.0%
Total Expenditures	\$ 2,330,565	\$ 2,938,320	\$ 3,510,583	\$ 4,135,186	\$ 6,904,250	\$ 2,769,064	67.0%
Excess (deficiency) of revenues over expenditures	\$ 511,893	\$ -	\$ (1,022,290)	\$ -	\$ -		
Approved use of Fund balance	(511,893)	-	1,022,290	-	-		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		



Below is the Internal Service Fund by program activity and object category, with comparative year data.

Fiscal Year 2024-25 Budget
Internal Service Fund

	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Amended Budget	2024-25 Adopted Budget	Variance	% Change
Revenues							
Other Local Sources	\$ 2,842,458	\$ 2,938,320	\$ 2,488,293	\$ 4,135,186	\$ 6,904,250	\$ 2,769,064	67.0%
Total Revenues	\$ 2,842,458	\$ 2,938,320	\$ 2,488,293	\$ 4,135,186	\$ 6,904,250	\$ 2,769,064	67.0%
Expenditures							
Salaries and Benefits	\$ 1,632,780	\$ 1,521,848	\$ 1,758,452	\$ 2,367,932	\$ 2,150,080	\$ (217,852)	-9.2%
Contracted Services	186,771	1,071,570	897,289	885,138	676,178	(208,960)	-23.6%
Supplies and Materials	313,775	131,490	686,417	399,815	587,500	187,685	46.9%
Capital Outlay	92,366	59,758	35,367	202,225	3,204,520	3,002,295	1484.6%
Leases	-	-	2,080	-	1,500	1,500	100.0%
Other Charges	104,871	153,655	130,977	280,076	284,472	4,396	1.6%
Total Expenditures	\$ 2,330,565	\$ 2,938,320	\$ 3,510,583	\$ 4,135,186	\$ 6,904,250	\$ 2,769,064	67.0%
Excess (deficiency) of revenues over expenditures	511,893	-	(1,022,289)	-	-	-	
Approved use of Fund balance	(511,893)	-	1,022,289	-	-	-	
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	





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INFORMATIONAL



FY 2025 District Adopted Budget



This section includes the following information:

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 - ii. Enrollment Projection Methodology
- II. STAFFING TRENDS
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 - ii. Staffing Levels
- III. SCHOOLS
 - i. Student Based Budgeting (SBB)
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- V. PROPERTY CLASSIFICATIONS AND ASSESSED PROPERTY VALUE
 - i. Assessed Value and Estimated Actual Value of Taxable Property
 - ii. Impact on Taxpayers
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- VI. TAX RATE TRENDS
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- VII. STATISTICAL AND OTHER INFORMATION
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I. DISTRICT ENROLLMENT TRENDS

i. Enrollment History and Projections by School

School/Building	2020	2021	2022	2023	2024	2025	2026	2027
A. B. Hill ES (1909)	212	293	348	543	512	443	446	447
A. Maceo Walker MS (2003)	716	796	806	654	688	576	579	581
Alcy ES (1970)	-	874	566	550	644	701	705	707
Alton ES (1969)	270	320	294	-	-	-	-	-
American Way MS (2003)	701	705	697	702	670	632	636	637
B.T. Washington HS (1949)	436	439	459	464	433	443	446	447
Barret's Chapel ES (1960)	457	403	380	324	353	268	270	270
Bellevue MS (1928)	560	598	1,047	548	618	614	617	619
Belle Forrest ES	1,144	1,017	601	936	886	955	960	963
Berclair ES (1953)	623	598	589	581	574	545	548	550
Bethel Grove ES (1932)	199	168	185	160	200	219	220	221
Bolton HS (1960)	848	620	678	562	725	642	646	647
Brownsville Rd ES (1966)	575	516	484	473	461	470	473	474
Bruce ES (1999)	441	522	530	462	424	442	444	446
Caldwell-Guthrie (1998)	-	-	-	-	-	462	465	466
Central HS (1915)	1,432	1,431	1,421	1,335	1,313	1,284	1,291	1,295
Charjean ES (1950)	307	-	404	-	-	-	-	-
Cherokee ES (1951)	436	429	-	356	372	320	322	323
Chickasaw MS (1970)	368	361	361	297	317	345	347	348
Chimneyrock (2011)	939	878	869	813	833	879	884	886
Colonial MS (1954)	1,097	1,121	1,100	963	1,026	1,096	1,102	1,105
Cordova ES (2002)	819	732	693	672	768	698	702	704
Cordova HS (1997)	2,268	2,198	2,244	2,028	2,094	2,147	2,159	2,165
Cordova MS (1993)	813	788	742	610	612	637	641	642
Craigmont HS (1978)	840	707	726	649	772	981	987	989
Craigmont MS (2001)	557	553	506	453	441	451	454	455
Cromwell ES (1963)	425	457	406	388	387	403	405	406
Crump ES (1999)	533	481	528	563	499	476	479	480
Cummings ES (1961)	543	428	381	275	234	251	252	253
Delano ES (1957)	273	225	247	227	245	272	274	274
Dexter K-8	1,198	1,134	1,155	1,390	1,444	1,361	1,369	1,373
Double Tree ES (1977)	369	368	400	341	342	310	312	313
Douglass ES (1964)	459	441	437	358	479	488	491	492
Douglass HS (2008)	557	612	621	594	651	648	652	653
Downtown ES (2003)	613	684	677	653	693	702	706	708
Dunbar ES (1955)	232	207	219	173	178	178	179	180
East HS (1948)	371	387	615	606	557	622	626	627
E.E. Jeter (1949)	431	506	329	356	377	364	366	367
Egypt ES (1964)	505	458	522	513	485	447	450	451
Evans ES (1965)	420	407	370	395	359	410	412	413
Fairley HS (1970)	-	-	-	-	-	388	390	391
Ford Road ES (1952)	512	475	513	489	502	468	471	472
Fox Meadows ES (1965)	574	491	508	487	403	435	437	439
Frasyer-Corning Elementary	-	-	-	339	344	352	354	355
Gardenview ES (1967)	230	298	288	272	231	185	186	187
Geeter MS (1961)	604	657	711	686	555	568	571	573
Georgian Hills Elementary	-	-	-	246	239	221	222	223
Georgian Hills MS (1959)	274	309	296	311	291	240	241	242
Germanshire ES (2001)	766	788	718	660	680	682	686	688
Germantown ES (1975)	611	619	600	557	605	531	534	536
Germantown HS (1964)	1,883	1,971	1,947	1,765	1,810	1,714	1,724	1,729
Germantown MS (1979)	710	799	814	771	708	579	582	584



School/Building	2020	2021	2022	2023	2024	2025	2026	2027
Getwell ES (2001)	438	411	421	439	430	455	458	459
Goodlett ES (1964)	900	808	-	-	-	-	-	-
Grahamwood ES (1953)	995	972	944	886	826	847	852	854
Grandview Hts. ES (1953)	486	358	394	377	348	364	366	367
Hamilton HS (1972)	611	578	625	655	681	573	576	578
Hamilton MS (1946)	202	498	601	597	626	608	611	613
Hanley Elementary	-	-	-	-	547	299	301	302
Havenview MS (1960)	714	768	727	709	682	760	764	766
Hawkins Mill ES (1965)	311	302	286	256	255	294	296	296
Hickory Ridge ES (2001)	619	695	660	663	628	570	573	575
Hickory Ridge MS (2001)	876	852	803	726	808	897	902	905
Highland Oaks ES (1993)	825	817	745	713	730	667	671	673
Highland Oaks MS (2009)	715	589	622	619	611	561	564	566
Holmes Road ES (2001)	584	620	637	557	621	645	649	650
Idlewild ES (1903)	497	515	503	561	610	594	597	599
Jackson ES (1957)	274	303	262	259	270	281	283	283
John P. Freeman MS (1973)	662	630	656	610	543	453	456	457
Kate Bond ES (1993)	801	778	696	689	743	744	748	750
Kate Bond MS (2012)	1,090	1,122	1,120	1,011	970	972	977	980
Keystone ES (1991)	405	336	381	372	434	324	326	327
Kingsbury ES (1959)	453	517	495	475	430	444	447	448
Kingsbury MS (1955)	639	673	676	587	502	500	503	504
Kingsbury HS (1950)	1,232	1,332	1,347	1,376	1,304	1,320	1,327	1,331
Kirby HS (1980)	780	895	807	829	843	652	656	658
Larose ES (1963)	275	232	187	227	258	284	286	286
Levi ES (1992)	412	406	429	400	392	401	403	404
Lowrance K-8 (1995)	807	841	861	830	877	816	821	823
Lucie E. Campbell ES (2002)	503	483	509	474	567	531	534	536
Lucy ES (1921)	355	352	310	281	282	246	247	248
Macon Hall ES (1997)	1,164	1,199	1,084	1,036	1,076	1,049	1,055	1,058
Magnolia ES (1950)	361	-	-	-	-	-	-	-
Manassas HS-New (2007)	400	406	393	307	326	339	341	342
Maxine Smith STEAM Academy (2015)	371	375	364	375	430	440	442	444
Melrose HS (1970)	803	691	752	747	684	660	664	666
Mitchell HS (1957,2002)	442	401	421	377	380	387	389	390
Mt. Pisgah Middle (2007)	569	568	555	629	571	523	526	527
Newberry ES (1970)	463	439	391	340	386	346	348	349
Northaven ES (1978)	313	305	315	299	253	287	289	289
Oak Forest ES (1994)	408	359	388	371	340	339	341	342
Oakhaven ES (1957)	545	530	482	460	525	504	507	508
Oakhaven HS (1956)	374	366	395	379	401	391	393	394
Oakhaven MS (1963)	313	323	322	301	302	279	281	281
Oakshire ES (1966)	314	350	339	383	401	355	357	358
Overton HS (1959)	1,097	1,260	1,339	1,411	1,453	1,506	1,515	1,519
Parkway Village (2019)	-	-	808	783	750	767	771	774
Peabody ES (1909)	367	356	332	318	327	313	315	316
Raleigh-Bartlett ES (1976)	462	477	453	395	386	382	384	385
Raleigh-Egypt HS (1969)	986	548	657	641	698	820	825	827
Raleigh-Egypt MS (1969)	-	464	476	441	521	455	458	459



School/Building	2020	2021	2022	2023	2024	2025	2026	2027
Richland ES (1957)	836	866	802	842	863	868	873	875
Ridgeway/Balmoral ES (1970)	334	308	288	267	236	271	273	273
Ridgeway HS (1970)	1,124	938	852	813	805	774	778	781
Ridgeway MS (2001)	762	785	784	625	599	489	492	493
Riverview MS (1967)	368	404	404	316	435	630	634	635
Riverwood ES (2011)	949	844	864	861	867	959	964	967
Robert R. Church ES (2001)	668	643	627	497	631	481	484	485
Ross ES (1976)	608	537	545	508	576	535	538	540
Rozelle ES (1914)	232	234	215	188	181	221	222	223
Scenic Hills ES (1957)	280	207	265	268	229	298	300	301
Sea Isle ES (1955)	398	433	413	385	403	399	401	402
Shady Grove ES (1962)	379	386	371	-	-	-	-	-
Sharpe ES (1954)	264	289	286	284	318	280	282	282
Sheffield ES (1970)	437	536	488	508	503	479	482	483
Sheffield HS (1966)	604	511	537	454	490	535	538	540
Shelby Oaks ES (1990)	825	824	739	655	699	702	706	708
Sherwood ES (1950)	530	554	506	479	510	494	497	498
Sherwood MS (1957)	728	773	786	779	667	759	763	765
Snowden ES (1909)	1,255	1,226	1,272	1,261	1,400	1,276	1,283	1,287
South Park ES (1998)	468	453	451	441	443	445	448	449
Southwind ES (1990)	623	616	623	583	579	562	565	567
Southwind HS (2007)	1,667	1,549	1,463	1,407	1,509	1,639	1,648	1,653
Springdale ES (1940)	242	266	272	200	219	196	197	198
Treadwell ES (1985)	691	774	770	736	793	870	875	877
Treadwell MS (1948)	477	602	604	625	641	682	686	688
Trezevant HS (1960)	514	445	512	408	514	736	740	742
Vollentine ES (1930)	278	268	261	299	276	251	252	253
Wells Station ES (1954)	734	710	662	565	566	591	594	596
Westhaven ES (1956)	756	748	750	625	703	633	637	638
Westside ES (1952)	309	337	330	306	328	305	307	308
Westwood HS (1958)	333	345	357	274	298	298	300	301
White Station ES (1933)	617	646	608	602	650	689	693	695
White Station HS (1952)	1,836	2,035	1,998	1,939	1,791	1,969	1,980	1,986
White Station MS (1960,2007)	1,228	1,259	1,182	1,049	1,058	1,059	1,065	1,068
Whitehaven ES (1949)	459	418	400	371	432	392	394	395
Whitehaven HS (1931)	1,692	1,616	1,522	1,544	1,669	1,482	1,490	1,495
Whitney Elementary	-	-	-	206	253	261	262	263
William H. Brewster ES (2006)	430	451	420	396	440	438	440	442
Willow Oaks ES (1951)	738	688	649	644	605	575	578	580
Winchester ES (1960)	599	544	549	376	385	377	379	380
Winridge ES (2001)	464	476	461	448	455	356	358	359
Wooddale HS (1967)	485	606	665	674	656	577	580	582
Woodstock Middle (1956)	301	325	313	266	201	236	237	238
Total	84,886	84,843	83,865	79,695	81,939	81,858	82,320	82,552



School/Building	2020	2021	2022	2023	2024	2025	2026	2027
Charter Schools								
Arrow Academy	73	89	111	102	95	83	88	94
Aspire College Prep Academy (Journey East)	375	426	426	402	340	382	406	432
Aster College Prep	120	-	-	-	-	-	-	-
Aurora Collegiate Academy	343	327	340	344	323	328	348	371
Beacon College Prep	-	116	125	152	204	293	312	332
Believe Memphis Academy	167	247	387	408	311	401	426	453
Circles of Success Learning Academy	246	229	209	230	218	211	224	239
City Boys Prep	66	-	-	-	-	-	-	-
City Girls Prep	110	141	127	95	84	94	100	106
City University School of Independence	16	14	28	15	14	14	15	16
City University School of Liberal Arts	282	244	254	249	223	197	209	222
Compass Binghamton	180	175	201	223	207	210	223	238
Compass Berclair	180	172	210	233	228	229	244	259
Compass Frayser	180	162	181	208	208	203	216	230
Compass Hickory Hill	233	237	249	268	255	253	269	286
Compass Midtown	250	240	265	307	331	352	374	398
Compass Orange Mound	160	177	200	228	197	186	198	210
Crosstown High	294	399	528	499	470	493	524	557
Dubois Elem for Entrepreneurship	233	331	-	-	-	-	-	-
Dubois Elem Arts & Technology	195	-	-	-	-	-	-	-
Dubois Middle Arts & Technology	135	-	-	-	-	-	-	-
Dubois Middle Leadership/Public Policy	132	-	-	-	-	-	-	-
The Excel Center	244	-	-	-	-	-	-	-
Freedom Prep Academy	869	1,054	2,189	2,283	2,158	1,929	2,052	2,182
Freedom Prep Elementary	394	493	-	-	-	-	-	-
Freedom Prep Academy Sherwood	288	341	-	-	-	-	-	-
Gateway University	229	-	-	-	-	-	-	-
Granville T. Woods Academy of Innovation	419	405	403	429	378	374	398	423
Grizzlies Academy	344	341	351	334	338	346	368	391
Journey Coleman School	-	-	-	-	-	611	611	611
KIPP Academy at Cypress	1,682	1,531	1,695	1,504	1,370	1,078	1,147	1,219
Kaleidoscope School of Memphis	96	74	61	-	-	-	-	-
Leadership Prep Charter School	254	346	394	373	417	436	464	493
Memphis Academy of Health Sciences MS	296	278	242	211	-	-	-	-
Memphis Academy of Health Sciences HS	435	448	372	399	-	-	-	-
Memphis Academy of Science & Engineering	622	550	596	538	584	674	717	763
Memphis Business Academy ES	272	304	277	291	267	275	292	311
Memphis Business Academy MS	483	480	481	400	385	423	450	479
Memphis Business Academy HS	510	523	565	573	506	509	541	575
Memphis Business Academy Hickory Hill ES	88	135	109	94	95	138	147	157
Memphis Business Academy Hickory Hill MS	54	89	63	46	52	55	59	62
Memphis College Preparatory	245	265	284	309	254	235	250	266
Memphis Delta Preparatory	341	409	392	420	377	372	396	421
Memphis Merit Academy	120	191	244	247	288	378	402	428
Memphis Rise Academy	669	750	775	788	744	745	792	843
Memphis School of Excellence	742	1,256	1,306	1,468	1,527	1,630	1,734	1,844
Memphis Stem Elementary	231	198	292	258	215	232	246	262
Perea Elementary	142	195	320	263	259	362	385	409
Power Center Academy	2,228	2,253	2,386	2,487	2,503	2,547	2,709	2,881
Promise Academy	372	322	319	286	285	254	270	287
Soulsville Academy	690	662	634	702	636	649	690	734
Southern Avenue Elementary	346	375	383	353	333	329	350	373
Southwest Early College High	273	-	-	-	-	-	-	-
Star Academy	307	348	304	314	283	358	381	405
Veritas College Preparatory	150	178	163	155	144	136	144	153
Vision Prep	397	388	396	392	390	376	399	425
Westside Middle School	-	-	-	-	-	290	290	290
Total Charter School Enrollment	18,802	18,908	19,837	19,879	18,496	19,670	20,861	22,131
District Total Enrollment	103,688	103,751	103,702	99,574	100,435	101,527	103,181	104,683



ii. Enrollment Projection Methodology

Enrollment projections are conducted using a cohort survival methodology. This method involves moving students up from one grade to the next and applying survival ratios to capture an approximate rate of change. Survival ratios are developed using recent trend data to estimate the rate at which a full grade cohort will move from one grade to the next over the course of future years.

Live birth data is used to project kindergarten classes for future years. Birth data, provided by the Memphis and Shelby County Health Department, is available to Memphis-Shelby County Schools by zip code. As with other grades, a survival ratio called the birth-to-kindergarten ratio is developed. Birth-to-kindergarten ratios capture the rate to which births in each zip code will matriculate to kindergarten five years later. Trend data of births versus kindergarten enrollment over the course of several years assists with developing the birth-to-kindergarten ratio.

Classes entering new schools (for example, 6th grade for middle, and 9th grade for high) are estimated by multiplying the total students from zones of feeder schools by a survival ratio developed by examining the likelihood that students from one feeder school will attend the next school in the feeder pattern and the average change in class size from one year to the next for each feeder school. Finally, the percentage of students who may attend from outside of the feeder school boundaries are added to the total to account for transfers.

Cohort survival enrollment projection methodology is the most common process for forecasting future school enrollment. This method is used by many school districts across the country, including some of the largest. New York City, Los Angeles, Chicago and Broward County, Florida are examples of school districts that employ this method. In fact, it is recommended for use by the New York State Education Department.

Use of the cohort analysis model began in the 1950s. However, in the 1970s, school districts began to commonly use this method. Many municipalities and regional governments use cohort survival analysis to forecast population for their respective political geographies.

Benefits to using cohort survival methodology are:

- It is relatively easy to use.
- The method can account for numerous factors (such as migration, retention, population flux, dropouts, failures, etc.).
- It normally demonstrates a high degree of short-term accuracy.

Drawbacks of the methodology are:

- Accuracy is lessened in areas of instability since it assumes the future will be like the past.
- It does not account for single, critical events (e.g., a major employer closing).
- Forecasts beyond five years are less reliable than more short-term periods of time.



II. STAFFING TRENDS

i. Staffing Formula

Below and on the following page are the District’s school staffing formulas for the school year 2024-25. These staffing formulas are adhered to closely except for smaller schools that may need additional staffing for scheduling and otherwise as deemed necessary for academic progress.

Classroom Teacher Allocations

Grade Level	Teacher to Student Ratio
K - 3	1:20
4 - 5	1:24.75
6 - 8	1:24.95 (student enrollment 600 or fewer) 1:23.75 (student enrollment greater than 600)
9 - 12	1:26.05 (student enrollment 1,200 or fewer) 1:24.5 (student enrollment greater than 1,200)

Career and Technical staffing assignments are determined by the Career and Technical Education department. Generally, a high school receives one additional general classroom teacher for every four CTE teachers at their school location.

Based on the state average and maximum class size requirements, the District utilizes a smaller student-to-teacher ratio. The chart below reflects the state requirements.

State of Tennessee Class Size Requirements

Grade Level	Education Improvement Act Average	Education Improvement Act Maximum
Grades K-3	20	25
Grades 4-6	25	30
Grades 7-12	30	35
Career and Technical Education	20	25

Source: <https://www.tn.gov/assets/entities/tacir/attachments/InfraAppendixF.pdf>



ii. Staffing Levels

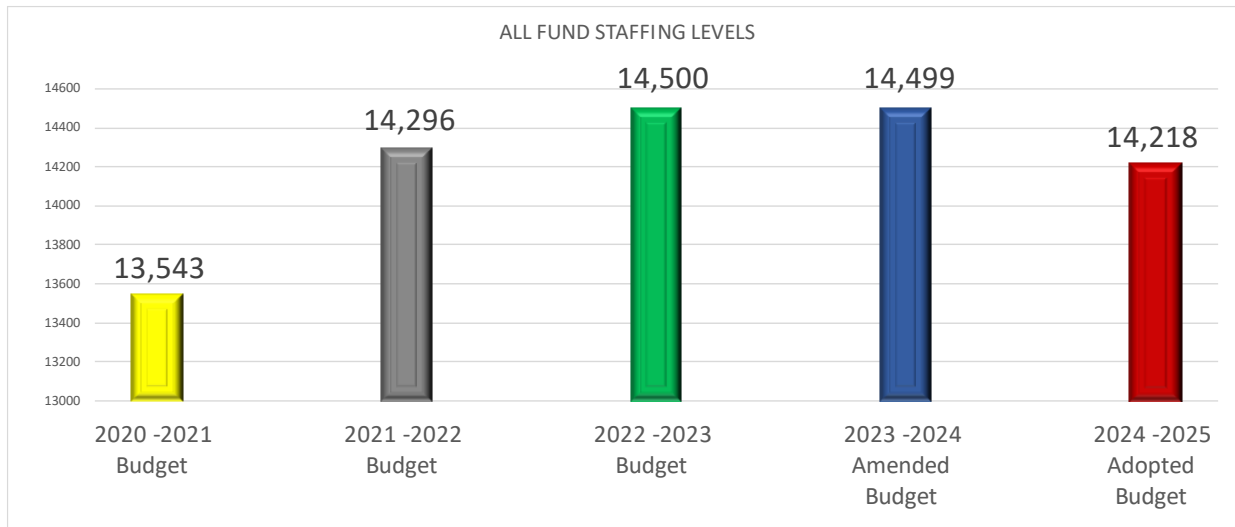
For fiscal year 2024-25, the District has a budget of 14,218 positions, as noted in the graphic below. School staffing position needs are calculated with a staffing formula, which determines the needs based upon changes in enrollment/Average Daily Membership (ADM), the opening/closing of schools and other relevant factors.

Personnel costs account for 52% of the District’s expenditure for the All Funds budget and 60% of the General Fund budget. The District projects a net decrease of 281 positions in All Funds for fiscal year 2024-25. The decrease is attributed primarily to the end of the ESSER Federal Grant.

Full-Time Employees	2020 -2021	2021 -2022	2022 -2023	2023 -2024	2024 -2025	FY 2024 Amended Budget vs FY 2025 Adopted Budget	FY 2024 Amended Budget vs FY 2025 Adopted Budget
	Actual Budget	Actual Budget	Actual Budget	Amended Budget	Adopted Budget	Adopted Budget	Adopted Budget
Officials/Administration/Management	263	316	339	353	265	(88)	-24.9%
Principals	155	155	154	156	158	2	1.3%
Assistant Principals, Non-Teachers	202	207	218	224	259	35	15.6%
Elementary Classroom Teachers	2,261	2,219	2,227	2,213	2,260	47	2.1%
Secondary Classroom Teachers	1,830	1,770	1,797	1,708	1,777	69	4.0%
Other Classroom Teachers	2,186	2,307	2,027	2,234	2,271	37	1.7%
Guidance	282	278	287	282	292	10	3.5%
Psychological	75	70	68	68	68	-	0.0%
Librarian/Audio/Visual	137	130	133	131	136	5	3.8%
Consultants/Supervisors	147	169	188	192	252	60	31.3%
Other Professional	801	1,079	1,207	1,315	1,125	(190)	-14.4%
Teachers' Aides	2,360	2,748	3,008	2,577	2,413	(164)	-6.4%
Technicians	149	137	135	127	124	(3)	-2.4%
Clerical/Secretarial	675	690	714	715	657	(58)	-8.1%
Service Workers	1,604	1,605	1,610	1,800	1,744	(56)	-3.1%
Skilled Crafts	117	117	116	127	127	-	0.0%
Laborers Unskilled	275	276	242	248	262	14	5.6%
Professional Instructional	2	1	1	1	-	(1)	-100.0%
All Other	22	22	29	28	28	-	0.0%
Total	13,543	14,296	14,500	14,499	14,218	(281)	-1.9%
Total Full-Time Staff	13,543	14,296	14,500	14,499	14,218	(281)	-1.9%

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

All Funds Staffing Levels



The chart above reports on the District All Funds budgeted staffing levels for fiscal years 2021 through 2025. Budget Center Managers are responsible for restricting expenditures to remain within the allocated budget.



III. SCHOOLS

This section includes the following information:

- i. Student Based Budgeting (SBB)
- ii. SBB Flexibility
- iii. Guide on Understanding School Level Information and School Data

Conventional practices tend to be focused on the District, compliance, and program fidelity. Conversely, strategic budgeting practices link resources to academic goals, ensure resources are used to improve student learning, and meet students’ needs. Strategic budgeting practices track whether and how resources are used to improve academic achievement. Memphis-Shelby County Schools is providing school leaders with strategic budgeting practices and tools to improve student learning and meet students’ needs. These practices are critical to achieving the District’s Destination 2025 goals and strategic priorities. These practices will equip school leaders with decision-making guidance to achieve high academic achievement with greater school decision flexibility and will enable school leaders to produce high-quality options throughout the District. MSCS Vision serves as our north star. Destination 2025 Strategic Goals and Priorities outline what is needed to realize our vision. Our Theory of Action (Managed Performance Empowerment) establishes a method to fulfill our Destination 2025 strategic goals and priorities.



As an enabler of our Theory of Action, MSCS launched Student Based Budgeting (SBB) to provide funding equity to students regardless of their zip codes, provide proven school leaders with greater flexibility for their academic goals, and foster high levels of innovation and continued success across the District in school year 2018-19. To learn more about SBB, you can access the SBB Principal Handbook on the website back2students.com.

i. Student Based Budgeting (SBB)

In the school year 2018-19, MSCS implemented two initiatives – Strategic School Design and Student Based Budgeting (SBB). Both initiatives will serve as a mechanism to create more equity, transparency, and flexibility. Student Based Budgeting and school redesign are major levers to transform the District into a nationally recognized model for educational innovation and effectiveness. Student Based Budgeting provides the equitable distribution of funds based upon student enrollment and need.

SBB is a funding model that allocates dollars (instead of staff) to schools based on the number of students enrolled. The model is weighted using objective, measurable facts about each individual student that drives education costs. In simpler terms, with SBB, dollars follow the student and are based on each student’s needs. Furthermore, schools may be able to earn more flexibility in deciding what to do with those funds once they reach the school. We believe that schools will work from similar starting points to build increasingly diverse and customized academic plans. The purpose of a school’s budget, then, is to support and reflect its academic plan.



SBB Methodology & Policies

In one sense, Student Based Budgeting is very simple: the money follows the student, period. But while this basic principle drives almost every aspect of our new school funding system, there are a handful of other details needed to fully understand how SBB works. In this section, a complete explanation of how Student Based Budgeting works in Memphis-Shelby County Schools will be provided.

SBB Pool vs. Non-SBB Pool (a.k.a. Locked and Special Fund Allocations)

SBB is the District’s primary mechanism for allocating resources to schools, but it is not the only method. Each school will receive most of its dollars through Student Based Budgeting; empowered schools will have discretion to spend those dollars within a set of boundaries and non-empowered schools will use those dollars to purchase their staffing allocations dictated by district staffing ratios. In addition, as in the past, each school will also receive an additional set of staff Full Time Equivalents (FTEs) and supplies according to the District’s objectives (a.k.a. Locked Allocations) and may receive certain grant dollars (e.g., Title I, SIG Grant) according to the terms of the grant (a.k.a. Special Fund Allocations).

SBB Pool: The total dollar sum that goes directly through Student-Based Budgeting is known as the **SBB Pool**. How big is the pool? It is the sum of all the resources that schools are responsible for budgeting.

For example, if schools were only responsible for budgeting for teachers, secretaries, and pencils, and the total cost of teacher compensation was \$150M, secretaries \$15M, and pencils \$100K, the size of the SBB Pool would be \$150M + \$15M + \$100K = \$161.1M.

Based on the set of resources that schools will budget in school year 2024-25, the size of the pool is \$418 million. Later in this section, more details on which resources are allocated and managed by schools and what makes up the SBB will be shared.

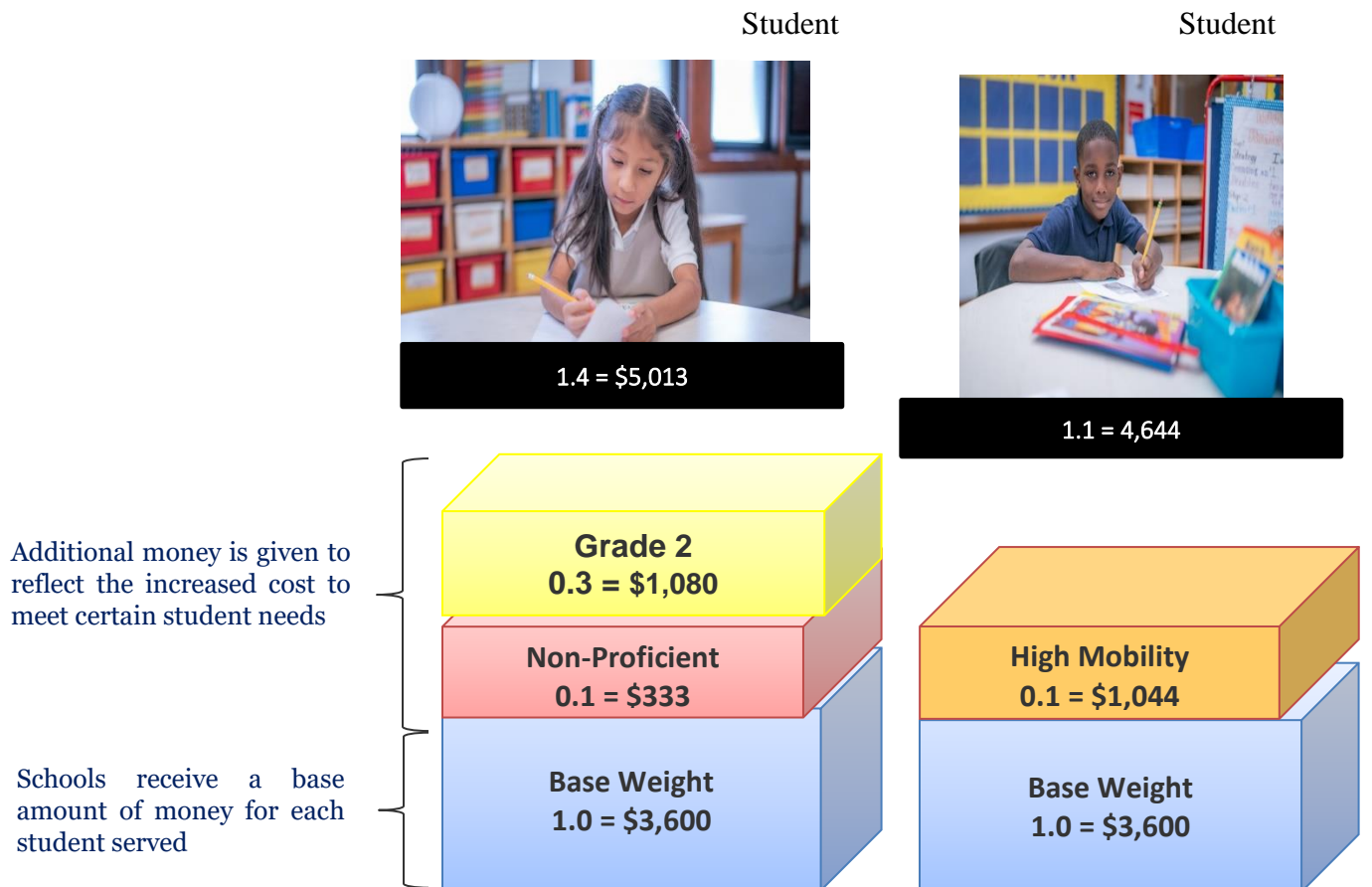
Special Fund Allocations: As in previous years, schools will continue to receive some dollars from state and federal grants (e.g., Title I Allocations, SIG Grants, etc.). These dollars are considered “outside of the pool” and do not “follow the student,” but schools often do have control over spending them, depending on the terms of the grant. Schools have the flexibility to seek additional grants.

Locked Allocations: As in previous years, schools will receive certain staff FTEs, equipment, and materials according to the District’s support plan (e.g., social workers, special education staff, etc.). Those staff, equipment, and materials that schools are not responsible for budgeting will be allocated to buildings according to the decisions made by their department.

Type of Resource	In the SBB Pool?	Follows the student?	Empowered schools choose how to spend?
SBB Pool Dollars	Yes	Yes	Yes
Special Fund Allocations	No	Depends on the grant terms	Sometimes
Locked Allocations	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 \$418 million in the SBB Pool, dividing by 81,392 students, and sending \$5,136 to each school for every single student on its roster. But a key piece of our strategy is the belief that it costs a different amount of money to provide an appropriate education for different types of students. Although all students meet baseline funding, additional funds must meet qualifying criteria. SBB rubric indicating objective measurable criteria are used to target more resources for certain students who may need more help to learn. Therefore, more resources are provided to the schools with exceptional populations. These dollars are assigned as *categorical weights*.

SBB funding starts with all schools receiving money on behalf of each student which is the sum of the “base weight”—an amount that each student receives—plus special categorical weights for which each student qualifies. In the example below, both students receive the base weight, and each receives a different set of need weights according to their respective attributes.





A set of student characteristics are recommended that the District should prioritize in directing extra resources to the highest need schools. MSCS looks for characteristics that were:

- **Relevant:** The characteristic must represent a real student need that demands more resources to educate.
- **Measurable:** The characteristic must be indisputably and objectively measurable, so we can all agree on which students qualify for it.
- **Student-Based:** The characteristic must be linked to an individual student, not a school's decisions, such that any student will trigger the same funding level regardless of which school he or she attends. For this reason, the District chose "incoming" student characteristics (*e.g., 8th grade performance for HS students*) when possible.

Here are the characteristics chosen for the District's SBB formula in **2024-25**

Student Need	Rationale
Base Weight	Base Weight-- \$3,600 for all K12 General Education Setting Students <ul style="list-style-type: none"> • 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-- \$1,080 or 0.3 for K-2, \$720 or 0.2 for 3-5 <ul style="list-style-type: none"> • 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 a critical district focus area and highly predictive of future outcomes. <u>DATA USED:</u> 24/25 Projected enrollments by grade
Incoming Student Performance (High and Low)	Incoming student performance (high and low) – \$360 or 0.1 <ul style="list-style-type: none"> • Student performance is one of the most important indicators of student need at a school. • Note that this will be calculated as a percentage of proficiency in ELA and Math for each school. • <u>DATA USED:</u> • These are counts of exams and proficiency levels for students that took the TCAP/EOC exams in Spring 2023. If a student took multiple exams in the same subject area (e.g., Algebra I and Geometry), they would be counted separately for each exam taken. • These are counts for all valid exams taken in Spring 2023 across all students in all schools in all grades.



**Student
Mobility**

- Mobility – \$1,044 or 0.29
- Schools with highly mobile populations have greater levels of need. We will weight mobility instead of poverty because mobility is highly correlated to poverty but provides a more nuanced look at need.
- DATA USED: Mobility rate (defined by # of students who transferred into the school after 40th day divided by # of students who ever attended the school, excluding students who attended for less than 1 week) calculated using year-end SY23/24 data.

**English
Language
Learner**

- ELL - \$90 or .03 (please note that you will continue to receive ELL resources (e.g. ESL Teachers) outside of SBB. This small weight is meant to alleviate imperfections in the measurement of poverty for the poverty weight).
- DATA USED: The EL data includes students whose ELL data in PowerSchool indicate they are “L” or “W”

Poverty

- Direct Certified - \$360 or .10
- DATA USED: The number of students eligible for the Poverty weight is calculated using the 2023-24 Direct Certified %

Enrollment Projections and Fall Adjustments

Since school-by-school enrollment cannot be measured until the beginning of the school year but budget planning must begin the previous winter, we rely on *projected* enrollment figures to apply the student weights and generate school budgets. The District puts a high premium on accurate projection numbers to give schools accurate preliminary budgets and enable targeted planning. But since it is nearly impossible to project school enrollments perfectly many months in advance, the District has also developed a policy for adjusting school budgets in a similar manner to how adjustments currently occur in the fall.

Baseline Services and Baseline Supplement

Pursuant to the resource flexibility guidelines listed in this document, empowered schools have significant flexibility over what resources they choose to purchase. Outside of the guidelines outlined in the resource flexibility section, the District will not instruct empowered schools what to buy. Nonetheless, the District is committed to ensuring that, *should they choose*, schools have enough money to purchase a standard set of resources that has traditionally been present in most MSCS schools. We refer to that standard set of resources as “baseline services.” It is the minimum set of services that the SBB allocation will provide for all schools, regardless of their size and student characteristics. If a school’s initial SBB allocation (i.e., student enrollment multiplied by student weights) is not sufficient to pay for these services, the District will add money to the school’s allocation, bringing it up to the baseline. The Finance Department will hold a reserve from the SBB Pool sufficient to cover this “baseline supplement.” Very small schools are those most likely to fall short of being able to afford “baseline services” on their own, so the resources listed below should be considered appropriate in the context of a small school (<300 students). Resources that schools are not responsible for paying for are not included in “baseline services;” see resource flexibility section for more detail on which resources schools are responsible for paying.



Note that in the charts below, FTE means Full Time Equivalent.

Position / Service	Grades K-8	Grades 9-12	Source
General Education Teachers	K-3rd: 20:1 4th-6th: 25:1 7th-8th: 30:1	30:1	TN Class Size Requirement
Physical Ed. Teachers	K-4th: 350:1 5th-6th: 265:1 7th-8th: N/A	N/A	Tennessee State Minimum Requirements
Art & Music Teachers	K-6th: 525:1 7th-8th: N/A	N/A	Tennessee State Minimum Requirements
Assistant Principals	1 FTE: 550 to 1,099 1.5 FTE: 1,100 to 1,319 2 FTE: 1,320+	1 FTE: 1 to 649 2 FTE: 650 to 1,249 3 FTE: 1,250 to 1,499 4 FTE: 1,500 to 1,749 5 FTE: 1,750+	K-8th: SCS Staffing Formula* 9th-12th: SCS Staffing Formula**
Librarians	0.5 FTE: 1 to 264 1 FTE: 265+	0.5 FTE: 1 to 299 1 FTE: 300 to 999 2 FTE: 1,000 to 2,249 3 FTE: 2,250 to 3,000	Tennessee State Minimum Requirements
Clerical Assistants	0.5 FTE: 1 to 224 1 FTE: 225 to 374 + 1 FTE: for every additional 375 students		Tennessee State Minimum Requirements
Financial Secretaries	1 per school		District Requirement
Substitute Teachers	\$45.78 per pupil (pp)		FY19 Short-term sub budget pp
Instructional Supplies	\$300 per teacher		District Requirement
Guidance Counselor	K-5th: 1:500 6th-12th: 1:350		TN SBOE Requirement

MSCS Staffing Supplement

To ease the transition to Student Based Budgeting, in the first year of implementation (School Year or SY2018-19), MSCS ensured that all schools received the amount of funds equivalent to what they would have received under SY18-19 Staffing Ratios. If a school’s initial SBB allocation AND baseline supplement were not sufficient to pay for these services, the District added additional money to the school’s allocation, bringing it up to the amount required to repurchase MSCS SY17-18 staffing allocations associated with the SBB Pool. The Finance department held a reserve from the SBB Pool sufficient to cover this “MSCS Staffing Supplement.” Again, outside of the guidelines outlined in the resource flexibility section, the District will not instruct empowered schools on what to buy.

Transition Hold Harmless Policy

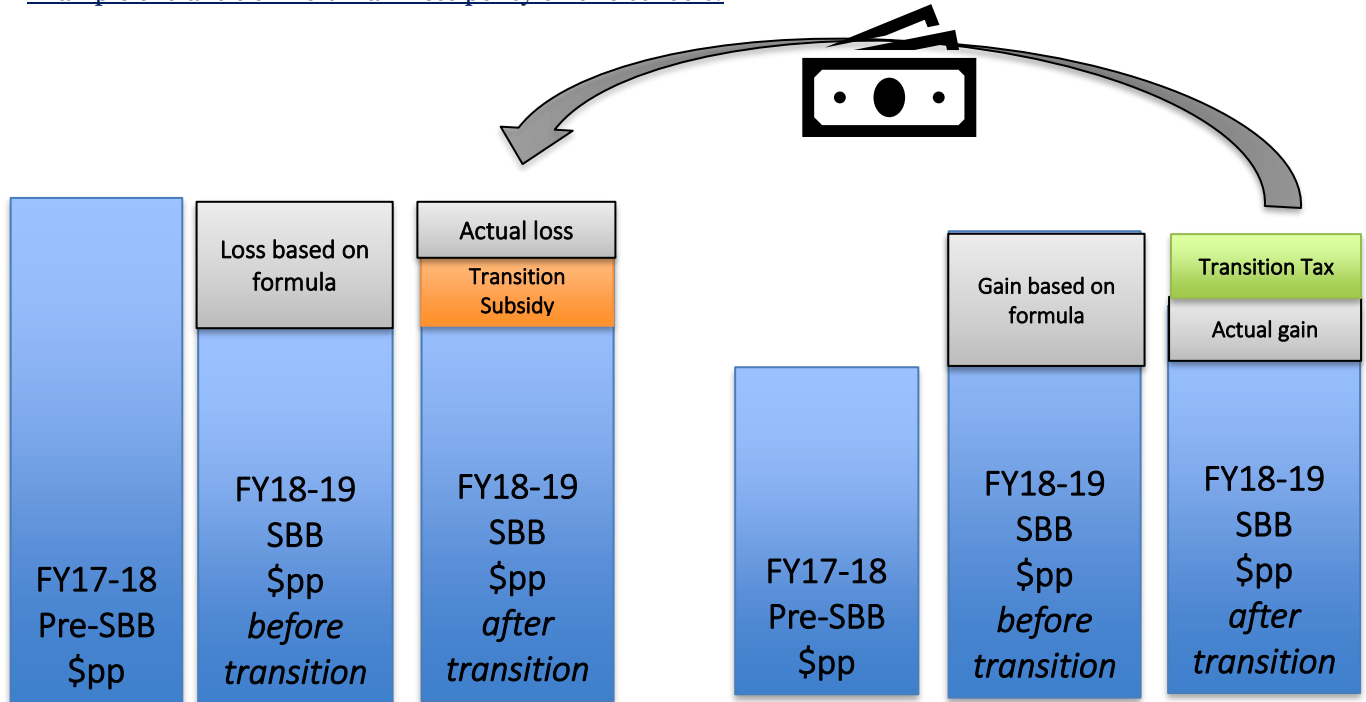
Student Based Budgeting is a very different method of allocating resources than the staffing allocation-based method that MSCS used in prior years. Prior to SBB, there was significant unplanned variation among different schools’ per-pupil levels of funding. Small schools tended to receive more (per-pupil) than large schools; underutilized schools tended to receive more than those filled to capacity; and some schools simply received more because of years-old staffing decisions. Excluding temporary SIG grants, schools with higher student need did not necessarily receive more. Under SBB, a more equitable distribution of resources is offered in which all schools are funded at a similar level to one another (on a per-pupil basis), with remaining differences directly tied to differences in student needs.

This equitable distribution means, of course, that some schools will receive more than they did in prior years, while others will receive less. In the long term, the District is confident that this new method of apportioning resources will be effective and fair. In the short term, the District will take caution to ensure that schools do not experience swings in funding so dramatic as to disrupt the learning environments that teachers and staff build upon each year. MSCS’s transition into SBB includes a **soft-landing** policy by which no school can gain more than 9% or lose more than 8% year over year (excluding special circumstances i.e., changes to a school’s capacity, enrollment implications due to rezoning, changes to grade bands served.)



For example, a school may receive a “transition subsidy” provisioning supplemental funds through SBB. Alternatively, a school may be charged a “transition tax” levied so that the District may temporarily subsidize schools losing funds under SBB.

Example of transition hold-harmless policy on two schools:



School A was overfunded relative to its enrollment/student need profile, so it will lose money in shift to SBB.

In FY18-19, it will receive a “transition subsidy” to limit its loss is not greater than 8%

School B was underfunded relative to its enrollment/student need profile, so it will gain money in shift to SBB.

In FY18-19, it will only experience a maximum gain of 9.0% because it will need to pay a “transition tax” to allow the District to subsidize all the “transition awards” at losing schools.

Q&A: Enrollment and Transition Policy under SBB

How does enrollment impact my budget?

MSCS is anticipating an increase in enrollment next year. Because overall enrollment is increasing, the District’s overall funding is increasing and as a result, schools with increasing enrollment will likely see an increase in their funding. Assuming funding generated based on student characteristics remains relatively consistent.

KEY TAKEAWAY: Schools with declining enrollment will see a decrease in their funding that has nothing to do with the transition to SBB. They are losing this money due to enrollment changes NOT due to SBB funding changes.



But what about the Transition Policy? Isn't there a loss limit or gain limit?

Yes, but MSCS is only capping the losses and gains that come from the transition to SBB. MSCS does not cap gains and losses due to changes in a school's enrollment. The -8%/+9.0% caps are calculated on a dollar per pupil (\$pp basis) and not on a total \$ basis, to isolate the change due to transition to SBB.

SBB Transition Gain Cap	+9.0% on a \$pp basis
SBB Transition Loss Cap	Lesser of -8% on a \$pp basis

So, for example, in School A who is losing money under the SBB formula:

Total Enrollment	500
SY17-18 Unlocked Comparison \$pp	\$5,000 pp
SY18-19 SBB Allocations \$pp	\$4,500 pp
If no loss limit existed, School A would experience a loss due to the transition to SBB of	-\$500 pp or -10% loss on \$pp basis
But with the MSCS transition policy, School A's loss is limited to 2.5%	School A will receive a "transition subsidy" of \$175,000 to limits its losses to just -\$150pp or -3% loss on \$pp basis

In School B who is gaining money under the SBB formula:

Total Enrollment	500
SY17-18 Unlocked Comparison \$pp	\$5,000 pp
SY18-19 SBB Allocations \$pp	\$5,500 pp
If no gain limit existed, School A would experience a gain due to the transition to SBB of	+\$500 pp or +10% gain on \$pp basis
But with the MSCS transition policy, School A's gain is capped at 7.0% ...	School B will pay a "transition tax" of \$150,000 to cap its gains at +\$450pp or +9.0% gain on \$pp basis.

Why am I paying a "transition tax" or receiving a "transition subsidy"?

The transition policy is another policy to ensure stability in the transition to SBB. Under the transition policy, schools will not gain or lose more than a certain % on a \$pp basis in Year 1. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.

If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.

If you are paying a transition tax, this means that your school is supposed to gain more under SBB, but your gain is capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools to limit their losses.



How does this all come together?

There are a few potential scenarios that your school could fall into:

School A: Increasing enrollment + gaining under SBB

1. Change due to Enrollment	+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.
2. Change due to SBB Transition	+5%	
= Total Change to Budget	+10%	

School B: Increasing enrollment + losing under SBB

1. Change due to Enrollment	+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.
2. Change due to SBB Transition	-3%	
= Total Change to Budget	+2%	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

1. Change due to Enrollment	-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.
2. Change due to SBB Transition	+5%	
= Total Change to Budget	-5%	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

1. Change due to Enrollment	-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.
2. Change due to SBB Transition	-2.5%	
= Total Change to Budget	-7.5%	

School E: no enrollment change + losing under SBB

1. Change due to Enrollment	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.
2. Change due to SBB Transition	-2.5%	
= Total Change to Budget	-2.5%	



Average Salary & Benefits – SBB Pool Only

Salaries and benefits are calculated based on a District-wide average by position type. Salaries and benefits are not adjusted based on the actual person occupying the position. Therefore, schools are not penalized for higher salaries and schools cannot recoup funds for employees with a salary that is lower than the average salary. Similarly, schools will not recoup any portion of a position’s benefits including employees not receiving benefits.

Position Title (SBB Pool Only)	Avg. Compensation used for Budgeting*
Classroom Teacher (General Ed)	\$79,751
Assistant Principal	\$111,254
Librarian	\$88,027
Educational Assistant (General Ed)	\$32,095
Financial Secretary	\$61,005
Clerical Assistant	\$42,704
In-School Suspension Assistant	\$32,000
Interventionist	\$82,625
Instructional Facilitator	\$89,275
Graduation Coach	\$88,652
Study Hall Monitor	\$31,977

**Note: The District will continue to budget Title I allocations with actual salaries and benefits.*

ii. SBB Flexibility

During school year 2019-20, MSCS instituted school-based flexibility. All schools began making decisions around their Strategic School Design Plans to meet the needs of their students. MSCS will phase-in flexibility for school leaders. Schools have been categorized into three groups: Cohorts, Early Adopters, and Traditional Schools. The level of flexibility school leaders receive will depend upon their group. Cohorts and Early Adopters will receive enhanced autonomy. Traditional schools will receive limited or restricted autonomy.

Guardrails (or Basic Expectations)

Regardless of the level of flexibility received, all schools must first demonstrate evidence that they are implementing the curriculum with 100% fidelity. School plans should firstly be based on resource decisions aligned with building an Instructional Leadership Team (ILT) whose members have proven expertise in the content area they support and ensuring that teachers have sufficient time for shared content and grade teams to learn and collaborate. Principals must utilize the ILT to develop effective collaborative lesson plans and to participate in the development of Cycles of Professional Learning. In addition, principals should utilize Instructional Practice Guides during informal observations to provide richer feedback and plan development for teachers.

In addition to these baseline guardrails, Early adopters, and Cohort principals with their Instructional Leadership Directors (ILDs) are expected to focus on securing expert support for Cycles of Professional Learning and Cycles of Observation and Coaching. They are also expected to ensure sufficient time exists for collaborative planning in PLCs (90 minutes per grade or content area weekly).



Traditional School Flexibility

Traditional schools will have baseline flexibilities within the goal of implementing the curriculum with full fidelity. Traditional schools may make cost neutral trades in positions (e.g. an extra teacher in lieu of a librarian). These changes should be adopted during their Strategic Budget Session and discussed and approved by the academic and finance teams. If extra funds remain above the school’s staffing plan, principals must provide justifications and alignment to their 60-day plan to apply their resources to the following list.

Level 1	Traditional Schools in Good Standing	Priority Schools/Critical Focus Schools
Trade-Offs	<ul style="list-style-type: none"> • Part-time staff • Teachers • Librarians • Study Hall Monitors • In-School Suspension (ISS) • Educational Assistants 	<ul style="list-style-type: none"> • Part-time staff • Teachers • Librarians • Study Hall Monitors • In-School Suspension (ISS) • Educational Assistants
Other Budgets	<ul style="list-style-type: none"> • Substitute Budget • Technology (with Chief Information Officer or CIO approval) 	<ul style="list-style-type: none"> • Substitute Budget • Technology (with CIO approval)
Special Fund Allocations	<ul style="list-style-type: none"> • Title I (for eligible schools) 	<ul style="list-style-type: none"> • Title I (for eligible schools)
Supports	<ul style="list-style-type: none"> • Support for Intervention – Tier II and Tier III students (Teacher Assistants) • Support for Before and After School Tutoring (with additional small group supports for accountability subgroups - ELL, SWD) • Part-time Clerical Assistant for attendance only to address COOS 	<ul style="list-style-type: none"> • Support – Teacher on Assignment to support the process • End of Course Support – Teacher Assistant • Parental engagement • Staffing bonuses • ACT Prep teacher allocated to address Ready Graduate Indicator • Full-time Family Specialist to address children out of school. The rates at many of these schools are significantly above the district average • World -class instructional design and assessment prep materials/ tutoring hours for ELL students • Teacher-on-Assignment to assist with culture/climate issues
Extra Funds Available	<ul style="list-style-type: none"> • Teachers • Teacher Assistants • Assistant Principals • Study Hall Monitor • ISS Assistant • Behavioral Specialist • Part-time Teachers 	<ul style="list-style-type: none"> • Teachers • Teacher Assistants • Assistant Principals • Study Hall Monitor • ISS Assistant • Behavioral Specialist • Part-time Teachers



Traditional schools must also meet baseline guardrail guidelines to implement the curriculum with 100% fidelity. School plans must show evidence to support a strong ILT, how the ILT develops effective collaborative lesson plans and how the ILT participates in the development of Cycles of Professional Learning. Principals should utilize Instructional Practice Guides during informal observations to provide richer feedback and plan development for teachers.

In keeping with the strategic focus of the District and expressed in the design sessions, schools can use their flexibility to improve expert support and to expand collaborative planning time to 90 minutes per grade or content area weekly. In the next chart are examples of the flexibility available to the principal if additional resources are available.

Level 2	Flexibility
Trade-Offs	<ul style="list-style-type: none"> • Teachers • Librarians • Study Hall Monitors • In-School Suspension • Educational Assistants
Supports	<ul style="list-style-type: none"> • Support to improve GOOD FIRST TEACHING • Support for Tier II and Tier III students (Teachers, TAs) • Wrap-Around Services for High Schools (ACT Tutoring –1/2 credit) • Support for Collaborative Planning • Support for Parent Engagement (Parent Liaison, Parent Specialist, etc.) • Stipends for additional support to support academics • Administrative support • EOC support • Funds to support Speakers, field trips to improve Social Emotional Learning
Other Budgets	<ul style="list-style-type: none"> • Substitute Budget
Special Fund Allocations	<ul style="list-style-type: none"> • Title I (for eligible schools)
Level 2	Cohorts
Personnel	<ul style="list-style-type: none"> • Create new positions
Curriculum	<ul style="list-style-type: none"> • Criteria for selecting: Retention of teachers, ILT rating, 2-year trend of TVASS 4 or 5, 3.5 or higher on TEAM
Supplemental Materials	<ul style="list-style-type: none"> • 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

Schools must also meet baseline guardrail guidelines and must show evidence of securing expert support for Cycles of PLC of Observation and Coaching and ensuring sufficient time for collaborative planning in PLCs.

Examples of resource options that support expert support and collaborative planning time are as follows:

Expert support

- School purchases a literacy specialist position to coach teachers and facilitate ELA PLCs (the ILD previously had an AP with science experience and a PLC coach with math experience; there were no other coaches)
- School exchanges current Assistant Principal position for an instructional leadership position that is targeted to address ELA or math needs.
- School purchases an additional math teaching position to provide two math lead teachers release time to coach teachers, model lessons, and support PLC meeting, planning and facilitation.

Collaborative planning time

- School purchases additional instructional aide positions to cover lunch so that recess time can be added adjacent to weekly collaborative planning time. Additionally, instructional aides can be used to provide support at other times during day, provided that instructional time is preserved, to free teachers for planning.
- School purchases additional support position(s) to double supports one day per week for all or targeted grades or content areas so that teachers have a double planning block.
- School purchases time for substitutes to cover classes for two grades or content areas on Fridays every three weeks for 160 consecutive minutes. This time, which teams receive on a rotating basis, added to the 45 minutes per week of regular collaborative planning time equals an average of 90 minutes per week for deep collaborative planning time.
- One of the PLC coaches, Assistant Principals, or other full-time non-teaching position is transformed to a half-time teaching position, thereby enabling changes to the schedule.



iii. Guide on Understanding School Level Information and School Data

To provide greater transparency of school level spending, the District is providing detailed information of how funds are allocated to individual schools. The District has expanded the level of detailed information provided for school level budgets. This is a continuation of the process started in previous fiscal years. The following pages contain school level information for each school such as academic progress measures, facility details, socio-economic indicators of our students, budgeted school-based position allocations, General Fund and Federal Fund grant allocations.

The school-level information provided is intended to provide an overview of the trajectory of individual schools over the past three years and provide details for projected budgets for the coming year. When reviewing school level details, it is important to note that the information provided includes actual results and data from school years 2021-2022 and 2022-2023, budget data from school year 2023-2024, as well as the adopted budgets for the upcoming 2024-2025 school year. Actual staffing, enrollment, and spending at the school level for the actual 2023-24 school year may vary from the budget based upon demographics, enrollment, and staffing changes. The variance between the school years 2022-2023 and 2023-2024 is not the actual year-over-year impact of financials or staffing by school. In future years, the District will continue to provide actual data as it becomes available.





Below are definitions and details for school level data.

Staffing Laws

Teachers - TN State Board of Education has established rules related to class size for K-12 grades in Chapter 0520-01-03 Minimum Requirements for the Approval of Public Schools (0520-01-03-03 Administration of Schools, Requirement B (3)). According to these rules, local boards of education shall have policies providing for class sizes in grades kindergarten through twelve (K-12) as follows:

Grade Level	Average	Maximum
Grades K-3	20	25
Grades 4-6	25	30
Grades 7-12	30	35
Career and Technical Education	20	25

The average class size for a grade-level unit (e.g., K-3) shall not exceed the stated average, although individual classes within that grade-level unit may exceed the average. No class shall exceed the prescribed maximum size. Class size limits may be exceeded in such areas as typewriting, instrumental, and vocal music classes, provided that the effectiveness of the instructional program in these areas is not impaired.

H.B. 1569 enables any local education agency in the state to use the career academy or smaller learning community model to extend CTE class sizes in grades 9-12 through a waiver from the commissioner of education. Even with the waiver, CTE class sizes will not exceed the maximum class size set for general education classes in grades 7-12.

Guidance Counselors – for school year 2024-25, the TN State Board of Education’s School Counseling Model & Standards Policy (5.103) will be effective. TN State Board of Education has recommended current student-to-counselor ratios as calculated in the TN State Board of Education’s School Counseling Model formula as follows:

- Elementary (grades K – 5): 500:1
- Secondary (grades 6 – 12): 350:1

Recognizing the need for school counseling support, MSCS will use these ratios for guidance counselors.

MSCS Staffing Formulas

Below are the District’s school staffing formulas for school year 2024-25. These staffing formulas are adhered to closely except for smaller schools that may need additional staffing for scheduling and otherwise as deemed necessary for academic progress.

Classroom Teacher Allocations

Grade Level	Teacher to Student Ratio
K - 3	1:20
4 - 5	1:24.75
6 - 8	1:24.95 (student enrollment 600 or fewer) 1:23.75 (student enrollment greater than 600)
9 - 12	1:26.05 (student enrollment 1,200 or fewer) 1:24.5 (student enrollment greater than 1,200)



Career and Technical staffing assignments are determined by the Career and Technical Education department. Generally, a high school receives one additional general classroom teacher for every four CTE teachers at their school location.

Assistant Principal Allocations

Elementary

Enrollment	Assistant Principal Allocation
1 – 549	0
550 – 1,099	1
= or > 1,110	2

Middle and High Schools

Enrollment	Assistant Principal Allocation
1 – 650	1
651 – 1,249	2
1,250 – 1,499	3
1,500 – 1,750	4
= or > 1,751	5

Librarian Allocations

TN State Board of Education has established rules about Library Information Center personnel in Chapter 0520-01-03 Minimum Requirements for the Approval of Public Schools (0520-01-03-.07 Library Information Center, Requirement E (2)). According to the rules, schools including grades kindergarten through eight (K-8) or any combination thereof shall provide library information personnel as indicated below:

Elementary & K-8 Schools

Enrollment	Librarian Allocation
< 400	No faculty member shall serve as a library information coordinator.
400-549	0.5
= or > 500	1

High Schools

Enrollment	Librarian Allocation
< 300	0.5
300 – 1,500	1
= or > 1,500	2

Clerical Staff Allocations

Elementary Schools

Enrollment	Clerical Staff Allocation
1 – 749	2
750 – 1,099	3
= or > 1,100	4

Middle and High Schools

Enrollment	Clerical Staff Allocation
1 – 499	2
500 – 749	3
750 – 1,099	4
1,100 – 1,649	5
1,650 – 2,049	6
= or > 2,050	7





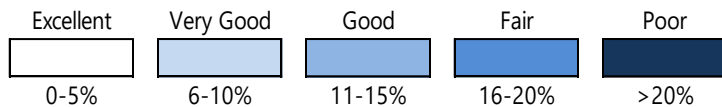
School Information

Grade Level – indicates the grade specific published objectives for learning skill proficiency. Grade-level proficiency refers to reading, writing, math, oral communication, and group-process skills.

School Type – specifies the school type such as Alternative, CTE, Traditional, Optional

Facility Measures

Facility Condition Index (FCI) – a measure of a building’s condition. A higher index indicates worsening conditions of a building. This calculation is equal to “Total Dollars of Building Repair + Upgrades + Renewal Needs / Current Replacement of the Facility”. A FCI of 0 - 5% indicates a building in excellent condition; a 6-10% FCI indicates a building in very good condition; an 11-15% FCI indicates a building in good condition; a 16-20% FCI indicates a building in fair condition; and a FCI percentage greater than 20% indicates a building that is in poor condition. The following firms were used to determine FCI for all buildings: OT Marshall Architects, Fleming & Associates Architects, Self-Tucker Architects and All World Project Management.



Utilization – rate calculated by dividing the Baseline Enrollment by the Programmatic Capacity. Baseline enrollment includes Pre-K. The capacity utilization rate is a metric used to measure the rate at which potential output levels are being met or used. Displayed as a percentage, the capacity utilization level provides insight into the overall slack that exist in schools at a given point in time. If a school is operating at a 70% capacity utilization rate, it has room to increase production up to a 100% utilization rate without incurring the expensive costs of building a new plant or facility.

Square Footage – a measure of the length and width of the building only, including the boiler room and other usable space. This does not include portables and outside lands.

Student Capacity – refers to programmatic capacity, which is a measure of how many general education K-12 students will fit in a building. It includes all space utilized as SPED classrooms, Pre-K classrooms, art rooms, music rooms, PE rooms, computer labs, administrative uses, health professional uses, optional program uses, etc. If a building has a design capacity of 1,000, the assumption is that 1,000 students can fit into that building. However, it is not the case. There are various uses that take up classroom space that cannot be used by general K-12 enrollment (baseline enrollment). This measures how many general-education students can fit into a school comfortably with all academic programs operating at their best. Comprehensive Development Classes (CDC) and Pre-K are included in the capacity formula due to differing class sizes, funding, and enrollment reporting methods. CDC and Pre-K are zoned in sections, not by address.

Student Demographics

Economically Disadvantaged Students – for Tennessee school districts participating in Community Eligibility Provision, an alternate definition of “Economically Disadvantaged” (ED) was needed; only students who are direct certified are counted. Based on USDA guidelines, students are considered direct certified through any of the following measures: Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance to Needy Families (TANF), Homeless, Migrants, Runaways, certified foster children, and students enrolled in Head Start or Even Start programs (those operated by the school system). Using the state Accountability and TISA Funding definition, 64% of the District’s student population are considered as Economically Disadvantaged.



Students with Disabilities – students who have, have had, or are currently regarded as having a physical or mental impairment which substantially impacts one or more major life activities including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, or performing manual tasks.

English Language Learners – Tennessee students speak more than 140 languages. For most of these students, English is not the first language they learned to speak, but it is the first language in which they have learned to read and write. ESL classes vary from district to district and from school to school and are designed to address such challenges.

Achievement & Proficiency

ACT 21% - percentage of students scoring 21 or above on the ACT test.

Attendance Rate – student attendance is measured and reported by the department as a rate and is based on a comparison of the number of school days attended to the total possible days attended.

Average ACT Composite Score – the ACT composite score or overall ACT score is the average of scores for each test (English, mathematics, reading and science) rounded to the nearest whole number. It ranges from 1 (low) to 36 (high).

Graduation Rate – percentage of students who graduated from high school within four years, including a summer for those students who entered the ninth grade four years earlier. The District's graduation rate was 80.1% in school year 2022-23.

TEM (Teacher Effective Measure) – teacher evaluation system implemented in the District during the 2015-16 school year. The purpose of the TEM evaluation system is to ensure that all educators receive honest feedback about their practice that will enable them to continue to improve their practice and ultimately better serve our students.

- TEM 1: Significantly Below Expectations
- TEM 2: Below Expectations
- TEM 3: Meeting Expectations
- TEM 4: Above Expectations
- TEM 5: Significantly Above Expectations

TNReady – state student achievement assessment for reading, writing, and math in grades 3 – 11 designed to assess what is being taught in Tennessee's classrooms. TNReady was developed by Tennessee educators to better assess student knowledge, as well as critical thinking and problem-solving skills – in other words, all the things a student will need to succeed following high school.

TVAAS (Tennessee Value-Added Assessment System) – measures the impact schools and teachers have on their students' academic progress.

- TVAAS 1 (least effective) – schools whose students are making substantially less progress than the standard for academic growth (the school's index is less than -2).
- TVAAS 2 (approaching average effectiveness) – schools whose students are making less progress than the standard for academic growth (the school's index is equal to or greater than -2 but less than -1).
- TVAAS 3 (average effectiveness) – schools whose students are making the same amount of progress as the standard for academic growth (the school's index is equal to or greater than -1 but less than 1)
- TVAAS 4 (above average effectiveness) – schools whose students are making more progress than the standard for academic growth (the school's index is equal to or greater than 1 but less than 2)
- TVAAS 5 (most effective) – schools whose students are making substantially more progress than the standard for academic growth (the school's index is 2 or greater).



Enrollment Data

Enrollment – the number of students enrolled at a school based on the 20th day attendance period.

Pre-Kindergarten enrollment – the number of pre-kindergarten students enrolled at a school based on the 20th day attendance period.

K-12 enrollment – the number of K-12 students enrolled at a school based on the 20th day attendance period.

School Staff Position Allocations

Assistant/Vice Principals – responsible for the supervision, discipline, and monitoring of students. Under the direction of the Principal, the Assistant/Vice Principal is responsible for executing and enforcing school board policies, administrative rules, and regulations. There is no distinct difference between an Assistant Principal and a Vice Principal; the title is based upon the position HR has assigned to each school in the past.

Classroom Teachers – the role of the classroom teacher is to manage the classroom in a manner that meets the individual needs of each student in the class. This includes promoting learning and supplementing activities, coordinating, and collaborating with support staff, using a variety of teaching approaches, and adapting instruction to include all students. The classroom teacher is responsible for each student's overall academic program. Additionally, ESL, CTE and ROTC teachers are included as classroom teachers. The only teachers not included are those teachers not assigned to a classroom.

Counselors – renders services to individuals or groups of students by applying the principles, techniques, methods, or procedures of the counseling profession, including appraisal activities (as defined by law), counseling, consulting, and referral activities.

Education Assistants – provides additional instructional support in the classroom for teachers.

Instructional Facilitators – performs as an instructional specialist in selected schools to increase the effectiveness of onsite programs and to improve utilization of instructional materials. Additionally, the instructional facilitator promotes development, implementation, and coordination of the school's instructional goals.

Librarians – works professionally in the school's library to provide access to information. Also provides social or technical programming and instruction for information literacy. Librarians are allocated based upon rules established by the TN State Board of Education for Library Information Center personnel in Chapter 0520-01-03 Minimum Requirements for the Approval of Public Schools (0520-01-03-.07 Library Information Center, Requirement E (2)).

Nutrition – includes cafeteria nutrition technicians and managers that work in the school cafeteria.

Other – clerical and other student support personnel such as In-School Suspension and Study Hall Monitors.

Principal – each school has one principal position. Principals are responsible for implementing and enforcing school board policies and administrative rules.

Special Skills – teachers for Optional Schools; World Languages; Elementary Music, Art, and Physical Education (MAPS); and Band & Strings.

Student/Teacher Ratio – the number of students assigned to a school divided by the number of teachers assigned to the school regardless of the funding source.

Financial Information

General Fund Expenditures – the primary expenditure fund of the district which reflects discretionary salaries and other expenses.

IDEA, Part B Federal Allocation – Since the enactment of the original legislation – Individuals with Disabilities Education Act (<http://idea.ed.gov/>) in 1975, children and youth (ages 3-22) receive special education and related services under Part B of IDEA. Part B is so named because it is the second part of the law itself. Part B is Assistance for Education of All Children with Disabilities. <http://www.parentcenterhub.org/repository/partb/>

Other Special Revenue & Federal Funds – Other local and federal grants (Pre-K, Leap Program, Title III, etc.)

Title I Allocation – Federal Funds that supplement state and local funding for low-achieving children, especially in high-poverty schools. The program finances the additional academic support and learning opportunities that are often required to help disadvantaged students progress along with their classmates.

Additional Considerations in Analyzing the Data

Again, there are several considerations in reviewing the data, which are as follows:

- District budgets are prepared using actual salaries and benefits. Therefore, there may be significant variances in dollar amounts with little or no changes in positions.
- Not all IDEA and Pre-K federal funds are allocated to schools due to centralized programmatic decisions. Some funds are retained centrally to be used for all students across the District.
- Federal grants (e.g., Title I and IDEA Part B) allocation amounts reflect the amount in fiscal year 2023-24. The grant amounts for fiscal year 2024-25 are pending the final grant awards, which is determined in the early summer.
- Some schools receive additional teachers and school staffing to provide a full academic schedule. Some position decreases may not be directly linked to enrollment; they may be due to programs moved from one school to another school.



A. B. Hill Elementary

345 E. Olive, Memphis, TN 38116

Grade Level: PreK-5	School Type SUPE School	Square Footage 79,293	Student Capacity 574	FY2023-24 Utilization 40	FCI: 7
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	348	495	445	443	(2)
Attendance Rate	88%	91%	86%	-	

Student Demographics					
Economically Disadvantaged	72%	86%	81%	81%	
Student with Disability	27%	21%	20%	20%	
English Language Learners	0.0%	0.0%	0.2%	0.2%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	2	2	-
Classroom Teacher	26	35	32	31	(1)
Special Skills	2	3	3	4	1
Counselors	1	2	1	1	-
Educational Assistant	26	18	15	25	10
Instructional Facilitator	1	2	2	2	-
librarian	-	1	1	1	-
Nutrition	-	-	-	-	-
other	9	15	7	8	1

School Level Funds					
General Fund	2,664,227	3,595,367	5,980,222	2,463,836	(3,516,386)
Title 1	250,162	354,837	444,103	316,240	(127,863)
IDEA, Part 1	163,277	163,277	163,277	114,612	(48,664)
Other Special Revenue & Federal Funds	2,664,227	420,066	116,522	329,623	213,101
Total	5,741,893	4,533,546	6,704,124	3,224,311	(3,479,812)

Total SBB Allocation				\$2,428,944
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,428,944
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,548,188
			Next year (2025) ...	\$2,428,944
		This comparison does not include "locked dollars"	Total Difference	(\$119,244)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		316,240
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,428,944
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	443	\$1,594,800
Grade Weights					
		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	87	\$93,960
Grade 1		0.3	\$1,080	80	\$86,400
Grade 2		0.3	\$1,080	86	\$92,880
Grade 3		0.2	\$720	81	\$58,320
Grade 4		0.2	\$720	62	\$44,640
Grade 5		0.2	\$720	47	\$33,840
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	357	\$128,675
ELL Weight					
ELL Weight		0.03	\$90	1	\$80
Mobility Weights					
Mobility		0.29	\$1,044	59	\$61,618
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	423	\$152,244
Incoming High Proficiency		0.1	\$360	20	\$7,236
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	90	\$74,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,428,944
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 			\$5,483	\$5,726	(\$243)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			-4.44%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0

Balmoral/Ridgeway Elementary

5905 Grosvenor, 38119

Grade Level: K-5	School Type SOAR School	Square Footage 38,940	Student Capacity 254	FY2023-24 Utilization 114	FCI: 27
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
K-5	288	242	270	271	1
Attendance Rate	93%	93%	93%	-	

Student Demographics

Economically Disadvantaged	43%	46%	44%	44%	
Student with Disability	4%	6%	6%	6%	
English Language Learners	7.1%	6.5%	6.7%	6.7%	

Key School Positions-All Funding Sources

Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	17	15	16	16	-
Special Skills	3	3	3	4	1
Counselors	1	1	1	1	-
Educational Assistant	6	3	2	6	4
Instructional Facilitator	1	1	1	1	-
librarian	-	1	-	-	-
Nutrition	-	-	-	-	-
other	9	4	4	4	-

School Level Funds

General Fund	2,074,784	1,966,861	1,943,572	1,630,625	(312,947)
Title 1	162,837	228,002	136,301	173,530	37,229
IDEA, Part 1	24,293	24,293	24,293	54,585	30,292
Other Special Revenue & Federal Funds	2,074,784	93,768	77,236	78,333	1,097
Total	4,336,698	2,312,924	2,181,401	1,937,073	(244,329)

Total SBB Allocation					\$1,605,262	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,605,262	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,460,012		
			Next year (2025) ...	\$1,605,262		
		This comparison does not include "locked dollars"		Total Difference		\$145,250
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			173,530	
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	

Section B: Detailed Breakdown

1		SBB Allocations			\$1,605,262
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	271	\$975,600
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	46	\$49,680
Grade 1		0.3	\$1,080	45	\$48,600
Grade 2		0.3	\$1,080	54	\$58,320
Grade 3		0.2	\$720	45	\$32,400
Grade 4		0.2	\$720	45	\$32,400
Grade 5		0.2	\$720	36	\$25,920
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	119	\$42,999
ELL Weight					
ELL Weight		0.03	\$90	18	\$1,626
Mobility Weights					
Mobility		0.29	\$1,044	28	\$29,199
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	164	\$58,968
Incoming High Proficiency		0.1	\$360	107	\$38,592
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	17	\$14,025
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$196,934
SBB Allocations Total					\$1,605,262
2		SBB Transition Supplements			\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,923	\$5,407	\$516	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		8.71%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Barrets Chapel School

10280 Godwin Rd., Memphis, TN 38002

Grade Level: K-8	School Type IGNITE School	Square Footage 87,165	Student Capacity 640	FY2023-24 Utilization 98	FCI: 6
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
K-8	380	345	289	268	(21)
Attendance Rate	95%	94%	95%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Economically Disadvantaged	40%	51%	50%	50%	
Student with Disability	13%	16%	19%	19%	
English Language Learners	2.1%	2.6%	2.6%	2.6%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	31	30	32	32	-
Special Skills	2	2	2	2	-
Counselors	2	2	2	2	-
Educational Assistant	13	11	11	13	2
Instructional Facilitator	-	2	1	1	-
librarian	1	-	1	1	-
Nutrition	-	-	-	-	-
other	13	4	4	4	-

School Level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
General Fund	3,591,631	3,765,784	3,404,731	2,873,809	(530,922)
Title 1	223,489	295,121	207,855	188,940	(18,915)
IDEA, Part 1	65,150	65,150	65,150	129,929	64,779
Other Special Revenue & Federal Funds	3,591,631	108,778	385,939	395,771	9,832
Total	7,471,902	4,234,834	4,063,675	3,588,449	(475,225)

Total SBB Allocation				\$2,846,274
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,846,274
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now	This Year (2024) ...	\$2,869,471
			Next year (2025) ...	\$2,846,274
		This comparison does not include "locked dollars"	Total Difference	(\$23,197)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to		188,940
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by		Not shown in this workbook.

Section B: Detailed Breakdown

1		SBB Allocations			\$2,846,274
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	268	\$964,800
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	27	\$29,160
Grade 1		0.3	\$1,080	25	\$27,000
Grade 2		0.3	\$1,080	28	\$30,240
Grade 3		0.2	\$720	32	\$23,040
Grade 4		0.2	\$720	34	\$24,480
Grade 5		0.2	\$720	37	\$26,640
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	134	\$48,082
ELL Weight					
ELL Weight		0.03	\$90	7	\$633
Mobility Weights					
Mobility		0.29	\$1,044	23	\$23,982
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	210	\$75,726
Incoming High Proficiency		0.1	\$360	58	\$20,754
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	54	\$44,550
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$1,507,187
SBB Allocations Total					\$2,846,274
2		SBB Transition Supplements			\$0
SCS Staffing Supplement		This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
<p>The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.</p> <ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>		\$10,620	\$9,929	\$691	
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
<p>If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.</p>		6.51%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Belle Forest Community School

3135 Ridgeway Rd., Memphis, TN 38115

Grade Level: PreK-5	School Type IGNITE School	Square Footage 106,000	Student Capacity 913	FY2023-24 Utilization 123	FCI: 1
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	1,017	919	947	955	8
Attendance Rate	91%	91%	92%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Economically Disadvantaged	52%	63%	57%	57%	
Student with Disability	10%	12%	11%	11%	
English Language Learners	10.0%	11.0%	16.6%	16.6%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	58	55	57	57	-
Special Skills	6	6	6	6	-
Counselors	2	2	2	2	-
Educational Assistant	32	12	14	25	11
Instructional Facilitator	2	2	3	3	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	31	12	13	12	(1)

School level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
General Fund	5,683,100	5,685,502	5,835,232	5,093,541	(741,691)
Title 1	703,854	894,548	700,521	672,680	(27,841)
IDEA, Part 1	208,249	208,249	271,519	418,057	146,539
Other Special Revenue & Federal Funds	5,683,100	1,429,290	220,329	343,197	122,868
Total	12,278,304	8,217,589	7,027,601	6,527,475	(500,125)

Total SBB Allocation				\$5,026,972	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$5,026,972	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0	
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$4,865,365	
			Next year (2025) ...	\$5,026,972	
		This comparison does not include "locked dollars"		Total Difference	\$161,607
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		672,680	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.	

Section B: Detailed Breakdown

1		SBB Allocations			\$5,026,972
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	955	\$3,438,000
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	175	\$189,000
Grade 1		0.3	\$1,080	163	\$176,040
Grade 2		0.3	\$1,080	151	\$163,080
Grade 3		0.2	\$720	164	\$118,080
Grade 4		0.2	\$720	158	\$113,760
Grade 5		0.2	\$720	144	\$103,680
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	546	\$196,705
ELL Weight					
ELL Weight		0.03	\$90	159	\$14,311
Mobility Weights					
Mobility		0.29	\$1,044	84	\$87,192
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	786	\$283,048
Incoming High Proficiency		0.1	\$360	169	\$60,752
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	101	\$83,325
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$5,026,972
2		SBB Transition Supplements			\$0
SCS Staffing Supplement		This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>		\$5,264	\$5,138	\$126	
<p>If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.</p>		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
		2.40%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Berclair Elementary

810 N. Perkins, Memphis, TN 38122

Grade Level: PreK-5	School Type IGNITE School	Square Footage 76,722	Student Capacity 636	FY2023-24 Utilization 93	FCI: 28
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	589	586	556	545	(11)
Attendance Rate	91%	92%	93%	-	

Student Demographics					
Economically Disadvantaged	44%	50%	45%	45%	
Student with Disability	10%	12%	11%	11%	
English Language Learners	47.1%	50.2%	53.8%	53.8%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	-	-	-
Classroom Teacher	42	42	41	42	1
Special Skills	4	4	4	5	1
Counselors	2	2	2	2	-
Educational Assistant	21	11	12	14	2
Instructional Facilitator	2	3	3	3	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	26	14	6	5	(1)

School Level Funds					
General Fund	4,047,607	4,077,257	3,951,190	2,915,094	(1,036,096)
Title 1	359,088	546,195	388,254	350,410	(37,844)
IDEA, Part 1	107,153	107,153	107,153	149,368	42,215
Other Special Revenue & Federal Funds	4,047,607	555,998	265,479	239,540	(25,939)
Total	8,561,456	5,286,604	4,712,075	3,654,412	(1,057,663)

Total SBB Allocation				\$2,875,236
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,875,236
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,972,971
			Next year (2025) ...	\$2,875,236
		This comparison does not include "locked dollars"	Total Difference	(\$97,735)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		350,410
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,875,236
SBB Weights					
Base Weight					
All Students	1	\$3,600	545	\$1,962,000	
Grade Weights	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	85	\$91,800	
Grade 1	0.3	\$1,080	85	\$91,800	
Grade 2	0.3	\$1,080	80	\$86,400	
Grade 3	0.2	\$720	106	\$76,320	
Grade 4	0.2	\$720	97	\$69,840	
Grade 5	0.2	\$720	92	\$66,240	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	245	\$88,273	
ELL Weight					
ELL Weight	0.03	\$90	293	\$26,399	
Mobility Weights					
Mobility	0.29	\$1,044	50	\$51,803	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	457	\$164,531	
Incoming High Proficiency	0.1	\$360	88	\$31,669	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	62	\$51,150	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$17,012
SBB Allocations Total					\$2,875,236
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,276	\$5,347	(\$71)	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-1.35%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Bethel Grove Elementary

2459 Arlington, Memphis, TN 38114

Grade Level: PreK-5	School Type SUPE School	Square Footage 54,324	Student Capacity 398	FY2023-24 Utilization 59	FCI: 12
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	185	193	213	219	6
Attendance Rate	93%	96%	94%	-	
Student Demographics					
Economically Disadvantaged	78%	78%	74%	74%	
Student with Disability	21%	31%	37%	37%	
English Language Learners	2.1%	2.1%	2.3%	2.3%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	14	16	16	17	1
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	15	12	11	17	6
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	11	4	6	6	-
School level Funds					
General Fund	1,698,889	1,754,630	2,039,734	1,466,990	(572,744)
Title 1	138,082	172,529	183,717	173,530	(10,187)
IDEA, Part 1	91,911	91,911	91,911	137,912	46,001
Other Special Revenue & Federal Funds	1,698,889	204,067	292,096	277,979	(14,116)
Total	3,627,770	2,223,137	2,607,457	2,056,411	(551,046)

Total SBB Allocation				\$1,445,760
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,445,760
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,411,113
			Next year (2025) ...	\$1,445,760
			Total Difference	\$34,647
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		173,530
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,445,760
SBB Weights					
Base Weight					
All Students	1	\$3,600	219		\$788,400
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	32		\$34,560
Grade 1	0.3	\$1,080	31		\$33,480
Grade 2	0.3	\$1,080	44		\$47,520
Grade 3	0.2	\$720	35		\$25,200
Grade 4	0.2	\$720	41		\$29,520
Grade 5	0.2	\$720	36		\$25,920
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	162		\$58,220
ELL Weight					
ELL Weight	0.03	\$90	5		\$455
Mobility Weights					
Mobility	0.29	\$1,044	24		\$24,833
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	196		\$70,496
Incoming High Proficiency	0.1	\$360	23		\$8,344
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	78		\$64,350
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$234,462
SBB Allocations Total					\$1,445,760
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$6,602	\$6,625	(\$23)	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-0.35%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Brownsville Road Elementary

5292 Banbury, Memphis, TN 38134

Grade Level: K-5	School Type IGNITE School	Square Footage 66,545	Student Capacity 654	FY2023-24 Utilization 88	FCI: 14
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
K-5	484	468	466	470	4
Attendance Rate	90%	91%	92%	-	
Student Demographics					
Economically Disadvantaged	58%	68%	58%	58%	
Student with Disability	10%	10%	10%	10%	
English Language Learners	5.2%	4.0%	4.1%	4.1%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	-	-	1	1
Classroom Teacher	32	30	29	36	7
Special Skills	3	3	3	6	3
Counselors	1	2	1	1	-
Educational Assistant	18	8	7	14	7
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	17	5	6	6	-
School Level Funds					
General Fund	3,308,980	3,490,015	3,105,258	2,504,653	(600,605)
Title 1	342,990	490,168	365,103	310,210	(54,893)
IDEA, Part 1	61,135	61,135	61,135	51,392	(9,742)
Other Special Revenue & Federal Funds	3,308,980	6,647,872	2,122,699	180,761	(1,941,938)
Total	7,022,086	10,689,190	5,654,195	3,047,016	(2,607,179)

Total SBB Allocation				\$2,467,975
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,467,975
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,399,441
			Next year (2025) ...	\$2,467,975
		This comparison does not include "locked dollars"	Total Difference	\$68,534
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		310,210
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,467,975
SBB Weights					
Base Weight					
All Students	1	\$3,600	470		\$1,692,000
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	87		\$93,960
Grade 1	0.3	\$1,080	83		\$89,640
Grade 2	0.3	\$1,080	85		\$91,800
Grade 3	0.2	\$720	70		\$50,400
Grade 4	0.2	\$720	75		\$54,000
Grade 5	0.2	\$720	70		\$50,400
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	273		\$98,338
ELL Weight					
ELL Weight	0.03	\$90	19		\$1,717
Mobility Weights					
Mobility	0.29	\$1,044	36		\$37,745
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	355		\$127,887
Incoming High Proficiency	0.1	\$360	115		\$41,313
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	47		\$38,775
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,467,975
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,251	\$5,149		\$102
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		1.94%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Bruce Elementary

581 South Bellevue Blvd., Memphis, TN 38104

Grade Level: PreK-5	School Type SUPE School	Square Footage 68,491	Student Capacity 522	FY2023-24 Utilization 68	FCI: 6	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment						
PreK-5		530	436	429	442	13
Attendance Rate		90%	92%	92%	-	
Student Demographics						
Economically Disadvantaged		59%	73%	63%	63%	
Student with Disability		9%	8%	7%	7%	
English Language Learners		10.1%	11.1%	11.5%	11.5%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		31	29	30	30	-
Special Skills		3	3	3	3	-
Counselors		2	1	1	1	-
Educational Assistant		17	8	8	17	9
Instructional Facilitator		1	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		14	5	4	6	2
School Level Funds						
General Fund		2,986,745	3,030,295	2,920,319	2,388,993	(531,327)
Title 1		321,983	426,062	337,130	284,750	(52,380)
IDEA, Part 1		105,272	105,272	105,272	79,837	(25,436)
Other Special Revenue & Federal Funds		2,986,745	453,398	302,426	163,320	(139,107)
Total		6,400,745	4,015,028	3,665,148	2,916,899	(748,249)

Total SBB Allocation				\$2,354,825
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,354,825
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,324,275
			Next year (2025) ...	\$2,354,825
			Total Difference	\$30,550
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		284,750
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,354,825
SBB Weights					
Base Weight					
All Students	1	\$3,600	442		\$1,591,200
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	76		\$82,080
Grade 1	0.3	\$1,080	76		\$82,080
Grade 2	0.3	\$1,080	80		\$86,400
Grade 3	0.2	\$720	78		\$56,160
Grade 4	0.2	\$720	69		\$49,680
Grade 5	0.2	\$720	63		\$45,360
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	280		\$100,825
ELL Weight					
ELL Weight	0.03	\$90	51		\$4,583
Mobility Weights					
Mobility	0.29	\$1,044	70		\$72,587
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	378		\$136,044
Incoming High Proficiency	0.1	\$360	64		\$23,076
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	30		\$24,750
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,354,825
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,328	\$5,418		(\$90)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-1.69%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Cherokee Elementary
3061 Kimball, Memphis, TN 38114

Grade Level: PreK-5	School Type IGNITE School	Square Footage 61,286	Student Capacity 608	FY2023-24 Utilization 78	FCI: 4	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment						
PreK-5		404	372	331	320	(11)
Attendance Rate		86%	87%	89%	-	
Student Demographics						
Economically Disadvantaged		66%	82%	69%	69%	
Student with Disability		7%	6%	5%	5%	
English Language Learners		4.4%	5.6%	10.1%	10.1%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		22	23	20	20	-
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		13	5	5	10	5
Instructional Facilitator		1	1	1	2	1
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		25	7	5	4	(1)
School Level Funds						
General Fund		2,070,160	2,302,451	5,899,310	1,820,949	(4,078,361)
Title 1		291,878	362,983	293,866	231,150	(62,716)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		2,070,160	329,859	251,398	318,307	66,910
Total		4,432,199	2,995,293	6,444,573	2,370,406	(4,074,167)

Total SBB Allocation				\$1,796,665
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,796,665
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,824,961
			Next year (2025) ...	\$1,796,665
		This comparison does not include "locked dollars"	Total Difference	(\$28,296)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		231,150
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,796,665
SBB Weights					
Base Weight					
All Students	1	\$3,600	320		\$1,152,000
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	56		\$60,480
Grade 1	0.3	\$1,080	57		\$61,560
Grade 2	0.3	\$1,080	60		\$64,800
Grade 3	0.2	\$720	41		\$29,520
Grade 4	0.2	\$720	45		\$32,400
Grade 5	0.2	\$720	61		\$43,920
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	220		\$79,242
ELL Weight					
ELL Weight	0.03	\$90	32		\$2,913
Mobility Weights					
Mobility	0.29	\$1,044	41		\$42,519
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	303		\$108,966
Incoming High Proficiency	0.1	\$360	17		\$6,234
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	17		\$14,025
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$98,086
SBB Allocations Total					\$1,796,665
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,615	\$5,513		\$101
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		1.80%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Chimneyrock Elementary School

8601 Chimneyrock Blvd., Memphis, TN 38016

Grade Level: PreK-5	School Type SOAR School	Square Footage 105,775	Student Capacity 861	FY2023-24 Utilization 98	FCI: 11
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	869	821	862	879	17
Attendance Rate	93%	93%	92%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Economically Disadvantaged	31%	43%	41%	41%	
Student with Disability	10%	11%	9%	9%	
English Language Learners	9.2%	13.0%	15.9%	15.9%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	2	2	-
Classroom Teacher	47	48	52	53	1
Special Skills	6	6	6	6	-
Counselors	1	2	1	2	1
Educational Assistant	28	13	10	24	14
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	23	8	8	8	-

School Level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
General Fund	4,800,698	4,889,879	5,207,157	4,677,768	(529,389)
Title 1	381,092	480,402	443,652	507,190	63,538
IDEA, Part 1	79,381	79,381	79,381	144,900	65,519
Other Special Revenue & Federal Funds	4,800,698	383,563	166,745	304,185	137,440
Total	10,061,870	5,833,226	5,896,935	5,634,043	(262,892)

Total SBB Allocation				\$4,614,163
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$4,614,163
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$4,338,848
			Next year (2025) ...	\$4,614,163
		This comparison does not include "locked dollars"	Total Difference	\$275,315
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		507,190
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$4,614,163
SBB Weights					
Base Weight					
All Students	1	\$3,600	879		\$3,164,400
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	154		\$166,320
Grade 1	0.3	\$1,080	156		\$168,480
Grade 2	0.3	\$1,080	163		\$176,040
Grade 3	0.2	\$720	154		\$110,880
Grade 4	0.2	\$720	125		\$90,000
Grade 5	0.2	\$720	127		\$91,440
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	362		\$130,362
ELL Weight					
ELL Weight	0.03	\$90	140		\$12,590
Mobility Weights					
Mobility	0.29	\$1,044	117		\$122,036
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	652		\$234,695
Incoming High Proficiency	0.1	\$360	227		\$81,745
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	79		\$65,175
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$4,614,163
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,249	\$5,033		\$216
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		4.11%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Cordova Elementary

750 Sanga Rd., Cordova, TN 38018

Grade Level: PreK-5	School Type SUPE School	Square Footage 104,994	Student Capacity 837	FY2023-24 Utilization 97	FCI: 3
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	693	748	702	698	(4)
Attendance Rate	92%	92%	92%	-	

Student Demographics					
Economically Disadvantaged	29%	43%	41%	41%	
Student with Disability	13%	12%	11%	11%	
English Language Learners	8.7%	9.5%	11.1%	11.1%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	2	2	-
Classroom Teacher	43	46	43	43	-
Special Skills	6	6	6	6	-
Counselors	2	1	2	2	-
Educational Assistant	23	17	16	29	13
Instructional Facilitator	1	2	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	22	7	7	8	1

School Level Funds					
General Fund	4,445,212	4,495,233	4,731,028	3,688,231	(1,042,797)
Title 1	329,002	425,176	394,509	419,420	24,911
IDEA, Part 1	125,809	125,809	125,809	153,783	27,974
Other Special Revenue & Federal Funds	4,445,212	334,335	286,113	261,904	(24,210)
Total	9,345,235	5,380,553	5,537,459	4,523,338	(1,014,121)

Total SBB Allocation				\$3,635,314
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,635,314
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,669,801
			Next year (2025) ...	\$3,635,314
		This comparison does not include "locked dollars"	Total Difference	(\$34,487)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		419,420
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$3,635,314
SBB Weights					
Base Weight					
All Students	1	\$3,600	698		\$2,512,800
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	126		\$136,080
Grade 1	0.3	\$1,080	121		\$130,680
Grade 2	0.3	\$1,080	101		\$109,080
Grade 3	0.2	\$720	126		\$90,720
Grade 4	0.2	\$720	111		\$79,920
Grade 5	0.2	\$720	113		\$81,360
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	284		\$102,348
ELL Weight					
ELL Weight	0.03	\$90	77		\$6,971
Mobility Weights					
Mobility	0.29	\$1,044	67		\$69,725
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	555		\$199,863
Incoming High Proficiency	0.1	\$360	143		\$51,417
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	78		\$64,350
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$3,635,314
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,208	\$5,228		(\$19)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-0.37%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Cromwell Elementary

4989 Cromwell, Memphis, TN 38118

Grade Level: K-5	School Type SUPE School	Square Footage 45,580	Student Capacity 593	FY2023-24 Utilization 86	FCI: 9
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
K-5	406	400	390	403	13
Attendance Rate	99%	96%	92%	-	
Student Demographics					
Economically Disadvantaged	53%	67%	61%	61%	
Student with Disability	15%	18%	18%	18%	
English Language Learners	14.8%	15.1%	19.0%	19.0%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	28	26	26	26	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	19	13	12	19	7
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	23	13	5	6	1
School Level Funds					
General Fund	3,155,142	2,883,735	2,760,286	2,203,307	(556,979)
Title 1	339,486	381,600	337,103	298,820	(38,283)
IDEA, Part 1	92,355	92,355	92,355	133,955	41,600
Other Special Revenue & Federal Funds	3,155,142	418,494	457,183	252,061	(205,122)
Total	6,742,126	3,776,184	3,646,927	2,888,144	(758,784)

Total SBB Allocation				\$2,171,878
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,171,878
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,152,556
			Next year (2025) ...	\$2,171,878
		This comparison does not include "locked dollars"	Total Difference	\$19,322
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		298,820
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,171,878
SBB Weights					
Base Weight					
All Students	1	\$3,600	403		\$1,450,800
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	87		\$93,960
Grade 1	0.3	\$1,080	81		\$87,480
Grade 2	0.3	\$1,080	53		\$57,240
Grade 3	0.2	\$720	60		\$43,200
Grade 4	0.2	\$720	64		\$46,080
Grade 5	0.2	\$720	58		\$41,760
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	245		\$88,220
ELL Weight					
ELL Weight	0.03	\$90	77		\$6,892
Mobility Weights					
Mobility	0.29	\$1,044	50		\$52,592
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	323		\$116,117
Incoming High Proficiency	0.1	\$360	80		\$28,963
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	71		\$58,575
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,171,878
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,389	\$5,519		(\$130)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-2.41%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Crump Elementary

4405 Crump Rd., Memphis, TN 38141

Grade Level: PreK-5	School Type IGNITE School	Square Footage 60,483	Student Capacity 732	FY2023-24 Utilization 87	FCI: 25
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	528	524	495	476	(19)
Attendance Rate	92%	92%	93%	-	

Student Demographics					
Economically Disadvantaged	57%	69%	61%	61%	
Student with Disability	10%	11%	13%	13%	
English Language Learners	17.5%	18.2%	20.0%	20.0%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	1	1	1	-
Classroom Teacher	35	33	32	32	-
Special Skills	4	4	4	4	-
Counselors	2	2	2	2	-
Educational Assistant	17	8	6	10	4
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	32	7	6	6	-

School Level Funds					
General Fund	3,713,408	3,822,587	3,398,759	2,560,014	(838,745)
Title 1	357,262	508,314	437,619	333,660	(103,959)
IDEA, Part 1	24,376	24,376	24,376	35,242	10,865
Other Special Revenue & Federal Funds	3,713,408	1,953,006	448,899	410,028	(38,871)
Total	7,808,453	6,308,283	4,309,654	3,338,944	(970,710)

Total SBB Allocation				\$2,524,272
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,524,272
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,633,821
			Next year (2025) ...	\$2,524,272
		This comparison does not include "locked dollars"	Total Difference	(\$109,549)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		333,660
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,524,272
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	476	\$1,713,600
Grade Weights					
		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	87	\$93,960
Grade 1		0.3	\$1,080	86	\$92,880
Grade 2		0.3	\$1,080	66	\$71,280
Grade 3		0.2	\$720	86	\$61,920
Grade 4		0.2	\$720	81	\$58,320
Grade 5		0.2	\$720	70	\$50,400
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	289	\$104,065
ELL Weight					
ELL Weight		0.03	\$90	95	\$8,585
Mobility Weights					
Mobility		0.29	\$1,044	43	\$45,102
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	388	\$139,843
Incoming High Proficiency		0.1	\$360	88	\$31,517
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	64	\$52,800
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,524,272
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 			\$5,303	\$5,321	(\$18)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			-0.33%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0

Delano Elementary

1716 Delano Rd., Memphis, TN 38127

Grade Level: K-5	School Type IGNITE School	Square Footage 34,000	Student Capacity 234	FY2023-24 Utilization 115	FCI: 37
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
K-5	247	245	263	272	9
Attendance Rate	93%	93%	94%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Economically Disadvantaged	70%	66%	54%	54%	
Student with Disability	3%	2%	2%	2%	
English Language Learners	0.4%	0.8%	0.8%	0.8%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	15	15	17	16	(1)
Special Skills	3	3	3	4	1
Counselors	1	1	1	1	-
Educational Assistant	10	4	5	8	3
Instructional Facilitator	1	1	1	1	-
librarian	1	1	-	1	1
Nutrition	-	-	-	-	-
other	7	4	5	5	-

School Level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
General Fund	2,071,969	2,007,284	2,057,330	1,547,484	(509,846)
Title 1	172,296	207,206	196,577	169,510	(27,067)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,071,969	4,473,230	251,494	163,900	(87,594)
Total	4,316,234	6,687,721	2,505,400	1,880,893	(624,507)

Total SBB Allocation				\$1,525,511
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,525,511
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,540,576
			Next year (2025) ...	\$1,525,511
		This comparison does not include "locked dollars"	Total Difference	(\$15,065)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		169,510
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,525,511
SBB Weights					
Base Weight					
All Students	1	\$3,600	272		\$979,200
Grade Weights					
	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	69		\$74,520
Grade 1	0.3	\$1,080	49		\$52,920
Grade 2	0.3	\$1,080	46		\$49,680
Grade 3	0.2	\$720	45		\$32,400
Grade 4	0.2	\$720	35		\$25,200
Grade 5	0.2	\$720	28		\$20,160
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	146		\$52,726
ELL Weight					
ELL Weight	0.03	\$90	2		\$188
Mobility Weights					
Mobility	0.29	\$1,044	3		\$3,408
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	160		\$57,758
Incoming High Proficiency	0.1	\$360	112		\$40,163
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	6		\$4,950
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$132,239
SBB Allocations Total					\$1,525,511
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 					
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
		-4.44%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Double Tree Elementary

4560 Double Tree, Memphis, TN 38109

Grade Level: PreK-5	School Type SUPE School	Square Footage 51,144	Student Capacity 463	FY2023-24 Utilization 71	FCI: 15
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	400	347	326	310	(16)
Attendance Rate	94%	93%	91%	-	

Student Demographics					
Economically Disadvantaged	64%	74%	74%	74%	
Student with Disability	9%	9%	6%	6%	
English Language Learners	0.5%	0.6%	0.3%	0.3%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	22	21	20	20	-
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	16	6	3	10	7
Instructional Facilitator	2	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	23	6	6	5	(1)

School Level Funds					
General Fund	2,334,522	2,180,123	2,153,521	1,776,746	(376,775)
Title 1	263,461	330,368	264,270	203,680	(60,590)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,334,522	379,354	91,986	345,431	253,445
Total	4,932,504	2,889,845	2,509,778	2,325,857	(183,921)

Total SBB Allocation					\$1,752,681
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,730,577
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$22,104
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,818,076	
			Next year (2025) ...	\$1,752,681	
		This comparison does not include "locked dollars"	Total Difference	(\$65,395)	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			203,680
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,730,577
SBB Weights					
Base Weight					
All Students	1	\$3,600	310		\$1,116,000
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	50		\$54,000
Grade 1	0.3	\$1,080	48		\$51,840
Grade 2	0.3	\$1,080	58		\$62,640
Grade 3	0.2	\$720	50		\$36,000
Grade 4	0.2	\$720	55		\$39,600
Grade 5	0.2	\$720	49		\$35,280
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	229		\$82,380
ELL Weight					
ELL Weight	0.03	\$90	1		\$88
Mobility Weights					
Mobility	0.29	\$1,044	44		\$45,423
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	280		\$100,730
Incoming High Proficiency	0.1	\$360	30		\$10,870
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	19		\$15,675
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$80,051
SBB Allocations Total					\$1,730,577
2 SBB Transition Supplements					\$22,104
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,654	\$5,577		\$77
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		1.36%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$22,104
SBB Transition Supplements TOTAL					\$22,104

Downtown Elementary

10 N. Fourth, Memphis, TN 38103

Grade Level: PreK-5	School Type IGNITE School	Square Footage 84,070	Student Capacity 702	FY2023-24 Utilization 92	FCI: 5	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment						
PreK-5		677	690	688	702	14
Attendance Rate		91%	91%	92%	-	
Student Demographics						
Economically Disadvantaged		43%	62%	60%	60%	
Student with Disability		5%	7%	7%	7%	
English Language Learners		0.1%	1.4%	1.6%	1.6%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	2	1
Classroom Teacher		40	42	41	41	-
Special Skills		6	6	6	6	-
Counselors		1	2	2	2	-
Educational Assistant		23	11	12	18	6
Instructional Facilitator		2	2	2	1	(1)
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		18	4	4	5	1
School Level Funds						
General Fund		3,944,004	4,094,481	4,279,319	3,698,195	(581,123)
Title 1		371,399	521,671	485,324	471,010	(14,314)
IDEA, Part 1		-	-	-	41,766	41,766
Other Special Revenue & Federal Funds		3,944,004	1,262,859	172,105	310,926	138,821
Total		8,259,407	5,879,011	4,936,747	4,521,898	(414,849)

Total SBB Allocation				\$3,648,095
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,648,095
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,538,990
			Next year (2025) ...	\$3,648,095
		This comparison does not include "locked dollars"	Total Difference	\$109,105
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		471,010
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$3,648,095
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	702	\$2,527,200
Grade Weights					
		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	115	\$124,200
Grade 1		0.3	\$1,080	111	\$119,880
Grade 2		0.3	\$1,080	106	\$114,480
Grade 3		0.2	\$720	141	\$101,520
Grade 4		0.2	\$720	107	\$77,040
Grade 5		0.2	\$720	122	\$87,840
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	418	\$150,488
ELL Weight					
ELL Weight		0.03	\$90	11	\$983
Mobility Weights					
Mobility		0.29	\$1,044	52	\$54,619
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	547	\$196,941
Incoming High Proficiency		0.1	\$360	155	\$55,779
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	45	\$37,125
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$3,648,095
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 			\$5,197	\$5,144	\$53
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			1.02%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0

Dunbar Elementary

2606 Select, Memphis, TN 38114

Grade Level: PreK-5	School Type IGNITE School	Square Footage 56,155	Student Capacity 379	FY2023-24 Utilization 77	FCI: 33
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	219	180	183	178	(5)
Attendance Rate	91%	90%	93%	-	

Student Demographics					
Economically Disadvantaged	71%	82%	74%	74%	
Student with Disability	9%	12%	10%	10%	
English Language Learners	3.7%	4.3%	2.2%	2.2%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	16	15	14	14	-
Special Skills	1	1	1	2	1
Counselors	1	1	1	1	-
Educational Assistant	9	4	2	6	4
Instructional Facilitator	1	1	1	1	-
librarian	-	-	-	1	1
Nutrition	-	-	-	-	-
other	16	12	3	3	-

School Level Funds					
General Fund	1,641,973	1,767,122	1,681,928	1,383,890	(298,039)
Title 1	151,301	185,746	158,690	129,310	(29,380)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	1,641,973	337,396	176,860	326,987	150,127
Total	3,435,248	2,290,264	2,017,478	1,840,186	(177,292)

Total SBB Allocation				\$1,366,309	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,366,309	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0	
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,168,777	
			Next year (2025) ...	\$1,366,309	
			This comparison does not include "locked dollars"	Total Difference	\$197,532
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		129,310	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.	

Section B: Detailed Breakdown

1 SBB Allocations					\$1,366,309
SBB Weights					
Base Weight					
All Students	1	\$3,600	178	\$640,800	
Grade Weights					
	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	26	\$28,080	
Grade 1	0.3	\$1,080	24	\$25,920	
Grade 2	0.3	\$1,080	28	\$30,240	
Grade 3	0.2	\$720	37	\$26,640	
Grade 4	0.2	\$720	29	\$20,880	
Grade 5	0.2	\$720	34	\$24,480	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	132	\$47,543	
ELL Weight					
ELL Weight	0.03	\$90	4	\$345	
Mobility Weights					
Mobility	0.29	\$1,044	20	\$21,038	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	156	\$56,138	
Incoming High Proficiency	0.1	\$360	22	\$7,942	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	19	\$15,675	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$420,589
SBB Allocations Total					\$1,366,309
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$7,676	\$6,387	\$1,289	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		16.79%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Egypt Elementary

4160 Karen Cove, Memphis, TN 38128

Grade Level: PreK-5	School Type IGNITE School	Square Footage 57,636	Student Capacity 598	FY2023-24 Utilization 87	FCI: 32
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	522	495	466	447	(19)
Attendance Rate	94%	93%	91%	-	
Student Demographics					
Economically Disadvantaged	61%	66%	66%	66%	
Student with Disability	6%	7%	7%	7%	
English Language Learners	15.7%	16.3%	18.8%	18.8%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	28	27	25	27	2
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	15	7	5	8	3
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	41	17	8	6	(2)
School Level Funds					
General Fund	2,522,402	2,895,566	2,804,804	2,405,473	(399,331)
Title 1	344,498	498,230	384,903	297,480	(87,423)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,522,402	380,494	370,602	293,787	(76,815)
Total	5,389,302	3,774,290	3,560,309	2,996,740	(563,569)

Total SBB Allocation				\$2,371,041	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,371,041	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0	
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,399,713	
			Next year (2025) ...	\$2,371,041	
		This comparison does not include "locked dollars"		Total Difference	(\$28,672)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		297,480	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.	

Section B: Detailed Breakdown

1		SBB Allocations			\$2,371,041
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	447	\$1,609,200
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	73	\$78,840
Grade 1		0.3	\$1,080	66	\$71,280
Grade 2		0.3	\$1,080	81	\$87,480
Grade 3		0.2	\$720	80	\$57,600
Grade 4		0.2	\$720	64	\$46,080
Grade 5		0.2	\$720	83	\$59,760
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	296	\$106,471
ELL Weight					
ELL Weight		0.03	\$90	84	\$7,543
Mobility Weights					
Mobility		0.29	\$1,044	55	\$57,817
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	370	\$133,355
Incoming High Proficiency		0.1	\$360	77	\$27,565
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	34	\$28,050
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,371,041
2		SBB Transition Supplements			\$0
SCS Staffing Supplement		This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,304	\$5,150	\$155	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		2.92%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Evans Elementary

4949 Cottonwood, Memphis, TN 38118

Grade Level: PreK-5	School Type SUPE School	Square Footage 67,246	Student Capacity 508	FY2023-24 Utilization 88	FCI: 14
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	370	368	411	410	(1)
Attendance Rate	94%	92%	92%	-	

Student Demographics					
Economically Disadvantaged	56%	60%	57%	57%	
Student with Disability	7%	8%	7%	7%	
English Language Learners	18.5%	28.1%	31.3%	31.3%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	1	1
Classroom Teacher	26	25	26	27	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	13	5	6	15	9
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	16	5	6	8	2

School Level Funds					
General Fund	2,487,624	2,445,524	2,507,928	2,179,945	(327,983)
Title 1	291,087	350,870	261,082	271,350	10,268
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,487,624	651,487	366,487	408,316	41,830
Total	5,266,335	3,447,881	3,135,497	2,859,611	(275,886)

Total SBB Allocation				\$2,148,582
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,148,582
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,137,378
			Next year (2025) ...	\$2,148,582
		This comparison does not include "locked dollars"	Total Difference	\$11,204
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		271,350
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,148,582
SBB Weights					
Base Weight					
All Students	1	\$3,600	410	\$1,476,000	
Grade Weights	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	81	\$87,480	
Grade 1	0.3	\$1,080	73	\$78,840	
Grade 2	0.3	\$1,080	62	\$66,960	
Grade 3	0.2	\$720	68	\$48,960	
Grade 4	0.2	\$720	52	\$37,440	
Grade 5	0.2	\$720	74	\$53,280	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	232	\$83,616	
ELL Weight					
ELL Weight	0.03	\$90	128	\$11,543	
Mobility Weights					
Mobility	0.29	\$1,044	33	\$34,589	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	336	\$120,848	
Incoming High Proficiency	0.1	\$360	74	\$26,753	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	27	\$22,275	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,148,582
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,240	\$5,200	\$40	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		0.76%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Ford Road Elementary
3336 Ford Rd, Memphis, TN 38109

Grade Level: PreK-5	School Type SUPE School	Square Footage 78,213	Student Capacity 598	FY2023-24 Utilization 93	FCI: 12
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	513	491	477	471	(6)
Attendance Rate	89%	92%	90%	-	

Student Demographics					
Economically Disadvantaged	71%	86%	77%	77%	
Student with Disability	12%	14%	13%	13%	
English Language Learners	0.2%	0.2%	1.0%	1.0%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	1	-	1	1
Classroom Teacher	31	32	30	31	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	21	14	12	20	8
Instructional Facilitator	3	3	3	2	(1)
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	14	5	4	5	1

School Level Funds					
General Fund	2,650,302	3,083,643	3,363,070	2,572,029	(791,040)
Title 1	396,986	545,951	410,201	363,810	(46,391)
IDEA, Part 1	161,460	161,460	161,460	146,728	(14,733)
Other Special Revenue & Federal Funds	2,650,302	483,702	130,598	252,243	121,646
Total	5,859,051	4,274,756	4,065,329	3,334,810	(730,518)

Total SBB Allocation				\$2,536,832
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,536,832
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,468,913
			Next year (2025) ...	\$2,536,832
			Total Difference	\$67,919
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		363,810
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,536,832
SBB Weights					
Base Weight					
All Students	1	\$3,600	471		\$1,695,600
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	72		\$77,760
Grade 1	0.3	\$1,080	72		\$77,760
Grade 2	0.3	\$1,080	95		\$102,600
Grade 3	0.2	\$720	102		\$73,440
Grade 4	0.2	\$720	66		\$47,520
Grade 5	0.2	\$720	64		\$46,080
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	363		\$130,558
ELL Weight					
ELL Weight	0.03	\$90	5		\$413
Mobility Weights					
Mobility	0.29	\$1,044	63		\$66,041
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	439		\$158,064
Incoming High Proficiency	0.1	\$360	32		\$11,496
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	60		\$49,500
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,536,832
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,386	\$5,176		\$210
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		3.90%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Fox Meadows Elementary

2960 Emerald, Memphis, TN 38115

Grade Level: PreK-5	School Type IGNITE School	Square Footage 93,872	Student Capacity 698	FY2023-24 Utilization 81	FCI: 5
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	508	423	457	435	(22)
Attendance Rate	92%	91%	92%	-	

Student Demographics					
Economically Disadvantaged	57%	71%	61%	61%	
Student with Disability	14%	14%	12%	12%	
English Language Learners	8.0%	10.6%	11.2%	11.2%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	31	30	28	28	-
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	24	14	12	19	7
Instructional Facilitator	2	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	15	6	9	9	-

School Level Funds					
General Fund	3,039,637	3,411,421	3,053,703	2,348,952	(704,751)
Title 1	381,903	533,847	346,523	312,890	(33,633)
IDEA, Part 1	286,641	286,641	298,684	394,327	95,643
Other Special Revenue & Federal Funds	3,039,637	1,440,855	388,760	282,912	(105,848)
Total	6,747,817	5,672,764	4,087,670	3,339,081	(748,589)

Total SBB Allocation				\$2,311,889
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,310,025
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$1,864
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,512,923
			Next year (2025) ...	\$2,311,889
		This comparison does not include "locked dollars"	Total Difference	(\$201,034)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		312,890
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,310,025
SBB Weights					
Base Weight					
All Students	1	\$3,600	435		\$1,566,000
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	77		\$83,160
Grade 1	0.3	\$1,080	67		\$72,360
Grade 2	0.3	\$1,080	75		\$81,000
Grade 3	0.2	\$720	75		\$54,000
Grade 4	0.2	\$720	80		\$57,600
Grade 5	0.2	\$720	61		\$43,920
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	266		\$95,718
ELL Weight					
ELL Weight	0.03	\$90	49		\$4,395
Mobility Weights					
Mobility	0.29	\$1,044	47		\$49,072
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	358		\$128,844
Incoming High Proficiency	0.1	\$360	77		\$27,756
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	56		\$46,200
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 this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,310,025
2 SBB Transition Supplements					\$1,864
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,315	\$5,499		(\$184)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-3.46%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$1,864
SBB Transition Supplements TOTAL					\$1,864

Frayser-Corning Elementary

1602 Dellwood Ave, Memphis, TN 38127

Grade Level: PreK-5	School Type SUPE School	Square Footage -	Student Capacity -	FY2023-24 Utilization 0	FCI: 0	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment						
PreK-5		-	322	313	352	39
Attendance Rate		0%	88%	87%	-	
Student Demographics						
Economically Disadvantaged		-	0.86	75%	75%	
Student with Disability	0	-	-	4%	4%	
English Language Learners		0.0%	0.9%	0.9%	0.9%	
Key School Positions-All Funding Sources						
Principal		-	1	1	1	-
Vice/Assistant Principal		-	-	-	1	1
Classroom Teacher		-	18	16	17	1
Special Skills		-	2	2	3	1
Counselors		-	1	1	1	-
Educational Assistant		-	4	5	14	9
Instructional Facilitator		-	2	3	2	(1)
librarian		-	1	1	-	(1)
Nutrition		-	-	-	-	-
other		-	5	5	6	1
School level Funds						
General Fund		-	2,558,776	1,863,424	1,926,439	63,016
Title 1		-	282,366	261,846	227,800	(34,046)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		-	52,383	327,451	111,846	(215,605)
Total		-	2,893,525	2,452,721	2,266,085	(186,635)

Total SBB Allocation				\$1,894,880
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,896,301
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		(\$1,421)
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,738,422
			Next year (2025) ...	\$1,894,880
		This comparison does not include "locked dollars"	Total Difference	\$156,458
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		227,800
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,896,301
SBB Weights					
Base Weight					
All Students	1	\$3,600	352		\$1,267,200
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	53		\$57,240
Grade 1	0.3	\$1,080	58		\$62,640
Grade 2	0.3	\$1,080	74		\$79,920
Grade 3	0.2	\$720	57		\$41,040
Grade 4	0.2	\$720	56		\$40,320
Grade 5	0.2	\$720	54		\$38,880
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	264		\$95,137
ELL Weight					
ELL Weight	0.03	\$90	3		\$292
Mobility Weights					
Mobility	0.29	\$1,044	73		\$76,187
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	338		\$121,738
Incoming High Proficiency	0.1	\$360	14		\$4,982
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	13		\$10,725
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$1,896,301
2 SBB Transition Supplements					(\$1,421)
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,383	\$5,554		(\$171)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-3.17%	N/A - You are not gaining or losing enough to be affected by the transition policy		(\$1,421)
SBB Transition Supplements TOTAL					(\$1,421)

Gardenview Elementary

4075 Hartz Drive, Memphis, TN 38116

Grade Level: PreK-5	School Type IGNITE School	Square Footage 55,570	Student Capacity 419	FY2023-24 Utilization 69	FCI: 29
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	288	245	208	185	(23)
Attendance Rate	89%	90%	92%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Economically Disadvantaged	68%	73%	61%	61%	
Student with Disability	17%	19%	19%	19%	
English Language Learners	0.0%	0.4%	5.3%	5.3%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	21	19	17	15	(2)
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	20	11	7	11	4
Instructional Facilitator	1	1	1	1	-
librarian	-	-	-	-	-
Nutrition	-	-	-	-	-
other	13	4	4	6	2

School Level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
General Fund	1,931,872	1,854,184	1,796,609	1,477,171	(319,439)
Title 1	208,509	291,632	220,439	152,090	(68,349)
IDEA, Part 1	135,383	135,383	135,383	90,072	(45,311)
Other Special Revenue & Federal Funds	1,931,872	877,783	131,734	205,711	73,976
Total	4,207,636	3,158,982	2,284,166	1,925,043	(359,122)

Total SBB Allocation				\$1,459,843
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,446,360
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$13,483
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,412,762
			Next year (2025) ...	\$1,459,843
		This comparison does not include "locked dollars"	Total Difference	\$47,081
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		152,090
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,446,360
SBB Weights					
Base Weight					
All Students	1	\$3,600	185		\$666,000
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	45		\$48,600
Grade 1	0.3	\$1,080	37		\$39,960
Grade 2	0.3	\$1,080	31		\$33,480
Grade 3	0.2	\$720	23		\$16,560
Grade 4	0.2	\$720	18		\$12,960
Grade 5	0.2	\$720	31		\$22,320
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	112		\$40,488
ELL Weight					
ELL Weight	0.03	\$90	10		\$880
Mobility Weights					
Mobility	0.29	\$1,044	21		\$21,796
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	153		\$55,146
Incoming High Proficiency	0.1	\$360	32		\$11,454
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	39		\$32,175
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$444,540
SBB Allocations Total					\$1,446,360
2 SBB Transition Supplements					\$13,483
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$7,891	\$6,792		\$1,099
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		13.93%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$13,483
SBB Transition Supplements TOTAL					\$13,483

Georgian Hills Elementary

3930 Leweir St, Memphis, TN 38127

Grade Level: PreK-5	School Type SUPE School	Square Footage -	Student Capacity -	FY2023-24 Utilization 0	FCI: 0	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment						
PreK-5		-	236	228	221	(7)
Attendance Rate		0%	85%	88%	-	
Student Demographics						
Economically Disadvantaged		-	0.80	68%	68%	
Student with Disability	0	-	-	16%	16%	
English Language Learners		0.0%	0.8%	2.8%	2.8%	
Key School Positions-All Funding Sources						
Principal		-	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		-	15	17	17	-
Special Skills		-	2	2	2	-
Counselors		-	1	1	1	-
Educational Assistant		-	8	7	14	7
Instructional Facilitator		-	2	2	2	-
librarian		-	1	1	-	(1)
Nutrition		-	-	-	-	-
other		-	3	5	5	-
School level Funds						
General Fund		-	2,394,098	1,736,547	1,522,544	(214,003)
Title 1		-	215,179	198,444	171,520	(26,924)
IDEA, Part 1		-	-	-	119,799	119,799
Other Special Revenue & Federal Funds		-	230,720	197,374	69,492	(127,882)
Total		-	2,839,998	2,132,365	1,883,355	(249,010)

Total SBB Allocation				\$1,498,660
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,446,060
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$52,600
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,541,967
			Next year (2025) ...	\$1,498,660
		This comparison does not include "locked dollars"	Total Difference	(\$43,306)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		171,520
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,446,060
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	221	\$795,600
Grade Weights					
		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	42	\$45,360
Grade 1		0.3	\$1,080	40	\$43,200
Grade 2		0.3	\$1,080	45	\$48,600
Grade 3		0.2	\$720	32	\$23,040
Grade 4		0.2	\$720	24	\$17,280
Grade 5		0.2	\$720	38	\$27,360
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	150	\$53,895
ELL Weight					
ELL Weight		0.03	\$90	6	\$561
Mobility Weights					
Mobility		0.29	\$1,044	45	\$46,729
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	197	\$70,776
Incoming High Proficiency		0.1	\$360	24	\$8,784
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	37	\$30,525
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$234,349
SBB Allocations Total					\$1,446,060
2 SBB Transition Supplements					\$52,600
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 			\$6,781	\$6,763	\$18
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			0.27%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$52,600
SBB Transition Supplements TOTAL					\$52,600

Germanshire Elementary

3965 S.Germantown Rd., Memphis, TN 38125

Grade Level: PreK-5	School Type IGNITE School	Square Footage 89,228	Student Capacity 717	FY2023-24 Utilization 114	FCI: 2	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment						
PreK-5		718	705	677	682	5
Attendance Rate		94%	93%	94%	-	
Student Demographics						
Economically Disadvantaged		36%	51%	50%	50%	
Student with Disability		9%	8%	8%	8%	
English Language Learners		10.6%	11.0%	12.2%	12.2%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		44	42	40	41	1
Special Skills		5	5	5	6	1
Counselors		2	2	2	2	-
Educational Assistant		23	9	8	16	8
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		19	7	7	7	-
School Level Funds						
General Fund		4,456,758	4,264,526	4,139,580	3,595,424	(544,156)
Title 1		401,524	549,429	457,777	448,230	(9,547)
IDEA, Part 1		84,520	84,520	84,520	121,374	36,853
Other Special Revenue & Federal Funds		4,456,758	391,627	119,999	316,294	196,294
Total		9,399,560	5,290,103	4,801,877	4,481,321	(320,556)

Total SBB Allocation					\$3,544,943
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,544,943
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,489,564	
			Next year (2025) ...	\$3,544,943	
		This comparison does not include "locked dollars"	Total Difference	\$55,379	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			448,230
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$3,544,943
SBB Weights					
Base Weight					
All Students	1	\$3,600	682		\$2,455,200
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	102		\$110,160
Grade 1	0.3	\$1,080	102		\$110,160
Grade 2	0.3	\$1,080	121		\$130,680
Grade 3	0.2	\$720	114		\$82,080
Grade 4	0.2	\$720	113		\$81,360
Grade 5	0.2	\$720	130		\$93,600
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	340		\$122,221
ELL Weight					
ELL Weight	0.03	\$90	83		\$7,459
Mobility Weights					
Mobility	0.29	\$1,044	44		\$45,966
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	471		\$169,384
Incoming High Proficiency	0.1	\$360	211		\$76,136
Increments for Locked Students					
SWD Self-Contained	0.23	\$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 this supplement are already above this "base" set of services.					\$13,512
SBB Allocations Total					\$3,544,943
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,198	\$5,154		\$43
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		0.84%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Germantown Elementary

2730 Cross Country Dr., Germantown, TN 38138

Grade Level: K-5	School Type SUPE School	Square Footage 84,584	Student Capacity 602	FY2023-24 Utilization 105	FCI: 13	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment						
K-5		600	605	528	531	3
Attendance Rate		94%	94%	95%	-	
Student Demographics						
Economically Disadvantaged		28%	37%	36%	36%	
Student with Disability		10%	9%	7%	7%	
English Language Learners		5.9%	6.4%	7.5%	7.5%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		33	33	31	31	-
Special Skills		7	7	7	7	-
Counselors		1	2	2	2	-
Educational Assistant		18	7	6	17	11
Instructional Facilitator		1	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		15	4	4	6	2
School Level Funds						
General Fund		4,059,018	3,788,651	3,764,223	2,798,097	(966,125)
Title 1		216,529	330,918	269,580	277,380	7,800
IDEA, Part 1		145,434	145,434	145,434	132,868	(12,565)
Other Special Revenue & Federal Funds		4,059,018	134,341	111,343	113,570	2,227
Total		8,479,998	4,399,344	4,290,579	3,321,915	(968,663)

Total SBB Allocation				\$2,758,236
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,715,734
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$42,502
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,998,083
			Next year (2025) ...	\$2,758,236
		This comparison does not include "locked dollars"	Total Difference	(\$239,847)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		277,380
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,715,734
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	531	\$1,911,600
Grade Weights					
		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	78	\$84,240
Grade 1		0.3	\$1,080	86	\$92,880
Grade 2		0.3	\$1,080	83	\$89,640
Grade 3		0.2	\$720	96	\$69,120
Grade 4		0.2	\$720	103	\$74,160
Grade 5		0.2	\$720	85	\$61,200
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	193	\$69,544
ELL Weight					
ELL Weight		0.03	\$90	40	\$3,582
Mobility Weights					
Mobility		0.29	\$1,044	28	\$28,909
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	374	\$134,744
Incoming High Proficiency		0.1	\$360	157	\$56,416
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	37	\$30,525
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$9,174
SBB Allocations Total					\$2,715,734
2 SBB Transition Supplements					\$42,502
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 			\$5,194	\$5,678	(\$484)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			-9.31%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$42,502
SBB Transition Supplements TOTAL					\$42,502

Getwell Elementary

2795 Getwell Rd., Memphis, TN 38118

Grade Level: PreK-5	School Type IGNITE School	Square Footage 87,025	Student Capacity 683	FY2023-24 Utilization 48	FCI: 8
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	421	422	436	455	19
Attendance Rate	93%	90%	91%	-	
Student Demographics					
Economically Disadvantaged	67%	71%	62%	62%	
Student with Disability	19%	18%	17%	17%	
English Language Learners	13.1%	19.6%	20.6%	20.6%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	1	(1)
Classroom Teacher	32	32	31	34	3
Special Skills	2	2	2	3	1
Counselors	1	1	1	1	-
Educational Assistant	28	20	18	24	6
Instructional Facilitator	1	2	1	2	1
librarian	-	-	1	1	-
Nutrition	-	-	-	-	-
other	31	18	6	7	1
School Level Funds					
General Fund	2,842,642	3,146,036	4,362,662	2,503,761	(1,858,900)
Title 1	322,207	400,020	402,636	337,680	(64,956)
IDEA, Part 1	246,198	246,198	246,198	438,850	192,652
Other Special Revenue & Federal Funds	2,842,642	559,641	514,119	353,882	(160,236)
Total	6,253,689	4,351,895	5,525,614	3,634,173	(1,891,441)

Total SBB Allocation				\$2,468,134
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,468,134
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,322,833
			Next year (2025) ...	\$2,468,134
		This comparison does not include "locked dollars"	Total Difference	\$145,301
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		337,680
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,468,134
SBB Weights					
Base Weight					
All Students	1	\$3,600	455		\$1,638,000
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	103		\$111,240
Grade 1	0.3	\$1,080	78		\$84,240
Grade 2	0.3	\$1,080	60		\$64,800
Grade 3	0.2	\$720	76		\$54,720
Grade 4	0.2	\$720	59		\$42,480
Grade 5	0.2	\$720	79		\$56,880
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	283		\$101,795
ELL Weight					
ELL Weight	0.03	\$90	94		\$8,455
Mobility Weights					
Mobility	0.29	\$1,044	76		\$79,849
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	407		\$146,393
Incoming High Proficiency	0.1	\$360	48		\$17,407
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	75		\$61,875
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,468,134
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,424	\$5,328	\$97	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		1.79%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Hawkins Mill Elementary

4295 Mountain Terrace, Memphis, TN 38127

Grade Level: PreK-5	School Type SOAR School	Square Footage 67,350	Student Capacity 499	FY2023-24 Utilization 63	FCI: 11
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
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Enrollment					
PreK-5	286	251	283	294	11
Attendance Rate	92%	97%	96%	-	

Student Demographics

Economically Disadvantaged	79%	82%	72%	72%	
Student with Disability	9%	9%	7%	7%	
English Language Learners	0.0%	0.0%	0.4%	0.4%	

Key School Positions-All Funding Sources

Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	17	16	17	18	1
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	11	6	5	8	3
Instructional Facilitator	1	1	1	1	-
librarian	-	1	1	1	-
Nutrition	-	-	-	-	-
other	10	3	3	3	-

School Level Funds

General Fund	2,171,400	2,021,355	2,016,511	1,709,864	(306,646)
Title 1	187,168	244,477	211,739	182,910	(28,829)
IDEA, Part 1	67,689	67,689	67,689	105,036	37,347
Other Special Revenue & Federal Funds	2,171,400	327,081	218,307	76,912	(141,395)
Total	4,597,658	2,660,601	2,514,246	2,074,723	(439,523)

Total SBB Allocation				\$1,685,013
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,685,013
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,541,888
			Next year (2025) ...	\$1,685,013
		This comparison does not include "locked dollars"	Total Difference	\$143,125
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		182,910
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,685,013
SBB Weights					
Base Weight					
All Students	1	\$3,600	294		\$1,058,400
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	62		\$66,960
Grade 1	0.3	\$1,080	58		\$62,640
Grade 2	0.3	\$1,080	37		\$39,960
Grade 3	0.2	\$720	59		\$42,480
Grade 4	0.2	\$720	34		\$24,480
Grade 5	0.2	\$720	44		\$31,680
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	211		\$75,871
ELL Weight					
ELL Weight	0.03	\$90	1		\$95
Mobility Weights					
Mobility	0.29	\$1,044	42		\$43,848
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	231		\$83,044
Incoming High Proficiency	0.1	\$360	63		\$22,796
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	21		\$17,325
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$115,435
SBB Allocations Total					\$1,685,013
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,731	\$5,448	\$283	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		4.94%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Hickory Ridge Elementary

3890 Hickory Hill Rd., Memphis, TN 38115

Grade Level: K-5	School Type SUPE School	Square Footage 83,060	Student Capacity 672	FY2023-24 Utilization 123	FCI: 4
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
K-5	660	632	569	570	1
Attendance Rate	93%	91%	91%	-	
Student Demographics					
Economically Disadvantaged	59%	69%	61%	61%	
Student with Disability	6%	6%	7%	7%	
English Language Learners	19.4%	18.8%	22.2%	22.2%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	39	40	36	36	-
Special Skills	5	5	5	6	1
Counselors	2	2	2	1	(1)
Educational Assistant	21	10	7	20	13
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	36	9	8	9	1
School Level Funds					
General Fund	4,092,990	4,123,460	4,010,634	3,124,749	(885,885)
Title 1	448,888	588,790	504,467	383,240	(121,227)
IDEA, Part 1	121,978	121,978	121,978	165,193	43,214
Other Special Revenue & Federal Funds	4,092,990	351,717	270,621	328,063	57,442
Total	8,756,846	5,185,946	4,907,700	4,001,244	(906,456)

Total SBB Allocation				\$3,082,192	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,082,192	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0	
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,152,459	
			Next year (2025) ...	\$3,082,192	
		This comparison does not include "locked dollars"		Total Difference	(\$70,267)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		383,240	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.	

Section B: Detailed Breakdown

1 SBB Allocations					\$3,082,192
SBB Weights					
Base Weight					
All Students	1	\$3,600	570		\$2,052,000
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	95		\$102,600
Grade 1	0.3	\$1,080	94		\$101,520
Grade 2	0.3	\$1,080	94		\$101,520
Grade 3	0.2	\$720	130		\$93,600
Grade 4	0.2	\$720	78		\$56,160
Grade 5	0.2	\$720	79		\$56,880
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	347		\$124,889
ELL Weight					
ELL Weight	0.03	\$90	127		\$11,410
Mobility Weights					
Mobility	0.29	\$1,044	65		\$67,399
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	478		\$171,911
Incoming High Proficiency	0.1	\$360	92		\$33,289
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	37		\$30,525
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$78,490
SBB Allocations Total					\$3,082,192
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,407	\$5,540	(\$133)	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-2.46%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Highland Oaks Elementary

5252 Annandale Dr., Memphis, TN 38125

Grade Level: PreK-5	School Type IGNITE School	Square Footage 107,971	Student Capacity 941	FY2023-24 Utilization 89	FCI: 10
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	745	732	690	667	(23)
Attendance Rate	94%	95%	93%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Economically Disadvantaged	40%	49%	45%	45%	
Student with Disability	9%	8%	9%	9%	
English Language Learners	6.3%	5.2%	6.4%	6.4%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	47	45	44	45	1
Special Skills	6	6	6	7	1
Counselors	1	2	2	2	-
Educational Assistant	27	15	13	25	12
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	20	4	4	4	-

School Level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
General Fund	4,324,158	4,580,260	4,216,419	3,593,836	(622,584)
Title 1	415,528	598,159	452,033	456,940	4,907
IDEA, Part 1	51,596	51,596	51,596	125,766	74,169
Other Special Revenue & Federal Funds	4,324,158	355,993	168,781	307,639	138,858
Total	9,115,440	5,586,009	4,888,830	4,484,180	(404,649)

Total SBB Allocation				\$3,545,243
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,545,243
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,750,778
			Next year (2025) ...	\$3,545,243
		This comparison does not include "locked dollars"	Total Difference	(\$205,535)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		456,940
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$3,545,243
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	667	\$2,401,200
Grade Weights					
		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	100	\$108,000
Grade 1		0.3	\$1,080	99	\$106,920
Grade 2		0.3	\$1,080	113	\$122,040
Grade 3		0.2	\$720	133	\$95,760
Grade 4		0.2	\$720	105	\$75,600
Grade 5		0.2	\$720	117	\$84,240
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	303	\$109,207
ELL Weight					
ELL Weight		0.03	\$90	42	\$3,815
Mobility Weights					
Mobility		0.29	\$1,044	52	\$54,533
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	539	\$194,019
Incoming High Proficiency		0.1	\$360	128	\$46,101
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	64	\$52,800
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$91,007
SBB Allocations Total					\$3,545,243
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 			\$5,315	\$5,436	(\$121)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			-2.27%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0

Holmes Road Elementary

1083 Holmes Rd., Memphis, TN 38116

Grade Level: PreK-5	School Type IGNITE School	Square Footage 84,633	Student Capacity 642	FY2023-24 Utilization 111	FCI: 4
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
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Enrollment					
PreK-5	637	601	642	645	3
Attendance Rate	86%	88%	90%	-	

Student Demographics

Economically Disadvantaged	59%	77%	69%	69%	
Student with Disability	11%	14%	17%	17%	
English Language Learners	1.1%	2.4%	2.4%	2.4%	

Key School Positions-All Funding Sources

Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	35	37	40	40	-
Special Skills	5	5	5	6	1
Counselors	2	2	2	2	-
Educational Assistant	29	19	19	23	4
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	31	7	9	8	(1)

School Level Funds

General Fund	3,913,620	3,739,349	4,183,199	3,509,421	(673,778)
Title 1	436,397	564,153	498,667	450,910	(47,757)
IDEA, Part 1	153,472	153,472	153,472	152,892	(580)
Other Special Revenue & Federal Funds	3,913,620	529,823	289,349	380,936	91,587
Total	8,417,109	4,986,797	5,124,687	4,494,159	(630,528)

Total SBB Allocation				\$3,462,908
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,462,908
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,380,631
			Next year (2025) ...	\$3,462,908
		This comparison does not include "locked dollars"	Total Difference	\$82,277
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		450,910
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$3,462,908
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	645	\$2,321,339
Grade Weights					
		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	107	\$115,362
Grade 1		0.3	\$1,080	114	\$123,120
Grade 2		0.3	\$1,080	109	\$117,720
Grade 3		0.2	\$720	105	\$75,600
Grade 4		0.2	\$720	85	\$61,200
Grade 5		0.2	\$720	125	\$90,000
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	447	\$160,937
ELL Weight					
ELL Weight		0.03	\$90	16	\$1,407
Mobility Weights					
Mobility		0.29	\$1,044	73	\$75,814
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	581	\$209,281
Incoming High Proficiency		0.1	\$360	63	\$22,853
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	107	\$88,275
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$3,462,908
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 			\$5,370	\$5,266	\$105
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			1.95%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0

Idlewild Elementary

1950 Linden, Memphis, TN 38104

Grade Level: K-5	School Type IGNITE School	Square Footage 65,025	Student Capacity 473	FY2023-24 Utilization 97	FCI: 28
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
K-5	503	578	578	594	16
Attendance Rate	97%	95%	95%	-	

Student Demographics					
Economically Disadvantaged	15%	19%	19%	19%	
Student with Disability	6%	7%	7%	7%	
English Language Learners	0.6%	2.2%	3.6%	3.6%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	26	33	31	32	1
Special Skills	5	5	5	6	1
Counselors	1	1	1	2	1
Educational Assistant	15	7	7	15	8
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	14	5	5	6	1

School Level Funds					
General Fund	3,085,474	3,858,009	4,692,785	3,206,811	(1,485,975)
Title 1	120,369	10,652	-	155,440	155,440
IDEA, Part 1	-	-	-	47,124	47,124
Other Special Revenue & Federal Funds	3,085,474	119,594	1,756,909	1,232,302	(524,607)
Total	6,291,316	3,988,255	6,449,695	4,641,677	(1,808,018)

Total SBB Allocation					\$3,161,943	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,161,943	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,973,130		
			Next year (2025) ...	\$3,161,943		
		This comparison does not include "locked dollars"		Total Difference		\$188,813
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			155,440	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	

Section B: Detailed Breakdown

1 SBB Allocations					\$3,161,943
SBB Weights					
Base Weight					
All Students	1	\$3,600	594		\$2,138,400
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	96		\$103,680
Grade 1	0.3	\$1,080	96		\$103,680
Grade 2	0.3	\$1,080	111		\$119,880
Grade 3	0.2	\$720	118		\$84,960
Grade 4	0.2	\$720	83		\$59,760
Grade 5	0.2	\$720	90		\$64,800
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	110		\$39,776
ELL Weight					
ELL Weight	0.03	\$90	21		\$1,916
Mobility Weights					
Mobility	0.29	\$1,044	22		\$22,550
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	261		\$94,002
Incoming High Proficiency	0.1	\$360	333		\$119,838
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	40		\$33,000
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$175,701
SBB Allocations Total					\$3,161,943
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,323	\$5,144		\$179
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		3.37%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Jackson Elementary

3925 Wales, Memphis, TN 38108

Grade Level: K-5	School Type IGNITE School	Square Footage 44,568	Student Capacity 243	FY2023-24 Utilization 139	FCI: 37
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
K-5	262	261	277	281	4
Attendance Rate	93%	94%	95%	-	
Student Demographics					
Economically Disadvantaged	43%	54%	47%	47%	
Student with Disability	8%	11%	12%	12%	
English Language Learners	46.5%	58.0%	65.5%	65.5%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	19	19	20	22	2
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	8	4	4	6	2
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	12	4	4	4	-
School Level Funds					
General Fund	2,333,629	2,205,154	2,220,136	1,629,105	(591,031)
Title 1	169,153	244,491	140,861	146,730	5,869
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,333,629	284,386	181,458	225,484	44,026
Total	4,836,411	2,734,031	2,542,455	2,001,319	(541,136)

Total SBB Allocation				\$1,605,262
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,605,262
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,541,755
			Next year (2025) ...	\$1,605,262
			Total Difference	\$63,507
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		146,730
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,605,262
SBB Weights					
Base Weight					
All Students	1	\$3,600	281		\$1,011,600
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	45		\$48,600
Grade 1	0.3	\$1,080	45		\$48,600
Grade 2	0.3	\$1,080	54		\$58,320
Grade 3	0.2	\$720	51		\$36,720
Grade 4	0.2	\$720	42		\$30,240
Grade 5	0.2	\$720	44		\$31,680
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	131		\$47,231
ELL Weight					
ELL Weight	0.03	\$90	184		\$16,566
Mobility Weights					
Mobility	0.29	\$1,044	38		\$39,696
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	208		\$74,977
Incoming High Proficiency	0.1	\$360	73		\$26,183
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	32		\$26,400
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$108,448
SBB Allocations Total					\$1,605,262
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,713	\$5,566	\$147	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		2.57%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Kate Bond Elementary School

2727 Kate Bond Rd., Memphis, TN 38133

Grade Level: PreK-5	School Type SUPE School	Square Footage 107,748	Student Capacity 811	FY2023-24 Utilization 120	FCI: 9
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	696	731	737	744	7
Attendance Rate	93%	94%	94%	-	
Student Demographics					
Economically Disadvantaged	35%	43%	40%	40%	
Student with Disability	10%	9%	10%	10%	
English Language Learners	33.0%	34.4%	31.8%	31.8%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	49	48	47	47	-
Special Skills	6	6	6	7	1
Counselors	2	2	2	2	-
Educational Assistant	23	13	12	31	19
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	19	6	7	7	-
School Level Funds					
General Fund	4,903,914	4,464,258	4,547,732	3,904,352	(643,379)
Title 1	335,317	456,571	396,481	491,780	95,299
IDEA, Part 1	176,486	176,486	176,486	250,389	73,904
Other Special Revenue & Federal Funds	4,903,914	367,872	264,763	275,591	10,829
Total	10,319,630	5,465,187	5,385,461	4,922,113	(463,348)

Total SBB Allocation				\$3,851,658
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,851,658
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,891,673
			Next year (2025) ...	\$3,851,658
			Total Difference	(\$40,015)
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		491,780
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$3,851,658
SBB Weights					
Base Weight					
All Students	1	\$3,600	744		\$2,678,400
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	131		\$141,480
Grade 1	0.3	\$1,080	127		\$137,160
Grade 2	0.3	\$1,080	126		\$136,080
Grade 3	0.2	\$720	128		\$92,160
Grade 4	0.2	\$720	114		\$82,080
Grade 5	0.2	\$720	118		\$84,960
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	301		\$108,193
ELL Weight					
ELL Weight	0.03	\$90	237		\$21,321
Mobility Weights					
Mobility	0.29	\$1,044	38		\$40,109
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	580		\$208,839
Incoming High Proficiency	0.1	\$360	164		\$59,001
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	75		\$61,875
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$3,851,658
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,177	\$5,280		(\$103)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-2.00%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Keystone Elementary

4301 Old Allen Rd., Memphis, TN 38128

Grade Level: PreK-5	School Type SUPE School	Square Footage 84,641	Student Capacity 522	FY2023-24 Utilization 95	FCI: 20
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	381	422	341	324	(17)
Attendance Rate	89%	89%	90%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Economically Disadvantaged	63%	76%	69%	69%	
Student with Disability	24%	23%	23%	23%	
English Language Learners	0.2%	1.1%	1.3%	1.3%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	27	29	27	27	-
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	20	15	12	18	6
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	16	7	8	7	(1)

School Level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
General Fund	2,779,685	2,799,500	6,943,374	1,954,369	(4,989,005)
Title 1	272,782	400,296	426,118	255,270	(170,848)
IDEA, Part 1	166,030	166,030	166,030	132,089	(33,941)
Other Special Revenue & Federal Funds	2,779,685	282,293	467,995	467,475	(521)
Total	5,998,182	3,648,119	8,003,518	2,809,203	(5,194,315)

Total SBB Allocation					\$1,928,486
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,796,665
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$131,821
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,096,180	
			Next year (2025) ...	\$1,928,486	
		This comparison does not include "locked dollars"	Total Difference	(\$167,694)	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			255,270
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,796,665
SBB Weights					
Base Weight					
All Students	1	\$3,600	324		\$1,166,400
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	58		\$62,640
Grade 1	0.3	\$1,080	59		\$63,720
Grade 2	0.3	\$1,080	52		\$56,160
Grade 3	0.2	\$720	54		\$38,880
Grade 4	0.2	\$720	51		\$36,720
Grade 5	0.2	\$720	50		\$36,000
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	222		\$80,024
ELL Weight					
ELL Weight	0.03	\$90	4		\$369
Mobility Weights					
Mobility	0.29	\$1,044	30		\$31,672
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	266		\$95,827
Incoming High Proficiency	0.1	\$360	58		\$20,813
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	79		\$65,175
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$42,265
SBB Allocations Total					\$1,796,665
2 SBB Transition Supplements					\$131,821
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 					
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.					
SBB Transition Supplements TOTAL					\$131,821

Kingsbury Elementary

4055 Bayliss, Memphis, TN 38108

Grade Level: PreK-6	School Type IGNITE School	Square Footage 65,250	Student Capacity 358	FY2023-24 Utilization 152	FCI: 10
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-6	495	445	456	444	(12)
Attendance Rate	91%	90%	92%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Economically Disadvantaged	48%	58%	50%	50%	
Student with Disability	18%	21%	22%	22%	
English Language Learners	50.0%	51.8%	57.5%	57.5%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	38	36	36	35	(1)
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	22	11	11	15	4
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	24	8	6	6	-

School Level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
General Fund	3,286,451	3,306,747	3,397,402	2,416,799	(980,603)
Title 1	309,404	424,385	327,657	319,590	(8,067)
IDEA, Part 1	205,616	205,616	205,616	279,461	73,845
Other Special Revenue & Federal Funds	3,286,451	508,798	301,801	431,564	129,763
Total	7,087,922	4,445,546	4,232,477	3,447,414	(785,063)

Total SBB Allocation				\$2,382,706
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,382,706
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,472,554
			Next year (2025) ...	\$2,382,706
		This comparison does not include "locked dollars"	Total Difference	(\$89,848)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		319,590
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,382,706
SBB Weights					
Base Weight					
All Students	1	\$3,600	444		\$1,598,400
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	77		\$83,160
Grade 1	0.3	\$1,080	75		\$81,000
Grade 2	0.3	\$1,080	63		\$68,040
Grade 3	0.2	\$720	82		\$59,040
Grade 4	0.2	\$720	70		\$50,400
Grade 5	0.2	\$720	77		\$55,440
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	223		\$80,253
ELL Weight					
ELL Weight	0.03	\$90	255		\$22,977
Mobility Weights					
Mobility	0.29	\$1,044	40		\$41,656
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	383		\$138,055
Incoming High Proficiency	0.1	\$360	61		\$21,785
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	100		\$82,500
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,382,706
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,366	\$5,422		(\$56)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-1.04%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

LaRose Elementary

864 S. Wellington Street, Memphis, TN 38126

Grade Level: PreK-5	School Type SUPE School	Square Footage 94,426	Student Capacity 503	FY2023-24 Utilization 73	FCI: 7
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	187	249	276	284	8
Attendance Rate	87%	89%	88%	-	

Student Demographics					
Economically Disadvantaged	77%	87%	77%	77%	
Student with Disability	6%	6%	4%	4%	
English Language Learners	0.4%	0.4%	0.0%	0.0%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	1	1	-
Classroom Teacher	13	14	14	18	4
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	10	6	4	10	6
Instructional Facilitator	1	1	1	1	-
librarian	-	-	-	-	-
Nutrition	-	-	-	-	-
other	21	6	6	7	1

School Level Funds					
General Fund	1,605,460	1,649,555	1,668,185	1,822,062	153,877
Title 1	144,908	215,961	206,465	183,580	(22,885)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	1,605,460	397,943	260,275	274,875	14,600
Total	3,355,828	2,263,458	2,134,925	2,280,516	145,592

Total SBB Allocation				\$1,796,665
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,796,665
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,542,030
			Next year (2025) ...	\$1,796,665
		This comparison does not include "locked dollars"	Total Difference	\$254,635
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		183,580
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,796,665
SBB Weights					
Base Weight					
All Students	1	\$3,600	284		\$1,022,400
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	52		\$56,160
Grade 1	0.3	\$1,080	53		\$57,240
Grade 2	0.3	\$1,080	51		\$55,080
Grade 3	0.2	\$720	51		\$36,720
Grade 4	0.2	\$720	44		\$31,680
Grade 5	0.2	\$720	33		\$23,760
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	219		\$78,787
ELL Weight					
ELL Weight	0.03	\$90	0		\$0
Mobility Weights					
Mobility	0.29	\$1,044	28		\$29,246
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	276		\$99,486
Incoming High Proficiency	0.1	\$360	8		\$2,754
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	12		\$9,900
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$293,452
SBB Allocations Total					\$1,796,665
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$6,326	\$5,587	\$739	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		11.68%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Levi Elementary

135 W. Levi Road, Memphis, TN 38109

Grade Level: PreK-5	School Type SUPE School	Square Footage 71,179	Student Capacity 413	FY2023-24 Utilization 118	FCI: 16
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	429	388	395	401	6
Attendance Rate	85%	84%	88%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Economically Disadvantaged	69%	83%	70%	70%	
Student with Disability	11%	10%	7%	7%	
English Language Learners	0.0%	0.3%	1.0%	1.0%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	24	23	23	23	-
Special Skills	4	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	10	6	4	11	7
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	24	11	3	5	2

School Level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
General Fund	2,451,191	2,523,156	2,322,072	2,179,366	(142,706)
Title 1	298,072	376,106	303,644	281,400	(22,244)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,451,191	334,448	255,703	209,020	(46,683)
Total	5,200,455	3,233,710	2,881,419	2,669,786	(211,633)

Total SBB Allocation				\$2,148,153
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,148,153
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,139,249
			Next year (2025) ...	\$2,148,153
		This comparison does not include "locked dollars"	Total Difference	\$8,904
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		281,400
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,148,153
SBB Weights					
Base Weight					
All Students	1	\$3,600	401		\$1,443,600
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	82		\$88,560
Grade 1	0.3	\$1,080	78		\$84,240
Grade 2	0.3	\$1,080	70		\$75,600
Grade 3	0.2	\$720	71		\$51,120
Grade 4	0.2	\$720	44		\$31,680
Grade 5	0.2	\$720	56		\$40,320
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	282		\$101,481
ELL Weight					
ELL Weight	0.03	\$90	4		\$357
Mobility Weights					
Mobility	0.29	\$1,044	63		\$65,385
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	378		\$136,147
Incoming High Proficiency	0.1	\$360	23		\$8,213
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	26		\$21,450
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,148,153
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,357	\$5,416		(\$59)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-1.10%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Lucie E. Campbell Elementary

3232 Birchfield, Memphis, TN 38118

Grade Level: PreK-5	School Type SUPE School	Square Footage 84,740	Student Capacity 573	FY2023-24 Utilization 84	FCI: 6	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment						
PreK-5		509	535	530	531	1
Attendance Rate		87%	87%	87%	-	
Student Demographics						
Economically Disadvantaged		70%	82%	73%	73%	
Student with Disability		17%	14%	15%	15%	
English Language Learners		0.9%	1.1%	1.2%	1.2%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	2	2	2	-
Classroom Teacher		34	35	33	33	-
Special Skills		3	3	3	5	2
Counselors		1	1	1	1	-
Educational Assistant		29	20	16	26	10
Instructional Facilitator		1	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		26	16	7	8	1
School Level Funds						
General Fund		3,033,686	3,335,767	3,385,608	2,920,861	(464,747)
Title 1		392,916	572,981	459,429	387,930	(71,499)
IDEA, Part 1		205,980	205,980	205,980	235,754	29,774
Other Special Revenue & Federal Funds		3,033,686	1,892,106	403,234	267,895	(135,339)
Total		6,666,268	6,006,834	4,454,251	3,812,440	(641,811)

Total SBB Allocation				\$2,881,576
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,881,576
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,733,704
			Next year (2025) ...	\$2,881,576
		This comparison does not include "locked dollars"	Total Difference	\$147,872
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		387,930
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,881,576
SBB Weights					
Base Weight					
All Students	1	\$3,600	531		\$1,911,600
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	77		\$83,160
Grade 1	0.3	\$1,080	81		\$87,480
Grade 2	0.3	\$1,080	97		\$104,760
Grade 3	0.2	\$720	94		\$67,680
Grade 4	0.2	\$720	96		\$69,120
Grade 5	0.2	\$720	86		\$61,920
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	390		\$140,295
ELL Weight					
ELL Weight	0.03	\$90	6		\$582
Mobility Weights					
Mobility	0.29	\$1,044	93		\$96,994
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	514		\$185,105
Incoming High Proficiency	0.1	\$360	17		\$6,055
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	81		\$66,825
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,881,576
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,427	\$5,158		\$269
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		4.95%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Lucy Elementary

6269 Amherst Rd., Millington, TN 38053

Grade Level: PreK-5	School Type IGNITE School	Square Footage 102,446	Student Capacity 768	FY2023-24 Utilization 51	FCI: 12
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	310	289	256	246	(10)
Attendance Rate	96%	93%	93%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Economically Disadvantaged	53%	65%	56%	56%	
Student with Disability	10%	10%	12%	12%	
English Language Learners	3.8%	4.7%	7.5%	7.5%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	22	19	16	16	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	17	9	7	11	4
Instructional Facilitator	2	2	1	1	-
librarian	-	-	-	-	-
Nutrition	-	-	-	-	-
other	10	5	5	5	-

School Level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
General Fund	2,115,122	2,074,934	2,107,681	1,467,990	(639,692)
Title 1	213,551	272,125	244,662	178,220	(66,442)
IDEA, Part 1	57,274	57,274	57,274	103,721	46,446
Other Special Revenue & Federal Funds	2,115,122	281,803	218,348	224,494	6,146
Total	4,501,070	2,686,136	2,627,966	1,974,425	(653,541)

Total SBB Allocation				\$1,445,760
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,445,760
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,494,838
			Next year (2025) ...	\$1,445,760
		This comparison does not include "locked dollars"	Total Difference	(\$49,078)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		178,220
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,445,760
SBB Weights					
Base Weight					
All Students	1	\$3,600	246	\$885,600	
Grade Weights	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	43	\$46,440	
Grade 1	0.3	\$1,080	39	\$42,120	
Grade 2	0.3	\$1,080	38	\$41,040	
Grade 3	0.2	\$720	37	\$26,640	
Grade 4	0.2	\$720	43	\$30,960	
Grade 5	0.2	\$720	46	\$33,120	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	137	\$49,274	
ELL Weight					
ELL Weight	0.03	\$90	18	\$1,665	
Mobility Weights					
Mobility	0.29	\$1,044	22	\$23,137	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	223	\$80,406	
Incoming High Proficiency	0.1	\$360	23	\$8,154	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	31	\$25,575	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$151,629
SBB Allocations Total					\$1,445,760
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,877	\$5,839	\$38	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		0.64%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Macon-Hall Elementary

9800 Macon Rd., Cordova, TN 38018

Grade Level: PreK-5	School Type SUPE School	Square Footage 93,481	Student Capacity 971	FY2023-24 Utilization 116	FCI: 13
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	1,084	1,056	1,105	1,049	(56)
Attendance Rate	94%	94%	94%	-	

Student Demographics					
Economically Disadvantaged	23%	33%	33%	33%	
Student with Disability	11%	12%	13%	13%	
English Language Learners	5.6%	6.8%	6.7%	6.7%	

Key School Positions-All Funding Sources					
Principal	2	2	1	1	-
Vice/Assistant Principal	2	2	3	3	-
Classroom Teacher	66	66	66	66	-
Special Skills	8	8	8	10	2
Counselors	3	2	2	2	-
Educational Assistant	40	19	22	47	25
Instructional Facilitator	2	2	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	29	6	8	10	2

School Level Funds					
General Fund	6,866,929	6,548,517	6,879,705	5,532,037	(1,347,668)
Title 1	348,432	512,293	417,406	553,420	136,014
IDEA, Part 1	54,312	54,312	54,312	85,565	31,253
Other Special Revenue & Federal Funds	6,866,929	7,054,799	2,046,087	395,349	(1,650,738)
Total	14,136,602	14,169,920	9,397,510	6,566,371	(2,831,139)

Total SBB Allocation				\$5,459,387
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$5,459,387
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$5,863,706
			Next year (2025) ...	\$5,459,387
		This comparison does not include "locked dollars"	Total Difference	(\$404,319)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		553,420
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$5,459,387
SBB Weights					
Base Weight					
All Students	1	\$3,600	1049		\$3,776,400
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	187		\$201,960
Grade 1	0.3	\$1,080	201		\$217,080
Grade 2	0.3	\$1,080	198		\$213,840
Grade 3	0.2	\$720	157		\$113,040
Grade 4	0.2	\$720	159		\$114,480
Grade 5	0.2	\$720	147		\$105,840
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	343		\$123,560
ELL Weight					
ELL Weight	0.03	\$90	71		\$6,352
Mobility Weights					
Mobility	0.29	\$1,044	86		\$89,570
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	783		\$281,757
Incoming High Proficiency	0.1	\$360	266		\$95,883
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	145		\$119,625
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$5,459,387
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,204	\$5,307		(\$102)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-1.96%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Newberry Elementary

5540 Newberry, Memphis, TN 38118

Grade Level: K-5	School Type IGNITE School	Square Footage 45,170	Student Capacity 308	FY2023-24 Utilization 143	FCI: 14
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
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Enrollment					
K-5	391	378	349	346	(3)
Attendance Rate	97%	93%	93%	-	

Student Demographics

Economically Disadvantaged	52%	63%	56%	56%	
Student with Disability	8%	8%	10%	10%	
English Language Learners	13.0%	17.4%	25.1%	25.1%	

Key School Positions-All Funding Sources

Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	1	1
Classroom Teacher	23	24	23	24	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	15	6	9	14	5
Instructional Facilitator	2	2	2	2	-
librarian	-	1	1	1	-
Nutrition	-	-	-	-	-
other	11	4	5	6	1

School Level Funds

General Fund	2,220,051	2,333,723	2,524,566	1,930,746	(593,821)
Title 1	258,468	389,341	301,502	241,870	(59,632)
IDEA, Part 1	86,163	86,163	86,163	76,859	(9,303)
Other Special Revenue & Federal Funds	2,220,051	153,755	238,875	131,051	(107,824)
Total	4,784,734	2,962,981	3,151,105	2,380,526	(770,580)

Total SBB Allocation				\$1,903,054
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,903,054
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,852,192
			Next year (2025) ...	\$1,903,054
		This comparison does not include "locked dollars"	Total Difference	\$50,862
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		241,870
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,903,054						
SBB Weights											
Base Weight											
All Students	1	\$3,600	346		\$1,245,600						
Grade Weights	Weight	Amount per Student	Enrollment		Total						
Grade K	0.3	\$1,080	53		\$57,240						
Grade 1	0.3	\$1,080	58		\$62,640						
Grade 2	0.3	\$1,080	72		\$77,760						
Grade 3	0.2	\$720	56		\$40,320						
Grade 4	0.2	\$720	48		\$34,560						
Grade 5	0.2	\$720	59		\$42,480						
Poverty Weight											
Poverty (Direct Certified)	0.1	\$360	193		\$69,639						
ELL Weight											
ELL Weight	0.03	\$90	87		\$7,807						
Mobility Weights											
Mobility	0.29	\$1,044	30		\$31,522						
Academic Performance Weights											
Incoming Low Proficiency	0.1	\$360	233		\$83,965						
Incoming High Proficiency	0.1	\$360	113		\$40,595						
Increments for Locked Students											
SWD Self-Contained	0.23	\$825	35		\$28,875						
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$80,051						
SBB Allocations Total					\$1,903,054						
2 SBB Transition Supplements					\$0						
SCS Staffing Supplement											
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0						
Transition Policy Tax or Subsidy											
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.											
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 											
<p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>											
<p>If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.</p>											
<table border="1"> <thead> <tr> <th>Dollar per Pupil Next Year (2024-2025)</th> <th>Dollar per Pupil This Year (2023-2024)</th> <th>Difference in Dollar per Pupil</th> </tr> </thead> <tbody> <tr> <td>\$5,500</td> <td>\$5,307</td> <td>\$193</td> </tr> </tbody> </table>					Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	\$5,500	\$5,307	\$193	
Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil									
\$5,500	\$5,307	\$193									
<table border="1"> <thead> <tr> <th>% Change in Dollar per Pupil</th> <th>Transition Policy Type</th> <th>Transition Policy Dollars</th> </tr> </thead> <tbody> <tr> <td>3.51%</td> <td>N/A - You are not gaining or losing enough to be affected by the transition policy</td> <td>\$0</td> </tr> </tbody> </table>					% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	3.51%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars									
3.51%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0									
SBB Transition Supplements TOTAL					\$0						

Northaven Elementary

5157 North Circle Rd., Memphis, TN 38127

Grade Level: PreK-5	School Type IGNITE School	Square Footage 70,350	Student Capacity 583	FY2023-24 Utilization 51	FCI: 15
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	315	259	289	287	(2)
Attendance Rate	87%	89%	90%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Economically Disadvantaged	70%	85%	75%	75%	
Student with Disability	12%	17%	15%	15%	
English Language Learners	0.9%	1.8%	0.6%	0.6%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	23	22	21	21	-
Special Skills	1	1	1	2	1
Counselors	1	1	1	1	-
Educational Assistant	13	10	8	9	1
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	9	4	4	4	-

School Level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
General Fund	2,504,628	2,445,734	2,356,936	1,653,531	(703,405)
Title 1	219,073	280,592	221,708	211,050	(10,658)
IDEA, Part 1	87,670	87,670	87,670	90,794	3,124
Other Special Revenue & Federal Funds	2,504,628	1,063,525	210,761	321,247	110,486
Total	5,316,000	3,877,521	2,877,076	2,276,623	(600,454)

Total SBB Allocation				\$1,629,179
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,629,179
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,621,756
			Next year (2025) ...	\$1,629,179
		This comparison does not include "locked dollars"	Total Difference	\$7,423
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		211,050
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,629,179
SBB Weights					
Base Weight					
All Students	1	\$3,600	287		\$1,033,200
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	43		\$46,440
Grade 1	0.3	\$1,080	40		\$43,200
Grade 2	0.3	\$1,080	57		\$61,560
Grade 3	0.2	\$720	47		\$33,840
Grade 4	0.2	\$720	53		\$38,160
Grade 5	0.2	\$720	47		\$33,840
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	214		\$77,075
ELL Weight					
ELL Weight	0.03	\$90	2		\$166
Mobility Weights					
Mobility	0.29	\$1,044	42		\$43,678
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	256		\$92,202
Incoming High Proficiency	0.1	\$360	31		\$11,118
Increments for Locked Students					
SWD Self-Contained	0.23	\$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 this supplement are already above this "base" set of services.					\$80,051
SBB Allocations Total					\$1,629,179
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,677	\$5,612	\$65	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		1.14%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Oak Forest Elementary

7440 Nonconnah View Cove, Memphis, TN 38119

Grade Level: K-5	School Type SOAR School	Square Footage 87,550	Student Capacity 473	FY2023-24 Utilization 100	FCI: 6
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
K-5	388	345	344	339	(5)
Attendance Rate	93%	93%	93%	-	

Student Demographics					
Economically Disadvantaged	34%	42%	40%	40%	
Student with Disability	19%	22%	21%	21%	
English Language Learners	9.8%	10.6%	9.6%	9.6%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	27	25	26	26	-
Special Skills	5	5	5	5	-
Counselors	1	1	1	1	-
Educational Assistant	20	8	8	14	6
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	16	5	5	5	-

School level Funds					
General Fund	2,892,656	2,711,958	2,639,209	1,903,377	(735,832)
Title 1	206,793	261,550	221,703	226,460	4,757
IDEA, Part 1	137,204	137,204	137,204	157,765	20,561
Other Special Revenue & Federal Funds	2,892,656	351,518	147,542	248,553	101,011
Total	6,129,310	3,462,231	3,145,658	2,536,155	(609,503)

Total SBB Allocation				\$1,876,416
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,876,416
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,896,481
			Next year (2025) ...	\$1,876,416
		This comparison does not include "locked dollars"	Total Difference	(\$20,065)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		226,460
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,876,416
SBB Weights					
Base Weight					
All Students	1	\$3,600	339		\$1,220,400
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	68		\$73,440
Grade 1	0.3	\$1,080	62		\$66,960
Grade 2	0.3	\$1,080	58		\$62,640
Grade 3	0.2	\$720	64		\$46,080
Grade 4	0.2	\$720	34		\$24,480
Grade 5	0.2	\$720	53		\$38,160
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	136		\$49,085
ELL Weight					
ELL Weight	0.03	\$90	33		\$2,942
Mobility Weights					
Mobility	0.29	\$1,044	21		\$22,120
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	203		\$73,224
Incoming High Proficiency	0.1	\$360	136		\$48,816
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	72		\$59,400
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$88,670
SBB Allocations Total					\$1,876,416
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,535	\$5,513	\$22	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		0.40%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Oakhaven Elementary

3795 Bishops Bridge, Memphis, TN 38118

Grade Level: PreK-5	School Type SUPE School	Square Footage 74,500	Student Capacity 562	FY2023-24 Utilization 111	FCI: 7
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	482	515	496	504	8
Attendance Rate	88%	89%	91%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Economically Disadvantaged	64%	74%	64%	64%	
Student with Disability	5%	5%	6%	6%	
English Language Learners	16.6%	17.5%	20.4%	20.4%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	26	29	28	29	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	9	1	1	5	4
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	20	8	6	7	1

School Level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
General Fund	2,885,290	3,097,266	3,133,963	2,679,959	(454,004)
Title 1	335,610	445,100	406,654	353,760	(52,894)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,885,290	269,932	132,867	124,089	(8,778)
Total	6,106,190	3,812,297	3,673,484	3,157,808	(515,676)

Total SBB Allocation				\$2,642,724
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,642,724
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,518,747
			Next year (2025) ...	\$2,642,724
			Total Difference	\$123,977
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		353,760
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,642,724
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	504	\$1,814,400
Grade Weights					
		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	81	\$87,480
Grade 1		0.3	\$1,080	77	\$83,160
Grade 2		0.3	\$1,080	76	\$82,080
Grade 3		0.2	\$720	80	\$57,600
Grade 4		0.2	\$720	83	\$59,760
Grade 5		0.2	\$720	107	\$77,040
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	325	\$116,896
ELL Weight					
ELL Weight		0.03	\$90	103	\$9,233
Mobility Weights					
Mobility		0.29	\$1,044	47	\$48,885
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	443	\$159,564
Incoming High Proficiency		0.1	\$360	61	\$21,876
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	30	\$24,750
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,642,724
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 			\$5,244	\$5,078	\$165
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			3.15%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0

Oakshire Elementary

1765 E. Holmes, Memphis, TN 38116

Grade Level: PreK-5	School Type SOAR School	Square Footage 51,892	Student Capacity 428	FY2023-24 Utilization 98	FCI: 30
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	339	387	380	355	(25)
Attendance Rate	89%	90%	92%	-	

Student Demographics					
Economically Disadvantaged	59%	80%	67%	67%	
Student with Disability	10%	9%	8%	8%	
English Language Learners	0.7%	0.8%	0.9%	0.9%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	-	(2)
Classroom Teacher	21	22	23	23	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	15	12	11	17	6
Instructional Facilitator	2	2	2	1	(1)
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	15	3	5	5	-

School Level Funds					
General Fund	2,813,367	2,733,072	2,801,823	1,905,772	(896,051)
Title 1	245,181	391,959	299,169	227,130	(72,039)
IDEA, Part 1	25,556	25,556	25,556	68,254	42,699
Other Special Revenue & Federal Funds	2,813,367	328,707	278,744	244,803	(33,941)
Total	5,897,470	3,479,293	3,405,291	2,445,959	(959,332)

Total SBB Allocation				\$1,876,695
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,876,695
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,012,972
			Next year (2025) ...	\$1,876,695
		This comparison does not include "locked dollars"	Total Difference	(\$136,277)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		227,130
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,876,695
SBB Weights					
Base Weight					
All Students	1	\$3,600	355		\$1,278,000
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	54		\$58,320
Grade 1	0.3	\$1,080	52		\$56,160
Grade 2	0.3	\$1,080	71		\$76,680
Grade 3	0.2	\$720	63		\$45,360
Grade 4	0.2	\$720	60		\$43,200
Grade 5	0.2	\$720	55		\$39,600
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	238		\$85,567
ELL Weight					
ELL Weight	0.03	\$90	3		\$275
Mobility Weights					
Mobility	0.29	\$1,044	38		\$40,157
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	289		\$104,030
Incoming High Proficiency	0.1	\$360	66		\$23,770
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	31		\$25,575
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$1,876,695
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,286	\$5,297	(\$11)	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-0.20%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Peabody Elementary

2086 Young Ave., Memphis, TN 38104

Grade Level: PreK-5	School Type IGNITE School	Square Footage 53,997	Student Capacity 383	FY2023-24 Utilization 97	FCI: 21
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	332	333	325	313	(12)
Attendance Rate	95%	94%	94%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Economically Disadvantaged	44%	52%	52%	52%	
Student with Disability	7%	9%	10%	10%	
English Language Learners	0.9%	0.9%	0.3%	0.3%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	1	1	-
Classroom Teacher	20	20	19	19	-
Special Skills	6	6	6	6	-
Counselors	1	1	1	1	-
Educational Assistant	9	2	2	7	5
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	-	-	-	-	-
other	14	5	4	4	-

School Level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
General Fund	2,329,688	2,258,975	4,866,843	1,775,202	(3,091,641)
Title 1	192,321	260,830	204,338	183,580	(20,758)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,329,688	4,419,815	79,066	215,929	136,864
Total	4,851,697	6,939,620	5,150,247	2,174,711	(2,975,536)

Total SBB Allocation				\$1,748,814	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,748,814	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0	
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,736,317	
			Next year (2025) ...	\$1,748,814	
		This comparison does not include "locked dollars"		Total Difference	\$12,497
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		183,580	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.	

Section B: Detailed Breakdown

1 SBB Allocations					\$1,748,814
SBB Weights					
Base Weight					
All Students	1	\$3,600	313		\$1,126,800
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	45		\$48,600
Grade 1	0.3	\$1,080	44		\$47,520
Grade 2	0.3	\$1,080	47		\$50,760
Grade 3	0.2	\$720	66		\$47,520
Grade 4	0.2	\$720	49		\$35,280
Grade 5	0.2	\$720	62		\$44,640
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	162		\$58,193
ELL Weight					
ELL Weight	0.03	\$90	1		\$93
Mobility Weights					
Mobility	0.29	\$1,044	8		\$8,599
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	232		\$83,467
Incoming High Proficiency	0.1	\$360	81		\$29,213
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	33		\$27,225
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$140,904
SBB Allocations Total					\$1,748,814
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,587	\$5,343	\$245	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		4.38%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Raleigh-Bartlett Meadows Elementary

5195 Twin Woods, Memphis, TN 38134

Grade Level: PreK-5	School Type SUPE School	Square Footage 51,891	Student Capacity 348	FY2023-24 Utilization 130	FCI: 7
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	453	397	393	382	(11)
Attendance Rate	89%	90%	91%	-	

Student Demographics					
Economically Disadvantaged	57%	71%	61%	61%	
Student with Disability	7%	7%	5%	5%	
English Language Learners	4.9%	5.0%	6.8%	6.8%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	-	(1)
Classroom Teacher	23	23	23	22	(1)
Special Skills	3	3	3	4	1
Counselors	1	1	1	1	-
Educational Assistant	11	8	5	11	6
Instructional Facilitator	1	1	1	1	-
librarian	-	-	-	1	1
Nutrition	-	-	-	-	-
other	15	6	7	7	-

School Level Funds					
General Fund	2,551,620	2,509,788	2,437,511	2,026,733	(410,779)
Title 1	305,596	385,137	317,195	268,670	(48,525)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,551,620	321,907	220,592	252,593	32,002
Total	5,408,835	3,216,832	2,975,298	2,547,996	(427,302)

Total SBB Allocation				\$1,996,746
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,996,746
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,993,753
			Next year (2025) ...	\$1,996,746
		This comparison does not include "locked dollars"	Total Difference	\$2,992
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		268,670
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,996,746
SBB Weights					
Base Weight					
All Students	1	\$3,600	382		\$1,375,200
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	61		\$65,880
Grade 1	0.3	\$1,080	61		\$65,880
Grade 2	0.3	\$1,080	77		\$83,160
Grade 3	0.2	\$720	61		\$43,920
Grade 4	0.2	\$720	57		\$41,040
Grade 5	0.2	\$720	65		\$46,800
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	235		\$84,521
ELL Weight					
ELL Weight	0.03	\$90	26		\$2,338
Mobility Weights					
Mobility	0.29	\$1,044	32		\$33,161
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	332		\$119,432
Incoming High Proficiency	0.1	\$360	50		\$18,088
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	21		\$17,325
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$1,996,746
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,227	\$5,073		\$154
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		2.94%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Richland Elementary

5440 Rich Rd., Memphis, TN 38120

Grade Level: PreK-5	School Type SOAR School	Square Footage 59,833	Student Capacity 512	FY2023-24 Utilization 156	FCI: 1
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	802	838	871	868	(3)
Attendance Rate	96%	95%	96%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Economically Disadvantaged	15%	17%	16%	16%	
Student with Disability	16%	16%	16%	16%	
English Language Learners	4.1%	4.4%	3.9%	3.9%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	2	2	-
Classroom Teacher	50	46	54	54	-
Special Skills	5	5	5	7	2
Counselors	2	2	2	2	-
Educational Assistant	31	13	16	31	15
Instructional Facilitator	-	-	-	2	2
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	23	4	3	3	-

School Level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
General Fund	5,617,891	5,546,703	5,624,676	4,478,284	(1,146,392)
Title 1	-	-	-	237,180	237,180
IDEA, Part 1	36,528	36,528	36,528	99,769	63,241
Other Special Revenue & Federal Funds	5,617,891	157,138	131,507	134,137	2,630
Total	11,272,309	5,740,369	5,792,711	4,949,371	(843,340)

Total SBB Allocation				\$4,412,517
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$4,412,517
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$4,449,666
			Next year (2025) ...	\$4,412,517
		This comparison does not include "locked dollars"	Total Difference	(\$37,149)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		237,180
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$4,412,517
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	868	\$3,124,800
Grade Weights					
		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	164	\$177,120
Grade 1		0.3	\$1,080	142	\$153,360
Grade 2		0.3	\$1,080	146	\$157,680
Grade 3		0.2	\$720	151	\$108,720
Grade 4		0.2	\$720	133	\$95,760
Grade 5		0.2	\$720	132	\$95,040
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	142	\$51,209
ELL Weight					
ELL Weight		0.03	\$90	34	\$3,048
Mobility Weights					
Mobility		0.29	\$1,044	15	\$15,325
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	267	\$96,240
Incoming High Proficiency		0.1	\$360	601	\$216,240
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	143	\$117,975
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$4,412,517
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 			\$5,084	\$5,109	(\$25)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			-0.49%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0

Riverwood Elementary School

1330 Stern Lane Cordova, TN 38016

Grade Level: PreK-5	School Type SOAR School	Square Footage 107,565	Student Capacity 786	FY2023-24 Utilization 124	FCI: 1	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment						
PreK-5		864	877	945	959	14
Attendance Rate		95%	95%	95%	-	
Student Demographics						
Economically Disadvantaged		21%	27%	27%	27%	
Student with Disability		9%	9%	10%	10%	
English Language Learners		8.6%	11.2%	11.2%	11.2%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	2	1
Classroom Teacher		54	54	57	58	1
Special Skills		7	7	7	8	1
Counselors		2	2	2	2	-
Educational Assistant		31	12	14	22	8
Instructional Facilitator		3	3	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		26	4	5	7	2
School Level Funds						
General Fund		5,863,785	5,970,760	5,925,798	4,964,816	(960,982)
Title 1		266,963	363,249	307,957	402,000	94,043
IDEA, Part 1		54,784	54,784	54,784	62,206	7,423
Other Special Revenue & Federal Funds		5,863,785	218,194	165,113	168,415	3,302
Total		12,049,316	6,606,986	6,453,651	5,597,438	(856,213)

Total SBB Allocation				\$4,898,210
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$4,898,210
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$4,769,765
			Next year (2025) ...	\$4,898,210
		This comparison does not include "locked dollars"	Total Difference	\$128,445
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		402,000
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1		SBB Allocations			\$4,898,210
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	959	\$3,452,400
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	162	\$174,960
Grade 1		0.3	\$1,080	163	\$176,040
Grade 2		0.3	\$1,080	143	\$154,440
Grade 3		0.2	\$720	159	\$114,480
Grade 4		0.2	\$720	165	\$118,800
Grade 5		0.2	\$720	167	\$120,240
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	258	\$92,990
ELL Weight					
ELL Weight		0.03	\$90	108	\$9,709
Mobility Weights					
Mobility		0.29	\$1,044	60	\$62,186
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	585	\$210,435
Incoming High Proficiency		0.1	\$360	374	\$134,805
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	93	\$76,725
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$4,898,210
2		SBB Transition Supplements			\$0
SCS Staffing Supplement		This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
<p>The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.</p> <ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>		\$5,108	\$5,047	\$60	
<p>If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.</p>		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
		1.18%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Robert R. Church Elementary

4100 Mill Branch Rd. Memphis, TN 38116

Grade Level: PreK-5	School Type SUPE School	Square Footage 81,500	Student Capacity 662	FY2023-24 Utilization 99	FCI: 7
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	627	604	498	481	(17)
Attendance Rate	84%	86%	90%	-	
Student Demographics					
Economically Disadvantaged	63%	76%	69%	69%	
Student with Disability	7%	6%	6%	6%	
English Language Learners	4.7%	3.5%	3.8%	3.8%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	-	(2)
Classroom Teacher	30	35	30	30	-
Special Skills	4	4	4	5	1
Counselors	3	2	2	2	-
Educational Assistant	18	7	6	18	12
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	32	15	7	8	1
School Level Funds					
General Fund	3,704,291	3,610,861	5,426,926	2,846,017	(2,580,910)
Title 1	465,765	507,091	560,820	322,940	(237,880)
IDEA, Part 1	49,791	49,791	49,791	109,163	59,372
Other Special Revenue & Federal Funds	3,704,291	499,509	521,569	231,636	(289,933)
Total	7,924,138	4,667,252	6,559,107	3,509,756	(3,049,351)

Total SBB Allocation				\$2,809,158
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,556,992
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$252,166
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,053,433
			Next year (2025) ...	\$2,809,158
		This comparison does not include "locked dollars"	Total Difference	(\$244,275)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		322,940
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,556,992
SBB Weights					
Base Weight					
All Students	1	\$3,600	481		\$1,731,600
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	92		\$99,360
Grade 1	0.3	\$1,080	91		\$98,280
Grade 2	0.3	\$1,080	91		\$98,280
Grade 3	0.2	\$720	65		\$46,800
Grade 4	0.2	\$720	73		\$52,560
Grade 5	0.2	\$720	69		\$49,680
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	332		\$119,349
ELL Weight					
ELL Weight	0.03	\$90	18		\$1,638
Mobility Weights					
Mobility	0.29	\$1,044	57		\$59,884
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	418		\$150,493
Incoming High Proficiency	0.1	\$360	63		\$22,667
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	32		\$26,400
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,556,992
2 SBB Transition Supplements					\$252,166
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,840	\$6,131		(\$291)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-4.99%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$252,166
SBB Transition Supplements TOTAL					\$252,166

Ross Elementary

4890 Ross Rd., Memphis, TN 38141

Grade Level: PreK-5	School Type SUPE School	Square Footage 137,162	Student Capacity 1,097	FY2023-24 Utilization 70	FCI: 21
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	545	580	532	535	3
Attendance Rate	93%	95%	94%	-	
Student Demographics					
Economically Disadvantaged	50%	61%	52%	52%	
Student with Disability	10%	14%	17%	17%	
English Language Learners	7.2%	9.0%	9.1%	9.1%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	33	38	37	37	-
Special Skills	5	3	3	3	-
Counselors	1	2	2	2	-
Educational Assistant	17	18	13	22	9
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	18	5	5	6	1
School Level Funds					
General Fund	3,880,331	4,048,543	3,993,842	2,879,995	(1,113,847)
Title 1	390,717	431,298	486,020	393,960	(92,060)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	3,880,331	260,809	251,938	171,970	(79,968)
Total	8,151,380	4,740,651	4,731,800	3,445,925	(1,285,875)

Total SBB Allocation				\$2,839,885
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,839,885
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,749,157
			Next year (2025) ...	\$2,839,885
		This comparison does not include "locked dollars"	Total Difference	\$90,728
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		393,960
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,839,885
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	535	\$1,926,000
Grade Weights					
		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	103	\$111,240
Grade 1		0.3	\$1,080	89	\$96,120
Grade 2		0.3	\$1,080	89	\$96,120
Grade 3		0.2	\$720	87	\$62,640
Grade 4		0.2	\$720	86	\$61,920
Grade 5		0.2	\$720	81	\$58,320
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	280	\$100,771
ELL Weight					
ELL Weight		0.03	\$90	49	\$4,385
Mobility Weights					
Mobility		0.29	\$1,044	54	\$56,344
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	436	\$156,786
Incoming High Proficiency		0.1	\$360	99	\$35,814
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	89	\$73,425
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,839,885
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 			\$5,308	\$5,168	\$141
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			2.65%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0

Rozelle Elementary

993 Roland, Memphis, TN 38114

Grade Level: K-5	School Type IGNITE School	Square Footage 58,750	Student Capacity 379	FY2023-24 Utilization 65	FCI: 38
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
K-5	215	190	210	221	11
Attendance Rate	93%	93%	93%	-	
Student Demographics					
Economically Disadvantaged	52%	66%	58%	58%	
Student with Disability	9%	8%	7%	7%	
English Language Learners	0.0%	0.0%	0.0%	0.0%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	15	15	14	15	1
Special Skills	4	5	5	5	-
Counselors	1	1	1	1	-
Educational Assistant	7	4	2	5	3
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	-	(1)
Nutrition	-	-	-	-	-
other	16	9	4	4	-
School Level Funds					
General Fund	2,066,767	2,113,532	2,177,327	1,385,362	(791,965)
Title 1	148,174	184,949	145,642	145,390	(252)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,066,767	132,807	179,576	73,588	(105,988)
Total	4,281,709	2,431,289	2,502,545	1,604,340	(898,205)

Total SBB Allocation				\$1,366,009
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,366,009
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,413,507
			Next year (2025) ...	\$1,366,009
		This comparison does not include "locked dollars"	Total Difference	(\$47,498)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		145,390
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,366,009
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	221	\$795,600
Grade Weights					
		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	42	\$45,360
Grade 1		0.3	\$1,080	39	\$42,120
Grade 2		0.3	\$1,080	36	\$38,880
Grade 3		0.2	\$720	37	\$26,640
Grade 4		0.2	\$720	37	\$26,640
Grade 5		0.2	\$720	30	\$21,600
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	129	\$46,442
ELL Weight					
ELL Weight		0.03	\$90	0	\$0
Mobility Weights					
Mobility		0.29	\$1,044	16	\$16,882
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	190	\$68,564
Incoming High Proficiency		0.1	\$360	31	\$10,996
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	14	\$11,550
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$214,735
SBB Allocations Total					\$1,366,009
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 			\$6,181	\$6,731	(\$550)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			-8.90%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0

Sea Isle Elementary

5250 Sea Isle Road Memphis, TN 38117

Grade Level: PreK-5	School Type SOAR School	Square Footage 79,703	Student Capacity 468	FY2023-24 Utilization 94	FCI: 16
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	413	415	404	399	(5)
Attendance Rate	93%	93%	94%	-	

Student Demographics					
Economically Disadvantaged	32%	44%	40%	40%	
Student with Disability	19%	20%	19%	19%	
English Language Learners	8.3%	7.4%	7.1%	7.1%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	33	32	32	33	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	24	16	17	25	8
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	12	7	4	5	1

School Level Funds					
General Fund	3,786,629	3,595,629	3,838,458	2,186,747	(1,651,711)
Title 1	237,992	286,699	229,104	246,560	17,457
IDEA, Part 1	137,127	137,127	137,127	152,012	14,886
Other Special Revenue & Federal Funds	3,786,629	179,590	82,252	218,758	136,506
Total	7,948,377	4,199,045	4,286,940	2,804,077	(1,482,863)

Total SBB Allocation					\$2,156,844
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,156,844
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,110,402	
			Next year (2025) ...	\$2,156,844	
		This comparison does not include "locked dollars"	Total Difference	\$46,442	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			246,560
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,156,844
SBB Weights					
Base Weight					
All Students	1	\$3,600	399		\$1,436,400
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	67		\$72,360
Grade 1	0.3	\$1,080	64		\$69,120
Grade 2	0.3	\$1,080	65		\$70,200
Grade 3	0.2	\$720	69		\$49,680
Grade 4	0.2	\$720	58		\$41,760
Grade 5	0.2	\$720	76		\$54,720
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	161		\$58,132
ELL Weight					
ELL Weight	0.03	\$90	28		\$2,535
Mobility Weights					
Mobility	0.29	\$1,044	16		\$16,371
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	285		\$102,710
Incoming High Proficiency	0.1	\$360	114		\$40,930
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	75		\$61,875
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$80,051
SBB Allocations Total					\$2,156,844
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,406	\$5,224	\$182	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		3.36%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Sharpe Elementary

3431 Sharpe, Memphis, TN 38111

Grade Level: PreK-5	School Type IGNITE School	Square Footage 47,130	Student Capacity 279	FY2023-24 Utilization 126	FCI: 40
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	286	315	283	280	(3)
Attendance Rate	90%	92%	93%	-	

Student Demographics					
Economically Disadvantaged	52%	60%	51%	51%	
Student with Disability	7%	4%	5%	5%	
English Language Learners	46.9%	55.0%	54.5%	54.5%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	19	21	22	23	1
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	14	8	5	10	5
Instructional Facilitator	1	1	1	1	-
librarian	-	-	-	-	-
Nutrition	-	-	-	-	-
other	21	14	6	7	1

School Level Funds					
General Fund	2,075,983	2,205,729	2,314,183	1,710,180	(604,002)
Title 1	234,406	263,528	217,194	194,970	(22,224)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,075,983	289,557	210,956	344,897	133,941
Total	4,386,373	2,758,814	2,742,333	2,250,048	(492,285)

Total SBB Allocation				\$1,685,613	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,685,613	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0	
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,644,000	
			Next year (2025) ...	\$1,685,613	
		This comparison does not include "locked dollars"		Total Difference	\$41,613
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		194,970	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.	

Section B: Detailed Breakdown

1 SBB Allocations					\$1,685,613
SBB Weights					
Base Weight					
All Students	1	\$3,600	280		\$1,008,000
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	46		\$49,680
Grade 1	0.3	\$1,080	44		\$47,520
Grade 2	0.3	\$1,080	48		\$51,840
Grade 3	0.2	\$720	51		\$36,720
Grade 4	0.2	\$720	53		\$38,160
Grade 5	0.2	\$720	38		\$27,360
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	144		\$51,781
ELL Weight					
ELL Weight	0.03	\$90	152		\$13,722
Mobility Weights					
Mobility	0.29	\$1,044	28		\$29,316
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	256		\$92,211
Incoming High Proficiency	0.1	\$360	24		\$8,589
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	15		\$12,375
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$218,340
SBB Allocations Total					\$1,685,613
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$6,020	\$5,809	\$211	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		3.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Sheffield Elementary

4290 Chuck, Memphis, TN 38118

Grade Level: PreK-5	School Type SUPE School	Square Footage 47,000	Student Capacity 453	FY2023-24 Utilization 131	FCI: 22
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	488	507	486	479	(7)
Attendance Rate	94%	93%	94%	-	
Student Demographics					
Economically Disadvantaged	42%	48%	40%	40%	
Student with Disability	5%	6%	5%	5%	
English Language Learners	52.7%	62.6%	66.9%	66.9%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	-	-	-	-
Classroom Teacher	34	36	34	34	-
Special Skills	4	4	5	3	(2)
Counselors	1	1	1	1	-
Educational Assistant	14	7	4	12	8
Instructional Facilitator	2	3	3	2	(1)
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	23	12	4	4	-
School Level Funds					
General Fund	3,266,279	3,599,618	3,457,953	2,529,345	(928,608)
Title 1	309,842	383,803	292,525	237,850	(54,675)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	3,266,279	6,248,239	1,908,739	376,111	(1,532,628)
Total	6,842,399	10,231,659	5,659,216	3,143,306	(2,515,910)

Total SBB Allocation				\$2,493,112
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,493,112
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,554,605
			Next year (2025) ...	\$2,493,112
		This comparison does not include "locked dollars"	Total Difference	(\$61,493)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		237,850
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,493,112
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	479	\$1,724,400
Grade Weights					
		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	79	\$85,320
Grade 1		0.3	\$1,080	77	\$83,160
Grade 2		0.3	\$1,080	74	\$79,920
Grade 3		0.2	\$720	80	\$57,600
Grade 4		0.2	\$720	87	\$62,640
Grade 5		0.2	\$720	82	\$59,040
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	192	\$69,191
ELL Weight					
ELL Weight		0.03	\$90	321	\$28,860
Mobility Weights					
Mobility		0.29	\$1,044	48	\$49,917
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	416	\$149,680
Incoming High Proficiency		0.1	\$360	63	\$22,760
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	25	\$20,625
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,493,112
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 			\$5,205	\$5,256	(\$52)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			-0.99%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0

Shelby Oaks Elementary

6053 Summer Avenue Memphis, TN 38134

Grade Level: PreK-5	School Type IGNITE School	Square Footage 74,069	Student Capacity 637	FY2023-24 Utilization 136	FCI: 11	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment						
PreK-5		739	681	728	702	(26)
Attendance Rate		91%	92%	93%	-	
Student Demographics						
Economically Disadvantaged		47%	57%	51%	51%	
Student with Disability		8%	9%	8%	8%	
English Language Learners		11.6%	13.7%	13.3%	13.3%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	2	1	(1)
Classroom Teacher		42	41	42	42	-
Special Skills		6	6	6	7	1
Counselors		2	2	2	2	-
Educational Assistant		24	15	11	17	6
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		20	6	7	7	-
School Level Funds						
General Fund		4,330,336	4,056,953	4,199,833	3,733,137	(466,695)
Title 1		477,168	572,884	499,950	475,700	(24,250)
IDEA, Part 1		27,423	27,423	27,423	13,715	(13,708)
Other Special Revenue & Federal Funds		4,330,336	423,152	231,026	330,586	99,560
Total		9,165,263	5,080,413	4,958,233	4,553,139	(405,094)

Total SBB Allocation				\$3,683,115
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,683,115
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,616,564
			Next year (2025) ...	\$3,683,115
		This comparison does not include "locked dollars"	Total Difference	\$66,551
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		475,700
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$3,683,115
SBB Weights					
Base Weight					
All Students	1	\$3,600	702	\$2,527,200	
Grade Weights	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	116	\$125,280	
Grade 1	0.3	\$1,080	127	\$137,160	
Grade 2	0.3	\$1,080	126	\$136,080	
Grade 3	0.2	\$720	113	\$81,360	
Grade 4	0.2	\$720	109	\$78,480	
Grade 5	0.2	\$720	111	\$79,920	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	361	\$129,851	
ELL Weight					
ELL Weight	0.03	\$90	93	\$8,377	
Mobility Weights					
Mobility	0.29	\$1,044	73	\$76,362	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	577	\$207,860	
Incoming High Proficiency	0.1	\$360	125	\$44,860	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	61	\$50,325	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$3,683,115
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,247	\$4,968	\$279	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		5.31%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Sherwood Elementary

1156 Robin Hood Lane Memphis, TN 38111

Grade Level: PreK-5	School Type SUPE School	Square Footage 94,516	Student Capacity 562	FY2023-24 Utilization 116	FCI: 15	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment						
PreK-5		506	513	486	494	8
Attendance Rate		90%	90%	90%	-	
Student Demographics						
Economically Disadvantaged		56%	69%	60%	60%	
Student with Disability		7%	7%	7%	7%	
English Language Learners		21.1%	23.7%	26.9%	26.9%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	2	2	2	-
Classroom Teacher		30	33	29	32	3
Special Skills		5	5	4	4	-
Counselors		1	1	1	1	-
Educational Assistant		14	9	8	14	6
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		18	9	8	10	2
School Level Funds						
General Fund		3,130,173	3,197,749	3,493,846	2,656,747	(837,099)
Title 1		366,239	671,264	466,032	343,710	(122,322)
IDEA, Part 1		24,533	24,533	24,533	35,691	11,158
Other Special Revenue & Federal Funds		3,130,173	1,511,685	401,299	464,838	63,540
Total		6,651,119	5,405,231	4,385,710	3,500,987	(884,723)

Total SBB Allocation				\$2,619,820
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,619,820
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,451,356
			Next year (2025) ...	\$2,619,820
		This comparison does not include "locked dollars"	Total Difference	\$168,464
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		343,710
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,619,820
SBB Weights					
Base Weight					
All Students	1	\$3,600	494	\$1,778,400	
Grade Weights	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	78	\$84,240	
Grade 1	0.3	\$1,080	81	\$87,480	
Grade 2	0.3	\$1,080	86	\$92,880	
Grade 3	0.2	\$720	102	\$73,440	
Grade 4	0.2	\$720	77	\$55,440	
Grade 5	0.2	\$720	70	\$50,400	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	296	\$106,704	
ELL Weight					
ELL Weight	0.03	\$90	133	\$11,973	
Mobility Weights					
Mobility	0.29	\$1,044	71	\$73,798	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	450	\$162,116	
Incoming High Proficiency	0.1	\$360	44	\$15,724	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	33	\$27,225	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,619,820
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,303	\$5,044	\$259	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		4.89%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

South Park Elementary

1736 Getwell Road Memphis, TN 38111

Grade Level: PreK-5	School Type SUPE School	Square Footage 77,075	Student Capacity 438	FY2023-24 Utilization 123	FCI: 4
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	451	479	439	445	6
Attendance Rate	93%	92%	93%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Economically Disadvantaged	52%	63%	52%	52%	
Student with Disability	10%	14%	15%	15%	
English Language Learners	45.6%	42.5%	48.4%	48.4%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	34	34	33	33	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	24	15	10	18	8
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	14	7	6	6	-

School Level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
General Fund	3,335,912	3,200,687	3,351,450	2,385,132	(966,318)
Title 1	303,745	408,266	363,787	304,180	(59,607)
IDEA, Part 1	90,501	90,501	90,501	72,931	(17,570)
Other Special Revenue & Federal Funds	3,335,912	357,491	346,741	251,082	(95,659)
Total	7,066,070	4,056,944	4,152,479	3,013,325	(1,139,154)

Total SBB Allocation				\$2,351,034
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,351,034
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,323,647
			Next year (2025) ...	\$2,351,034
		This comparison does not include "locked dollars"	Total Difference	\$27,387
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		304,180
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1		SBB Allocations			\$2,351,034
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	445	\$1,602,000
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	81	\$87,480
Grade 1		0.3	\$1,080	85	\$91,800
Grade 2		0.3	\$1,080	70	\$75,600
Grade 3		0.2	\$720	90	\$64,800
Grade 4		0.2	\$720	63	\$45,360
Grade 5		0.2	\$720	56	\$40,320
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	232	\$83,416
ELL Weight					
ELL Weight		0.03	\$90	215	\$19,371
Mobility Weights					
Mobility		0.29	\$1,044	26	\$27,063
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	409	\$147,171
Incoming High Proficiency		0.1	\$360	36	\$13,029
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	65	\$53,625
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,351,034
2		SBB Transition Supplements			\$0
SCS Staffing Supplement		This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,283	\$5,293	(\$10)	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-0.19%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Southwind Elementary

8155 Meadowvale Drive, Memphis, TN 38125

Grade Level: PreK-5	School Type IGNITE School	Square Footage 108,000	Student Capacity 937	FY2023-24 Utilization 78	FCI: 15	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment						
PreK-5		623	578	575	562	(13)
Attendance Rate		96%	96%	96%	-	
Student Demographics						
Economically Disadvantaged		35%	42%	40%	40%	
Student with Disability		10%	11%	9%	9%	
English Language Learners		7.0%	6.9%	9.2%	9.2%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		42	38	39	37	(2)
Special Skills		4	4	4	4	-
Counselors		1	1	1	1	-
Educational Assistant		28	18	16	20	4
Instructional Facilitator		3	3	3	3	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		18	6	4	4	-
School Level Funds						
General Fund		3,977,087	4,009,186	3,785,041	3,030,554	(754,487)
Title 1		320,951	391,157	300,917	314,900	13,983
IDEA, Part 1		100,552	100,552	100,552	45,285	(55,267)
Other Special Revenue & Federal Funds		3,977,087	4,201,982	3,528,678	3,645,736	117,058
Total		8,375,676	8,702,878	7,715,188	7,036,476	(678,713)

Total SBB Allocation				\$2,986,491
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,986,491
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,052,442
			Next year (2025) ...	\$2,986,491
		This comparison does not include "locked dollars"	Total Difference	(\$65,951)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		314,900
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,986,491
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	562	\$2,023,200
Grade Weights					
		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	95	\$102,600
Grade 1		0.3	\$1,080	87	\$93,960
Grade 2		0.3	\$1,080	101	\$109,080
Grade 3		0.2	\$720	96	\$69,120
Grade 4		0.2	\$720	89	\$64,080
Grade 5		0.2	\$720	94	\$67,680
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	226	\$81,480
ELL Weight					
ELL Weight		0.03	\$90	52	\$4,661
Mobility Weights					
Mobility		0.29	\$1,044	42	\$44,115
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	356	\$128,275
Incoming High Proficiency		0.1	\$360	206	\$74,045
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	54	\$44,550
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$79,645
SBB Allocations Total					\$2,986,491
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 			\$5,314	\$5,309	\$5
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			0.10%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0

Springdale Elementary

880 North Hollywood Memphis, TN 38108

Grade Level: PreK-5	School Type IGNITE School	Square Footage 58,986	Student Capacity 279	FY2023-24 Utilization 92	FCI: 35
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	272	218	201	196	(5)
Attendance Rate	89%	88%	89%	-	
Student Demographics					
Economically Disadvantaged	71%	88%	76%	76%	
Student with Disability	6%	8%	9%	9%	
English Language Learners	0.5%	1.7%	0.0%	0.0%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	14	16	14	15	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	9	5	3	7	4
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	19	12	4	4	-
School Level Funds					
General Fund	1,901,796	1,852,063	2,135,277	1,493,958	(641,319)
Title 1	175,223	235,703	180,394	139,360	(41,034)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	1,901,796	364,570	220,720	338,455	117,735
Total	3,978,814	2,452,336	2,536,391	1,971,773	(564,618)

Total SBB Allocation				\$1,476,550
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,446,060
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$30,490
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,517,934
			Next year (2025) ...	\$1,476,550
		This comparison does not include "locked dollars"	Total Difference	(\$41,384)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		139,360
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,446,060
SBB Weights					
Base Weight					
All Students	1	\$3,600	196		\$705,600
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	39		\$42,120
Grade 1	0.3	\$1,080	38		\$41,040
Grade 2	0.3	\$1,080	36		\$38,880
Grade 3	0.2	\$720	26		\$18,720
Grade 4	0.2	\$720	33		\$23,760
Grade 5	0.2	\$720	24		\$17,280
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	149		\$53,598
ELL Weight					
ELL Weight	0.03	\$90	0		\$0
Mobility Weights					
Mobility	0.29	\$1,044	25		\$26,254
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	133		\$47,962
Incoming High Proficiency	0.1	\$360	63		\$22,598
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	18		\$14,850
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$393,398
SBB Allocations Total					\$1,446,060
2 SBB Transition Supplements					\$30,490
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$7,533	\$7,552		(\$18)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-0.25%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$30,490
SBB Transition Supplements TOTAL					\$30,490

Treadwell Elementary

3538 Given Ave. Memphis, TN 38122

Grade Level: K-5	School Type SUPE School	Square Footage 55,512	Student Capacity 618	FY2023-24 Utilization 104	FCI: 36
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
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Enrollment					
K-5	770	777	812	870	58
Attendance Rate	93%	93%	92%	-	

Student Demographics

Economically Disadvantaged	51%	55%	45%	45%	
Student with Disability	4%	4%	4%	4%	
English Language Learners	26.4%	46.3%	50.2%	50.2%	

Key School Positions-All Funding Sources

Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	47	50	52	55	3
Special Skills	7	7	7	9	2
Counselors	2	2	2	2	-
Educational Assistant	24	16	16	34	18
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	31	15	6	7	1

School Level Funds

General Fund	4,470,847	4,923,611	5,286,260	4,596,818	(689,442)
Title 1	502,180	645,150	518,003	481,060	(36,943)
IDEA, Part 1	-	-	-	33,434	33,434
Other Special Revenue & Federal Funds	4,470,847	196,316	221,383	102,340	(119,043)
Total	9,443,874	5,765,077	6,025,646	5,213,652	(811,994)

Total SBB Allocation				\$4,536,175
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$4,536,175
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$4,171,130
			Next year (2025) ...	\$4,536,175
		This comparison does not include "locked dollars"	Total Difference	\$365,045
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		481,060
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$4,536,175
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	870	\$3,132,000
Grade Weights					
		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	145	\$156,600
Grade 1		0.3	\$1,080	144	\$155,520
Grade 2		0.3	\$1,080	128	\$138,240
Grade 3		0.2	\$720	178	\$128,160
Grade 4		0.2	\$720	136	\$97,920
Grade 5		0.2	\$720	139	\$100,080
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	393	\$141,604
ELL Weight					
ELL Weight		0.03	\$90	437	\$39,292
Mobility Weights					
Mobility		0.29	\$1,044	100	\$104,683
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	767	\$276,014
Incoming High Proficiency		0.1	\$360	103	\$37,186
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	35	\$28,875
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$4,536,175
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 			\$5,214	\$5,137	\$77
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			1.48%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0

Vollentine Elementary

1682 Vollintine, Memphis, TN 38107

Grade Level: PreK-5	School Type SUPE School	Square Footage 75,100	Student Capacity 514	FY2023-24 Utilization 45	FCI: 14
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	261	268	258	251	(7)
Attendance Rate	94%	93%	93%	-	

Student Demographics					
Economically Disadvantaged	62%	79%	73%	73%	
Student with Disability	22%	25%	22%	22%	
English Language Learners	1.8%	3.4%	2.0%	2.0%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	21	22	20	21	1
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	24	15	15	20	5
Instructional Facilitator	2	1	2	2	-
librarian	-	-	-	-	-
Nutrition	-	-	-	-	-
other	22	6	6	5	(1)

School Level Funds					
General Fund	2,334,368	2,313,142	2,113,613	1,551,787	(561,826)
Title 1	203,650	317,337	243,077	205,690	(37,387)
IDEA, Part 1	290,792	290,792	290,792	446,937	156,144
Other Special Revenue & Federal Funds	2,334,368	4,735,536	293,512	195,615	(97,896)
Total	5,163,178	7,656,807	2,940,994	2,400,029	(540,965)

Total SBB Allocation					\$1,529,020
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,525,811
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$3,209
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,574,966	
			Next year (2025) ...	\$1,529,020	
		This comparison does not include "locked dollars"	Total Difference	(\$45,946)	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			205,690
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,525,811
SBB Weights					
Base Weight					
All Students	1	\$3,600	251		\$903,600
Grade Weights					
	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	48		\$51,840
Grade 1	0.3	\$1,080	48		\$51,840
Grade 2	0.3	\$1,080	50		\$54,000
Grade 3	0.2	\$720	41		\$29,520
Grade 4	0.2	\$720	29		\$20,880
Grade 5	0.2	\$720	35		\$25,200
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	182		\$65,555
ELL Weight					
ELL Weight	0.03	\$90	5		\$443
Mobility Weights					
Mobility	0.29	\$1,044	35		\$36,928
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	234		\$84,226
Incoming High Proficiency	0.1	\$360	17		\$6,134
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	58		\$47,850
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$147,795
SBB Allocations Total					\$1,525,811
2 SBB Transition Supplements					\$3,209
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$6,092	\$6,105		(\$13)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-0.21%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$3,209
SBB Transition Supplements TOTAL					\$3,209

Wells Station Elementary

1610 Wells Station Road Memphis, TN 38108

Grade Level: PreK-5	School Type IGNITE School	Square Footage 100,258	Student Capacity 747	FY2023-24 Utilization 96	FCI: 12
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	662	579	587	591	4
Attendance Rate	94%	94%	94%	-	

Student Demographics					
Economically Disadvantaged	38%	42%	35%	35%	
Student with Disability	5%	7%	6%	6%	
English Language Learners	55.3%	55.7%	59.7%	59.7%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	1	1	-
Classroom Teacher	48	46	45	46	1
Special Skills	5	4	4	6	2
Counselors	2	2	1	1	-
Educational Assistant	24	10	7	17	10
Instructional Facilitator	2	2	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	30	16	6	5	(1)

School Level Funds					
General Fund	4,603,633	4,551,877	4,169,785	3,204,585	(965,199)
Title 1	416,239	389,051	295,657	334,330	38,673
IDEA, Part 1	122,472	122,472	122,472	106,660	(15,812)
Other Special Revenue & Federal Funds	4,603,633	540,613	763,429	802,917	39,489
Total	9,745,976	5,604,012	5,351,343	4,448,493	(902,849)

Total SBB Allocation				\$3,161,943
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,161,943
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,051,796
			Next year (2025) ...	\$3,161,943
		This comparison does not include "locked dollars"	Total Difference	\$110,147
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		334,330
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$3,161,943
SBB Weights					
Base Weight					
All Students	1	\$3,600	591		\$2,127,600
Grade Weights					
	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	104		\$112,320
Grade 1	0.3	\$1,080	107		\$115,560
Grade 2	0.3	\$1,080	88		\$95,040
Grade 3	0.2	\$720	100		\$72,000
Grade 4	0.2	\$720	95		\$68,400
Grade 5	0.2	\$720	97		\$69,840
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	210		\$75,449
ELL Weight					
ELL Weight	0.03	\$90	353		\$31,735
Mobility Weights					
Mobility	0.29	\$1,044	34		\$35,426
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	433		\$156,042
Incoming High Proficiency	0.1	\$360	158		\$56,718
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	37		\$30,525
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$115,288
SBB Allocations Total					\$3,161,943
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 					
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
		2.83%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Westside Elementary

3347 Dawn Drive Memphis, TN 38127

Grade Level: PreK-5	School Type SUPE School	Square Footage 49,474	Student Capacity 423	FY2023-24 Utilization 73	FCI: 17
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	330	328	313	305	(8)
Attendance Rate	94%	94%	95%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Economically Disadvantaged	74%	83%	72%	72%	
Student with Disability	6%	9%	7%	7%	
English Language Learners	2.5%	3.6%	3.0%	3.0%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	19	19	18	18	-
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	7	5	6	9	3
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	-	-	-	-	-
other	12	4	4	5	1

School Level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
General Fund	2,272,179	2,129,554	2,144,708	1,709,830	(434,878)
Title 1	236,894	287,439	257,483	213,060	(44,423)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,272,179	4,226,728	124,969	136,159	11,190
Total	4,781,251	6,643,721	2,527,160	2,059,049	(468,111)

Total SBB Allocation				\$1,685,013
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,685,013
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,705,770
			Next year (2025) ...	\$1,685,013
		This comparison does not include "locked dollars"	Total Difference	(\$20,757)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		213,060
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,685,013
SBB Weights					
Base Weight					
All Students	1	\$3,600	305		\$1,098,000
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	56		\$60,480
Grade 1	0.3	\$1,080	63		\$68,040
Grade 2	0.3	\$1,080	50		\$54,000
Grade 3	0.2	\$720	52		\$37,440
Grade 4	0.2	\$720	41		\$29,520
Grade 5	0.2	\$720	43		\$30,960
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	219		\$78,840
ELL Weight					
ELL Weight	0.03	\$90	9		\$810
Mobility Weights					
Mobility	0.29	\$1,044	27		\$27,725
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	273		\$98,151
Incoming High Proficiency	0.1	\$360	32		\$11,649
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	21		\$17,325
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$72,073
SBB Allocations Total					\$1,685,013
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,525	\$5,450	\$75	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		1.36%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Westhaven Elementary

4585 Hodge Rd, Memphis, TN 38109

Grade Level: PK-5	School Type SUPE School	Square Footage 90,356	Student Capacity 662	FY2023-24 Utilization 105	FCI: 0
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PK-5	748	676	639	633	(6)
Attendance Rate	86%	89%	91%	-	
Student Demographics					
Economically Disadvantaged	65%	75%	73%	73%	
Student with Disability	13%	18%	17%	17%	
English Language Learners	0.4%	0.7%	1.2%	1.2%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	40	40	39	39	-
Special Skills	4	3	3	3	-
Counselors	2	2	2	2	-
Educational Assistant	29	28	14	28	14
Instructional Facilitator	1	1	2	2	-
librarian	2	2	2	2	-
Nutrition	-	-	-	-	-
other	27	19	9	10	1
School Level Funds					
General Fund	4,190,063	4,443,221	4,529,453	3,289,489	(1,239,964)
Title 1	527,242	640,638	564,893	460,960	(103,933)
IDEA, Part 1	-	-	-	202,392	202,392
Other Special Revenue & Federal Funds	4,190,063	6,826,619	2,836,617	727,740	(2,108,878)
Total	8,907,368	11,910,478	7,930,963	4,680,581	(3,250,382)

Total SBB Allocation				\$3,241,694
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,241,694
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,419,129
			Next year (2025) ...	\$3,241,694
			Total Difference	(\$177,435)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		460,960
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$3,241,694
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	633	\$2,278,800
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	102	\$110,160
Grade 1		0.3	\$1,080	91	\$98,280
Grade 2		0.3	\$1,080	115	\$124,200
Grade 3		0.2	\$720	115	\$82,800
Grade 4		0.2	\$720	111	\$79,920
Grade 5		0.2	\$720	99	\$71,280
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	459	\$165,254
ELL Weight					
ELL Weight		0.03	\$90	7	\$656
Mobility Weights					
Mobility		0.29	\$1,044	66	\$68,587
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	0	\$0
Incoming High Proficiency		0.1	\$360	0	\$0
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	108	\$89,100
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$72,658
SBB Allocations Total					\$3,241,694

2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,121	\$5,351	(\$230)	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-4.48%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

White Station Elementary

4840 Chickasaw Road Memphis, TN 38117

Grade Level: PreK-5	School Type SOAR School	Square Footage 76,420	Student Capacity 562	FY2023-24 Utilization 113	FCI: 10
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	608	641	670	689	19
Attendance Rate	96%	95%	95%	-	
Student Demographics					
Economically Disadvantaged	23%	31%	29%	29%	
Student with Disability	13%	12%	13%	13%	
English Language Learners	9.2%	12.8%	15.1%	15.1%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	2	2	-
Classroom Teacher	46	46	46	46	-
Special Skills	4	4	4	4	-
Counselors	2	2	2	2	-
Educational Assistant	30	17	18	36	18
Instructional Facilitator	2	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	16	2	3	4	1
School level Funds					
General Fund	4,494,423	4,310,732	4,543,020	3,593,795	(949,226)
Title 1	212,042	270,303	232,186	323,610	91,424
IDEA, Part 1	122,743	122,743	122,743	199,676	76,933
Other Special Revenue & Federal Funds	4,494,423	470,740	212,716	317,858	105,141
Total	9,323,632	5,174,518	5,110,666	4,434,938	(675,728)

Total SBB Allocation				\$3,544,943
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,544,943
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,486,827
			Next year (2025) ...	\$3,544,943
		This comparison does not include "locked dollars"	Total Difference	\$58,116
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		323,610
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$3,544,943
SBB Weights					
Base Weight					
All Students	1	\$3,600	689		\$2,480,400
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	122		\$131,760
Grade 1	0.3	\$1,080	112		\$120,960
Grade 2	0.3	\$1,080	116		\$125,280
Grade 3	0.2	\$720	114		\$82,080
Grade 4	0.2	\$720	121		\$87,120
Grade 5	0.2	\$720	104		\$74,880
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	200		\$72,000
ELL Weight					
ELL Weight	0.03	\$90	104		\$9,360
Mobility Weights					
Mobility	0.29	\$1,044	24		\$25,020
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	344		\$123,723
Incoming High Proficiency	0.1	\$360	345		\$124,317
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	85		\$70,125
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$17,918
SBB Allocations Total					\$3,544,943
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,145	\$5,204	(\$59)	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-1.15%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Whitehaven Elementary

4783 Elvis Presley Blvd. Memphis, TN 38116

Grade Level: PreK-5	School Type IGNITE School	Square Footage 49,885	Student Capacity 433	FY2023-24 Utilization 106	FCI: 33
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
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Enrollment					
PreK-5	400	415	382	392	10
Attendance Rate	95%	90%	91%	-	

Student Demographics					
Economically Disadvantaged	54%	64%	55%	55%	
Student with Disability	7%	7%	8%	8%	
English Language Learners	2.1%	1.9%	3.0%	3.0%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	23	23	20	21	1
Special Skills	4	4	4	4	0
Counselors	1	1	1	1	-
Educational Assistant	11	7	6	12	6
Instructional Facilitator	2	2	2	2	-
librarian	-	-	-	-	-
Nutrition	-	-	-	-	-
other	10	6	6	5	(1)

School Level Funds					
General Fund	2,475,997	2,625,847	2,701,741	2,071,688	(630,053)
Title 1	262,240	350,310	306,827	274,700	(32,127)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,475,997	2,506,336	204,072	246,331	42,259
Total	5,214,233	5,482,493	3,212,639	2,592,719	(619,920)

Total SBB Allocation				\$2,040,891
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,040,891
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,064,347
			Next year (2025) ...	\$2,040,891
		This comparison does not include "locked dollars"	Total Difference	(\$23,456)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		274,700
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,040,891
SBB Weights					
Base Weight					
All Students	1	\$3,600	392		\$1,411,200
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	65		\$70,200
Grade 1	0.3	\$1,080	67		\$72,360
Grade 2	0.3	\$1,080	69		\$74,520
Grade 3	0.2	\$720	71		\$51,120
Grade 4	0.2	\$720	63		\$45,360
Grade 5	0.2	\$720	57		\$41,040
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	214		\$77,169
ELL Weight					
ELL Weight	0.03	\$90	12		\$1,072
Mobility Weights					
Mobility	0.29	\$1,044	29		\$30,155
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	295		\$106,298
Incoming High Proficiency	0.1	\$360	97		\$34,822
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	31		\$25,575
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,040,891
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,206	\$5,404		(\$198)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-3.80%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Whitney Elementary

1219 Whitney Ave, Memphis, TN 38127

Grade Level: PreK-5	School Type IGNITE School	Square Footage -	Student Capacity -	FY2023-24 Utilization 0	FCI: 0	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment						
PreK-5		-	230	244	261	17
Attendance Rate		0%	86%	85%	-	
Student Demographics						
Economically Disadvantaged		-	0.83	64%	64%	
Student with Disability	0	-	-	7%	7%	
English Language Learners		0.0%	0.0%	0.0%	0.0%	
Key School Positions-All Funding Sources						
Principal		-	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		-	14	16	16	-
Special Skills		-	2	2	3	0
Counselors		-	1	1	1	-
Educational Assistant		-	3	13	7	(6)
Instructional Facilitator		-	2	2	2	-
librarian		-	-	-	-	-
Nutrition		-	-	-	-	-
other		-	4	9	6	(3)
School level Funds						
General Fund		-	2,077,622	1,938,868	1,631,904	(306,964)
Title 1		-	203,004	197,376	170,850	(26,526)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		-	120,326	544,244	81,454	(462,790)
Total		-	2,400,952	2,680,487	1,884,208	(796,279)

Total SBB Allocation				\$1,605,262
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,605,262
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,461,931
			Next year (2025) ...	\$1,605,262
		This comparison does not include "locked dollars"	Total Difference	\$143,331
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		170,850
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,605,262
SBB Weights					
Base Weight					
All Students	1	\$3,600	261		\$939,600
Grade Weights					
	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	56		\$60,480
Grade 1	0.3	\$1,080	46		\$49,680
Grade 2	0.3	\$1,080	46		\$49,680
Grade 3	0.2	\$720	45		\$32,400
Grade 4	0.2	\$720	35		\$25,200
Grade 5	0.2	\$720	33		\$23,760
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	168		\$60,325
ELL Weight					
ELL Weight	0.03	\$90	0		\$0
Mobility Weights					
Mobility	0.29	\$1,044	43		\$45,113
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	234		\$84,102
Incoming High Proficiency	0.1	\$360	27		\$9,858
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	18		\$14,850
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$210,215
SBB Allocations Total					\$1,605,262
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$6,150	\$5,992		\$159
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		2.58%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

William Herbert Brewster Elementary School

2605 Sam Cooper Blvd. 38112

Grade Level: PreK-5	School Type SOAR School	Square Footage 95,220	Student Capacity 528	FY2023-24 Utilization 77	FCI: 1	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment						
PreK-5		420	424	432	438	6
Attendance Rate		95%	94%	94%	-	
Student Demographics						
Economically Disadvantaged		55%	68%	60%	60%	
Student with Disability		14%	15%	14%	14%	
English Language Learners		23.0%	25.6%	25.9%	25.9%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		28	30	30	33	3
Special Skills		4	4	4	4	-
Counselors		1	1	1	1	-
Educational Assistant		18	10	10	17	7
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		26	13	6	6	-
School level Funds						
General Fund		2,892,654	2,751,439	2,992,227	2,349,454	(642,773)
Title 1		286,654	369,033	343,284	312,890	(30,394)
IDEA, Part 1		88,798	88,798	88,798	125,200	36,402
Other Special Revenue & Federal Funds		2,892,654	398,365	349,311	292,095	(57,215)
Total		6,160,760	3,607,635	3,773,620	3,079,639	(693,981)

Total SBB Allocation				\$2,315,810
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,315,810
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,222,783
			Next year (2025) ...	\$2,315,810
		This comparison does not include "locked dollars"	Total Difference	\$93,027
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		312,890
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,315,810
SBB Weights					
Base Weight					
All Students	1	\$3,600	438		\$1,576,800
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	70		\$75,600
Grade 1	0.3	\$1,080	61		\$65,880
Grade 2	0.3	\$1,080	88		\$95,040
Grade 3	0.2	\$720	72		\$51,840
Grade 4	0.2	\$720	77		\$55,440
Grade 5	0.2	\$720	70		\$50,400
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	265		\$95,357
ELL Weight					
ELL Weight	0.03	\$90	114		\$10,217
Mobility Weights					
Mobility	0.29	\$1,044	31		\$32,056
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	342		\$123,261
Incoming High Proficiency	0.1	\$360	96		\$34,419
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	60		\$49,500
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,315,810
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy					
		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,287	\$5,145		\$142
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		2.68%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Willow Oaks Elementary

4417 Willow Rd., Memphis, TN 38117

Grade Level: K-5	School Type SUPE School	Square Footage 71,759	Student Capacity 547	FY2023-24 Utilization 121	FCI: 3
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
K-5	649	622	575	575	-
Attendance Rate	92%	94%	95%	-	-

Student Demographics					
Economically Disadvantaged	53%	54%	52%	52%	
Student with Disability	6%	8%	9%	9%	
English Language Learners	35.7%	39.9%	44.1%	44.1%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	41	39	37	38	1
Special Skills	5	5	5	5	-
Counselors	2	2	2	2	-
Educational Assistant	17	4	2	13	11
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	30	16	7	6	(1)

School Level Funds					
General Fund	3,633,436	3,919,511	3,711,916	3,124,284	(587,633)
Title 1	430,656	668,866	471,537	399,990	(71,547)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	3,633,436	6,868,197	2,956,724	587,156	(2,369,568)
Total	7,697,529	11,456,574	7,140,177	4,111,429	(3,028,748)

Total SBB Allocation				\$3,082,192
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,082,192
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,974,776
			Next year (2025) ...	\$3,082,192
		This comparison does not include "locked dollars"	Total Difference	\$107,416
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		399,990
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$3,082,192
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	575	\$2,070,000
Grade Weights					
		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	92	\$99,360
Grade 1		0.3	\$1,080	94	\$101,520
Grade 2		0.3	\$1,080	99	\$106,920
Grade 3		0.2	\$720	108	\$77,760
Grade 4		0.2	\$720	85	\$61,200
Grade 5		0.2	\$720	97	\$69,840
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	297	\$106,839
ELL Weight					
ELL Weight		0.03	\$90	254	\$22,844
Mobility Weights					
Mobility		0.29	\$1,044	38	\$39,482
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	470	\$169,206
Incoming High Proficiency		0.1	\$360	105	\$37,794
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	49	\$40,425
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$79,003
SBB Allocations Total					\$3,082,192
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,360	\$5,174	\$187	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		3.49%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Winchester Elementary

3587 Boeingshire, Memphis, TN 38116

Grade Level: PreK-5	School Type SUPE School	Square Footage 82,664	Student Capacity 462	FY2023-24 Utilization 143	FY24-25 Utilization 377	FCI: 6
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
PreK-5	549	377	368	377	9
Attendance Rate	91%	87%	89%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Economically Disadvantaged	67%	83%	71%	71%	
Student with Disability	4%	9%	12%	12%	
English Language Learners	5.5%	4.7%	5.5%	5.5%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	25	22	22	23	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	16	7	6	12	6
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	27	14	5	6	1

School Level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
General Fund	2,798,367	2,555,565	2,489,602	2,063,812	(425,791)
Title 1	329,223	375,580	308,000	248,570	(59,430)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,798,367	464,882	208,732	390,832	182,100
Total	5,925,957	3,396,027	3,006,334	2,703,213	(303,120)

Total SBB Allocation				\$2,034,090
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,034,090
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,951,514
			Next year (2025) ...	\$2,034,090
		This comparison does not include "locked dollars"	Total Difference	\$82,576
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		248,570
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1		SBB Allocations			\$2,034,090
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	377	\$1,357,200
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	53	\$57,240
Grade 1		0.3	\$1,080	57	\$61,560
Grade 2		0.3	\$1,080	72	\$77,760
Grade 3		0.2	\$720	77	\$55,440
Grade 4		0.2	\$720	60	\$43,200
Grade 5		0.2	\$720	58	\$41,760
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	267	\$96,180
ELL Weight					
ELL Weight		0.03	\$90	21	\$1,870
Mobility Weights					
Mobility		0.29	\$1,044	68	\$70,685
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	354	\$127,565
Incoming High Proficiency		0.1	\$360	23	\$8,155
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	43	\$35,475
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,034,090
2		SBB Transition Supplements			\$0
SCS Staffing Supplement		This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,395	\$5,303	\$92	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		1.71%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Winridge Elementary

3500 Ridgeway Road Memphis, TN 38115

Grade Level: K-5	School Type SOAR School	Square Footage 84,214	Student Capacity 638	FY2023-24 Utilization 81	FCI: 3
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
K-5	461	449	366	356	(10)
Attendance Rate	92%	94%	91%	-	

Student Demographics					
Economically Disadvantaged	57%	65%	60%	60%	
Student with Disability	14%	14%	16%	16%	
English Language Learners	8.5%	8.2%	9.1%	9.1%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	27	29	26	26	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	19	10	10	14	4
Instructional Facilitator	3	3	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	27	14	7	5	(2)

School Level Funds					
General Fund	3,034,478	2,970,099	3,051,669	2,190,654	(861,015)
Title 1	365,267	429,921	372,547	277,380	(95,167)
IDEA, Part 1	162,412	162,412	162,412	211,427	49,014
Other Special Revenue & Federal Funds	3,034,478	746,701	217,198	117,458	(99,741)
Total	6,596,636	4,309,133	3,803,827	2,796,919	(1,006,908)

Total SBB Allocation					\$2,163,206
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,058,276
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$104,931
	How has my funding changed	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,177,287	
			Next year (2025) ...	\$2,163,206	
		This comparison does not include "locked dollars"	Total Difference	(\$14,081)	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			277,380
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,058,276
SBB Weights					
Base Weight					
All Students	1	\$3,600	356		\$1,281,600
Grade Weights	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	66		\$71,280
Grade 1	0.3	\$1,080	63		\$68,040
Grade 2	0.3	\$1,080	49		\$52,920
Grade 3	0.2	\$720	70		\$50,400
Grade 4	0.2	\$720	52		\$37,440
Grade 5	0.2	\$720	56		\$40,320
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	212		\$76,331
ELL Weight					
ELL Weight	0.03	\$90	32		\$2,906
Mobility Weights					
Mobility	0.29	\$1,044	40		\$41,752
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	238		\$85,591
Incoming High Proficiency	0.1	\$360	118		\$42,569
Increments for Locked Students					
SWD Self-Contained	0.23	\$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 this supplement are already above this "base" set of services.					\$160,102
SBB Allocations Total					\$2,058,276
2 SBB Transition Supplements					\$104,931
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$6,076	\$5,949	\$128	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		2.10%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$104,931	
SBB Transition Supplements TOTAL					\$104,931

A. Maceo Walker Middle

1900 East Raines Rd., Memphis, TN 38116

Grade Level: 6-8	School Type IGNITE School	Square Footage 136,253	Student Capacity 878	FY2023-24 Utilization 75	FCI: 5
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	806	688	583	576	(7)
Attendance Rate	86%	87%	87%	-	
Student Demographics					
Economically Disadvantaged	65%	74%	78%	78%	
Student with Disability	11%	13%	19%	19%	
English Language Learners	2%	3%	5%	5%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	3	-
Classroom Teacher	39	41	34	37	3
Special Skills	-	-	-	-	-
Counselors	2	2	3	3	-
Educational Assistant	8	16	12	10	(2)
Instructional Facilitator	1	2	1	1	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	4	8	8	6	(2)
School Level Funds					
General Fund	\$4,003,792	3,810,063	3,654,751	2,990,149	(664,602)
Title 1	\$328,722	765,262	573,097	436,840	(136,257)
IDEA, Part 1	\$214,377	278,844	278,844	316,350	37,506
Other Special Revenue & Federal Funds	\$0	441,732	373,640	495,601	121,962
Total	\$4,546,892	5,295,901	4,880,332	4,238,941	(641,391)

Total SBB Allocation			\$2,948,247
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,948,247
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ... \$2,780,670
			Next year (2025) ... \$2,948,247
		This comparison does not include "locked dollars"	Total Difference \$167,577
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	436,840
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,948,247
SBB Weights					
Base Weight					
All Students	1	\$3,600	576	\$2,073,600	
Grade Weights					
	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	0	\$0	
Grade 1	0.3	\$1,080	0	\$0	
Grade 2	0.3	\$1,080	0	\$0	
Grade 3	0.2	\$720	0	\$0	
Grade 4	0.2	\$720	0	\$0	
Grade 5	0.2	\$720	0	\$0	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	447	\$160,883	
ELL Weight					
ELL Weight	0.03	\$90	27	\$2,438	
Mobility Weights					
Mobility	0.29	\$1,044	91	\$94,662	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	532	\$191,578	
Incoming High Proficiency	0.1	\$360	44	\$15,782	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	108	\$89,100	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$320,204
SBB Allocations Total					\$2,948,247
2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$5,118	\$4,770	\$349	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
		6.82%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

American Way Middle

3805 American Way, Memphis, TN 38118

Grade Level: 6-8	School Type SUPE School	Square Footage 140,970	Student Capacity 878	FY2023-24 Utilization 79	FCI: 5
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	697	664	658	632	(26)
Attendance Rate	91%	93%	90%	-	
Student Demographics					
Economically Disadvantaged	59%	65%	64%	64%	
Student with Disability	13%	12%	9%	9%	
English Language Learners	21%	23%	27%	27%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	42	44	41	42	1
Special Skills	-	-	-	-	-
Counselors	1	3	3	3	-
Educational Assistant	4	10	9	8	(1)
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	6	9	9	10	1
School level Funds					
General Fund	\$3,895,343	4,261,798	3,972,726	2,925,496	(1,047,230)
Title 1	\$408,350	669,265	537,961	444,210	(93,751)
IDEA, Part 1	\$94,980	106,501	106,501	254,235	147,734
Other Special Revenue & Federal Funds	\$87,396	7,993,040	4,603,558	2,615,283	(1,988,275)
Total	\$4,486,070	13,030,605	9,220,746	6,239,224	(2,981,521)

Total SBB Allocation				\$2,878,968
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,878,968
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,940,808
			Next year (2025) ...	\$2,878,968
			Total Difference	(\$61,840)
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		444,210
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$2,878,968
SBB Weights				
Base Weight				
All Students	1	\$3,600	632	\$2,275,200
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	408	\$146,722
ELL Weight				
ELL Weight	0.03	\$90	168	\$15,129
Mobility Weights				
Mobility	0.29	\$1,044	80	\$83,197
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	599	\$215,692
Incoming High Proficiency	0.1	\$360	33	\$11,828
Increments for Locked Students				
SWD Self-Contained	0.23	\$825	62	\$51,150
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$80,051
SBB Allocations Total				\$2,878,968
2 SBB Transition Supplements				\$0
SCS Staffing Supplement				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,555	\$4,469	\$86
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		1.89%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Barrets Chapel School

10280 Godwin Rd., Memphis, TN 38002

Grade Level: K-8	School Type IGNITE School	Square Footage 87,165	Student Capacity 640	FY2023-24 Utilization 98	FCI: 6
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
K-8	380	345	289	268	(21)
Attendance Rate	95%	94%	95%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Economically Disadvantaged	40%	51%	50%	50%	
Student with Disability	13%	16%	19%	19%	
English Language Learners	2%	3%	3%	3%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	40	30	32	32	-
Special Skills	3	2	2	2	-
Counselors	2	2	2	2	-
Educational Assistant	6	11	11	13	2
Instructional Facilitator	1	2	1	1	-
librarian	1	-	1	1	-
Nutrition	3	-	-	-	-
other	4	4	4	4	-

School Level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
General Fund	\$3,513,697	3,765,784	3,404,731	2,873,809	(530,922)
Title 1	\$187,012	295,121	207,855	188,940	(18,915)
IDEA, Part 1	\$75,137	65,150	65,150	129,929	64,779
Other Special Revenue & Federal Funds	\$0	108,778	385,939	395,771	9,832
Total	\$3,775,847	4,234,834	4,063,675	3,588,449	(475,225)

Total SBB Allocation				\$2,846,274
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,846,274
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,869,471
			Next year (2025) ...	\$2,846,274
			Total Difference	(\$23,197)
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		188,940
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$2,846,274
SBB Weights				
Base Weight	Weight	Amount per Student	Enrollment	Total
All Students	1	\$3,600	268	\$964,800
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	27	\$29,160
Grade 1	0.3	\$1,080	25	\$27,000
Grade 2	0.3	\$1,080	28	\$30,240
Grade 3	0.2	\$720	32	\$23,040
Grade 4	0.2	\$720	34	\$24,480
Grade 5	0.2	\$720	37	\$26,640
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	134	\$48,082
ELL Weight				
ELL Weight	0.03	\$90	7	\$633
Mobility Weights				
Mobility	0.29	\$1,044	23	\$23,982
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	210	\$75,726
Incoming High Proficiency	0.1	\$360	58	\$20,754
Increments for Locked Students				
SWD Self-Contained	0.23	\$825	54	\$44,550
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$1,507,187
SBB Allocations Total				\$2,846,274

2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$10,620	\$9,929	\$691	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>				
	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	6.51%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL				\$0

Bellevue Middle

575 S. Bellevue, Memphis, TN 38104

Grade Level: 6-8	School Type SOAR School	Square Footage 93,972	Student Capacity 543	FY2023-24 Utilization 96	FCI: 7
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	601	602	615	614	(1)
Attendance Rate	94%	93%	94%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Economically Disadvantaged	47%	52%	59%	59%	
Student with Disability	5%	4%	5%	5%	
English Language Learners	1%	2%	3%	3%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	26	29	29	29	-
Special Skills	3	2	2	3	1
Counselors	1	2	2	2	-
Educational Assistant	2	3	2	2	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	4	5	5	5	-

School level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
General Fund	\$3,253,680	3,043,012	3,173,740	2,674,181	(499,559)
Title 1	\$173,884	472,709	459,129	399,990	(59,139)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	-	182,380	401,408	506,341	104,934
Total	\$3,427,565	3,698,101	4,034,277	3,580,512	(453,764)

Total SBB Allocation				\$2,630,150
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,630,150
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,665,980
			Next year (2025) ...	\$2,630,150
			Total Difference	(\$35,830)
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		399,990
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,630,150
SBB Weights					
Base Weight					
All Students	1	\$3,600	614		\$2,210,400
Grade Weights					
	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	0		\$0
Grade 1	0.3	\$1,080	0		\$0
Grade 2	0.3	\$1,080	0		\$0
Grade 3	0.2	\$720	0		\$0
Grade 4	0.2	\$720	0		\$0
Grade 5	0.2	\$720	0		\$0
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	360		\$129,487
ELL Weight					
ELL Weight	0.03	\$90	20		\$1,824
Mobility Weights					
Mobility	0.29	\$1,044	23		\$24,381
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	501		\$180,535
Incoming High Proficiency	0.1	\$360	113		\$40,505
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	28		\$23,100
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$19,918
SBB Allocations Total					\$2,630,150
2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$4,284	\$4,335	(\$51)	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
		-1.20%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Caldwell Guthrie School

951 Chelsea Ave, Memphis, TN 38107

Grade Level: K-8	School Type SUPE School	Square Footage -	Student Capacity -	FY2023-24 Utilization -	FCI: -
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
K-8	-	-	-	462	462
Attendance Rate	-	-	-	-	-
Student Demographics					
Economically Disadvantaged	-	-	-	-	-
Student with Disability	-	-	-	-	-
English Language Learners	-	-	-	-	-
Key School Positions-All Funding Sources					
Principal	-	-	-	1	1
Vice/Assistant Principal	-	-	-	1	1
Classroom Teacher	-	-	-	29	29
Special Skills	-	-	-	2	2
Counselors	-	-	-	2	2
Educational Assistant	-	-	-	8	8
Instructional Facilitator	-	-	-	1	1
librarian	-	-	-	2	2
Nutrition	-	-	-	-	-
other	-	-	-	4	4
School level Funds					
General Fund	-	-	-	2,957,179	2,957,179
Title 1	-	-	-	-	-
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	-	-	-	-	-
Total	-	-	-	2,957,179	2,957,179

Total SBB Allocation				\$2,925,725
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,925,725
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$0
			Next year (2025) ...	\$2,925,725
			Total Difference	\$2,925,725
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		-
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$2,925,725
SBB Weights				
Base Weight				
All Students	1	\$3,600	462	\$1,663,200
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	50	\$54,000
Grade 1	0.3	\$1,080	50	\$54,000
Grade 2	0.3	\$1,080	45	\$48,600
Grade 3	0.2	\$720	37	\$26,640
Grade 4	0.2	\$720	45	\$32,400
Grade 5	0.2	\$720	55	\$39,600
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	0	\$0
ELL Weight				
ELL Weight	0.03	\$90	0	\$0
Mobility Weights				
Mobility	0.29	\$1,044	0	\$0
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	0	\$0
Incoming High Proficiency	0.1	\$360	0	\$0
Increments for Locked Students				
SWD Self-Contained	0.23	\$825	0	\$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 this supplement are already above this "base" set of services.				\$1,007,285
SBB Allocations Total				\$2,925,725
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$6,333	\$0	\$6,333
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		100.00%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Chickasaw Middle

4060 Westmont, Memphis, TN 38109

Grade Level: 6-8	School Type SUPE School	Square Footage 138,044	Student Capacity 623	FY2023-24 Utilization 47	FCI: 7
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	361	320	335	345	10
Attendance Rate	87%	88%	89%	-	
Student Demographics					
Economically Disadvantaged	70%	83%	81%	81%	
Student with Disability	14%	14%	15%	15%	
English Language Learners	0%	1%	1%	1%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	19	19	16	17	1
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	1	3	2	3	1
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	3	-	-	-	-
other	4	7	7	8	1
School level Funds					
General Fund	\$1,915,981	1,692,276	1,854,747	1,606,640	(248,107)
Title 1	\$171,430	328,509	279,139	245,890	(33,249)
IDEA, Part 1	\$41,755	59,003	59,003	58,056	(947)
Other Special Revenue & Federal Funds	\$35,594	503,064	332,562	478,908	146,347
Total	\$2,164,761	2,582,851	2,525,451	2,389,494	(135,956)

Total SBB Allocation				\$1,578,779
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,578,779
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,480,560
			Next year (2025) ...	\$1,578,779
			Total Difference	\$98,219
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		245,890
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,578,779
SBB Weights					
Base Weight					
All Students	1	\$3,600	345	\$1,242,000	
Grade Weights					
	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	0	\$0	
Grade 1	0.3	\$1,080	0	\$0	
Grade 2	0.3	\$1,080	0	\$0	
Grade 3	0.2	\$720	0	\$0	
Grade 4	0.2	\$720	0	\$0	
Grade 5	0.2	\$720	0	\$0	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	279	\$100,592	
ELL Weight					
ELL Weight	0.03	\$90	2	\$171	
Mobility Weights					
Mobility	0.29	\$1,044	67	\$69,741	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	336	\$120,921	
Incoming High Proficiency	0.1	\$360	9	\$3,279	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	51	\$42,075	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$1,578,779

2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$4,576	\$4,420	\$157	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>					
		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		3.42%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Colonial Middle

1370 Colonial Rd., Memphis, TN 38117

Grade Level: 6-8	School Type SOAR School	Square Footage 153,438	Student Capacity 1,037	FY2023-24 Utilization 102	FCI: 1
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	1,100	996	1,074	1,096	22
Attendance Rate	97%	92%	94%	-	

Student Demographics					
Economically Disadvantaged	47%	52%	56%	56%	
Student with Disability	7%	7%	8%	8%	
English Language Learners	12%	16%	20%	20%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	3	3	-
Classroom Teacher	62	51	54	58	4
Special Skills	5	4	4	5	1
Counselors	3	3	3	3	-
Educational Assistant	8	3	5	8	3
Instructional Facilitator	2	3	2	2	-
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	6	11	10	10	-

School level Funds					
General Fund	\$6,450,639	5,658,299	5,582,149	4,787,895	(794,254)
Title 1	\$371,252	841,724	648,440	682,730	34,290
IDEA, Part 1	\$19,867	65,083	65,083	-	(65,083)
Other Special Revenue & Federal Funds	\$0	192,135	418,508	626,519	208,011
Total	\$6,841,758	6,757,241	6,714,180	6,097,144	(617,036)

Total SBB Allocation					\$4,712,682
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$4,712,682
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$4,625,791	
			Next year (2025) ...	\$4,712,682	
			Total Difference	\$86,891	
		This comparison does not include "locked dollars"			
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			682,730
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$4,712,682
SBB Weights					
Base Weight					
All Students	1	\$3,600	1096	\$3,945,600	
Grade Weights					
Grade K	0.3	\$1,080	0	\$0	
Grade 1	0.3	\$1,080	0	\$0	
Grade 2	0.3	\$1,080	0	\$0	
Grade 3	0.2	\$720	0	\$0	
Grade 4	0.2	\$720	0	\$0	
Grade 5	0.2	\$720	0	\$0	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	614	\$221,171	
ELL Weight					
ELL Weight	0.03	\$90	219	\$19,728	
Mobility Weights					
Mobility	0.29	\$1,044	55	\$57,374	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	881	\$317,138	
Incoming High Proficiency	0.1	\$360	215	\$77,422	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	90	\$74,250	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$4,712,682

2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$4,300	\$4,307	(\$7)	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
		-0.17%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Cordova Middle

900 Sanga Rd., Cordova, TN 38018

Grade Level: 6-8	School Type SOAR School	Square Footage 147,873	Student Capacity 1,160	FY2023-24 Utilization 59	FCI: 14
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	742	624	638	639	1
Attendance Rate	91%	91%	92%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Economically Disadvantaged	29%	35%	42%	42%	
Student with Disability	12%	13%	14%	14%	
English Language Learners	4%	7%	10%	10%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	2	1
Classroom Teacher	38	33	34	36	2
Special Skills	1	1	1	1	-
Counselors	2	2	2	2	-
Educational Assistant	5	8	7	6	(1)
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	5	5	5	6	1

School level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
General Fund	\$3,989,720	3,367,029	3,395,493	2,834,826	(560,667)
Title 1	\$156,716	384,699	269,879	346,390	76,511
IDEA, Part 1	\$84,103	79,786	79,786	119,473	39,687
Other Special Revenue & Federal Funds	-	5,262,829	364,974	378,007	13,033
Total	\$4,230,540	9,094,344	4,110,132	3,678,696	(431,437)

Total SBB Allocation				\$2,787,152
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,787,152
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,744,712
			Next year (2025) ...	\$2,787,152
			Total Difference	\$42,440
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		346,390
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,787,152
SBB Weights					
Base Weight					
All Students	1	\$3,600	639		\$2,300,400
Grade Weights					
	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	0		\$0
Grade 1	0.3	\$1,080	0		\$0
Grade 2	0.3	\$1,080	0		\$0
Grade 3	0.2	\$720	0		\$0
Grade 4	0.2	\$720	0		\$0
Grade 5	0.2	\$720	0		\$0
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	267		\$96,167
ELL Weight					
ELL Weight	0.03	\$90	65		\$5,881
Mobility Weights					
Mobility	0.29	\$1,044	76		\$79,589
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	533		\$191,824
Incoming High Proficiency	0.1	\$360	106		\$38,216
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	91		\$75,075
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 this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,787,152
2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$4,362	\$4,302	\$60	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 					
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
		1.37%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Craigmont Middle

3455 Covington Pike, Memphis, TN 38128

Grade Level: 6-8	School Type SOAR School	Square Footage 148,352	Student Capacity 855	FY2023-24 Utilization 69	FCI: 3
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	506	461	452	530	78
Attendance Rate	95%	91%	92%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Economically Disadvantaged	52%	60%	66%	66%	
Student with Disability	13%	15%	13%	13%	
English Language Learners	3%	4%	7%	7%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	37	27	26	29	3
Special Skills	3	2	2	2	-
Counselors	1	2	2	3	1
Educational Assistant	9	6	6	4	(2)
Instructional Facilitator	1	1	2	2	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	4	5	6	5	(1)

School level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
General Fund	\$3,731,804	3,172,433	3,042,148	2,372,555	(669,593)
Title 1	\$246,054	422,133	426,785	318,250	(108,535)
IDEA, Part 1	\$71,422	24,533	24,533	32,357	7,824
Other Special Revenue & Federal Funds	\$26,902	3,099,488	545,248	571,027	25,779
Total	\$4,076,184	6,718,588	4,038,715	3,294,190	(744,526)

Total SBB Allocation				\$2,331,757
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,331,757
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,975,520
			Next year (2025) ...	\$2,331,757
			Total Difference	\$356,237
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		318,250
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,331,757
SBB Weights					
Base Weight					
All Students	1	\$3,600	530		\$1,908,720
Grade Weights					
	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	0		\$0
Grade 1	0.3	\$1,080	0		\$0
Grade 2	0.3	\$1,080	0		\$0
Grade 3	0.2	\$720	0		\$0
Grade 4	0.2	\$720	0		\$0
Grade 5	0.2	\$720	0		\$0
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	350		\$126,070
ELL Weight					
ELL Weight	0.03	\$90	38		\$3,436
Mobility Weights					
Mobility	0.29	\$1,044	50		\$52,334
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	439		\$157,884
Incoming High Proficiency	0.1	\$360	92		\$32,988
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	61		\$50,325
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,331,757

2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,398	\$4,371		\$27
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar Per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		0.62%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Cummings School

1037 Cummings, Memphis, TN 38106

Grade Level: PreK-8	School Type SUPE School	Square Footage 120,729	Student Capacity 640	FY2023-24 Utilization 65	FCI: 19
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
PreK-8	381	263	263	251	(12)
Attendance Rate	89%	89%	88%	-	
Student Demographics					
Economically Disadvantaged	75%	87%	81%	81%	
Student with Disability	7%	9%	12%	12%	
English Language Learners	0%	0%	0%	0%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	35	25	25	24	(1)
Special Skills	3	2	2	2	-
Counselors	2	2	2	2	-
Educational Assistant	3	2	1	7	6
Instructional Facilitator	2	2	1	1	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	6	4	6	7	1
School level Funds					
General Fund	\$2,910,896	2,687,544	4,325,584	2,550,973	(1,774,611)
Title 1	\$189,224	299,239	258,760	181,570	(77,190)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$207,151	5,950,023	296,310	329,028	32,718
Total	\$3,307,272	8,936,806	4,880,655	3,061,571	(1,819,084)

Total SBB Allocation			\$2,526,969
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,526,969
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
		This Year (2024) ...	\$2,528,732
		Next year (2025) ...	\$2,526,969
		Total Difference	(\$1,763)
This comparison does not include "locked dollars"			
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	181,570
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,526,969
SBB Weights					
Base Weight					
All Students	1	\$3,600	251		\$903,600
Grade Weights					
	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	16		\$17,280
Grade 1	0.3	\$1,080	18		\$19,440
Grade 2	0.3	\$1,080	28		\$30,240
Grade 3	0.2	\$720	31		\$22,320
Grade 4	0.2	\$720	30		\$21,600
Grade 5	0.2	\$720	20		\$14,400
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	203		\$73,100
ELL Weight					
ELL Weight	0.03	\$90	0		\$0
Mobility Weights					
Mobility	0.29	\$1,044	35		\$36,258
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	223		\$80,366
Incoming High Proficiency	0.1	\$360	28		\$9,994
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	31		\$25,575
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$1,272,796
SBB Allocations Total					\$2,526,969
2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$10,068	\$9,615	\$453	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
		4.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Dexter School

7105 Dexter Rd., Memphis, TN 38016

Grade Level: PreK-4	School Type SUPE School	Square Footage 116,200	Student Capacity 801	FY2023-24 Utilization 112	FCI: 11
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
PreK-4	771	1,373	1,344	1,361	17
Attendance Rate	92%	93%	93%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Economically Disadvantaged	37%	49%	48%	48%	
Student with Disability	11%	10%	11%	11%	
English Language Learners	11%	12%	13%	13%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	-	4	4	-
Classroom Teacher	35	85	83	82	(1)
Special Skills	3	-	7	7	-
Counselors	2	-	5	5	-
Educational Assistant	3	-	28	48	20
Instructional Facilitator	2	-	2	2	-
librarian	1	2	1	1	-
Nutrition	4	-	-	-	-
other	6	9	11	11	-

School level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
General Fund	\$2,910,896	8,582,007	12,405,370	6,851,252	(5,554,118)
Title 1	\$189,224	882,095	818,202	891,770	73,568
IDEA, Part 1	-	362,668	362,668	401,513	38,845
Other Special Revenue & Federal Funds	\$207,151	6,369,849	1,023,565	9,495,050	8,471,485
Total	\$3,307,272	16,196,619	14,609,805	17,639,584	3,029,779

Total SBB Allocation			\$6,758,221
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$6,758,221
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
			This Year (2024) ... \$6,534,045
			Next year (2025) ... \$6,758,221
		This comparison does not include "locked dollars"	Total Difference \$224,176
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	891,770
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$6,758,221
SBB Weights				
Base Weight				
All Students	1	\$3,600	1361	\$4,901,040
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	157.4	\$169,992
Grade 1	0.3	\$1,080	172	\$185,760
Grade 2	0.3	\$1,080	167	\$180,360
Grade 3	0.2	\$720	156	\$112,320
Grade 4	0.2	\$720	151	\$108,720
Grade 5	0.2	\$720	140	\$100,800
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	659	\$237,170
ELL Weight				
ELL Weight	0.03	\$90	170	\$15,327
Mobility Weights				
Mobility	0.29	\$1,044	132	\$137,829
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	1164	\$418,998
Incoming High Proficiency	0.1	\$360	198	\$71,106
Increments for Locked Students				
SWD Self-Contained	0.23	\$825	144	\$118,800
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$6,758,221

2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$4,964	\$4,862	\$103	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>				
	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	2.07%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL				\$0

Douglass School

1650 Ash St., Memphis, TN 38108

Grade Level: PreK-8	School Type SUPE School	Square Footage 93,447	Student Capacity 556	FY2023-24 Utilization 62	FCI: 15
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
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Enrollment					
PreK-8	437	439	465	488	23
Attendance Rate	90%	88%	89%	-	

Student Demographics

Economically Disadvantaged	71%	87%	80%	80%	
Student with Disability	9%	8%	8%	8%	
English Language Learners	3%	3%	4%	4%	

Key School Positions-All Funding Sources

Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	2	2	-
Classroom Teacher	36	30	32	32	-
Special Skills	3	3	3	3	-
Counselors	2	2	2	2	-
Educational Assistant	5	9	12	12	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	4	4	5	7	2

School level Funds

General Fund	\$3,044,975	3,132,615	4,345,494	3,043,509	(1,301,985)
Title 1	\$190,524	359,757	369,912	318,250	(51,662)
IDEA, Part 1	\$52,469	53,704	53,704	88,230	34,526
Other Special Revenue & Federal Funds	\$39,277	231,242	261,651	240,118	(21,533)
Total	\$3,327,247	3,777,319	5,030,761	3,690,107	(1,340,654)

Total SBB Allocation					\$3,005,476
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,005,476
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,036,745	
			Next year (2025) ...	\$3,005,476	
			Total Difference	(\$31,269)	
		This comparison does not include "locked dollars"			
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			318,250
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$3,005,476
SBB Weights					
Base Weight					
All Students	1	\$3,600	488	\$1,756,800	
Grade Weights					
	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	55	\$59,400	
Grade 1	0.3	\$1,080	53	\$57,240	
Grade 2	0.3	\$1,080	47	\$50,760	
Grade 3	0.2	\$720	49	\$35,280	
Grade 4	0.2	\$720	56	\$40,320	
Grade 5	0.2	\$720	37	\$26,640	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	390	\$140,239	
ELL Weight					
ELL Weight	0.03	\$90	18	\$1,620	
Mobility Weights					
Mobility	0.29	\$1,044	92	\$95,933	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	470	\$169,306	
Incoming High Proficiency	0.1	\$360	18	\$6,374	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	36	\$29,700	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$535,863
SBB Allocations Total					\$3,005,476

2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$6,159	\$6,531	(\$372)	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>					
		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-6.04%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

E.E. Jeter School

7662 Benjestown Rd, Millington, TN 38053

Grade Level: K-8	School Type SUPE School	Square Footage 70,058	Student Capacity 320	FY2023-24 Utilization 118	FCI: 9
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
K-8	329	368	362	364	2
Attendance Rate	94%	93%	93%	-	

Student Demographics					
Economically Disadvantaged	26%	31%	31%	31%	
Student with Disability	14%	14%	12%	12%	
English Language Learners	0%	3%	4%	4%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	30	29	31	31	-
Special Skills	2	1	1	2	1
Counselors	2	2	2	2	-
Educational Assistant	4	6	7	12	5
Instructional Facilitator	-	2	2	2	-
librarian	1	-	-	1	1
Nutrition	2	-	-	-	-
other	4	3	5	5	-

School level Funds					
General Fund	\$3,023,910	3,000,571	3,688,038	2,958,372	(729,666)
Title 1	\$104,884	165,732	130,785	135,340	4,555
IDEA, Part 1	-	-	-	31,067	31,067
Other Special Revenue & Federal Funds	-	124,982	427,443	389,002	(38,442)
Total	\$3,128,794	3,291,285	4,246,266	3,513,781	(732,485)

Total SBB Allocation				\$2,925,725
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,925,725
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,790,118
			Next year (2025) ...	\$2,925,725
		This comparison does not include "locked dollars"	Total Difference	\$135,607
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		135,340
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,925,725
SBB Weights					
Base Weight					
All Students	1	\$3,600	364	\$1,310,400	
Grade Weights					
	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	39	\$42,120	
Grade 1	0.3	\$1,080	40	\$43,200	
Grade 2	0.3	\$1,080	30	\$32,400	
Grade 3	0.2	\$720	57	\$41,040	
Grade 4	0.2	\$720	37	\$26,640	
Grade 5	0.2	\$720	33	\$23,760	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	113	\$40,768	
ELL Weight					
ELL Weight	0.03	\$90	15	\$1,365	
Mobility Weights					
Mobility	0.29	\$1,044	18	\$18,514	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	240	\$86,306	
Incoming High Proficiency	0.1	\$360	124	\$44,734	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	45	\$37,125	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$1,177,353
SBB Allocations Total					\$2,925,725

2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$8,038	\$7,708	\$330	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
		4.11%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Georgian Hills Middle

3925 Denver Rd., Memphis, TN 38127

Grade Level: 6-8	School Type IGNITE School	Square Footage 87,069	Student Capacity 374	FY2023-24 Utilization 79	FCI: 9
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	296	309	259	240	(19)
Attendance Rate	91%	93%	90%	-	
Student Demographics					
Economically Disadvantaged	75%	84%	76%	76%	
Student with Disability	19%	16%	18%	18%	
English Language Learners	0%	0%	1%	1%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	20	19	19	19	-
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	4	11	11	8	(3)
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	1	-	-	-	-
other	4	6	6	4	(2)
School Level Funds					
General Fund	\$2,215,672	2,081,804	4,797,944	1,489,362	(3,308,582)
Title 1	\$179,739	292,022	267,725	174,870	(92,855)
IDEA, Part 1	\$112,400	114,733	114,733	93,979	(20,754)
Other Special Revenue & Federal Funds	\$25,426	108,840	209,668	574,183	364,514
Total	\$2,533,238	2,597,400	5,390,071	2,332,394	(3,057,677)

Total SBB Allocation				\$1,461,219
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,461,219
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,479,500
			Next year (2025) ...	\$1,461,219
			Total Difference	(\$18,281)
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		174,870
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,461,219
SBB Weights					
Base Weight					
All Students	1	\$3,600	240		\$864,000
Grade Weights					
	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	0		\$0
Grade 1	0.3	\$1,080	0		\$0
Grade 2	0.3	\$1,080	0		\$0
Grade 3	0.2	\$720	0		\$0
Grade 4	0.2	\$720	0		\$0
Grade 5	0.2	\$720	0		\$0
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	183		\$65,996
ELL Weight					
ELL Weight	0.03	\$90	3		\$239
Mobility Weights					
Mobility	0.29	\$1,044	37		\$39,032
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	229		\$82,381
Incoming High Proficiency	0.1	\$360	11		\$4,019
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	46		\$37,950
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$367,602
SBB Allocations Total					\$1,461,219
2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$6,088	\$5,712	\$376	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
		6.18%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Germantown Middle

7925 C.D. Smith Rd., Germantown, TN 38138

Grade Level: 6-8	School Type SUPE School	Square Footage 80,000	Student Capacity 807	FY2023-24 Utilization 78	FCI: 15
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	814	759	628	581	(47)
Attendance Rate	95%	95%	93%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Economically Disadvantaged	24%	34%	42%	42%	
Student with Disability	11%	10%	12%	12%	
English Language Learners	2%	2%	3%	3%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	37	42	37	37	-
Special Skills	3	4	4	4	-
Counselors	1	2	1	2	1
Educational Assistant	7	12	10	10	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	5	7	6	7	1

School Level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
General Fund	\$4,111,684	3,904,715	3,920,101	3,062,436	(857,665)
Title 1	\$151,929	376,611	306,414	325,620	19,206
IDEA, Part 1	\$215,896	226,124	226,124	346,986	120,862
Other Special Revenue & Federal Funds	-	129,448	169,193	530,961	361,768
Total	\$4,479,510	4,636,898	4,621,833	4,266,004	(355,829)

Total SBB Allocation				\$3,020,193
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,802,099
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$218,093
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,934,770
			Next year (2025) ...	\$3,020,193
			Total Difference	\$85,423
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		325,620
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,802,099
SBB Weights					
Base Weight					
All Students	1	\$3,600	581	\$2,091,600	
Grade Weights					
	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	0	\$0	
Grade 1	0.3	\$1,080	0	\$0	
Grade 2	0.3	\$1,080	0	\$0	
Grade 3	0.2	\$720	0	\$0	
Grade 4	0.2	\$720	0	\$0	
Grade 5	0.2	\$720	0	\$0	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	243	\$87,342	
ELL Weight					
ELL Weight	0.03	\$90	19	\$1,724	
Mobility Weights					
Mobility	0.29	\$1,044	31	\$31,845	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	466	\$167,671	
Incoming High Proficiency	0.1	\$360	115	\$41,489	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	73	\$60,225	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$320,204
SBB Allocations Total					\$2,802,099

2 SBB Transition Supplements					\$218,093
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,198	\$4,673	\$525	
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		10.10%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$218,093	
SBB Transition Supplements TOTAL					\$218,093

Grandview Heights Middle School

2342 Clifton, Memphis, TN 38127

Grade Level: 6-8	School Type IGNITE School	Square Footage 65,810	Student Capacity 623	FY2023-24 Utilization 79	FCI: 12
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	394	361	364	364	-
Attendance Rate	90%	95%	87%	-	-
Student Demographics					
Economically Disadvantaged	75%	79%	75%	75%	
Student with Disability	16%	19%	20%	20%	
English Language Learners	1%	1%	2%	2%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	70	24	24	25	1
Special Skills	-	-	-	-	-
Counselors	2	1	1	1	-
Educational Assistant	10	10	10	10	-
Instructional Facilitator	4	2	1	1	-
librarian	2	1	-	-	-
Nutrition	7	-	-	-	-
other	10	8	9	10	1
School level Funds					
General Fund	\$2,870,343	2,590,543	2,804,245	1,739,728	(1,064,517)
Title 1	\$256,001	362,592	314,487	288,100	(26,387)
IDEA, Part 1	\$178,796	167,143	167,143	201,755	34,613
Other Special Revenue & Federal Funds	\$0	4,304,762	425,127	753,968	328,841
Total	\$3,375,426	7,425,039	3,711,002	2,983,552	(727,451)

Total SBB Allocation			\$1,710,185
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,710,185
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
			This Year (2024) ... \$1,731,485
			Next year (2025) ... \$1,710,185
		This comparison does not include "locked dollars"	Total Difference (\$21,300)
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	288,100
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,710,185
SBB Weights					
Base Weight					
All Students	1	\$3,600	364		\$1,310,400
Grade Weights					
	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	0		\$0
Grade 1	0.3	\$1,080	0		\$0
Grade 2	0.3	\$1,080	0		\$0
Grade 3	0.2	\$720	0		\$0
Grade 4	0.2	\$720	0		\$0
Grade 5	0.2	\$720	0		\$0
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	273		\$98,280
ELL Weight					
ELL Weight	0.03	\$90	8		\$709
Mobility Weights					
Mobility	0.29	\$1,044	77		\$80,043
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	335		\$120,521
Incoming High Proficiency	0.1	\$360	29		\$10,519
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	72		\$59,400
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$30,313
SBB Allocations Total					\$1,710,185

2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,698	\$4,757		(\$59)
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar Per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-1.25%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Hanley Elementary

680 Hanley St. Memphis, TN 38114

Grade Level: K-8	School Type SUPE School	Square Footage -	Student Capacity 547	FY2023-24 Utilization 0	FCI: 0	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
K-8		-	-	480	299	(181)
Attendance Rate		0%	0%	90%	-	
Student Demographics						
Economically Disadvantaged		0%	0%	27%	27%	
Student with Disability		0%	0%	6%	6%	
English Language Learners		0%	0%	3%	3%	
Key School Positions-All Funding Sources						
Principal		-	-	1	1	-
Vice/Assistant Principal		-	-	1	-	(1)
Classroom Teacher		-	-	35	34	(1)
Special Skills		-	-	2	4	2
Counselors		-	-	1	1	-
Educational Assistant		-	-	16	18	2
Instructional Facilitator		-	-	2	3	1
librarian		-	-	1	1	-
Nutrition		-	-	-	-	-
other		-	-	9	9	-
School level Funds						
General Fund		-	-	5,102,742	3,226,234	(1,876,509)
Title 1		-	-	472,817	318,250	(154,567)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		-	-	551,883	347,791	(204,092)
Total		-	-	6,127,442	3,892,275	(2,235,167)

Total SBB Allocation				\$1,685,013
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,685,013
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,479,984
			Next year (2025) ...	\$1,685,013
		This comparison does not include "locked dollars"	Total Difference	(\$1,794,971)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		318,250
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,685,013
SBB Weights					
Base Weight					
All Students	1	\$3,600	299		\$1,076,400
Grade Weights					
	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	38		\$41,040
Grade 1	0.3	\$1,080	38		\$41,040
Grade 2	0.3	\$1,080	53		\$57,240
Grade 3	0.2	\$720	54		\$38,880
Grade 4	0.2	\$720	62		\$44,640
Grade 5	0.2	\$720	54		\$38,880
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	81		\$29,074
ELL Weight					
ELL Weight	0.03	\$90	9		\$777
Mobility Weights					
Mobility	0.29	\$1,044	0		\$0
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	0		\$0
Incoming High Proficiency	0.1	\$360	0		\$0
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	30		\$24,750
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$292,293
SBB Allocations Total					\$1,685,013

2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,635	\$7,250		(\$1,614)
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar Per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-28.65%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Hamilton School

1478 Wilson St, Memphis, TN 38106

Grade Level: 6-8	School Type SUPE School	Square Footage 136,797	Student Capacity 1,197	FY2023-24 Utilization 22	FCI: 14
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	498	615	584	610	26
Attendance Rate	89%	87%	90%	-	
Student Demographics					
Economically Disadvantaged	71%	84%	76%	76%	
Student with Disability	19%	13%	13%	13%	
English Language Learners	4%	5%	6%	6%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	3	1	(2)
Classroom Teacher	18	38	36	37	1
Special Skills	-	2	2	2	-
Counselors	1	2	2	2	-
Educational Assistant	3	11	10	16	6
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	2	1
Nutrition	3	-	-	-	-
other	4	16	9	9	-
School level Funds					
General Fund	\$2,254,532	4,387,881	4,914,806	3,323,470	(1,591,336)
Title 1	\$0	611,444	554,048	440,860	(113,188)
IDEA, Part 1	\$0	142,326	142,326	62,520	(79,806)
Other Special Revenue & Federal Funds	\$367	464,684	323,431	726,755	403,323
Total	\$2,254,899	5,606,335	5,934,611	4,553,604	(1,381,007)

Total SBB Allocation				\$3,276,629
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,276,629
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,149,756
			Next year (2025) ...	\$3,276,629
			Total Difference	\$126,873
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		440,860
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$3,276,629
SBB Weights					
Base Weight					
All Students	1	\$3,600	610	\$2,196,000	
Grade Weights					
	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	54	\$58,320	
Grade 1	0.3	\$1,080	61	\$65,880	
Grade 2	0.3	\$1,080	71	\$76,680	
Grade 3	0.2	\$720	69	\$49,680	
Grade 4	0.2	\$720	39	\$28,080	
Grade 5	0.2	\$720	56	\$40,320	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	462	\$166,302	
ELL Weight					
ELL Weight	0.03	\$90	39	\$3,542	
Mobility Weights					
Mobility	0.29	\$1,044	117	\$122,640	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	577	\$207,600	
Incoming High Proficiency	0.1	\$360	33	\$12,000	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	78	\$64,350	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$185,235
SBB Allocations Total					\$3,276,629

2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,372	\$5,393	(\$22)	
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-0.41%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Havenview Middle
1481 Hester, Memphis, TN 38116

Grade Level: 6-8	School Type SUPE School	Square Footage 104,745	Student Capacity 827	FY2023-24 Utilization 86	FCI: 7
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	727	732	754	760	6
Attendance Rate	99%	95%	94%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Economically Disadvantaged	60%	70%	75%	75%	
Student with Disability	8%	8%	8%	8%	
English Language Learners	1%	1%	1%	1%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	2	3	1
Classroom Teacher	41	34	35	35	-
Special Skills	1	1	1	1	-
Counselors	3	3	3	3	-
Educational Assistant	2	4	7	6	(1)
Instructional Facilitator	5	1	2	2	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	6	11	15	13	(2)

School level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
General Fund	\$4,675,851	3,959,182	5,045,093	3,406,701	(1,638,392)
Title 1	\$331,558	634,271	551,816	503,840	(47,976)
IDEA, Part 1	\$52,413	53,861	53,861	78,361	24,500
Other Special Revenue & Federal Funds	\$9	3,609,912	485,015	737,572	252,557
Total	\$5,059,833	8,257,227	6,135,785	4,726,475	(1,409,311)

Total SBB Allocation				\$3,352,079
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,352,079
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,392,958
			Next year (2025) ...	\$3,352,079
		This comparison does not include "locked dollars"	Total Difference	(\$40,879)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		503,840
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$3,352,079
SBB Weights				
Base Weight				
All Students	1	\$3,600	760	\$2,734,920
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	571	\$205,663
ELL Weight				
ELL Weight	0.03	\$90	9	\$816
Mobility Weights				
Mobility	0.29	\$1,044	58	\$60,369
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	692	\$249,000
Incoming High Proficiency	0.1	\$360	68	\$24,492
Increments for Locked Students				
SWD Self-Contained	0.23	\$825	64	\$52,800
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$24,018
SBB Allocations Total				\$3,352,079

2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$4,412	\$4,500	(\$88)	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>				
	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-1.98%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL				\$0

Hickory Ridge Middle

3920 Ridgeway Rd., Memphis, TN 38115

Grade Level: 6-8	School Type SUPE School	Square Footage 139,685	Student Capacity 803	FY2023-24 Utilization 108	FCI: 6
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	803	801	857	897	40
Attendance Rate	95%	95%	94%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Economically Disadvantaged	55%	63%	68%	68%	
Student with Disability	10%	11%	10%	10%	
English Language Learners	5%	7%	10%	10%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	50	41	45	47	2
Special Skills	1	1	1	1	-
Counselors	3	3	3	3	-
Educational Assistant	3	8	8	6	(2)
Instructional Facilitator	2	2	3	3	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	5	10	11	12	1

School level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
General Fund	\$4,698,617	4,196,422	4,587,646	4,007,767	(579,879)
Title 1	\$313,135	682,004	624,586	583,570	(41,016)
IDEA, Part 1	\$50,880	58,458	58,458	128,238	69,781
Other Special Revenue & Federal Funds	\$7,505	178,447	210,927	491,256	280,329
Total	\$5,070,138	5,115,330	5,481,617	5,210,831	(270,786)

Total SBB Allocation			\$3,945,362
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,945,362
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
		This Year (2024) ...	\$3,718,924
		Next year (2025) ...	\$3,945,362
		Total Difference	\$226,438
	This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	583,570
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$3,945,362
SBB Weights					
Base Weight					
All Students	1	\$3,600	897	\$3,229,200	
Grade Weights					
	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	0	\$0	
Grade 1	0.3	\$1,080	0	\$0	
Grade 2	0.3	\$1,080	0	\$0	
Grade 3	0.2	\$720	0	\$0	
Grade 4	0.2	\$720	0	\$0	
Grade 5	0.2	\$720	0	\$0	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	614	\$220,984	
ELL Weight					
ELL Weight	0.03	\$90	87	\$7,813	
Mobility Weights					
Mobility	0.29	\$1,044	92	\$95,970	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	812	\$292,300	
Incoming High Proficiency	0.1	\$360	85	\$30,620	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	83	\$68,475	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$3,945,362

2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,398	\$4,339	\$59	
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		1.34%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Highland Oaks Middle

5600 Meadowbriar Trail, Memphis, TN 38125

Grade Level: 6-8	School Type SUPE School	Square Footage 120,000	Student Capacity 1,021	FY2023-24 Utilization 76	FCI: 1
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	622	625	579	561	(18)
Attendance Rate	97%	97%	97%	-	

Student Demographics

Economically Disadvantaged	40%	47%	51%	51%
Student with Disability	9%	9%	9%	9%
English Language Learners	4%	4%	5%	5%

Key School Positions-All Funding Sources

Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	41	34	32	29	(3)
Special Skills	3	-	-	-	-
Counselors	2	2	2	2	-
Educational Assistant	3	5	5	4	(1)
Instructional Facilitator	2	1	1	1	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	5	7	7	9	2

School level Funds

General Fund	\$3,540,271	3,392,203	3,368,795	2,529,094	(839,701)
Title 1	\$255,572	541,412	349,342	355,100	5,758
IDEA, Part 1	\$55,301	89,745	89,745	147,464	57,720
Other Special Revenue & Federal Funds	-	312,657	164,093	597,635	433,541
Total	\$3,851,146	4,336,017	3,971,975	3,629,293	(342,681)

Total SBB Allocation				\$2,488,243
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,488,243
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,452,202
			Next year (2025) ...	\$2,488,243
			Total Difference	\$36,041
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		355,100
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$2,488,243
SBB Weights				
Base Weight				
All Students	1	\$3,600	561	\$2,019,600
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	288	\$103,569
ELL Weight				
ELL Weight	0.03	\$90	29	\$2,589
Mobility Weights				
Mobility	0.29	\$1,044	38	\$39,224
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	487	\$175,349
Incoming High Proficiency	0.1	\$360	74	\$26,611
Increments for Locked Students				
SWD Self-Contained	0.23	\$825	50	\$41,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$80,051
SBB Allocations Total				\$2,488,243
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,435	\$4,235	\$200
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		4.51%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

J. P. Freeman School

5250 Tulane Rd., Memphis, TN 38109

Grade Level: K-8	School Type SOAR School	Square Footage 98,000	Student Capacity 685	FY2023-24 Utilization 79	FCI: 30
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
K-8	656	551	495	453	(42)
Attendance Rate	97%	96%	96%	-	
Student Demographics					
Economically Disadvantaged	35%	43%	46%	46%	
Student with Disability	1%	1%	1%	1%	
English Language Learners	0%	0%	0%	0%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	2	2	-
Classroom Teacher	31	31	30	30	-
Special Skills	5	6	6	6	1
Counselors	2	2	2	2	-
Educational Assistant	1	1	1	7	6
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	4	5	5	5	-
School level Funds					
General Fund	\$4,079,970	3,824,750	3,531,864	3,044,857	(487,007)
Title 1	\$221,101	443,864	303,595	260,630	(42,965)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$2,688	125,827	167,141	446,033	278,892
Total	\$4,303,760	4,394,441	4,002,600	3,751,520	(251,080)

Total SBB Allocation				\$3,005,776
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,005,776
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,990,307
			Next year (2025) ...	\$3,005,776
		This comparison does not include "locked dollars"	Total Difference	\$15,469
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		260,630
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$3,005,776
SBB Weights				
Base Weight				
All Students	1	\$3,600	453	\$1,630,800
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	50	\$54,000
Grade 1	0.3	\$1,080	30	\$32,400
Grade 2	0.3	\$1,080	23	\$24,840
Grade 3	0.2	\$720	48	\$34,560
Grade 4	0.2	\$720	44	\$31,680
Grade 5	0.2	\$720	54	\$38,880
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	208	\$74,759
ELL Weight				
ELL Weight	0.03	\$90	1	\$83
Mobility Weights				
Mobility	0.29	\$1,044	1	\$855
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	213	\$76,843
Incoming High Proficiency	0.1	\$360	240	\$86,237
Increments for Locked Students				
SWD Self-Contained	0.23	\$825	4	\$3,300
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 this supplement are already above this "base" set of services.				\$916,539
SBB Allocations Total				\$3,005,776

2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$6,635	\$6,041	\$594	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>				
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
	8.96%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL				\$0

Kate Bond Middle School

2737 Kate Bond Rd., Memphis, TN 38133

Grade Level: 6-8	School Type SUPE School	Square Footage 165,749	Student Capacity 1,108	FY2023-24 Utilization 102	FCI: 2
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	1,120	991	987	972	(15)
Attendance Rate	92%	93%	94%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Economically Disadvantaged	38%	44%	48%	48%	
Student with Disability	10%	11%	11%	11%	
English Language Learners	9%	12%	16%	16%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	3	-
Classroom Teacher	68	52	55	55	-
Special Skills	1	1	1	1	-
Counselors	3	4	3	3	-
Educational Assistant	9	14	14	13	(1)
Instructional Facilitator	3	2	2	2	-
librarian	2	1	1	1	-
Nutrition	5	-	-	-	-
other	7	11	10	10	-

School level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
General Fund	\$5,990,609	5,601,852	5,627,448	4,279,321	(1,348,127)
Title 1	\$402,537	725,551	543,784	598,310	54,526
IDEA, Part 1	\$173,895	175,096	175,096	265,638	90,542
Other Special Revenue & Federal Funds	\$0	192,866	225,340	624,006	398,666
Total	\$6,567,042	6,695,364	6,571,668	5,767,275	(804,393)

Total SBB Allocation			\$4,211,035
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$4,211,035
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
			This Year (2024) ... \$4,205,496
			Next year (2025) ... \$4,211,035
		This comparison does not include "locked dollars"	Total Difference \$5,539
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	598,310
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$4,211,035
SBB Weights					
Base Weight					
All Students	1	\$3,600	972	\$3,499,200	
Grade Weights					
	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	0	\$0	
Grade 1	0.3	\$1,080	0	\$0	
Grade 2	0.3	\$1,080	0	\$0	
Grade 3	0.2	\$720	0	\$0	
Grade 4	0.2	\$720	0	\$0	
Grade 5	0.2	\$720	0	\$0	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	466	\$167,879	
ELL Weight					
ELL Weight	0.03	\$90	157	\$14,163	
Mobility Weights					
Mobility	0.29	\$1,044	88	\$91,599	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	854	\$307,372	
Incoming High Proficiency	0.1	\$360	118	\$42,548	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	107	\$88,275	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$4,211,035

2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$4,332	\$4,261	\$71	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>					
		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		1.65%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Kingsbury Middle

1276 N. Graham, Memphis, TN 38122

Grade Level: 6-8	School Type SUPE School	Square Footage 219,210	Student Capacity 403	FY2023-24 Utilization 152	FCI: 7
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	676	552	490	500	10
Attendance Rate	93%	96%	94%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Economically Disadvantaged	49%	54%	54%	54%	
Student with Disability	11%	10%	9%	9%	
English Language Learners	25%	31%	38%	38%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	38	35	30	29	(1)
Special Skills	-	-	-	-	-
Counselors	1	2	2	2	-
Educational Assistant	2	4	2	5	3
Instructional Facilitator	2	2	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	4	8	8	9	1

School level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
General Fund	\$2,885,295	2,913,288	2,889,956	2,214,464	(675,491)
Title 1	\$321,070	546,780	366,610	349,740	(16,870)
IDEA, Part 1	\$39,413	53,691	53,691	28,003	(25,688)
Other Special Revenue & Federal Funds	\$44,742	46,900	105,314	492,624	387,311
Total	\$3,290,521	3,560,660	3,415,570	3,084,832	(330,738)

Total SBB Allocation				\$2,177,290
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,177,290
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,138,226
			Next year (2025) ...	\$2,177,290
			Total Difference	\$39,064
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		349,740
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,177,290
SBB Weights					
Base Weight					
All Students	1	\$3,600	500		\$1,800,000
Grade Weights					
	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	0		\$0
Grade 1	0.3	\$1,080	0		\$0
Grade 2	0.3	\$1,080	0		\$0
Grade 3	0.2	\$720	0		\$0
Grade 4	0.2	\$720	0		\$0
Grade 5	0.2	\$720	0		\$0
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	271		\$97,530
ELL Weight					
ELL Weight	0.03	\$90	189		\$17,032
Mobility Weights					
Mobility	0.29	\$1,044	44		\$45,604
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	472		\$169,866
Incoming High Proficiency	0.1	\$360	28		\$10,134
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	45		\$37,125
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,177,290

2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)		Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$4,355	\$4,364		(\$9)
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>					
		% Change in Dollar Per Pupil	Transition Policy Type		Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-0.21%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL					\$0

Lowrance School

7740 Lowrance Rd., Memphis, TN 38125

Grade Level: K-8	School Type SUPE School	Square Footage 112,145	Student Capacity 839	FY2023-24 Utilization 97	FCI: 12
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
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Enrollment					
K-8	861	856	821	816	(5)
Attendance Rate	93%	94%	94%	-	

Student Demographics					
Economically Disadvantaged	40%	47%	49%	49%	
Student with Disability	9%	8%	9%	9%	
English Language Learners	7%	7%	7%	7%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	3	-
Classroom Teacher	48	50	48	47	(1)
Special Skills	5	6	5	5	-
Counselors	2	2	2	2	-
Educational Assistant	6	14	15	22	7
Instructional Facilitator	1	1	1	2	1
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	6	8	9	10	1

School Level Funds					
General Fund	\$4,932,150	5,935,178	5,873,467	4,006,257	(1,867,210)
Title 1	\$350,201	762,593	549,948	536,000	(13,948)
IDEA, Part 1	\$48,799	53,811	53,811	111,125	57,314
Other Special Revenue & Federal Funds	\$367,605	490,879	491,372	711,125	219,753
Total	\$5,698,757	7,242,461	6,968,598	5,364,507	(1,604,091)

Total SBB Allocation					\$3,946,733
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,946,733
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed under SBB?		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,995,904	
			Next year (2025) ...	\$3,946,733	
		This comparison does not include "locked dollars"		Total Difference	(\$49,171)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			536,000
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$3,946,733
SBB Weights					
Base Weight					
All Students	1	\$3,600	816	\$2,937,600	
Grade Weights					
	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	78	\$84,240	
Grade 1	0.3	\$1,080	78	\$84,240	
Grade 2	0.3	\$1,080	67	\$72,360	
Grade 3	0.2	\$720	88	\$63,360	
Grade 4	0.2	\$720	80	\$57,600	
Grade 5	0.2	\$720	83	\$59,760	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	401	\$144,266	
ELL Weight					
ELL Weight	0.03	\$90	58	\$5,227	
Mobility Weights					
Mobility	0.29	\$1,044	53	\$55,481	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	720	\$259,285	
Incoming High Proficiency	0.1	\$360	96	\$34,475	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	77	\$63,525	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$25,313
SBB Allocations Total					\$3,946,733

2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$4,837	\$4,867	(\$30)	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
		-0.63%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Mt. Pisgah Middle/High

1444 Pisgah Rd, Cordova, TN 38016

Grade Level: 6-9	School Type SUPE School	Square Footage 125,900	Student Capacity 1,197	FY2023-24 Utilization 42	FCI: 3
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-9	555	579	531	523	(8)
Attendance Rate	95%	94%	94%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Economically Disadvantaged	25%	33%	41%	41%	
Student with Disability	6%	8%	7%	7%	
English Language Learners	2%	3%	4%	4%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	3	3	2	(1)
Classroom Teacher	28	30	24	25	1
Special Skills	1	1	1	1	-
Counselors	1	3	3	3	-
Educational Assistant	0	4	1	2	1
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	3	6	6	8	2

School level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
General Fund	\$2,593,177	4,348,308	3,222,430	2,459,453	(762,977)
Title 1	\$101,748	263,047	229,255	250,580	21,325
IDEA, Part 1	\$21,708	24,604	24,604	-	(24,604)
Other Special Revenue & Federal Funds	-	326,105	155,967	534,079	378,112
Total	\$2,716,634	4,962,065	3,632,257	3,244,113	(388,145)

Total SBB Allocation				\$2,418,051
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,231,395
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$186,656
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,628,316
			Next year (2025) ...	\$2,418,051
			Total Difference	(\$210,265)
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		250,580
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,231,395
SBB Weights					
Base Weight					
All Students	1	\$3,600	523	\$1,882,800	
Grade Weights					
	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	0	\$0	
Grade 1	0.3	\$1,080	0	\$0	
Grade 2	0.3	\$1,080	0	\$0	
Grade 3	0.2	\$720	0	\$0	
Grade 4	0.2	\$720	0	\$0	
Grade 5	0.2	\$720	0	\$0	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	216	\$77,909	
ELL Weight					
ELL Weight	0.03	\$90	22	\$1,984	
Mobility Weights					
Mobility	0.29	\$1,044	41	\$42,458	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	460	\$165,477	
Incoming High Proficiency	0.1	\$360	63	\$22,803	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	36	\$29,700	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$8,264
SBB Allocations Total					\$2,231,395

2 SBB Transition Supplements				\$186,656
SCS 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
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>	\$4,623	\$4,950	(\$326)	
	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-7.06%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$186,656	
SBB Transition Supplements TOTAL				\$186,656

Oakhaven Middle

3125 Ladbrook Rd., Memphis, TN 38118

Grade Level: 6-8	School Type SUPE School	Square Footage 152,940	Student Capacity 324	FY2023-24 Utilization 98	FCI: 11
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	322	301	281	279	(2)
Attendance Rate	91%	91%	93%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Economically Disadvantaged	68%	74%	72%	72%	
Student with Disability	9%	9%	6%	6%	
English Language Learners	8%	10%	14%	14%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	16	17	16	16	-
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	1	1	-	-	-
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	-	-	-	-	-
other	6	5	6	5	(1)

School level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
General Fund	\$1,569,973	1,638,513	1,634,757	1,485,078	(149,679)
Title 1	\$176,339	294,915	226,076	188,270	(37,806)
IDEA, Part 1	\$17,333	24,533	24,533	-	(24,533)
Other Special Revenue & Federal Funds	-	3,507	65,022	470,773	405,751
Total	\$1,763,646	1,961,468	1,950,388	2,144,121	193,733

Total SBB Allocation				\$1,461,219
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,461,219
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,479,434
			Next year (2025) ...	\$1,461,219
			Total Difference	(\$18,215)
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		188,270
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,461,219
SBB Weights					
Base Weight					
All Students	1	\$3,600	279	\$1,004,400	
Grade Weights					
	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	0	\$0	
Grade 1	0.3	\$1,080	0	\$0	
Grade 2	0.3	\$1,080	0	\$0	
Grade 3	0.2	\$720	0	\$0	
Grade 4	0.2	\$720	0	\$0	
Grade 5	0.2	\$720	0	\$0	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	202	\$72,643	
ELL Weight					
ELL Weight	0.03	\$90	38	\$3,428	
Mobility Weights					
Mobility	0.29	\$1,044	45	\$46,506	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	262	\$94,338	
Incoming High Proficiency	0.1	\$360	17	\$6,102	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	17	\$14,025	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$219,776
SBB Allocations Total					\$1,461,219

2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,237	\$5,265	(\$28)	
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-0.53%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Ridgeway Middle

6333 Quince Road Memphis, TN 38018

Grade Level: 6-8	School Type SUPE School	Square Footage 143,000	Student Capacity 855	FY2023-24 Utilization 78	FCI: 6
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	784	486	558	490	(68)
Attendance Rate	93%	94%	93%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Economically Disadvantaged	41%	53%	60%	60%	
Student with Disability	7%	10%	9%	9%	
English Language Learners	3%	3%	4%	4%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	36	33	30	30	-
Special Skills	4	2	2	2	-
Counselors	1	2	2	2	-
Educational Assistant	7	3	3	2	(1)
Instructional Facilitator	1	2	1	1	-
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	4	7	8	8	-

School level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
General Fund	\$3,698,734	3,406,408	3,187,796	2,514,576	(673,220)
Title 1	\$310,859	477,476	381,121	371,850	(9,271)
IDEA, Part 1	\$109,362	87,787	87,787	92,783	4,996
Other Special Revenue & Federal Funds	-	634,248	207,749	645,581	437,833
Total	\$4,118,957	4,605,919	3,864,452	3,624,790	(239,662)

Total SBB Allocation				\$2,478,311
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,448,350
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$29,961
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,345,768
			Next year (2025) ...	\$2,478,311
			Total Difference	\$132,543
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		371,850
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$2,448,350
SBB Weights				
Base Weight				
All Students	1	\$3,600	490	\$1,764,000
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	293	\$105,398
ELL Weight				
ELL Weight	0.03	\$90	19	\$1,736
Mobility Weights				
Mobility	0.29	\$1,044	37	\$38,537
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	435	\$156,524
Incoming High Proficiency	0.1	\$360	55	\$19,876
Increments for Locked Students				
SWD Self-Contained	0.23	\$825	51	\$42,075
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$320,204
SBB Allocations Total				\$2,448,350
2 SBB Transition Supplements				\$29,961
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,058	\$4,204	\$854
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		16.88%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$29,961
SBB Transition Supplements TOTAL				\$29,961

Riverview School

241 Majuba Ave, Memphis, TN 38109

Grade Level: K-8	School Type SUPE School	Square Footage 150,850	Student Capacity 540	FY2023-24 Utilization 92	FCI: 15
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
K-8	404	391	420	446	26
Attendance Rate	92%	90%	85%	-	

Student Demographics					
Economically Disadvantaged	74%	89%	84%	84%	
Student with Disability	13%	17%	16%	16%	
English Language Learners	1%	1%	2%	2%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	1	1	-
Classroom Teacher	33	29	31	36	5
Special Skills	2	2	2	2	1
Counselors	2	2	2	2	-
Educational Assistant	9	6	8	10	2
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	4	6	8	7	(1)

School level Funds					
General Fund	\$2,914,642	2,930,134	3,524,855	2,802,290	(722,565)
Title 1	\$221,622	319,841	355,447	302,170	(53,277)
IDEA, Part 1	\$119,036	56,630	56,630	137,096	80,466
Other Special Revenue & Federal Funds	\$2,993	187,414	197,323	875,020	677,697
Total	\$3,258,294	3,494,020	4,134,255	4,116,576	(17,678)

Total SBB Allocation					\$2,766,222
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,766,222
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,666,743	
			Next year (2025) ...	\$2,766,222	
			Total Difference	\$99,479	
		This comparison does not include "locked dollars"			
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			302,170
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,766,222
SBB Weights					
Base Weight					
All Students	1	\$3,600	446	\$1,605,600	
Grade Weights					
	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	35	\$37,800	
Grade 1	0.3	\$1,080	31	\$33,480	
Grade 2	0.3	\$1,080	26	\$28,080	
Grade 3	0.2	\$720	31	\$22,320	
Grade 4	0.2	\$720	24	\$17,280	
Grade 5	0.2	\$720	39	\$28,080	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	375	\$134,856	
ELL Weight					
ELL Weight	0.03	\$90	8	\$704	
Mobility Weights					
Mobility	0.29	\$1,044	83	\$86,975	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	408	\$146,871	
Incoming High Proficiency	0.1	\$360	38	\$13,689	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	67	\$55,275	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$555,212
SBB Allocations Total					\$2,766,222
2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$6,202	\$6,349	(\$147)	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
		-2.37%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Sherwood Middle

3480 Rhodes Avenue Memphis, TN 38111

Grade Level: 6-8	School Type SUPE School	Square Footage 141,952	Student Capacity 895	FY2023-24 Utilization 92	FCI: 20
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
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Enrollment					
6-8	786	704	621	762	141
Attendance Rate	90%	94%	89%	-	

Student Demographics					
Economically Disadvantaged	69%	74%	73%	73%	
Student with Disability	13%	13%	13%	13%	
English Language Learners	12%	17%	21%	21%	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	52	41	40	44	4
Special Skills	-	-	-	-	-
Counselors	2	2	2	2	-
Educational Assistant	11	10	10	9	(1)
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	5	12	9	10	1

School level Funds					
General Fund	\$4,316,320	4,153,956	3,707,454	3,494,564	(212,890)
Title 1	\$358,044	732,677	549,673	466,990	(82,683)
IDEA, Part 1	\$197,195	229,209	229,209	219,535	(9,674)
Other Special Revenue & Federal Funds	\$8,035	183,249	219,113	637,859	418,747
Total	\$4,879,595	5,299,092	4,705,449	4,818,948	113,499

Total SBB Allocation					\$3,440,989
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,440,989
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,706,029	
			Next year (2025) ...	\$3,440,989	
			Total Difference	\$734,960	
		This comparison does not include "locked dollars"			
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			466,990
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$3,440,989
SBB Weights				
Base Weight				
All Students	1	\$3,600	762	\$2,743,200
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	559	\$201,384
ELL Weight				
ELL Weight	0.03	\$90	161	\$14,486
Mobility Weights				
Mobility	0.29	\$1,044	137	\$143,249
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	736	\$264,961
Incoming High Proficiency	0.1	\$360	26	\$9,359
Increments for Locked Students				
SWD Self-Contained	0.23	\$825	78	\$64,350
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$3,440,989

2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$4,516	\$4,358	\$158	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>				
	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	3.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL				\$0

Snowden School

1870 N. Parkway, Memphis, TN 31812

Grade Level: PreK-8	School Type IGNITE School	Square Footage 199,849	Student Capacity 1,268	FY2023-24 Utilization 109	FCI: 17
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
PreK-8	1,272	1,361	1,277	1,278	1
Attendance Rate	95%	94%	94%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Economically Disadvantaged	40%	49%	51%	51%	
Student with Disability	6%	7%	6%	6%	
English Language Learners	5%	6%	7%	7%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	3	4	4	4	-
Classroom Teacher	77	74	70	69	(1)
Special Skills	9	10	10	10	-
Counselors	3	4	4	4	-
Educational Assistant	8	4	8	20	12
Instructional Facilitator	2	2	2	2	-
librarian	2	2	2	2	-
Nutrition	6	-	-	-	-
other	6	14	9	9	-

School level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
General Fund	\$7,030,100	9,094,331	8,878,045	6,201,110	(2,676,935)
Title 1	\$497,858	907,476	772,803	771,840	(963)
IDEA, Part 1	\$0	-	-	46,119	46,119
Other Special Revenue & Federal Funds	\$77,549	5,430,837	265,072	835,567	570,495
Total	\$7,605,508	15,432,644	9,915,919	7,854,635	(2,061,284)

Total SBB Allocation				\$6,114,088
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$6,114,088
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$6,147,378
			Next year (2025) ...	\$6,114,088
			Total Difference	(\$33,290)
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		771,840
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$6,114,088
SBB Weights				
Base Weight				
All Students	1	\$3,600	1278	\$4,600,800
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	102	\$110,160
Grade 1	0.3	\$1,080	110	\$118,800
Grade 2	0.3	\$1,080	119	\$128,520
Grade 3	0.2	\$720	144	\$103,680
Grade 4	0.2	\$720	135	\$97,200
Grade 5	0.2	\$720	113	\$81,360
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	656	\$236,287
ELL Weight				
ELL Weight	0.03	\$90	88	\$7,901
Mobility Weights				
Mobility	0.29	\$1,044	77	\$80,475
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	966	\$347,625
Incoming High Proficiency	0.1	\$360	312	\$112,455
Increments for Locked Students				
SWD Self-Contained	0.23	\$825	83	\$68,475
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$20,350
SBB Allocations Total				\$6,114,088

2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$4,784	\$4,814	(\$30)	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>				
	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-0.62%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL				\$0

Treadwell Middle School

920 N. Highland Memphis, TN 38122

Grade Level: 6-8	School Type SUPE School	Square Footage 145,870	Student Capacity 598	FY2023-24 Utilization 64	FCI: 10
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	604	627	652	682	30
Attendance Rate	95%	91%	91%	-	
Student Demographics					
Economically Disadvantaged	52%	55%	51%	51%	
Student with Disability	10%	9%	9%	9%	
English Language Learners	22%	33%	42%	42%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	2	2	-
Classroom Teacher	26	37	39	42	3
Special Skills	-	-	-	1	1
Counselors	1	2	2	2	-
Educational Assistant	3	6	6	9	3
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	8	-	-	-	-
other	3	10	10	12	2
School level Funds					
General Fund	\$3,281,728	3,663,386	10,508,954	3,038,954	(7,470,000)
Title 1	\$277,566	576,215	441,752	396,640	(45,112)
IDEA, Part 1	\$93,672	116,489	116,489	183,734	67,245
Other Special Revenue & Federal Funds	\$13,404	276,348	296,496	614,763	318,267
Total	\$3,666,372	4,632,438	11,363,691	4,234,091	(7,129,600)

Total SBB Allocation				\$2,990,370
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,990,370
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,858,515
			Next year (2025) ...	\$2,990,370
			Total Difference	\$131,855
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		396,640
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,990,370
SBB Weights					
Base Weight					
All Students	1	\$3,600	682	\$2,455,200	
Grade Weights					
	Weight	Amount per Student	Enrollment	Total	
Grade K	0.3	\$1,080	0	\$0	
Grade 1	0.3	\$1,080	0	\$0	
Grade 2	0.3	\$1,080	0	\$0	
Grade 3	0.2	\$720	0	\$0	
Grade 4	0.2	\$720	0	\$0	
Grade 5	0.2	\$720	0	\$0	
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	349	\$125,537	
ELL Weight					
ELL Weight	0.03	\$90	288	\$25,922	
Mobility Weights					
Mobility	0.29	\$1,044	88	\$91,991	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	630	\$226,936	
Incoming High Proficiency	0.1	\$360	52	\$18,584	
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	56	\$46,200	
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 this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,990,370

2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$4,385	\$4,384	\$0	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>					
		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		0.01%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

White Station Middle

5465 Mason Road Memphis, TN 38120

Grade Level: 6-8	School Type SOAR School	Square Footage 144,411	Student Capacity 878	FY2023-24 Utilization 147	FCI: 2
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	1,182	1,075	1,069	1,061	(8)
Attendance Rate	95%	95%	95%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Economically Disadvantaged	20%	25%	29%	29%	
Student with Disability	8%	10%	11%	11%	
English Language Learners	4%	5%	6%	6%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	3	2	3	3	-
Classroom Teacher	75	63	61	62	1
Special Skills	5	4	4	5	1
Counselors	3	4	4	4	-
Educational Assistant	12	7	8	8	-
Instructional Facilitator	1	2	1	1	-
librarian	2	1	1	1	-
Nutrition	4	-	-	-	-
other	6	7	6	7	1

School level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
General Fund	\$7,205,595	6,001,461	6,257,535	4,639,698	(1,617,836)
Title 1	\$270,022	397,136	323,387	411,380	87,993
IDEA, Part 1	\$303,265	293,830	293,830	282,579	(11,250)
Other Special Revenue & Federal Funds	-	122,132	170,447	536,792	366,345
Total	\$7,778,883	6,814,559	7,045,199	5,870,450	(1,174,749)

Total SBB Allocation				\$4,566,334
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$4,566,334
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$4,625,380
			Next year (2025) ...	\$4,566,334
		This comparison does not include "locked dollars"	Total Difference	(\$59,046)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		411,380
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$4,566,334
SBB Weights					
Base Weight					
All Students	1	\$3,600	1061		\$3,819,600
Grade Weights					
	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	0		\$0
Grade 1	0.3	\$1,080	0		\$0
Grade 2	0.3	\$1,080	0		\$0
Grade 3	0.2	\$720	0		\$0
Grade 4	0.2	\$720	0		\$0
Grade 5	0.2	\$720	0		\$0
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	308		\$110,733
ELL Weight					
ELL Weight	0.03	\$90	61		\$5,519
Mobility Weights					
Mobility	0.29	\$1,044	42		\$43,571
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	534		\$192,319
Incoming High Proficiency	0.1	\$360	527		\$189,641
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	115		\$94,875
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$110,075
SBB Allocations Total					\$4,566,334
2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$4,304	\$4,327	(\$23)	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 					
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
		-0.54%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

Woodstock Middle School

5885 Woodstock Cuba Rd., Memphis, TN 38053

Grade Level: 6-8	School Type IGNITE School	Square Footage 84,850	Student Capacity 773	FY2023-24 Utilization 36	FCI: 16
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	313	234	227	236	9
Attendance Rate	85%	95%	94%	-	

Student Demographics	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Economically Disadvantaged	64%	72%	73%	73%	
Student with Disability	13%	15%	15%	15%	
English Language Learners	1%	2%	2%	2%	

Key School Positions-All Funding Sources	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	18	18	18	18	-
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	2	3	3	2	(1)
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	3	-	-	-	-
other	5	7	7	5	(2)

School level Funds	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
General Fund	\$2,077,403	1,956,867	1,957,556	1,481,642	(475,914)
Title 1	\$155,275	256,944	184,514	160,800	(23,714)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$0	1,478,288	150,124	557,040	406,916
Total	\$2,232,679	3,692,099	2,292,194	2,199,482	(92,712)

Total SBB Allocation				\$1,461,219
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,461,219
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,474,869
			Next year (2025) ...	\$1,461,219
			Total Difference	(\$13,650)
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		160,800
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$1,461,219
SBB Weights					
Base Weight					
All Students	1	\$3,600	236		\$849,600
Grade Weights					
	Weight	Amount per Student	Enrollment		Total
Grade K	0.3	\$1,080	0		\$0
Grade 1	0.3	\$1,080	0		\$0
Grade 2	0.3	\$1,080	0		\$0
Grade 3	0.2	\$720	0		\$0
Grade 4	0.2	\$720	0		\$0
Grade 5	0.2	\$720	0		\$0
Poverty Weight					
Poverty (Direct Certified)	0.1	\$360	172		\$61,950
ELL Weight					
ELL Weight	0.03	\$90	5		\$443
Mobility Weights					
Mobility	0.29	\$1,044	32		\$33,928
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	217		\$78,217
Incoming High Proficiency	0.1	\$360	19		\$6,743
Increments for Locked Students					
SWD Self-Contained	0.23	\$825	33		\$27,225
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$403,113
SBB Allocations Total					\$1,461,219

2 SBB Transition Supplements					\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$6,192	\$6,497	(\$306)	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
		-4.94%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0

B. T. Washington High

715 S. Lauderdale, Memphis, TN 38126

Grade Level: 9 - 12 School Type: SUPE School Square Footage: 202,918 Student Capacity: 548 FY2023-24 Utilization: 104 FCI: 9

School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	459	430	439	443	4
Attendance Rate	95%	97%	95%	-	
Student Demographics					
Economically Disadvantaged	78%	88%	90%	90%	
Student with Disability	15%	15%	11%	11%	
English Language Learners	1%	1%	1%	1%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	33	30	34	39	5
Special Skills	-	-	-	-	-
Counselors	2	2	3	3	-
Educational Assistant	7	7	7	6	(1)
Instructional Facilitator	1	1	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	18	11	15	14	(1)
School level Funds					
General Fund	3,437,133	3,281,797	3,983,347	3,137,335	(846,012)
Title 1	342,835	460,134	369,734	296,140	(73,594)
IDEA, Part 1	87,119	87,119	87,119	103,008	15,888
Other Special Revenue & Federal Funds	3,437,133	238,274	777,408	595,558	(181,850)
Total	7,304,220	4,067,324	5,217,608	4,132,041	(1,085,567)

Total SBB Allocation				\$3,100,663
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,100,663
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$3,130,980
			Next year (2025) ...	\$3,100,663
			Total Difference	(\$30,317)
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		296,140
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$3,100,663
SBB Weights				
Base Weight				
All Students	1	\$3,600	443	\$1,594,800
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	397	\$142,970
ELL Weight				
ELL Weight	0.03	\$90	4	\$351
Mobility Weights				
Mobility	0.29	\$1,044	84	\$87,520
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	421	\$151,707
Incoming High Proficiency	0.1	\$360	22	\$7,773
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	50	\$41,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$1,074,291
SBB Allocations Total				\$3,100,663
2 SBB Transition Supplements				\$0
SCS Staffing Supplement				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$6,999	\$7,132	(\$133)
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-1.90%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Bolton High

7323 Brunswick Rd., Memphis, TN 38002

Grade Level: 9 - 12 School Type: SUPE School Square Footage: 293,200 Student Capacity: 2,019 FY2023-24 Utilization: 65 FCI: 9

School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	678	709	668	642	(26)
Attendance Rate	91%	92%	92%	-	
Student Demographics					
Economically Disadvantaged	38%	42%	48%	48%	
Student with Disability	12%	12%	10%	10%	
English Language Learners	1%	2%	2%	2%	
Key School Positions-All Funding Sources					
Principal	2	1	1	1	-
Vice/Assistant Principal	3	3	3	3	-
Classroom Teacher	38	33	34	33	(1)
Special Skills	-	-	-	-	
Counselors	3	3	2	2	-
Educational Assistant	4	5	5	5	-
Instructional Facilitator	2	2	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	29	13	14	13	(1)
School Level Funds					
General Fund	5,629,115	4,678,951	8,710,972	2,822,988	(5,887,984)
Title 1	369,061	418,225	371,543	383,910	12,367
IDEA, Part 1	88,367	88,367	88,367	92,296	3,929
Other Special Revenue & Federal Funds	5,629,115	7,533,920	752,923	778,674	25,751
Total	11,715,658	12,719,464	9,923,805	4,077,868	(5,845,937)

Total SBB Allocation			\$2,764,632
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,764,632
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ... \$2,814,064
			Next year (2025) ... \$2,764,632
		This comparison does not include "locked dollars"	Total Difference (\$49,432)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	383,910
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$2,764,632
SBB Weights				
Base Weight				
All Students	1	\$3,600	642	\$2,311,200
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	305	\$109,944
ELL Weight				
ELL Weight	0.03	\$90	13	\$1,191
Mobility Weights				
Mobility	0.29	\$1,044	53	\$55,077
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	584	\$210,279
Incoming High Proficiency	0.1	\$360	58	\$20,841
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	68	\$56,100
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$2,764,632
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,306	\$4,213	\$94
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		2.17%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Central High

306 S. Bellevue, Memphis, TN 38104

Grade Level: 9 - 12	School Type IGNITE School	Square Footage 283,230	Student Capacity 1,447	FY2023-24 Utilization 109	FCI: 4
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	1,421	1,315	1,294	1,284	(10)
Attendance Rate	92%	92%	90%	-	
Student Demographics					
Economically Disadvantaged	42%	48%	55%	55%	
Student with Disability	6%	7%	6%	6%	
English Language Learners	2%	4%	5%	5%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	4	4	4	4	-
Classroom Teacher	66	61	62	63	1
Special Skills	5	4	4	4	-
Counselors	5	5	5	5	-
Educational Assistant	3	4	4	5	1
Instructional Facilitator	1	1	1	2	1
librarian	2	2	2	2	-
Nutrition	-	-	-	-	-
other	38	15	14	14	-
School Level Funds					
General Fund	7,303,052	7,064,633	7,136,226	5,586,754	(1,549,472)
Title 1	751,305	988,908	767,172	791,270	24,099
IDEA, Part 1	118,177	118,177	118,177	60,537	(57,640)
Other Special Revenue & Federal Funds	7,303,052	4,444,954	3,656,394	1,828,840	(1,827,554)
Total	15,475,586	12,616,671	11,677,968	8,267,401	(3,410,567)

Total SBB Allocation				\$5,499,336
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$5,499,336
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$5,465,708
			Next year (2025) ...	\$5,499,336
			Total Difference	\$33,628
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		791,270
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$5,499,336
SBB Weights				
Base Weight				
All Students	1	\$3,600	1284	\$4,622,400
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	701	\$252,389
ELL Weight				
ELL Weight	0.03	\$90	58	\$5,229
Mobility Weights				
Mobility	0.29	\$1,044	85	\$88,604
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	1071	\$385,442
Incoming High Proficiency	0.1	\$360	213	\$76,798
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	83	\$68,475
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$5,499,336
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,283	\$4,224	\$59
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		1.38%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Cordova High School

1800 Berryhill Rd., Cordova, TN 38018

Grade Level: 9 - 12 School Type: IGNITE School Square Footage: 278,000 Student Capacity: 2,151 FY2023-24 Utilization: 106 FCI: 8

School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	2,244	2,060	2,154	2,147	(7)
Attendance Rate	91%	90%	90%	-	
Student Demographics					
Economically Disadvantaged	28%	32%	38%	38%	
Student with Disability	11%	11%	9%	9%	
English Language Learners	7%	8%	10%	10%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	6	6	6	6	-
Classroom Teacher	120	101	105	108	3
Special Skills	1	1	1	1	-
Counselors	7	7	7	7	-
Educational Assistant	21	22	19	19	-
Instructional Facilitator	1	2	2	2	-
librarian	2	2	2	2	-
Nutrition	-	-	-	-	-
other	63	25	21	22	1
School Level Funds					
General Fund	11,750,647	11,770,196	11,826,030	9,308,339	(2,517,691)
Title 1	1,004,155	1,327,409	817,612	998,300	180,688
IDEA, Part 1	144,317	144,317	144,317	285,572	141,255
Other Special Revenue & Federal Funds	11,750,647	651,754	815,794	849,489	33,696
Total	24,649,765	13,893,676	13,603,753	11,441,700	(2,162,053)

Total SBB Allocation				\$9,161,203
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$9,161,203
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$8,873,335
			Next year (2025) ...	\$9,161,203
			Total Difference	\$287,868
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		998,300
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$9,161,203
SBB Weights				
Base Weight				
All Students	1	\$3,600	2147	\$7,729,200
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	814	\$293,189
ELL Weight				
ELL Weight	0.03	\$90	206	\$18,566
Mobility Weights				
Mobility	0.29	\$1,044	172	\$179,853
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	1746	\$628,542
Incoming High Proficiency	0.1	\$360	401	\$144,378
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	203	\$167,475
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$9,161,203
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,267	\$4,119	\$148
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		3.46%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Craigmont High

3333 Covington Pike, Memphis, TN 38128

Grade Level: 9 - 12 School Type: SUPE School Square Footage: 324,517 Student Capacity: 1,234 FY2023-24 Utilization: 74 FCI: 4

School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	726	756	841	981	140
Attendance Rate	91%	90%	88%	-	
Student Demographics					
Economically Disadvantaged	49%	55%	62%	62%	
Student with Disability	15%	13%	11%	11%	
English Language Learners	3%	2%	2%	2%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	2	(1)
Classroom Teacher	44	39	40	45	5
Special Skills	1	1	1	1	-
Counselors	2	2	3	3	-
Educational Assistant	11	9	8	8	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	26	17	18	15	(3)
School Level Funds					
General Fund	4,894,746	4,436,470	5,237,152	4,359,913	(877,239)
Title 1	510,581	598,387	542,093	552,080	9,987
IDEA, Part 1	51,957	51,957	51,957	109,804	57,847
Other Special Revenue & Federal Funds	4,894,746	145,038	706,035	665,442	(40,593)
Total	10,352,030	5,231,852	6,537,237	5,687,239	(849,998)

Total SBB Allocation				\$4,293,566
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$4,293,566
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$3,428,490
			Next year (2025) ...	\$4,293,566
			Total Difference	\$865,076
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		552,080
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$4,293,566
SBB Weights				
Base Weight				
All Students	1	\$3,600	981	\$3,531,600
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	607	\$218,487
ELL Weight				
ELL Weight	0.03	\$90	20	\$1,831
Mobility Weights				
Mobility	0.29	\$1,044	105	\$110,112
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	888	\$319,576
Incoming High Proficiency	0.1	\$360	93	\$33,584
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	95	\$78,375
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$4,293,566
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,377	\$4,077	\$300
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		6.86%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Douglass High

3200 Mt. Olive Road, Memphis, TN 38108

Grade Level: 9 - 12	School Type SUPE School	Square Footage 146,568	Student Capacity 757	FY2023-24 Utilization 67	FCI: 1
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	621	641	641	648	7
Attendance Rate	97%	93%	94%	-	
Student Demographics					
Economically Disadvantaged	69%	73%	74%	74%	
Student with Disability	15%	15%	12%	12%	
English Language Learners	9%	10%	10%	10%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	3	3	3	3	-
Classroom Teacher	35	29	32	33	1
Special Skills	1	1	1	1	-
Counselors	2	2	2	2	-
Educational Assistant	6	9	7	7	-
Instructional Facilitator	2	2	1	2	1
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	25	17	16	13	(3)
School level Funds					
General Fund	3,788,807	3,701,084	4,277,178	2,902,646	(1,374,531)
Title 1	473,715	655,453	513,534	455,600	(57,934)
IDEA, Part 1	180,005	180,005	180,005	242,805	62,800
Other Special Revenue & Federal Funds	3,788,807	160,027	718,653	1,045,090	326,437
Total	8,231,334	4,696,569	5,689,369	4,646,141	(1,043,228)

Total SBB Allocation				\$2,856,761
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,875,234
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		(\$18,472)
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$2,620,882
			Next year (2025) ...	\$2,856,761
			Total Difference	\$235,879
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		455,600
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations					\$2,875,234
SBB Weights					
Base Weight					
All Students		1	\$3,600	648	\$2,332,800
Grade Weights					
		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	0	\$0
Grade 1		0.3	\$1,080	0	\$0
Grade 2		0.3	\$1,080	0	\$0
Grade 3		0.2	\$720	0	\$0
Grade 4		0.2	\$720	0	\$0
Grade 5		0.2	\$720	0	\$0
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	480	\$172,877
ELL Weight					
ELL Weight		0.03	\$90	62	\$5,554
Mobility Weights					
Mobility		0.29	\$1,044	64	\$67,197
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	602	\$216,895
Incoming High Proficiency		0.1	\$360	46	\$16,385
Increments for Locked Students					
SWD Self-Contained		0.2	\$825	77	\$63,525
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,875,234

2 SBB Transition Supplements					(\$18,472)
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,409	\$4,089	\$320	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
		7.26%	N/A - You are not gaining or losing enough to be affected by the transition policy	(\$18,472)	
SBB Transition Supplements TOTAL					(\$18,472)

East High

3206 Poplar, Memphis, TN 38111

Grade Level: 9 - 12	School Type SOAR School	Square Footage 189,493	Student Capacity 1,338	FY2023-24 Utilization 39	FCI: 8
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	615	568	617	622	5
Attendance Rate	94%	93%	96%	-	
Student Demographics					
Economically Disadvantaged	20%	21%	27%	27%	
Student with Disability	2%	2%	2%	2%	
English Language Learners	0%	0%	0%	0%	
Key School Positions-All Funding Sources					
Principal	2	1	1	1	-
Vice/Assistant Principal	3	3	3	2	(1)
Classroom Teacher	36	35	36	36	-
Special Skills	1	1	1	1	-
Counselors	1	1	1	1	-
Educational Assistant	-	-	-	-	-
Instructional Facilitator	1	1	1	2	1
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	21	10	10	10	-
School level Funds					
General Fund	5,452,332	5,039,382	4,220,580	3,988,604	(231,976)
Title 1	165,143	228,006	3,576	183,580	180,004
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	5,452,332	2,025,377	239,394	1,053,801	814,407
Total	11,069,807	7,292,765	4,463,550	5,225,985	762,435

Total SBB Allocation				\$3,941,888
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,220,385
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$721,503
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$4,284,661
			Next year (2025) ...	\$3,941,888
		This comparison does not include "locked dollars"	Total Difference	(\$342,773)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		183,580
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$3,220,385
SBB Weights				
Base Weight				
All Students	1	\$3,600	622	\$2,239,200
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	168	\$60,440
ELL Weight				
ELL Weight	0.03	\$90	3	\$273
Mobility Weights				
Mobility	0.29	\$1,044	1	\$1,118
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	304	\$109,556
Incoming High Proficiency	0.1	\$360	318	\$114,364
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	12	\$9,900
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$685,534
SBB Allocations Total				\$3,220,385
2 SBB Transition Supplements				\$721,503
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$6,337	\$6,944	(\$607)
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-9.58%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$721,503
SBB Transition Supplements TOTAL				\$721,503

Fairley High

4950 Fairley Rd, Memphis, TN 38109

Grade Level: 9 - 12	School Type SUPE School	Square Footage -	Student Capacity -	FY2023-24 Utilization -	FCI: -
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	-	-	-	388	388
Attendance Rate	-	-	-	-	-
Student Demographics					
Economically Disadvantaged	-	-	-	-	-
Student with Disability	-	-	-	-	-
English Language Learners	-	-	-	-	-
Key School Positions-All Funding Sources					
Principal	-	-	-	1	1
Vice/Assistant Principal	-	-	-	1	1
Classroom Teacher	-	-	-	21	21
Special Skills	-	-	-	-	-
Counselors	-	-	-	2	2
Educational Assistant	-	-	-	5	5
Instructional Facilitator	-	-	-	1	1
librarian	-	-	-	1	1
Nutrition	-	-	-	-	-
other	-	-	-	6	6
School level Funds					
General Fund	-	-	-	1,850,066	1,850,066
Title 1	-	-	-	-	-
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	-	-	-	-	-
Total	-	-	-	1,850,066	1,850,066

Total SBB Allocation				\$1,821,913
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,821,913
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$0
			Next year (2025) ...	\$1,821,913
			Total Difference	\$1,821,913
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		-
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$1,821,913
SBB Weights				
Base Weight				
All Students	1	\$3,600	388	\$1,397,400
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	0	\$0
ELL Weight				
ELL Weight	0.03	\$90	0	\$0
Mobility Weights				
Mobility	0.29	\$1,044	0	\$0
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	0	\$0
Incoming High Proficiency	0.1	\$360	0	\$0
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	0	\$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 this supplement are already above this "base" set of services.				\$424,513
SBB Allocations Total				\$1,821,913
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,694	\$0	\$4,694
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		100.00%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Germantown High

7653 Old Poplar Pike, Germantown, TN 38138

Grade Level: 9 - 12	School Type IGNITE School	Square Footage 272,375	Student Capacity 2,028	FY2023-24 Utilization 101	FCI: 14
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	1,947	1,809	1,755	1,714	(41)
Attendance Rate	93%	93%	93%	-	
Student Demographics					
Economically Disadvantaged	22%	26%	32%	32%	
Student with Disability	6%	6%	7%	7%	
English Language Learners	2%	2%	3%	3%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	5	6	6	7	1
Classroom Teacher	100	87	86	86	-
Special Skills	1	1	1	1	-
Counselors	6	6	6	6	-
Educational Assistant	9	10	10	10	-
Instructional Facilitator	1	1	1	1	-
librarian	2	2	2	2	-
Nutrition	-	-	-	-	-
other	59	21	22	22	-
School Level Funds					
General Fund	10,814,086	10,288,046	10,342,756	7,368,247	(2,974,509)
Title 1	570,692	808,441	655,026	730,300	75,274
IDEA, Part 1	209,733	209,733	209,733	374,537	164,804
Other Special Revenue & Federal Funds	10,814,086	247,325	341,940	1,077,449	735,509
Total	22,408,598	11,553,545	11,549,454	9,550,533	(1,998,921)

Total SBB Allocation				\$7,252,822
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$7,252,822
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$7,537,814
			Next year (2025) ...	\$7,252,822
			Total Difference	(\$284,992)
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		730,300
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$7,252,822
SBB Weights				
Base Weight				
All Students	1	\$3,600	1714	\$6,170,400
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	554	\$199,271
ELL Weight				
ELL Weight	0.03	\$90	45	\$4,020
Mobility Weights				
Mobility	0.29	\$1,044	80	\$83,865
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	1384	\$498,367
Incoming High Proficiency	0.1	\$360	330	\$118,673
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	119	\$98,175
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$80,051
SBB Allocations Total				\$7,252,822
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,232	\$4,295	(\$64)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-1.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Hamilton High

1363 Person, Memphis, TN 38106

Grade Level: 9 - 12	School Type SUPE School	Square Footage 336,151	Student Capacity 1,234	FY2023-24 Utilization 61	FCI: 9
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	625	672	612	573	(39)
Attendance Rate	93%	93%	90%	-	
Student Demographics					
Economically Disadvantaged	72%	79%	80%	80%	
Student with Disability	19%	17%	19%	19%	
English Language Learners	2%	2%	3%	3%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	3	3	3	3	-
Classroom Teacher	41	35	37	35	(2)
Special Skills	-	-	-	-	-
Counselors	2	2	2	2	-
Educational Assistant	14	14	12	11	(1)
Instructional Facilitator	2	3	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	28	18	17	17	-
School level Funds					
General Fund	4,515,754	4,606,459	4,544,112	2,675,179	(1,868,932)
Title 1	484,587	618,981	561,331	438,180	(123,151)
IDEA, Part 1	250,293	250,293	250,293	331,505	81,211
Other Special Revenue & Federal Funds	4,515,754	606,601	328,190	1,251,990	923,800
Total	9,766,388	6,082,335	5,683,926	4,696,854	(987,072)

Total SBB Allocation				\$2,633,617
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,633,617
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$2,672,307
			Next year (2025) ...	\$2,633,617
			Total Difference	(\$38,690)
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		438,180
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$2,633,617
SBB Weights				
Base Weight				
All Students	1	\$3,600	573	\$2,062,800
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	456	\$164,260
ELL Weight				
ELL Weight	0.03	\$90	18	\$1,592
Mobility Weights				
Mobility	0.29	\$1,044	100	\$104,635
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	552	\$198,872
Incoming High Proficiency	0.1	\$360	21	\$7,408
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	114	\$94,050
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$2,633,617
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,596	\$4,367	\$230
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		5.00%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Kingsbury High

1270 N. Graham, Memphis, TN 38122

Grade Level: 9 - 12 School Type: SUPE School Square Footage: 219,210 Student Capacity: 1,122 FY2023-24 Utilization: 114 FCI: 7

School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	1,347	1,292	1,310	1,320	10
Attendance Rate	86%	86%	88%	-	
Student Demographics					
Economically Disadvantaged	42%	45%	49%	49%	
Student with Disability	13%	10%	10%	10%	
English Language Learners	27%	29%	29%	29%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	5	5	4	5	1
Classroom Teacher	74	72	74	73	(1)
Special Skills	1	1	1	1	-
Counselors	5	5	4	4	-
Educational Assistant	14	15	12	12	-
Instructional Facilitator	3	4	4	3	(1)
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	59	20	20	18	(2)
School Level Funds					
General Fund	6,881,020	7,487,834	7,242,042	5,874,767	(1,367,275)
Title 1	856,778	1,117,313	764,973	739,680	(25,293)
IDEA, Part 1	201,208	201,208	201,208	228,503	27,295
Other Special Revenue & Federal Funds	6,881,020	9,464,328	651,960	1,362,949	710,989
Total	14,820,026	18,270,683	8,860,184	8,205,899	(654,285)

Total SBB Allocation			\$5,785,128
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$5,785,128
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ... \$5,544,497
			Next year (2025) ... \$5,785,128
		This comparison does not include "locked dollars"	Total Difference \$240,631
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	739,680
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$5,785,128
SBB Weights				
Base Weight				
All Students	1	\$3,600	1320	\$4,752,000
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	645	\$232,224
ELL Weight				
ELL Weight	0.03	\$90	383	\$34,493
Mobility Weights				
Mobility	0.29	\$1,044	171	\$178,185
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	1228	\$442,079
Incoming High Proficiency	0.1	\$360	92	\$33,121
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	137	\$113,025
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$5,785,128
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,383	\$4,232	\$150
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		3.43%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Kirby High

4080 Kirby Parkway, Memphis, TN 38115

Grade Level: 9 - 12 School Type: SUPE School Square Footage: 206,224 Student Capacity: 1,332 FY2023-24 Utilization: 81 FCI: 11

School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	807	846	635	652	17
Attendance Rate	93%	92%	88%	-	
Student Demographics					
Economically Disadvantaged	50%	59%	59%	59%	
Student with Disability	12%	10%	12%	12%	
English Language Learners	7%	7%	10%	10%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	4	4	4	4	-
Classroom Teacher	45	38	37	37	-
Special Skills	-	-	-	-	-
Counselors	4	4	4	4	-
Educational Assistant	14	13	11	8	(3)
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	30	19	16	15	(1)
School level Funds					
General Fund	6,062,312	5,210,965	5,009,961	2,989,987	(2,019,974)
Title 1	538,033	748,980	608,416	469,670	(138,746)
IDEA, Part 1	177,620	177,620	177,620	278,696	101,076
Other Special Revenue & Federal Funds	6,062,312	4,200,355	675,195	1,291,168	615,973
Total	12,840,277	10,337,920	6,471,192	5,029,521	(1,441,672)

Total SBB Allocation				\$2,939,948
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,887,692
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$52,256
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$3,195,596
			Next year (2025) ...	\$2,939,948
		This comparison does not include "locked dollars"	Total Difference	(\$255,648)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		469,670
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$2,887,692
SBB Weights				
Base Weight				
All Students	1	\$3,600	652	\$2,347,200
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	387	\$139,418
ELL Weight				
ELL Weight	0.03	\$90	67	\$6,062
Mobility Weights				
Mobility	0.29	\$1,044	93	\$96,768
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	588	\$211,637
Incoming High Proficiency	0.1	\$360	64	\$23,083
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	77	\$63,525
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$2,887,692
2 SBB Transition Supplements				\$52,256
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,509	\$5,032	(\$523)
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-11.61%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$52,256
SBB Transition Supplements TOTAL				\$52,256

Manassas High

1111 Manassas, Memphis, TN 38107

Grade Level: 9 - 12	School Type SUPE School	Square Footage 139,338	Student Capacity 659	FY2023-24 Utilization 77	FCI: 1
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	393	329	339	339	-
Attendance Rate	97%	93%	91%	-	
Student Demographics					
Economically Disadvantaged	68%	73%	71%	71%	
Student with Disability	13%	15%	14%	14%	
English Language Learners	0%	1%	0%	0%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	24	21	21	21	-
Special Skills	-	-	-	-	-
Counselors	1	3	2	2	-
Educational Assistant	11	10	8	8	-
Instructional Facilitator	2	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	21	10	10	13	3
School Level Funds					
General Fund	2,931,814	2,686,511	2,983,598	1,761,233	(1,222,365)
Title 1	276,692	331,186	278,303	245,220	(33,083)
IDEA, Part 1	188,046	188,046	188,046	187,313	(733)
Other Special Revenue & Federal Funds	2,931,814	361,962	233,212	950,848	717,636
Total	6,328,365	3,567,706	3,683,160	3,144,615	(538,545)

Total SBB Allocation				\$1,732,449
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,732,449
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$1,752,892
			Next year (2025) ...	\$1,732,449
			Total Difference	(\$20,443)
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		245,220
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$1,732,449
SBB Weights				
Base Weight				
All Students	1	\$3,600	339	\$1,220,400
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	239	\$86,067
ELL Weight				
ELL Weight	0.03	\$90	1	\$84
Mobility Weights				
Mobility	0.29	\$1,044	53	\$55,672
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	320	\$115,040
Incoming High Proficiency	0.1	\$360	19	\$7,000
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	48	\$39,600
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$208,586
SBB Allocations Total				\$1,732,449
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,110	\$5,171	(\$60)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-1.18%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Melrose High

2870 Deadrick, Memphis, TN 38114

Grade Level: 9 - 12	School Type SUPE School	Square Footage 280,000	Student Capacity 1,123	FY2023-24 Utilization 53	FCI: 17
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	752	690	706	660	(46)
Attendance Rate	80%	81%	77%	-	
Student Demographics					
Economically Disadvantaged	68%	75%	77%	77%	
Student with Disability	11%	10%	10%	10%	
English Language Learners	4%	5%	4%	4%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	3	4	3	3	-
Classroom Teacher	42	31	34	34	-
Special Skills	-	-	-	-	-
Counselors	2	2	2	2	-
Educational Assistant	8	7	9	9	-
Instructional Facilitator	2	2	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	28	13	16	13	(3)
School level Funds					
General Fund	3,991,362	3,921,423	4,488,883	3,036,230	(1,452,653)
Title 1	550,934	743,437	567,311	451,580	(115,731)
IDEA, Part 1	34,043	34,043	34,043	-	(34,043)
Other Special Revenue & Federal Funds	3,991,362	129,426	247,315	800,219	552,903
Total	8,567,701	4,828,329	5,337,553	4,288,029	(1,049,524)

Total SBB Allocation				\$2,989,627
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,989,627
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$3,027,683
			Next year (2025) ...	\$2,989,627
		This comparison does not include "locked dollars"	Total Difference	(\$38,056)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		451,580
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$2,989,627
SBB Weights				
Base Weight				
All Students	1	\$3,600	660	\$2,376,000
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	507	\$182,437
ELL Weight				
ELL Weight	0.03	\$90	29	\$2,575
Mobility Weights				
Mobility	0.29	\$1,044	125	\$130,790
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	635	\$228,529
Incoming High Proficiency	0.1	\$360	25	\$9,071
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	73	\$60,225
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$2,989,627
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,530	\$4,289	\$241
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		5.33%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Mitchell High

658 Mitchell, Memphis, TN 38109

Grade Level: 9 - 12 School Type: SUPE School Square Footage: 117,630 Student Capacity: 951 FY2023-24 Utilization: 55 FCI: 5

School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	421	381	375	387	12
Attendance Rate	91%	94%	95%	-	
Student Demographics					
Economically Disadvantaged	68%	75%	80%	80%	
Student with Disability	15%	12%	13%	13%	
English Language Learners	0%	0%	0%	0%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	22	22	20	19	(1)
Special Skills	-	-	-	-	-
Counselors	2	2	2	2	-
Educational Assistant	7	7	4	4	-
Instructional Facilitator	1	1	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	20	10	13	10	(3)
School level Funds					
General Fund	3,031,182	2,746,209	2,631,733	1,852,232	(779,501)
Title 1	294,538	358,187	286,431	237,180	(49,251)
IDEA, Part 1	49,692	49,692	49,692	89,430	39,738
Other Special Revenue & Federal Funds	3,031,182	1,281,256	225,286	950,198	724,911
Total	6,406,594	4,435,344	3,193,142	3,129,040	(64,102)

Total SBB Allocation				\$1,821,913
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,821,913
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$1,844,785
			Next year (2025) ...	\$1,821,913
			Total Difference	(\$22,872)
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		237,180
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$1,821,913
SBB Weights				
Base Weight				
All Students	1	\$3,600	387	\$1,393,200
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	310	\$111,456
ELL Weight				
ELL Weight	0.03	\$90	1	\$97
Mobility Weights				
Mobility	0.29	\$1,044	25	\$25,621
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	355	\$127,891
Incoming High Proficiency	0.1	\$360	32	\$11,429
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	49	\$40,425
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$111,794
SBB Allocations Total				\$1,821,913
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,708	\$4,919	(\$212)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-4.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Oakhaven High

3125 Ladbrook Rd., Memphis, TN 38118

Grade Level: 9 - 12 School Type: IGNITE School Square Footage: 152,940 Student Capacity: 534 FY2023-24 Utilization: 68 FCI: 11

School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	395	385	385	391	6
Attendance Rate	96%	96%	96%	-	
Student Demographics					
Economically Disadvantaged	57%	63%	71%	71%	
Student with Disability	10%	11%	10%	10%	
English Language Learners	6%	9%	8%	8%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	22	21	22	21	(1)
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	2	1	-	-	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	14	7	9	9	-
School level Funds					
General Fund	2,566,268	2,265,646	2,579,488	1,851,252	(728,236)
Title 1	280,940	360,901	301,389	243,210	(58,179)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,566,268	6,355,993	1,528,839	2,166,891	638,052
Total	5,413,475	8,982,541	4,409,716	4,261,353	(148,363)

Total SBB Allocation				\$1,821,913
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,821,913
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$1,845,327
			Next year (2025) ...	\$1,821,913
			Total Difference	(\$23,414)
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		243,210
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$1,821,913
SBB Weights				
Base Weight				
All Students	1	\$3,600	391	\$1,407,600
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	276	\$99,249
ELL Weight				
ELL Weight	0.03	\$90	32	\$2,925
Mobility Weights				
Mobility	0.29	\$1,044	42	\$44,155
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	322	\$115,887
Incoming High Proficiency	0.1	\$360	69	\$24,873
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	37	\$30,525
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$96,700
SBB Allocations Total				\$1,821,913
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,660	\$4,793	(\$133)
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-2.86%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Overton High

1770 Lanier, Memphis, TN 38117

Grade Level: 9 - 12	School Type SUPE School	Square Footage 177,940	Student Capacity 1,289	FY2023-24 Utilization 93	FCI: 8
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	1,339	1,412	1,472	1,506	34
Attendance Rate	87%	87%	89%	-	
Student Demographics					
Economically Disadvantaged	47%	49%	57%	57%	
Student with Disability	10%	9%	8%	8%	
English Language Learners	18%	18%	19%	19%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	4	4	4	4	-
Classroom Teacher	77	70	72	78	6
Special Skills	5	5	5	5	-
Counselors	4	4	4	4	-
Educational Assistant	6	6	6	6	-
Instructional Facilitator	2	2	2	2	-
librarian	2	2	2	2	-
Nutrition	-	-	-	-	-
other	46	23	28	25	(3)
School Level Funds					
General Fund	7,956,820	7,946,409	17,161,914	6,616,827	(10,545,087)
Title 1	874,545	1,206,152	828,386	923,930	95,544
IDEA, Part 1	148,320	148,320	148,320	118,732	(29,588)
Other Special Revenue & Federal Funds	7,956,820	425,300	273,021	821,359	548,338
Total	16,936,504	9,726,180	18,411,641	8,480,848	(9,930,793)

Total SBB Allocation			\$6,515,256
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$6,515,256
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your " 2024 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ... \$6,201,057
			Next year (2025) ... \$6,515,256
		This comparison does not include "locked dollars"	Total Difference \$314,199
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	923,930
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$6,515,256
SBB Weights				
Base Weight				
All Students	1	\$3,600	1506	\$5,421,600
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	862	\$310,427
ELL Weight				
ELL Weight	0.03	\$90	284	\$25,567
Mobility Weights				
Mobility	0.29	\$1,044	112	\$116,502
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	1314	\$473,204
Incoming High Proficiency	0.1	\$360	192	\$68,956
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	120	\$99,000
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$6,515,256
2 SBB Transition Supplements				\$0
SCS Staffing Supplement				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,326	\$4,213	\$114
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		2.62%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Raleigh-Egypt High
3970 Voltaire, Memphis, TN 38128

Grade Level: 6-12 School Type: IGNITE School Square Footage: 145,850 Student Capacity: 1,095 FY2023-24 Utilization: 83 FCI: 18

School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
6-12	657	695	719	820	101
Attendance Rate	88%	91%	89%	-	
Student Demographics					
Economically Disadvantaged	63%	67%	71%	71%	
Student with Disability	16%	13%	12%	12%	
English Language Learners	2%	3%	5%	5%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	3	1
Classroom Teacher	35	34	35	38	3
Special Skills	-	-	-	-	-
Counselors	2	2	2	3	1
Educational Assistant	8	8	8	8	-
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	34	14	15	13	(2)
School level Funds					
General Fund	3,956,992	4,872,142	12,634,183	3,710,195	(8,923,988)
Title 1	486,042	685,059	551,304	504,510	(46,794)
IDEA, Part 1	135,709	135,709	135,709	134,963	(746)
Other Special Revenue & Federal Funds	3,956,992	481,774	290,173	953,021	662,848
Total	8,535,734	6,174,684	13,611,369	5,302,689	(8,308,680)

Total SBB Allocation				\$3,653,404
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,653,404
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$3,063,325
			Next year (2025) ...	\$3,653,404
			Total Difference	\$590,079
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		504,510
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$3,653,404
SBB Weights				
Base Weight				
All Students	1	\$3,600	820	\$2,952,000
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	578	\$208,164
ELL Weight				
ELL Weight	0.03	\$90	39	\$3,510
Mobility Weights				
Mobility	0.29	\$1,044	120	\$125,230
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	725	\$260,965
Incoming High Proficiency	0.1	\$360	95	\$34,235
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	84	\$69,300
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 this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$3,653,404
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,455	\$4,261	\$195
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		4.37%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Ridgeway High

2009 Ridgeway Rd, Memphis, TN 38119

Grade Level: 9 - 12 School Type: IGNITE School Square Footage: 247,000 Student Capacity: 1,330 FY2023-24 Utilization: 94 FCI: 6

School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	852	801	802	774	(28)
Attendance Rate	88%	90%	91%	-	
Student Demographics					
Economically Disadvantaged	38%	43%	54%	54%	
Student with Disability	10%	9%	8%	8%	
English Language Learners	3%	3%	4%	4%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	3	3	3	3	-
Classroom Teacher	47	40	39	39	-
Special Skills	-	-	-	1	1
Counselors	4	4	4	3	(1)
Educational Assistant	7	10	7	8	1
Instructional Facilitator	2	2	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	25	10	10	9	(1)
School level Funds					
General Fund	5,417,683	4,797,060	4,877,178	3,455,196	(1,421,982)
Title 1	502,239	575,243	455,245	455,600	355
IDEA, Part 1	237,801	237,801	237,801	265,871	28,070
Other Special Revenue & Federal Funds	5,417,683	216,967	317,325	981,714	664,389
Total	11,575,405	5,827,071	5,887,549	5,158,381	(729,168)

Total SBB Allocation			\$3,399,480
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,399,480
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ... \$3,349,610
			Next year (2025) ... \$3,399,480
		This comparison does not include "locked dollars"	Total Difference \$49,870
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	455,600
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$3,399,480
SBB Weights				
Base Weight				
All Students	1	\$3,600	774	\$2,786,400
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	418	\$150,569
ELL Weight				
ELL Weight	0.03	\$90	31	\$2,769
Mobility Weights				
Mobility	0.29	\$1,044	45	\$47,425
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	653	\$235,060
Incoming High Proficiency	0.1	\$360	121	\$43,580
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	65	\$53,625
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$80,051
SBB Allocations Total				\$3,399,480
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,392	\$4,177	\$216
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		4.91%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Sheffield High

4315 Sheffield Avenue Memphis, TN 38118

Grade Level: 9 - 12	School Type SUPE School	Square Footage 193,236	Student Capacity 991	FY2023-24 Utilization 76	FCI: 11
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	537	497	519	535	16
Attendance Rate	97%	88%	85%	-	
Student Demographics					
Economically Disadvantaged	54%	57%	55%	55%	
Student with Disability	13%	13%	12%	12%	
English Language Learners	27%	33%	32%	32%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	32	29	29	32	3
Special Skills	-	-	-	-	-
Counselors	2	2	2	2	-
Educational Assistant	7	7	7	8	1
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	23	12	19	14	(5)
School level Funds					
General Fund	3,464,439	3,038,001	3,118,192	2,403,056	(715,136)
Title 1	373,461	442,413	360,834	320,260	(40,574)
IDEA, Part 1	86,755	86,755	86,755	214,998	128,243
Other Special Revenue & Federal Funds	3,464,439	172,890	284,452	1,116,550	832,098
Total	7,389,094	3,740,059	3,850,233	4,054,864	204,631

Total SBB Allocation				\$2,363,655
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,363,655
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$2,212,112
			Next year (2025) ...	\$2,363,655
		This comparison does not include "locked dollars"	Total Difference	\$151,543
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		320,260
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$2,363,655
SBB Weights				
Base Weight				
All Students	1	\$3,600	535	\$1,926,000
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	293	\$105,505
ELL Weight				
ELL Weight	0.03	\$90	173	\$15,578
Mobility Weights				
Mobility	0.29	\$1,044	71	\$74,472
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	511	\$183,994
Incoming High Proficiency	0.1	\$360	24	\$8,606
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	60	\$49,500
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$2,363,655
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,418	\$4,262	\$156
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		3.53%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Southwind High

7900 East Shelby Dr., Memphis, TN 38125

Grade Level: 9 - 12	School Type SUPE School	Square Footage 326,926	Student Capacity 2,155	FY2023-24 Utilization 69	FCI: 1
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	1,463	1,507	1,604	1,639	35
Attendance Rate	88%	94%	93%	-	
Student Demographics					
Economically Disadvantaged	32%	42%	49%	49%	
Student with Disability	10%	9%	8%	8%	
English Language Learners	4%	4%	4%	4%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	4	5	5	6	1
Classroom Teacher	82	72	73	75	2
Special Skills	-	-	-	-	-
Counselors	5	5	4	5	1
Educational Assistant	9	12	11	11	-
Instructional Facilitator	1	3	3	3	-
librarian	2	2	3	2	(1)
Nutrition	-	-	-	-	-
other	50	15	15	16	1
School Level Funds					
General Fund	8,039,494	7,917,891	8,395,235	7,120,119	(1,275,116)
Title 1	727,057	907,276	754,112	900,480	146,368
IDEA, Part 1	116,764	116,764	116,764	217,462	100,697
Other Special Revenue & Federal Funds	8,039,494	2,670,793	1,134,203	1,098,967	(35,236)
Total	16,922,810	11,612,725	10,400,314	9,337,028	(1,063,286)

Total SBB Allocation			\$7,010,107
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$7,010,107
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ... \$6,713,568
			Next year (2025) ... \$7,010,107
		This comparison does not include "locked dollars"	Total Difference \$296,539
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	900,480
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$7,010,107
SBB Weights				
Base Weight				
All Students	1	\$3,600	1639	\$5,900,400
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	802	\$288,681
ELL Weight				
ELL Weight	0.03	\$90	64	\$5,795
Mobility Weights				
Mobility	0.29	\$1,044	115	\$120,416
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	1433	\$515,769
Incoming High Proficiency	0.1	\$360	206	\$74,271
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	127	\$104,775
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$7,010,107
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,277	\$4,186	\$92
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		2.14%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Trezevant High

3350 Trezevant, Memphis, TN 38127

Grade Level: 9 - 12	School Type SUPE School	Square Footage 269,765	Student Capacity 1,414	FY2023-24 Utilization 44	FCI: 19
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	512	487	521	736	215
Attendance Rate	92%	92%	87%	-	
Student Demographics					
Economically Disadvantaged	68%	76%	77%	77%	
Student with Disability	21%	25%	18%	18%	
English Language Learners	0%	0%	1%	1%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	3	1
Classroom Teacher	25	28	28	39	11
Special Skills	-	-	-	-	-
Counselors	2	2	2	3	1
Educational Assistant	8	12	12	10	(2)
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	21	16	16	14	(2)
School level Funds					
General Fund	3,343,229	2,878,739	4,907,308	3,416,468	(1,490,840)
Title 1	345,154	486,671	425,594	371,180	(54,414)
IDEA, Part 1	150,399	150,399	150,399	186,159	35,759
Other Special Revenue & Federal Funds	3,343,229	644,762	591,304	1,158,529	567,225
Total	7,182,011	4,160,571	6,074,605	5,132,335	(942,269)

Total SBB Allocation				\$3,365,162
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,365,162
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$2,214,508
			Next year (2025) ...	\$3,365,162
			Total Difference	\$1,150,654
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		371,180
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$3,365,162
SBB Weights				
Base Weight				
All Students	1	\$3,600	736	\$2,649,600
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	566	\$203,778
ELL Weight				
ELL Weight	0.03	\$90	7	\$602
Mobility Weights				
Mobility	0.29	\$1,044	162	\$169,496
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	685	\$246,727
Incoming High Proficiency	0.1	\$360	51	\$18,233
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	93	\$76,725
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$3,365,162
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,572	\$4,250	\$322
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		7.04%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Westwood High

4480 Westmont Avenue Memphis, TN 38109

Grade Level: 9 - 12	School Type SUPE School	Square Footage 181,342	Student Capacity 1,003	FY2023-24 Utilization 33	FCI: 42
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	357	301	314	298	(16)
Attendance Rate	95%	95%	94%	-	
Student Demographics					
Economically Disadvantaged	65%	74%	78%	78%	
Student with Disability	19%	20%	18%	18%	
English Language Learners	1%	0%	0%	0%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	2	2	-
Classroom Teacher	20	17	20	21	1
Special Skills	-	-	-	-	-
Counselors	2	1	2	2	-
Educational Assistant	8	7	7	7	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	17	11	12	9	(3)
School level Funds					
General Fund	2,569,710	2,416,129	6,132,067	1,758,099	(4,373,968)
Title 1	252,882	270,598	249,864	218,420	(31,444)
IDEA, Part 1	147,706	147,706	147,706	210,602	62,896
Other Special Revenue & Federal Funds	2,569,710	3,411,544	3,260,971	1,962,872	(1,298,099)
Total	5,540,009	6,245,977	9,790,608	4,149,993	(5,640,615)

Total SBB Allocation				\$1,732,449
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,732,449
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars) This comparison does not include "locked dollars"	ThisYear (2024) ...	\$1,751,604
			Next year (2025) ...	\$1,732,449
			Total Difference	(\$19,155)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		218,420
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$1,732,449
SBB Weights				
Base Weight				
All Students	1	\$3,600	298	\$1,072,800
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	234	\$84,128
ELL Weight				
ELL Weight	0.03	\$90	1	\$82
Mobility Weights				
Mobility	0.29	\$1,044	55	\$57,436
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	282	\$101,608
Incoming High Proficiency	0.1	\$360	16	\$5,672
Increments for Locked Students				
SWD Self-Contained	0.2	\$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 this supplement are already above this "base" set of services.				\$363,698
SBB Allocations Total				\$1,732,449
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,814	\$5,578	\$235
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		4.05%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

White Station High

514 S. Perkins Memphis, TN 38117

Grade Level: 9 - 12	School Type SOAR School	Square Footage 247,624	Student Capacity 1,991	FY2023-24 Utilization 109	FCI: 9
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	1,998	1,832	1,924	1,969	45
Attendance Rate	92%	94%	94%	-	
Student Demographics					
Economically Disadvantaged	18%	23%	29%	29%	
Student with Disability	8%	8%	8%	8%	
English Language Learners	3%	3%	5%	5%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	5	5	4	5	1
Classroom Teacher	101	94	94	96	2
Special Skills	6	6	6	6	-
Counselors	5	5	5	5	-
Educational Assistant	13	14	13	14	1
Instructional Facilitator	2	1	2	3	1
librarian	2	2	2	2	-
Nutrition	-	-	-	-	-
other	46	13	14	15	1
School Level Funds					
General Fund	12,044,072	10,420,706	10,330,805	8,365,377	(1,965,428)
Title 1	519,804	621,682	10,415	708,860	698,445
IDEA, Part 1	456,838	503,103	503,103	380,752	(122,350)
Other Special Revenue & Federal Funds	12,044,072	1,625,266	328,768	1,023,947	695,179
Total	25,064,785	13,170,756	11,173,091	10,478,937	(694,154)

Total SBB Allocation				\$8,219,574
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$8,219,574
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$8,094,495
			Next year (2025) ...	\$8,219,574
			Total Difference	\$125,079
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		708,860
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$8,219,574
SBB Weights				
Base Weight				
All Students	1	\$3,600	1969	\$7,088,400
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	570	\$205,248
ELL Weight				
ELL Weight	0.03	\$90	95	\$8,521
Mobility Weights				
Mobility	0.29	\$1,044	84	\$88,114
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	1062	\$382,342
Incoming High Proficiency	0.1	\$360	907	\$326,498
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	146	\$120,450
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$8,219,574

2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,174	\$4,207	(\$33)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		-0.78%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Whitehaven High

4851 Elvis Presley Blvd. Memphis, TN 38116

Grade Level: 9 - 12	School Type SOAR School	Square Footage 212,776	Student Capacity 1,465	FY2023-24 Utilization 120	FCI: 8
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	1,522	1,623	1,635	1,482	(153)
Attendance Rate	93%	93%	92%	-	
Student Demographics					
Economically Disadvantaged	47%	49%	61%	61%	
Student with Disability	8%	8%	8%	8%	
English Language Learners	1%	2%	2%	2%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	7	7	7	7	-
Classroom Teacher	86	72	78	77	(1)
Special Skills	3	3	3	3	-
Counselors	4	4	4	4	-
Educational Assistant	7	7	9	6	(3)
Instructional Facilitator	2	2	2	2	-
librarian	2	2	2	2	-
Nutrition	-	-	-	-	-
other	70	18	23	19	(4)
School Level Funds					
General Fund	9,136,220	8,729,219	9,574,689	6,730,369	(2,844,320)
Title 1	1,105,950	1,394,103	965,067	957,430	(7,637)
IDEA, Part 1	38,102	38,102	38,102	152,364	114,262
Other Special Revenue & Federal Funds	9,136,220	1,936,622	400,204	1,040,592	640,389
Total	19,416,492	12,098,046	10,978,062	8,880,756	(2,097,306)

Total SBB Allocation				\$6,629,597
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$6,629,597
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$6,800,137
			Next year (2025) ...	\$6,629,597
			Total Difference	(\$170,540)
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		957,430
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$6,629,597
SBB Weights				
Base Weight				
All Students	1	\$3,600	1482	\$5,335,200
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	904	\$325,275
ELL Weight				
ELL Weight	0.03	\$90	36	\$3,270
Mobility Weights				
Mobility	0.29	\$1,044	82	\$85,753
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	1032	\$371,624
Incoming High Proficiency	0.1	\$360	450	\$161,896
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	129	\$106,425
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$240,153
SBB Allocations Total				\$6,629,597
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,473	\$4,159	\$314
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		7.03%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0

Wooddale High

5151 Scottsdale Memphis, TN 38118

Grade Level: 9 - 12	School Type SUPE School	Square Footage 263,513	Student Capacity 1,234	FY2023-24 Utilization 71	FCI: 5
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School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Adopted	FY24 vs. FY25 Variance
Enrollment					
9 - 12	665	647	592	577	(15)
Attendance Rate	96%	93%	84%	-	
Student Demographics					
Economically Disadvantaged	51%	59%	55%	55%	
Student with Disability	11%	11%	10%	10%	
English Language Learners	14%	19%	19%	19%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	3	3	3	2	(1)
Classroom Teacher	38	39	30	31	1
Special Skills	1	2	1	1	-
Counselors	2	3	3	2	(1)
Educational Assistant	9	7	5	6	1
Instructional Facilitator	2	2	1	3	2
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	27	17	17	13	(4)
School Level Funds					
General Fund	4,760,390	5,154,842	4,248,076	2,607,151	(1,640,926)
Title 1	453,844	619,912	499,480	423,440	(76,040)
IDEA, Part 1	134,874	134,874	134,874	93,477	(41,397)
Other Special Revenue & Federal Funds	4,760,390	4,393,723	828,485	1,419,701	591,216
Total	10,109,497	10,303,350	5,710,915	4,543,768	(1,167,147)

Total SBB Allocation				\$2,565,579
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,565,579
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$2,476,146
			Next year (2025) ...	\$2,565,579
			Total Difference	\$89,433
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		423,440
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

Section B: Detailed Breakdown

1 SBB Allocations				\$2,565,579
SBB Weights				
Base Weight				
All Students	1	\$3,600	577	\$2,077,200
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	315	\$113,302
ELL Weight				
ELL Weight	0.03	\$90	109	\$9,773
Mobility Weights				
Mobility	0.29	\$1,044	104	\$108,084
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	552	\$198,783
Incoming High Proficiency	0.1	\$360	25	\$8,937
Increments for Locked Students				
SWD Self-Contained	0.2	\$825	60	\$49,500
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$2,565,579
2 SBB Transition Supplements				\$0
SCS 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
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,446	\$4,183	\$264
If you are receiving a transition subsidy , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		5.93%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0



SBB Allocations by District

District 1 Commissioner Michelle Robinson Mckissack		District 2 Commissioner Althea Greene		District 3 Commissioner Stephanie P. Love	
School Name	SBB Allocation	School Name	SBB Allocation	School Name	SBB Allocation
Belle Forest Community School	5,093,540.67	Bolton High	2,822,987.87	Delano Elementary	1,547,483.66
Brownsville Road Elementary	2,504,652.96	Colonial Middle	4,787,895.29	E. E. Jeter School	2,958,371.87
Bruce Elementary	2,388,992.68	Craigmont Middle	2,372,555.22	Egypt Elementary	2,405,473.15
Caldwell Guthrie School	2,957,178.73	Douglass High	2,902,646.40	Frayser-Corning Elementary	1,926,439.06
Central High	5,586,753.74	Douglass School	3,043,508.86	Georgian Hills Elementary	1,522,544.01
Downtown Elementary	3,698,195.44	East High	3,988,603.81	Georgian Hills Middle	1,489,362.02
Idlewild Elementary	3,206,810.59	Grahamwood Elementary	4,415,374.18	Grandview Heights Middle Schoc	1,739,728.17
LaRose Elementary	1,822,061.77	Jackson Elementary	1,629,104.74	Hawkins Mill Elementary	1,709,864.49
Peabody Elementary	1,775,201.82	Kingsbury Elementary	2,416,798.92	Keystone Elementary	1,954,368.67
Rozelle Elementary	1,385,362.31	Kingsbury High	5,874,766.99	Lucie E. Campbell Elementary	2,920,861.06
Snowden School	6,201,109.70	Kingsbury Middle	2,214,464.42	Lucy Elementary	1,467,989.58
Westside Elementary	1,709,829.95	Manassas High	1,761,233.28	Northaven Elementary	1,653,531.45
		Raleigh-Bartlett Meadows Elementary	2,026,732.84	Raleigh-Egypt High	3,710,194.58
		Springdale Elementary	1,493,958.47	Raleigh-Egypt Middle	2,143,921.19
		Treadwell Elementary	4,596,817.72	Sea Isle Elementary	2,186,747.38
		Treadwell Middle School	3,038,953.77	Trezevant High	3,416,467.70
		Vollentine Elementary	1,551,787.02	Whitney Elementary	1,631,904.06
		Wells Station Elementary	3,204,585.45	Woodstock Middle School	1,481,642.04
		William Herbert Brewster Elementary School	2,349,454.19		



SBB Allocations by District

District 4 Commissioner Kevin Woods		District 5 Commissioner Mauricio Calvo		District 6 Commissioner Keith Williams	
School Name	SBB Allocation	School Name	SBB Allocation	School Name	SBB Allocation
Germanshire Elementary	3,595,423.64	Balmoral/Ridgeway Elementary	1,630,624.66	A. B. Hill Elementary	2,463,835.63
Germantown Elementary	2,798,097.37	Bethel Grove Elementary	1,466,989.80	Chickasaw Middle	1,606,639.84
Germantown High	7,368,247.18	Chimneyrock Elementary School	4,677,767.93	Craigmont High	4,359,912.75
Germantown Middle	3,062,436.22	Cordova Elementary	3,688,230.91	Cummings School	2,550,972.79
Hickory Ridge Middle	4,007,766.57	Cordova High School	9,308,338.90	Double Tree Elementary	1,776,746.05
Highland Oaks Elementary	3,593,835.66	Cordova Middle	2,834,826.10	Fairley High	1,850,066.25
Highland Oaks Middle	2,529,094.21	Dexter Elementary	6,094,969.17	Ford Road Elementary	2,572,029.31
Kirby High	2,989,986.92	Macon-Hall Elementary	5,532,036.89	Geeter School	2,971,129.94
Lowrance School	4,006,257.16	Mt. Pisgah Middle	2,459,453.29	Havenview Middle	3,406,701.13
Oak Forest Elementary	1,903,376.86	Riverwood Elementary School	4,964,816.14	Holmes Road Elementary	3,509,420.84
Ross Elementary	2,879,994.98			J. P. Freeman Elementary	3,044,856.91
Southwind Elementary	3,030,554.20			Levi Elementary	2,179,366.09
Southwind High	7,120,118.81			Mitchell High	1,852,231.69
Winridge Elementary	2,190,654.37			Riverview Elementary	2,802,289.91
				Westhaven Elementary	3,289,488.86
				Westwood High	1,758,098.61
				Whitehaven Elementary	2,071,687.85
				Whitehaven High	6,730,369.05



SBB Allocations by District

District 7 Commissioner Frank Johnson		District 8 Commissioner Amber Huett-Garcia		District 9 Commissioner Joyce Coleman	
School Name	SBB Allocation	School Name	SBB Allocation	School Name	SBB Allocation
A. Maceo Walker Middle	2,990,149.40	Bellevue Middle	2,674,181.15	B. T. Washington High	3,137,335.22
Alcy Elementary	3,772,929.20	Kate Bond Elementary School	3,904,352.32	Barrets Chapel School	2,873,808.86
American Way Middle	2,925,495.88	Kate Bond Middle School	4,279,320.83	Berclair Elementary	2,915,094.29
Cromwell Elementary	2,203,307.41	Richland Elementary	4,478,284.12	Cherokee Elementary	1,820,948.89
Crump Elementary	2,560,014.48	Shelby Oaks Elementary	3,733,137.49	Dunbar Elementary	1,383,889.57
Gardenview Elementary	1,477,170.55	White Station Elementary	3,593,794.59	Evans Elementary	2,179,944.79
Getwell Elementary	2,503,761.42	White Station High	8,365,377.03	Fox Meadows Elementary	2,348,952.34
Hamilton High	2,675,179.21	White Station Middle	4,639,698.49	Hanley Elementary	3,226,233.87
Hamilton School	3,323,469.79			Maxine Smith STEAM Academy	1,901,117.65
Hickory Ridge Elementary	3,124,748.57			Melrose High	3,036,230.21
Oakhaven Elementary	2,679,958.96			Newberry Elementary	1,930,745.63
Oakhaven High	1,851,251.99			Overton High	6,616,826.82
Oakhaven Middle	1,485,077.97			Parkway Village Elementary	4,064,141.67
Oakshire Elementary	1,905,771.64			Ridgeway High	3,455,196.05
Robert R. Church Elementary	2,846,016.61			Ridgeway Middle	2,514,575.80
Sheffield Elementary	2,529,345.07			Scenic Hills Elementary	1,629,133.46
Sheffield High	2,403,056.12			Sharpe Elementary	1,710,180.49
Winchester Elementary	2,063,811.56			Sherwood Elementary	2,656,747.26
				Sherwood Middle	3,494,563.72
				South Park Elementary	2,385,132.36
				Willow Oaks Elementary	3,124,283.64
				Wooddale High	2,607,150.73



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IV. DEBT RETIREMENT SCHEDULE

Outstanding Debt

Memphis-Shelby County Schools does not have legal authority to issue general obligation debt and relies upon Shelby County Government for financing its capital needs.

Memphis-Shelby County Schools does not have any long-term debt obligations.





V. PROPERTY CLASSIFICATIONS AND ASSESSED PROPERTY VALUE

i. Assessed Value and Estimated Actual Value of Taxable Property

Shelby County, Tennessee

<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>
2013	2012	10,649,905,970	5,660,543,555	1,438,945,120	1,098,465,902
2014 (d)	2013	9,588,110,655	5,919,308,700	1,533,153,805	1,125,314,171
2015	2014	9,553,959,920	5,650,054,415	1,473,774,000	1,289,100,925
2016	2015	9,595,800,610	5,701,519,115	1,426,582,015	1,215,978,130
2017	2016	9,658,521,795	5,751,939,895	1,461,401,325	1,230,992,434
2018 (d)	2017	10,678,297,610	6,763,926,870	1,521,169,795	1,284,144,752
2019	2018	10,746,690,380	6,775,006,250	1,569,997,235	1,279,368,476
2020	2019	10,854,705,952	6,853,808,465	1,491,687,060	1,205,125,763
2021	2020	10,937,574,967	6,829,477,860	1,527,218,650	1,294,911,983
2022 (d)	2021	14,073,220,564	8,078,959,390	1,790,947,875	1,566,421,453

(a) Public Utilities information is based on information received from the State of Tennessee Comptroller of the Treasury assessments.

(b) Assessed value is the most current tax year value prepared by the County Assessor of Property as of April 20 prior to the beginning of each fiscal year.

(c) The State of Tennessee tax statutes classify property as follows for computing assessed valuations:

Real Estate-Residential and Farms	25% of actual value
Real Estate-Commercial and Industrial	40% of actual value
Personal Property-Commercial and Industrial	30% of actual value
Public Utilities	55% of actual value

(d) The effect of property reappraisals are reflected in FY 2014, 2018 and 2022 amounts.

*** Note – Tax information reflects the latest available data at the time of publication.**

**Revenue Capacity Information
Assessed and Estimated Value of Taxable Property
Last Ten Fiscal Years**

Total Taxable Assessed Value	Total Direct Tax Rate	Estimated Actual Taxable Value	Assessed Value as a Percentage of Actual Value (c)
18,847,860,547	4.02	63,834,911,731	29.53%
18,165,887,331	4.38	60,586,935,365	29.98%
17,966,889,260	4.37	59,884,233,964	30.00%
17,939,879,870	4.37	59,897,289,027	29.95%
18,102,855,449	4.37	60,418,966,162	29.96%
20,247,539,027	4.11	67,338,526,740	30.07%
20,371,062,341	4.05	67,794,202,302	30.05%
20,405,327,240	4.05	68,050,683,051	29.99%
20,589,183,460	4.05	68,491,786,924	30.06%
25,509,549,282	3.45	85,606,262,905	29.80%

* Note – Tax information reflects the latest available data at the time of publication.

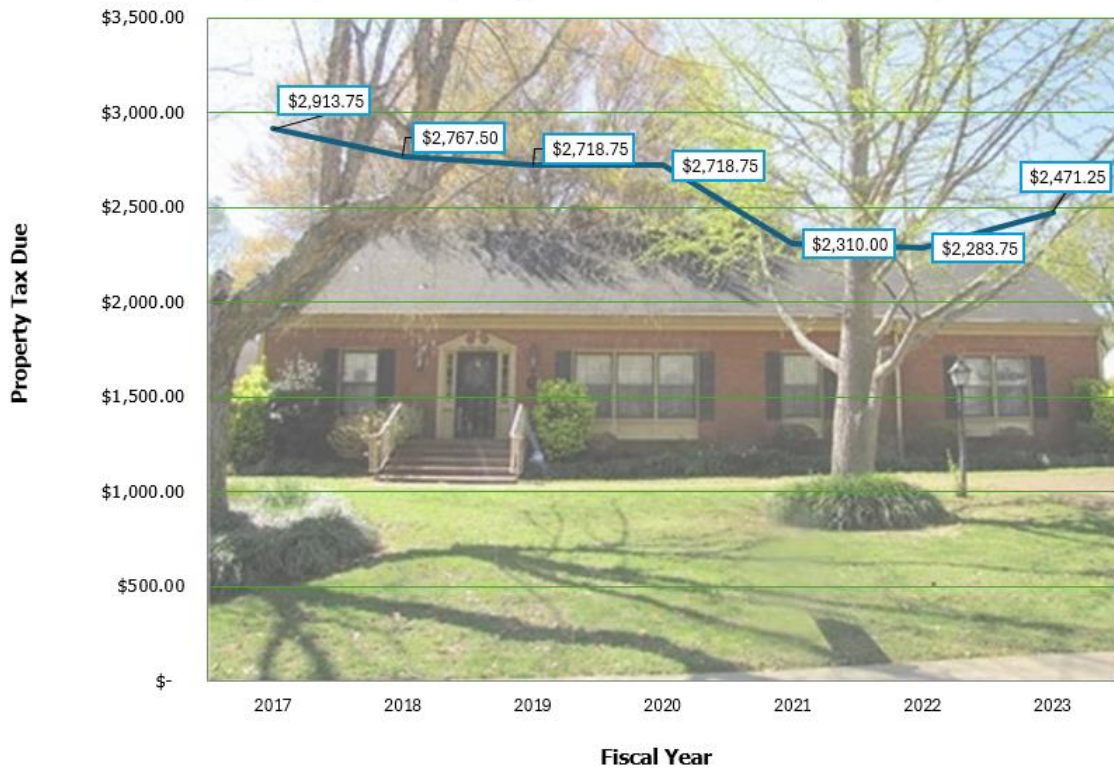




ii. Impact on Taxpayers

Fiscal Year	2017	2018	2019	2020	2021	2022	2023
Market value of a home	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000
Appraised % of market value	25%	25%	25%	25%	25%	25%	25%
Taxable value	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500
Property tax rate assessed							
City of Memphis	\$ 3.40	\$ 3.27	\$ 3.20	\$ 3.20	\$ 2.71	\$ 2.70	\$ 3.20
Shelby County	4.37	4.11	4.05	4.05	3.45	3.39	3.39
Total Combined Tax Rate	\$ 7.77	\$ 7.38	\$ 7.25	\$ 7.25	\$ 6.16	\$ 6.09	\$ 6.59
Property tax due	\$2,913.75	\$2,767.50	\$2,718.75	\$2,718.75	\$2,310.00	\$2,283.75	\$2,471.25
Property tax increase (decrease) from prior year	\$ -	\$ (146.25)	\$ (48.75)	\$ -	\$ (408.75)	\$ (26.25)	\$ 187.50

Property Tax on \$150,000 Home in Shelby County



*** Note – Tax information reflects the latest available data at the time of publication.**



iii. Principal Property Taxpayers

Shelby County, Tennessee

**Revenue Capacity Information
Principal Property Tax Payers - Current and Nine Years Ago
June 30, 2023**

Name of Taxpayer	Fiscal 2023 Assessments			Fiscal 2014 Assessments		
	Taxable Assessed Value	Rank	Percentage of Total County Taxable Assessed Value	Taxable Assessed Value	Rank	Percentage of Total County Taxable Assessed Value
FedEx Express Corporation (and related divs)	\$ 908,964,823	1	3.58%	\$ 662,911,806	1	3.43%
Exeter Property Group	119,965,920	2	0.47%			
G&I VII Retail Carriage LLC (and related divs)	90,565,910	3	0.36%	59,254,960	6	0.33%
AT&T Mobility LLC	89,331,089	4	0.35%	66,859,445	3	0.37%
Kroger Companies	72,836,880	5	0.29%	56,429,080	8	0.31%
AMAZON.COM	71,557,590	6	0.28%			
AMISUB (SFH) Inc.	71,557,590	7	0.28%	64,234,085	5	0.35%
The Premcor Refining Group LLC	68,581,770	8	0.27%			
BNSF Railway Company	67,895,402	9	0.27%			
Lightman Michael A (and Affiliated LPs)	65,331,670	10	0.26%	54,608,625	9	0.30%
Galleria at Wolfchase, LLC				58,318,190	7	0.32%
Bellsouth Telecommunications Inc.				112,025,698	2	0.62%
Belz Investco GP				64,356,640	4	0.35%
Boyle Investment Co.				47,973,495	10	0.26%
Total Assessed Valuation of Top Ten Taxpayers	1,626,588,644		6.40%	1,206,972,024		6.64%
Balance of Assessed Valuation	23,793,045,783		93.60%	16,958,915,307		93.36%
Total Assessed Valuation	\$ 25,419,634,427		100.00%	\$ 18,165,887,331		100.00%

Source: Shelby County Assessor and Trustee Offices

*** Note – Tax information reflects the latest available data at the time of publication.**



VI. TAX RATE TRENDS

i. Property Tax Rates and Levies *

Shelby County, Tennessee

**Revenue Capacity Information
Property Tax Levies and Collections
Last Ten Fiscal Years**

Fiscal Year Ended June 30,	Tax Year	Original Taxes Levied for the Fiscal Year	Collected within the Fiscal Year of the Levy		Collections in Subsequent Years	Adjusted Tax Levy	Total Collections to Date		
			Amount	Percentage of Original Levy			Amount	Percentage of Adjusted Levy	Percentage of Original Levy
2014	(a) 2013	798,327,814	741,958,610	92.94%	25,322,425	775,676,738	767,281,036	98.92%	96.11%
2015	2014	783,507,158	750,097,124	95.74%	21,300,241	778,641,703	771,397,365	99.07%	98.45%
2016	2015	784,554,974	754,081,040	96.12%	20,593,546	780,513,345	774,674,586	99.25%	98.74%
2017	2016	791,094,783	761,608,732	96.27%	20,944,851	787,557,182	782,553,583	99.36%	98.92%
2018	(a) 2017	832,173,142	797,712,672	95.86%	18,987,166	823,187,542	816,699,838	99.21%	98.14%
2019	2018	825,220,824	797,867,575	96.69%	13,347,155	821,656,618	811,214,730	98.73%	98.30%
2020	2019	826,294,724	793,923,127	96.08%	16,368,925	821,373,075	810,292,052	98.65%	98.06%
2021	2020	833,862,400	811,347,150	97.30%	17,747,295	832,869,240	829,094,445	99.55%	99.43%
2022	(a) 2021	880,079,917	843,818,286	95.88%	17,531,959	864,226,442	861,350,245	99.67%	97.87%
2023	2022	861,725,438	839,377,860	97.41%	N/A	860,980,737	839,377,860	97.49%	97.41%

(a) The effect of property reappraisals are reflected in FY2014, 2018 and 2022 amounts.
Source: Shelby County Trustee Offices.

*** Note – Tax information reflects the latest available data at the time of publication.**



ii. Tax Rate Trends*

Shelby County, Tennessee

Revenue Capacity Information
Property Tax Rates-Direct and Overlapping Governments
Last Ten Fiscal Years

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
County Direct Rates										
General Fund	\$ 1.45	\$ 1.45	\$ 1.45	\$ 1.45	\$ 1.43	\$ 1.49	\$ 1.47	\$ 1.47	\$ 1.24	\$ 1.25
Education (a)	2.14	2.14	2.14	2.14	1.99	1.94	1.96	1.96	1.64	1.59
Debt Service	0.79	0.78	0.78	0.78	0.69	0.62	0.62	0.62	0.57	0.55
Total Direct Rate	4.38	4.37	4.37	4.37	4.11	4.05	4.05	4.05	3.45	3.39
Rural School Bonds (b)	0.04	---	---	---	---	---	---	---	---	---
City & Town Rates										
Memphis (c)	3.40	3.40	3.40	3.40	3.27	3.20	3.20	3.20	2.71	2.70
Arlington	1.15	1.15	1.15	1.15	1.15	1.15	1.37	1.37	1.28	1.28
Bartlett	1.62	1.62	1.62	1.62	1.83	1.83	1.83	1.83	1.75	1.73
Collierville	1.53	1.53	1.78	1.78	1.63	1.83	1.83	1.83	1.72	1.72
Germantown	1.93	1.93	1.93	1.93	1.97	1.95	1.95	1.95	1.68	1.67
Lakeland	0.85	0.85	1.40	1.40	1.25	1.25	1.24	1.24	1.04	1.04
Millington	1.53	1.53	1.53	1.53	1.53	1.53	1.53	1.53	1.40	1.40

Rates are applicable to fiscal years ending June 30.

(a) The portion of property taxes designated for education is allocated among the Shelby County Board of Education and the municipal school districts based on the average daily attendance.

(b) Beginning in calendar year 2003 an additional tax rate was established to fund Rural School Bonds and is applied only to taxpayers living outside the City of Memphis. As of fiscal year 2015, this additional tax is repealed.

(c) Over two-thirds (67.78%) of the County's population resides in the City of Memphis.

* Note – Tax information reflects the latest available data at the time of publication.



VII. STATISTICAL AND OTHER INFORMATION

i. Income Per Capita*

Shelby County, Tennessee

**Demographic and Economic Information
Demographic and Economic Statistics
Last Ten Calendar Years**

<u>Year</u>	<u>Population</u>	<u>Personal Income (thousands of dollars)</u>	<u>Per Capita Personal Income</u>	<u>Unemployment Rate</u>
2013	939,465	40,594,551	43,210	9.7%
2014	938,803	41,968,752	44,705	7.9%
2015	938,069	42,356,302	45,153	6.6%
2016	934,603	43,210,184	46,234	5.5%
2017	936,961	44,650,627	47,655	3.7%
2018	935,764	46,287,828	49,465	3.5%
2019	937,166	47,555,669	50,744	2.8%
2020	936,017	50,409,283	53,855	8.4%
2021	924,454	54,738,720	59,212	4.7%
2022	916,371	53,823,833	58,736	N/A

Sources:

Population and personal income data provided by the U.S. Bureau of the Census through Bureau of Economic Analysis (BEA).

Unemployment rates provided by Tennessee Department of Labor and Workforce Development.

Note:

Population data are midyear estimates. Personal income amounts are totals for each calendar year. Per capita personal income amounts are computed on the basis of the mid-year population estimates given at left. Unemployment rates are calendar year average rates for the civilian workforce. BEA released the population and personal income data shown here in November 2023.

Unemployment rate for 2022 has not been released by Tennessee of Labor workforce and development.

*** Note – Tax information reflects the latest available data at the time of publication.**



ii. Principal Employers*

Shelby County, Tennessee

**Demographic and Economic Information
Principal Employers
Current Year and Nine Years Ago**

Employer	2023			2014		
	Employees	Rank	Percentage of Total Employment	Employees	Rank	Percentage of Total Employment
FedEx Corp	35,000	1	5.56%	32,000	1	5.82%
United States Government	14,400	2	2.29%	13,900	4	2.53%
Tennessee State Government	14,000	3	2.25%	14,400	3	2.62%
Methodist Le Bonheur Healthcare	11,415	4	1.83%	10,175	5	1.85%
Memphis-Shelby County Schools	11,318	5	1.80%	16,000	2	2.91%
Baptist Memorial Health Care Corp.	8,019	6	1.29%	8,587	6	1.56%
City of Memphis	7,900	7	1.26%	6,848	7	1.25%
Naval Support Activity Mid-South	6,500	8	1.04%	4,600	10	0.84%
Wal-Mart Stores Inc.	6,000	9	0.95%	6,000	8	1.09%
St. Jude Children's Research Hospital	5,769	10	0.92%			
Shelby County Government				5,662	9	1.03%
Total	120,321		19.18%	118,172		21.50%

Sources:

Largest employer data for 2014 and 2023 comes from Memphis Business Journal Book of Lists for each year.

The largest employer numbers are for the Memphis area as defined by the Memphis Business Journal and are as of the survey period January and February of the year reported. Total employment from the TN Department of Labor & Workforce Development-Employment Security Division are for the Memphis Metropolitan Statistical Area. Total employment for 2022, from the TN Department of Labor & Workforce Development-Employment Security Division, is used as a surrogate for the 2023 figure, which is not expected to be available until 2024.*

* Total Employment:	2023	629,481
	2014	584,780

*** Note – Tax information reflects the latest available data at the time of publication.**



iii. **School Lunch Program**

MEMPHIS-SHELBY COUNTY SCHOOLS

	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
Charge per lunch to students							
Paid Elementary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Paid Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Paid High School	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Reduced	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Charge per lunch to adults	\$4.85	\$3.99	\$3.99	\$3.75	\$3.75	\$3.75	\$2.00
Number of days served	175	180	175	130	180	175	179
Number of free lunches served	11,083,293	10,404,816	6,289,271	9,951,173	14,435,594	13,979,805	14,504,635
Percent of total lunches served	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Average number of free lunches served daily	63,333	57,805	35,939	76,547	80,198	79,885	81,031
Total number of lunches served	11,083,293	10,404,816	6,289,271	9,951,173	14,435,594	13,979,805	14,504,635
Average number of lunches served daily	63,333	57,805	35,939	76,547	80,198	79,885	81,031
Weighted FTE Average Daily Attendance							

Source: Tennessee Department of Education School Nutrition Program Year-to-Date Meal Counts/Participation

Note: In FY2015, the Shelby County Board of Education implemented the Community Eligibility Provision (CEP) for all schools served by its Division of Nutrition Services. Under Section 104a of the Healthy, Hunger-Free Kids Act, CEP permits the District to serve every student breakfast and lunch every day at no charge, regardless of economic status. Because of the percentage of students served who can be directly certified as free without a meal application, USDA reimburses the district for every eligible breakfast and lunch served at 100% of the free meal rate.

VIII. DISTRICT PERFORMANCE OBJECTIVES

Key Findings

- In 2023 MSCS earned a composite TVAAS score of 5.
- Overall, 50% of elementary schools, 71% of middle schools, and 65% of high schools earned a TVAAS Level 5 composite score.
- MSCS earned a Level 5 in grade 6 ELA, grade 7 math, grades 5-8 science, and English I and II.
- TCAP proficiency rates increased from 2022 to 2023.
- Gaps in achievement exist across race/ethnicity and Economically Disadvantaged (ED) for all English Language Arts (ELA) and math subjects and grade levels. Proficiency rates for Black, Hispanic, and Native American (BHNA) and ED students remain lower than their Non-BHNA and Non-ED peers.

Overview

The key performance indicators for October 2023 report TVAAS growth rates, TCAP and EOC achievement gaps by subgroup. Achievement gaps in math and English Language Arts (ELA) are examined between Black/Hispanic/Native American and Non-Black/Hispanic/Native American (BHNA and Non-BHNA) and economically disadvantaged and non-economically disadvantaged (ED and Non-ED) subgroups. These performance indicators align with District Priorities 1 and 2: Strengthen Early Literacy and Improve Post-Secondary Readiness.





TVAAS Growth Rates

The TVAAS assessment system measures year to year student growth and scores range from 1 (significantly less than one year of growth) to 5 (significantly more than one year of growth). The District received a composite TVAAS score of 5 in literacy, science, and overall; this is an increase from the 2021-22 school year for science. The District also received a composite TVAAS score of 3 in social studies, an increase from the 2021-22 school year, and a composite TVAAS score of 1 in numeracy, a decrease from the 2021-22 school year. Trends by school type indicate 14% of elementary schools, 19% of middle schools, and 27% of high schools saw an improvement in TVAAS from 2021-22 to 2022-23. Declines were seen in 56% of elementary schools, 38% of middle schools, and 12% of high schools. Figure 1 provides additional trends by school type.

Figure 1: TVAAS Trends by School Type: 2021-22 to 2022-23

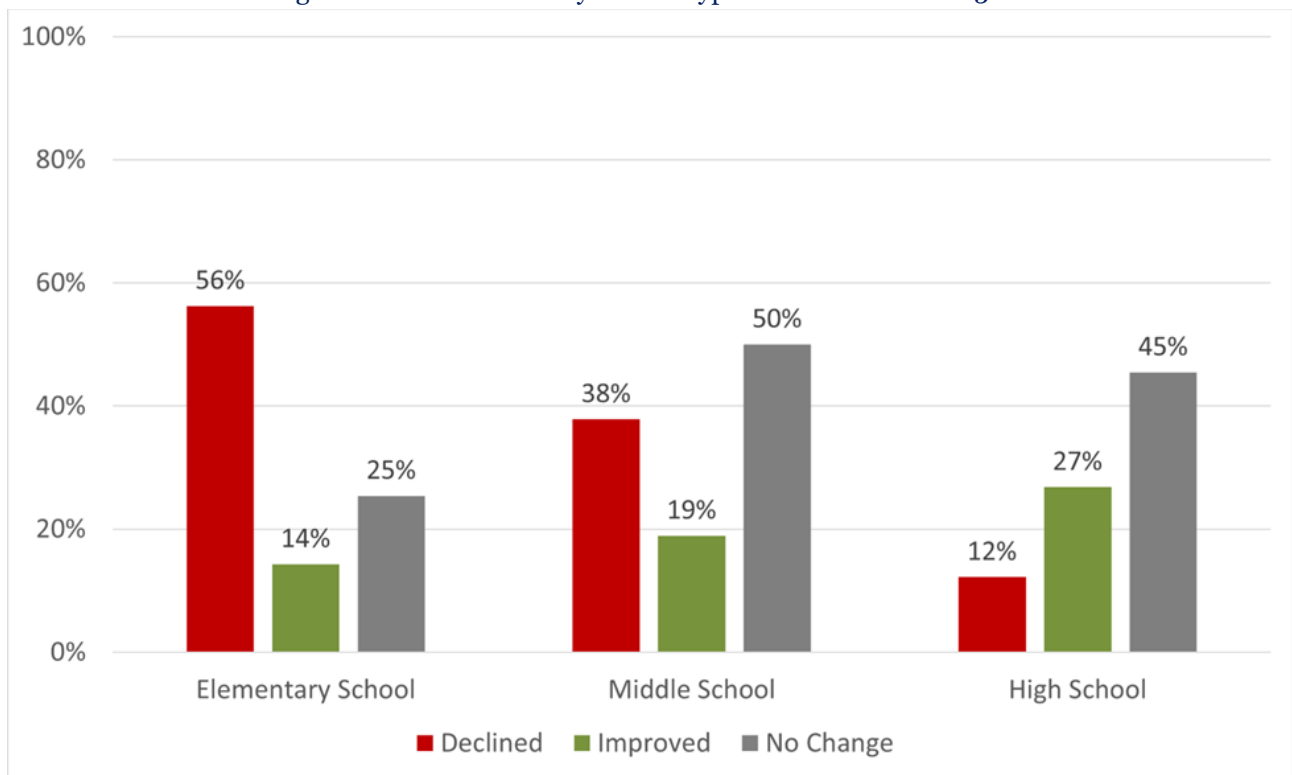


Figure 2 shows the breakdown of TVAAS levels by school type. 49% of elementary schools, 72% of middle schools, and 63% of high schools received a Level 5 TVAAS score. This is a significant change from the 2021-22 school year, with a lower percentage of elementary schools receiving a Level 5 TVAAS score (75%), but a higher percentage of both middle schools (67%) and high schools (54%) receiving a Level 5 TVAAS score in 2022-23.

Figure 2: TVAAS Composites by School Type

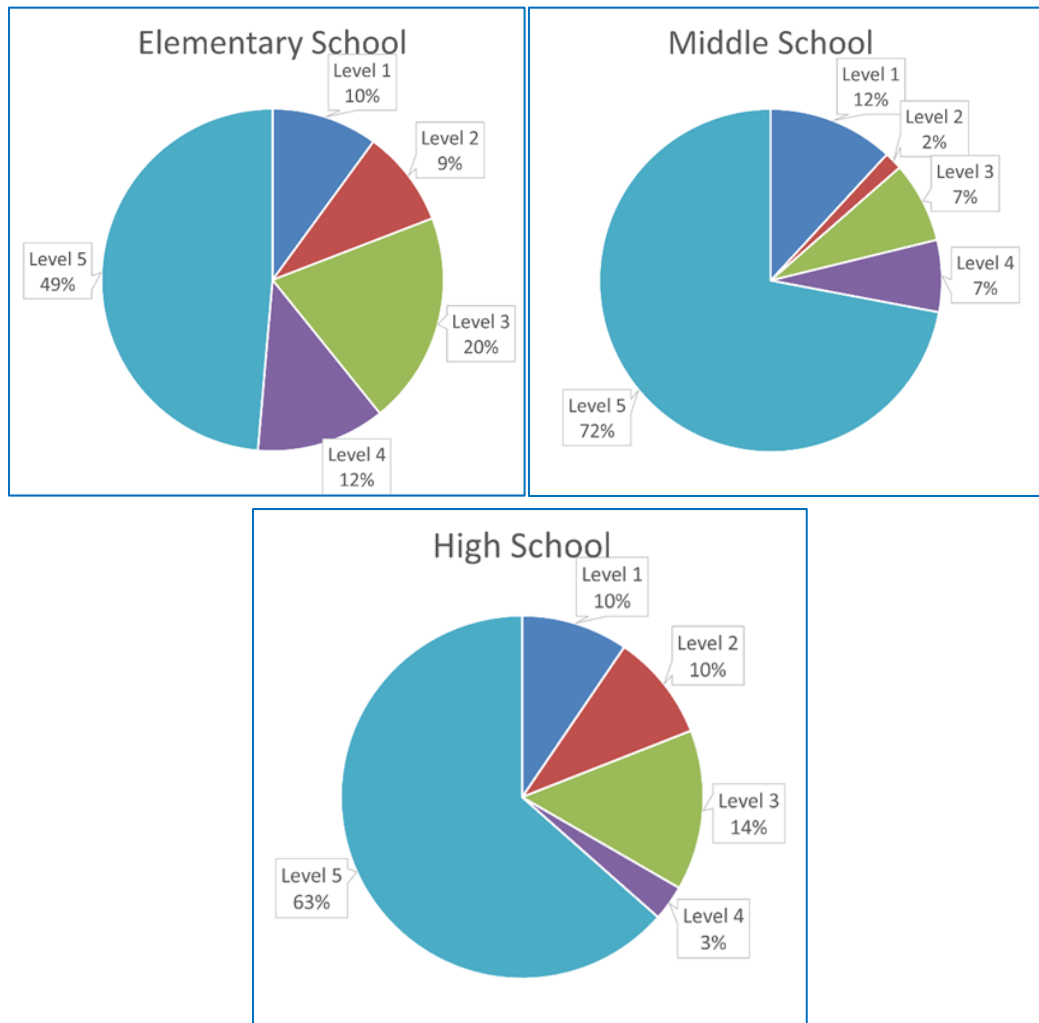


Table 1 shows the subjects that MSCS received a Level 3 or above. Grade 6 received a Level 5 in ELA, grade 7 received a Level 5 in math, and grades 5-8 received a Level 5 in science. For End of Course (EOC) tests, English I and English II both earned a Level 5.

Table 1: 2022-23 TVAAS Level 3 and Above by Subject and Grade

Test	Subject	Level
Grades 3-8 (Grade 4)	English Language Arts	Level 3
Grades 3-8 (Grade 6)	English Language Arts	Level 5
Grades 3-8 (Grade 7)	English Language Arts	Level 4
Grades 3-8 (Grade 7)	Math	Level 5
Grades 3-8 (Grade 5)	Science	Level 5
Grades 3-8 (Grade 6)	Science	Level 5
Grades 3-8 (Grade 7)	Science	Level 5
Grades 3-8 (Grade 8)	Science	Level 5
Grades 3-8 (Grade 6)	Social Studies	Level 4
Grades 3-8 (Grade 8)	Social Studies	Level 3
EOC	Algebra I	Level 3
EOC	English I	Level 5
EOC	English II	Level 5
EOC	Geometry	Level 3
EOC	Integrated Math I	Level 3
EOC	Integrated Math II	Level 3



Trends in TCAP Proficiency Rates

Proficiency rates are determined by the percentage of students that met plus exceeded expectations on the TCAP assessments. Figures 3 and 4 show the proficiency and “below” rates for MSCS. “Below” means that the student tested below their grade-level on the exam. There was an increase in proficiency in almost every grade level in ELA and Math between the 2021-22 and 2022-23 school years. The only exception was ELA Grades 6-8, which decreased by 0.3 percentage points. There was a higher percentage of students who were below in Math for both school years, compared to English.

Figure 3: District Achievement Over Time in Grades 0-2, 3-5, 6-8, and 9-12 in ELA and Math





MSCS high school students showed similar trends as it relates to ELA and Math. Figure 4 displays District proficiency and below rates for ELA and Math End of Course (EOC) exams. ELA EOC scores consist of English I and English II combined, while Math combines Algebra I, Algebra II, Geometry, and Integrated Math I-III. In ELA subjects, the MSCS proficiency rate increased by 2.2 percentage points and the below rate decreased by 3.7 percentage points. In Math subjects, the MSCS proficiency rate increased by 2 percentage points, while the below rate declined by 2.2 percentage points.

Figure 4: District Achievement Data Over Time in High School ELA and Math

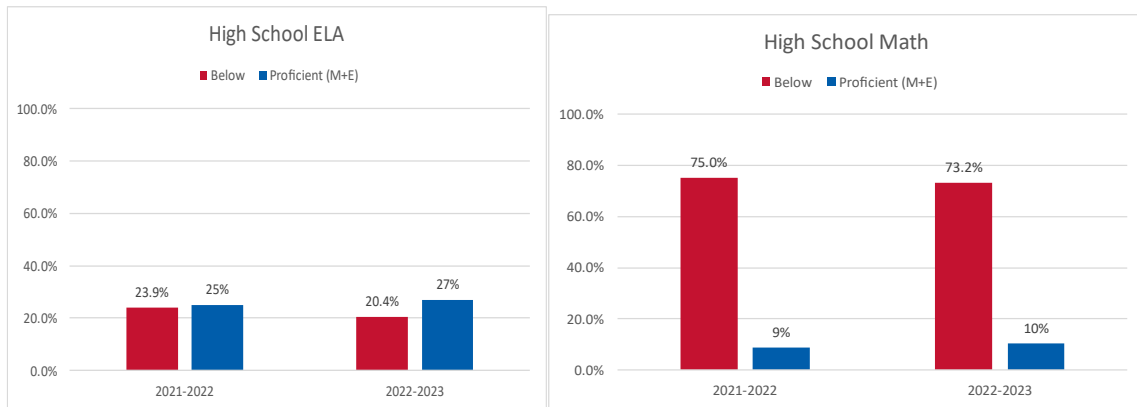
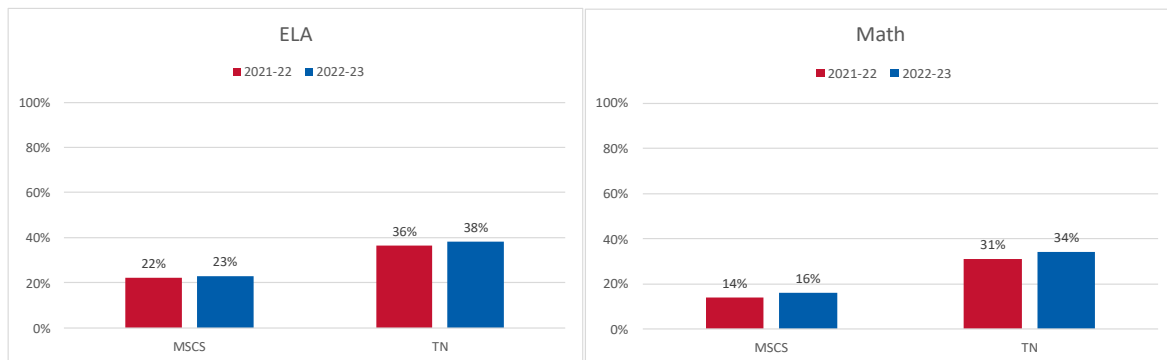


Figure 5 displays MSCS and TN proficiency rates for ELA and Math for grades 3-12. In ELA subjects, the MSCS proficiency rate increased by 1 percentage point, but the District’s ELA proficiency rate remains below state rates. In Math, the MSCS proficiency rate increased by 2 percentage points from 2022 to 2023. The District’s Math proficiency in 2023 was 17 percentage points below the state. Overall, the District’s proficiency trends mirror those of the state, with both rates trending upward.

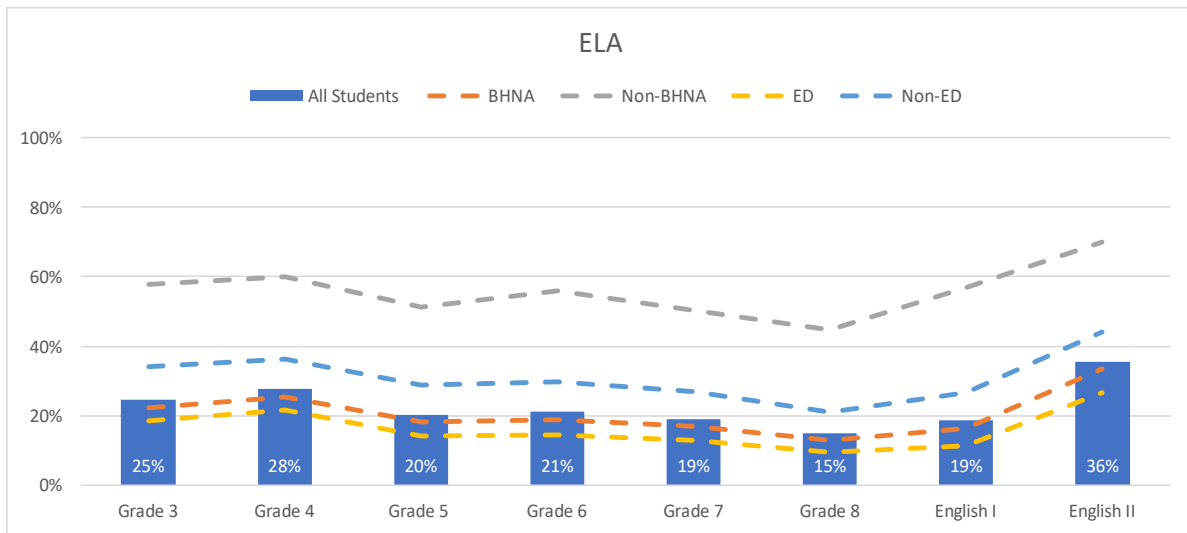
Figure 5: District and State Achievement Data Over Time in ELA and Math



TCAP Proficiency Rates by Subgroup

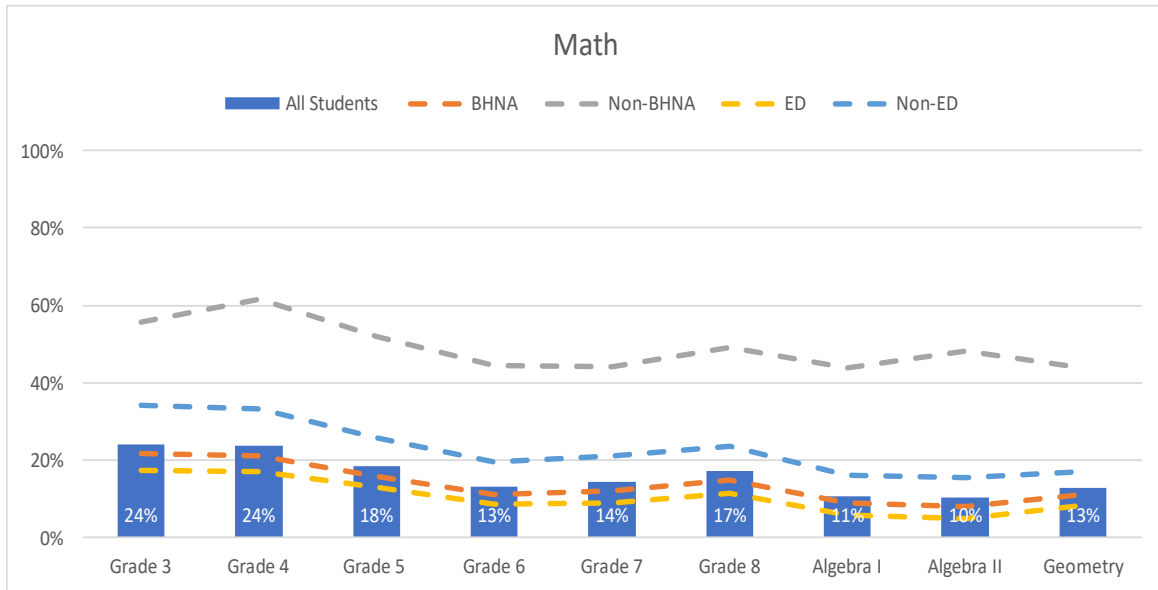
Gaps in achievement exist across race/ethnicity and socioeconomic student groups at both the District and state levels. In the following figures, the subgroups include Black, Hispanic, or Native American (BHNA) & Non-BHNA and economically disadvantaged (ED) & Non-ED students. As shown in Figure 6, overall proficiency rates ranged between 15% to 36% in ELA subjects across grade levels. Grade 8 earned the lowest proficiency rate for all students, 14.9%, and English II earned the highest proficiency rate, 35.6%. Proficiency rates for Non-BHNA and Non-ED exceeded those of their peers. Non-BHNA students were over 30 percentage points above the overall rate across all grade levels, as well as English I and English II. BHNA students' proficiency rates were just below the overall proficiency rates. This trend was also true of Non-ED and ED students. Non-ED students' proficiency rates were about 10 percentages points above the overall group of each grade, while ED students had the lowest proficiency rate among the subgroups. The widest achievement gap was 45.6 percentage points between Non-BHNA and ED students in English I.

Figure 6: TCAP Proficiency Rates for ELA Subjects by Grade and Subgroup



In math subjects, 3rd and 4th graders had the highest proficiency rate at 23.9% and 23.7% respectively, while Algebra I and II had the lowest at 10.7% and 10.4%, respectively. As Figure 7 shows, achievement gaps were also present within these subjects, as Non-BHNA, Non-ED, BHNA, and ED subgroups, respectively, achieved the highest to lowest proficiency rates. The widest achievement gap (44.6 points) by grade was present between Non-BHNA and ED students in the 4th grade.

Figure 7: TCAP Proficiency Rates for Math Subjects by Grade and Subgroup

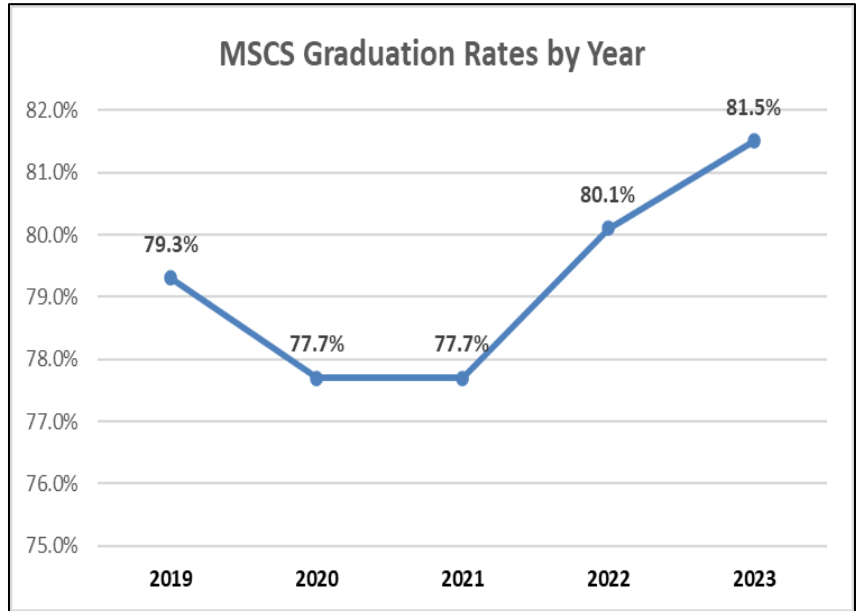




Graduation Rates

TN Graduation Rates are calculated in accordance with the TSBE. The number of students in a graduating cohort is defined as the number of students entering grade 9 for the first time four years prior, removing withdrawn students and adding students who join the cohort in later years. The number of students who graduate in four years plus a summer divided by the number of students in the graduating cohort equals the graduation rate.

Figure 7 shows MSCS Graduation data is trending in the right direction. There was a small decrease from 79.3% to 77.7% in 2020, and it remained the same in 2021. There were steady increases in 2022 (2.4) and 2023 (1.4) bringing the current rate to 81.5 for the 2023 schoolyear.



Student Group	2023 Graduate Count	2023 Graduation Rate
All Students	6172	81.5%
American Indian or Alaska Native	11	78.6%
Asian	104	89.7%
Black or African American	4733	83.7%
Black/Hispanic/Native American	5781	81.5%
Economically Disadvantaged	3674	79.7%
English Learners with Transitional 1-4	397	56.9%
Female	3255	85.2%
Foster	33	42.3%
Hispanic	1037	72.7%
Homeless	162	64.5%
Male	2917	77.8%
Students with Disabilities	708	78.2%
White	279	79.7%

Figure 8 displays the Student Group Membership and Graduation Rate data. Student membership in certain student groups may change over time. Once a student is identified in one student group, the student will be assigned to that group for graduation rate reporting. When reporting on indicators for school and district accountability by student group, students' most current membership in student groups during the reporting year is used.

Most subgroup data falls within 2-3 points of the all-students category with the exception of foster (42.3%), homeless (64.5%), Hispanic (72.7%) and ELL (56.9%) students. These groups are significantly smaller.

IX. SURVEYS

i. Students’ Teacher Ratings

Each year, MSCS students complete a student perception survey (Panorama) to assess their classroom experiences and teachers’ instructional practices. For each teacher, the Panorama survey provides overall ratings as well as scores for each of the five Panorama domains on a scale of 1 – 5. Both Fall and Spring scores are used to calculate the teacher’s overall average. Below are the mean scores for SY 2023-24.

Panorama Domain	Mean Score	Description
Overall Mean	4.11	Composite rating of all five Student Perception Survey domains (scored on a 5-point scale)
Classroom Engagement	3.85	How attentive and invested are students in the class?
Classroom Learning Strategies	4.15	How well students deliberately use strategies to manage their own learning processes in class?
Classroom Rigorous Expectation	4.16	How many students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class?
Classroom Teacher-Student Relationships	4.125	How strong the social connection is between teachers and students within and beyond the classroom?
Pedagogical Effectiveness	4.225	Perceptions of the quality of teaching and amount of learning student’s experience from a particular teacher.



X. POSITION CONTROL AT FUND LEVEL

MEMPHIS - SHELBY COUNTY SCHOOLS POSITION SUMMARY GENERAL FUND

Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Academic School Based Formula & Additional Support	7,814	7,526	7,583	7,508	8,718	1,210
Assistant Principal High	117	116	111	101	105	4
Assistant Principal-Elementary/Middle	65	61	72	71	75	4
Audiologists	4	4	3	4	4	-
Behavioral Specialist	32	26	39	28	100	72
Bilingual Cultural Mentor	15	14	13	13	14	1
Campus Monitor	7	8	4	5	5	-
CCTE Teacher 12 month	-	-	3	3	2	(1)
Classroom Teacher - Jobs for Tennessee Graduates	-	-	-	4	4	-
Classroom Teacher - Virtual Advance Placement	-	-	-	-	4	4
Classroom Teacher - Virtual Schools	-	-	-	-	9	9
Classroom Teacher Agriculture 12-month	3	3	3	3	3	-
Classroom Teacher Con Home Ec	31	30	24	25	30	5
Classroom Teacher ESL	255	255	257	291	327	36
Classroom Teacher K-3	78	77	82	20	20	-
Classroom Teacher K-5	1,847	1,738	1,768	1,790	1,816	26
Classroom Teacher K-8	165	168	171	197	221	24
Classroom Teacher Pre K	32	37	28	24	24	-
Classroom Teacher Secondary	1,814	1,764	1,804	1,774	1,839	65
Classroom Teacher Special ED	909	931	841	786	793	7
Classroom Teacher Special Skills	440	436	438	435	463	28
Classroom Teacher Vocational	6	10	8	7	8	1
Classroom Teacher- Vocational CCTE Teaching as a	149	150	130	138	153	15
Clerical Assistant	257	249	261	253	261	8
Computer Lab Assistant	4	2	2	5	9	4
Dean of Students	1	-	-	-	32	32
Director - Whitehaven Empowerment Zone	1	-	-	-	-	-
Educational Assistant	287	212	244	197	220	23
Educational Asst - Early Childhood	40	46	28	24	24	-
Educational Asst - Special ED	243	247	259	291	314	23
ESL Classroom Teacher Part Time	-	2	4	2	2	-
Executive Principal	1	1	-	-	-	-
Executive Principal T-STEM	1	1	1	1	1	-
Executive Principal-Empowerment Zone	1	-	-	-	-	-
Family Engagement Liaison	22	19	12	18	36	18
Graduation Coach	-	2	5	31	52	21
Homebound Teacher	27	27	18	27	27	-
In-School Suspension Assistant	62	41	57	49	51	2
Instructional Coach	43	32	30	30	106	76
Instructional Facilitator	33	26	37	34	34	-
Interventionist	30	22	31	31	31	-
Interventionist VSOL - PT	-	-	-	1	1	-
Librarian	137	130	133	131	136	5
P/T Classroom Teacher - Vocational	-	1	1	1	1	-
Principal on Assignment	-	-	-	2	3	1
Principal-Elementary	79	78	78	78	78	-
Principal-K-8	5	5	5	6	7	1
Principal-Middle	28	28	27	28	28	-
Principal-Senior	24	25	25	25	26	1
Professional School Counselor	259	238	249	246	260	14
ReSET Room Assistant	-	-	-	-	51	51
ROTC Instructor	38	38	38	38	39	1

Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
School Compliance Coordinator	4	5	5	7	8	1
School Compliance Financial Assistant	8	8	8	8	8	-
School Financial Secretary	138	140	143	141	142	1
Special Instruction	1	1	1	1	1	-
Special Project Assistant (Beh. Sup. / Stud. Leade	1	1	1	1	1	-
Specialized Educational Assistant	-	-	-	-	631	631
Specialty Principal	9	9	10	10	10	-
Specialty Principal - Special Education	3	3	3	3	3	-
Specialty Principal - VoTech	3	4	4	4	4	-
Specialty Principal/Alternative	1	1	1	1	1	-
Study Hall Monitor	31	28	32	29	27	(2)
Teacher Resource Center Clerk	1	1	1	1	1	-
Vice Principal	19	22	27	31	29	(2)
Video Coordinator	3	3	3	3	3	-
Chief of Staff	4	6	6	7		(7)
Analyst - Equity and Diversity	-	1	1	1	-	(1)
Chief of Staff	1	1	1	1	-	(1)
Chief Strategic Planning & Operations Advisor	-	-	-	1	-	(1)
Director - Equity Office	1	1	1	1	-	(1)
Director II - Equity Office	-	1	1	1	-	(1)
Executive Assistant to the Chief of Staff	-	1	1	1	-	(1)
Manager - Strategic Planning	-	1	1	1	-	(1)
Senior Advisor Strategic Planning	1	-	-	-	-	-
Executive Assistant	1	-	-	-	-	-
Office of Business Finance	73	69	77	80	73	(7)
Academic Sourcing Manager	1	1	1	1	1	-
Accountant	5	2	3	3	4	1
Accountant - Senior	1	-	-	-	2	2
Accounting Associate	1	1	1	1	1	-
Accounting Specialist	-	-	-	2	-	(2)
Accounts Payable Associate	5	6	6	6	6	-
Accounts Payable Specialist	1	1	2	3	3	-
Administrative Assistant	3	3	3	3	3	-
Administrative Assistant for Federal Programs Dire	1	1	1	1	-	(1)
Advisor Senior Procurement	1	1	1	1	1	-
Budget Advisor, School Finance	2	-	-	-	-	-
Budget Analyst	1	2	1	1	-	(1)
Business Financial Officer	-	-	-	1	1	-
Buyer	2	2	2	2	2	-
Chief Financial Officer	1	1	1	1	-	(1)
Controller	-	-	1	1	1	-
Deputy Chief Financial Officer	-	1	1	1	-	(1)
Director - Accounting & Reporting	1	1	1	1	-	(1)
Director - Accounts Payable	1	1	1	1	-	(1)
Director - Grants Management and Compliance	1	1	1	1	1	-
Director - Payroll	1	1	1	1	1	-
Director - Procurement	1	1	1	1	1	-
Director - School Compliance	2	2	2	2	1	(1)
Director II - Federal Programs and Operations	1	1	1	1	1	-
Director II - Finance Budget and Operations	1	-	-	-	-	-
Director of Budget & Fiscal Planning	1	1	1	1	1	-
Director of Charter Schools Finance	2	-	1	1	1	-
Financial Support Specialist	1	1	1	1	1	-
Grant Writer Advisor	1	1	1	1	1	-
Grants Administrative Assistant	1	-	-	-	-	-
Manager - Academic School Support & Finance	-	-	1	-	-	-
Manager - Discretionary Grants	-	1	1	1	1	-
Manager - Operations Sourcing	1	1	2	1	1	-
Manager of Accounting & Reporting	2	2	1	1	-	(1)
Manager of Accounts Payable	1	1	1	1	1	-
Manager of Budget	2	2	2	2	2	-

Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Manager of Financial Planning & Accountability	1	1	-	-	-	-
Payroll Accountant	1	1	1	1	1	-
Payroll Associate	5	5	5	5	5	-
Payroll Manager	2	2	2	2	2	-
Procurement Associate	2	2	3	3	3	-
School Compliance Advisor	1	2	2	2	2	-
School Compliance Associate	1	1	1	1	1	-
School Compliance Specialist	1	1	1	1	1	-
Senior Accountant	2	1	2	1	1	-
Senior Accountant (Accounting)	4	4	4	4	4	-
Senior Analyst - Budget	4	6	8	8	8	-
Senior Buyer	2	2	2	4	4	-
Senior Manager - Accounting & Reporting	-	-	1	1	1	-
Executive Assistant Business Finance	1	1	1	1	1	-
Office of Business Operations	465	433	432	638	589	(49)
Admin Assist to Exec Dir Safety & Sec	1	1	1	1	1	-
Administrative Assistant	2	1	1	1	-	(1)
Administrative Specialist	-	1	1	-	-	-
Advisor - Benefits/Compensation	-	-	-	-	4	4
Advisor - Employee Performance and Support	3	-	-	-	-	-
Advisor - HR Bus Ops & Benefits Special Projects	-	-	1	1	1	-
Advisor - IT Business	-	4	3	3	-	(3)
Advisor - ITSM Application	-	-	-	1	1	-
Advisor - Licensure & Compliance	-	-	-	2	2	-
Advisor - Safety & Security Special Project	-	-	1	1	1	-
Advisor- Teacher Pipelines, Partnerships & Complia	-	1	-	-	-	-
Alarm/CCTV Installation Analyst	4	5	5	5	5	-
Analyst - Cyber Security	7	7	7	7	6	(1)
Analyst - IT Service Desk	-	1	1	1	1	-
Analyst - Safety Data	-	-	-	1	1	-
Analyst - Security Data	-	-	-	1	1	-
Analyst - System Solutions	-	-	-	2	2	-
Analyst- Digital 1:1 Device	1	1	1	1	1	-
Asset Inventory Associate	2	2	2	2	12	10
Asset Inventory Data Specialist	-	2	-	-	-	-
Asset Inventory Manager	1	1	1	1	1	-
Assets Inventory Data Analyst	1	1	1	1	1	-
Assistant Superintendent of Business Operations	-	-	-	1	1	-
Associate - Digital Device Support	-	-	-	-	15	15
Associate - Warehouse	-	-	3	3	3	-
CCTV Manager	1	1	1	1	1	-
CCTV Monitor	4	4	11	11	11	-
Chief Information Officer	1	1	1	1	-	(1)
Chief of Business Operations	1	1	1	1	-	(1)
Chief of Human Resources	1	1	1	1	-	(1)
Chief of Safety, Security & Student Support	1	1	1	1	-	(1)
Clerk - Digital Device	-	2	2	2	1	(1)
Compensation Advisor	2	3	3	3	3	-
Compensation Analyst	1	-	-	-	-	-
Compensation Manager	1	-	1	-	-	-
Coordinator - HR Administrative	-	-	-	1	1	-
Coordinator Fleet	1	1	1	1	1	-
Customer Service Associate	1	1	1	1	1	-
Customer Service Rep, Human Resources	2	1	1	-	-	-
Cyber Security Administrator	1	1	1	1	1	-
Data Info Specialist	2	2	2	-	-	-
Database Administrator	-	1	1	1	-	(1)
Database Advisor (ERP)	1	1	1	1	1	-
Deputy Chief - Safety & Security	-	1	1	1	-	(1)
Deputy Chief for Human Resources	1	-	1	1	-	(1)
Digital Media Advisor	1	1	1	1	1	-
Director - Asset Management	-	1	1	1	1	-

Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Director - Business Relationships & Customer Serv	1	1	1	1	1	-
Director - Compensation	-	1	-	-	-	-
Director - Digital 1:1 Device	1	1	1	1	-	(1)
Director - Infrastructure and Security	1	1	1	-	-	-
Director - Safety	1	1	1	1	1	-
Director - Security	1	1	1	1	1	-
Director - Strategic Staffing	-	1	1	1	-	(1)
Director - Transportation	-	1	1	1	1	-
Director II - Business Operations	1	1	1	1	1	-
Director II - HR Operations and Strategy	1	-	-	-	-	-
Director II - HR Talent Management	1	1	1	1	-	(1)
Director II - IT Operations	-	-	-	1	1	-
Director of Safety & Security	1	-	-	-	1	1
Director of Security Technology	-	-	-	1	1	-
Director of Total Rewards	-	-	1	1	1	-
Educational Technology Analyst	1	-	-	-	-	-
Educational Technology Manager	1	-	-	-	-	-
Educational Technology Specialist	14	-	-	-	-	-
Emergency Management Advisor	1	1	1	1	1	-
Employee Enterprise Associate	3	2	2	2	-	(2)
Employee Systems Specialist	1	1	-	-	-	-
Enterprise Analyst	-	-	-	1	-	(1)
ERP Change Management Advisor	1	-	-	-	-	-
ERP Data Conversion and Interface Analyst	1	-	-	-	-	-
ERP Functional Advisor	5	-	-	-	-	-
ERP Functional Manager	1	1	1	1	1	-
ERP Security Administrator	1	1	1	-	-	-
ERP Technical Manager	1	-	-	-	-	-
ERP Training Advisor	1	-	-	-	-	-
Executive Assistant (Safety & Security)	1	1	1	1	1	-
Executive Assistant- Information Technology	-	1	1	1	1	-
Executive Assistant, Human Resources	1	-	-	-	-	-
Executive Director of Safety & Security	-	-	-	-	1	1
Executive Director of Talent Management	-	-	-	-	1	1
Financial Advisor	1	1	1	-	-	-
Fingerprint/Background Analyst	2	2	2	2	2	-
Fingerprint/Background Specialist	2	2	2	2	2	-
General Services Supervisor	1	-	-	-	-	-
HR Data Analyst	1	1	1	1	1	-
HR Director - Talent Acquisition, Operations, & Su	1	-	-	-	-	-
HR File Clerk	1	1	1	-	-	-
HR Licensure and Compliance Specialist	2	2	2	-	-	-
HR Senior Advisor of Teacher Pipeline Partnerships	1	-	-	-	-	-
HR Senior Data Analyst	1	1	1	1	1	-
HR Senior Data Systems and Records Advisor	1	-	-	-	-	-
HR Talent Associate, Instructional	2	2	2	2	1	(1)
HR Talent Specialist, Instructional	3	1	1	1	-	(1)
HR Talent Specialist, Non-Instructional	1	2	2	2	2	-
Human Resource Staffing Advisor Instructional	4	1	1	1	1	-
Human Resource Staffing Advisor Non Instructional	2	2	2	2	2	-
Human Resource Staffing Manager, Non- Instructiona	1	1	1	1	1	-
Humanities Manager	1	1	1	1	1	-
Information Technology Officer	-	-	-	1	1	-
IT Business Technology Advisor	1	1	1	1	-	(1)
IT Database Advisor	1	1	1	1	1	-
IT Departmental Assistant	2	1	1	1	1	-
IT Manager - System Administration and Security	1	1	1	1	1	-
IT Manager-Application Development	1	1	1	1	1	-
IT Manager-Technology Field Support	3	3	3	3	3	-
IT Network/Telecom Manager	1	1	1	1	1	-
IT Programmer Advisor	4	3	3	3	3	-
IT Report Analyst	2	1	1	1	1	-

Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
IT Security Manager	1	1	1	1	1	-
IT Senior Application Developer	1	1	1	1	1	-
IT Senior System Administrator	4	3	4	4	3	(1)
IT Support Advisor	1	1	1	1	1	-
IT Support Analyst	42	42	42	42	39	(3)
IT Support Associate	10	6	6	5	5	-
IT Systems Administrator Analyst	2	2	2	2	1	(1)
Mail Clerk	1	3	3	3	3	-
Mail Deliverer	2	-	-	-	-	-
Major	2	2	2	2	2	-
Manager - PMO/IT Programs	1	1	1	1	1	-
Manager - Security	-	1	1	1	1	-
Manager- Asset Inventory	-	-	-	-	1	1
Manager- Digital Programs	1	1	1	1	-	(1)
Manager HR Business Strategy & Total Rewards	-	1	1	-	-	-
Manager-Truancy and Homebound	1	1	1	1	1	-
Mobile Security Officer	125	125	125	125	125	-
Network Analyst	4	4	4	4	3	(1)
Network Installation Analyst	3	3	3	2	2	-
Programmer Advisor ERP	1	1	1	1	1	-
Project Advisor	-	-	-	-	1	1
Project Management Lead	2	-	-	-	-	-
Project Manager	3	3	4	3	3	-
Records Clerk	1	1	1	1	1	-
Records Clerk for Humanties	1	1	1	1	-	(1)
Records Clerk II	-	2	1	1	1	-
Records Clerk to Truancy Manager	5	4	2	2	-	(2)
Recruitment Brand, Digital & Content Advisor	-	1	1	1	-	(1)
Routing Specialist (Gen Ed, SPED)	2	2	2	2	2	-
Safety & Security Monitor	-	-	10	212	155	(57)
Safety and Security Electronics Technician II	-	-	3	3	3	-
Safety and Security Financial Analyst	1	1	1	1	1	-
Safety and Security Guard	9	9	9	9	9	-
Safety and Security Records Clerk	1	1	1	1	1	-
Safety Special Project Coordinator	10	10	10	10	15	5
Security Advisor	1	-	-	-	-	-
Security Special Project Associate	-	-	-	-	1	1
Security System Operator	6	6	6	6	6	-
Security Systems Operator PART TIME	5	5	5	5	5	-
Senior Advisor - Employee Engagement Wellness	-	-	-	1	1	-
Senior Advisor - HR Staffing Instructional	-	1	1	1	1	-
Senior Advisor - TR Project	-	-	-	1	-	(1)
Senior Advisor- Employee Performance and Support	1	-	-	-	-	-
Senior Advisor Financial Systems	1	1	1	1	1	-
Senior Advisor HR Bus Ops and Spec Projects	1	-	-	-	-	-
Senior Advisor Strategic Planning	1	1	1	1	1	-
Senior Analyst- IT Support	-	3	4	4	4	-
Senior Compensation Advisor	1	-	1	2	2	-
Senior Compensation Strategist	1	2	-	-	-	-
Senior ERP Applications Advisor	1	-	-	-	-	-
Senior HR Metrics Analyst	-	-	1	1	1	-
Senior Manager - HR Strategic & Compliance	-	-	-	1	1	-
Senior Manager - Instructional Talent	1	1	-	-	-	-
Sergeant	5	5	6	6	6	-
Service Desk Associate	11	10	10	10	9	(1)
Service Desk Manager	1	1	1	1	1	-
SHAPE Advisor	1	1	1	1	1	-
Special Project Assistant	1	1	1	1	1	-
Special Project Training Advisor	1	1	1	1	1	-
Specialist - HR Data	1	1	1	1	-	(1)
Specialist - HR Talent & Support	-	1	1	1	1	-
Specialist - Testing and Staffing	-	-	-	-	1	1

Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Student Safety Manager	1	1	1	1	-	(1)
Supervisor - Talent Development	-	-	-	-	4	4
Systems Analyst	1	1	1	1	1	-
Talent Acquisition & Retention Manager	1	1	1	1	1	-
Talent Acquisition Associate	1	1	1	1	-	(1)
Talent Acquisition Recruiter	5	3	3	4	3	(1)
Talent Management Officer	-	-	-	1	1	-
Telecom Analyst	4	4	4	4	3	(1)
Transportation Advisor	1	1	1	1	1	-
Transportation Data Analyst	1	1	1	1	1	-
Transportation Manager	1	-	-	-	-	-
Transportation Routing Analyst	2	2	2	2	2	-
Transportation Safety Specialist	1	1	1	1	1	-
Truancy Attendance Specialist	2	3	3	3	-	(3)
Truancy Attendance Teacher	3	2	2	2	-	(2)
Truancy Liaison	-	-	-	-	8	8
Truck Driver - CDL	24	24	2	2	2	-
Warehouse Clerk	1	1	-	-	-	-
Warehouse First Line Supervisor	3	3	4	4	4	-
Warehouseman	1	1	-	-	-	-
Web Services Advisor	1	1	1	1	1	-
Web Support Specialist	1	1	1	1	1	-
Senior Advisor - Business Ops & Special Projects	-	2	2	2	2	-
Office of Education Services	368	384	342	374	353	(21)
504 Clerical Assistant	1	1	1	1	1	-
504 Compliance Advisor	6	6	6	10	10	-
504 Compliance Assistant	8	8	8	8	8	-
504 Compliance Associate	5	3	3	4	4	-
Administrative Assistant	1	-	-	-	-	-
Administrative Assistant for Director of Coordinat	1	1	-	-	-	-
Administrative Assistant for Director of School Op	1	1	1	1	-	(1)
Administrative Assistant for Exceptional Children	4	4	4	4	4	-
Administrative Assistant for School Operations	1	1	1	-	-	-
Administrative Specialist	-	1	2	2	2	-
Advisor - Instructional RTI2	-	11	4	4	-	(4)
Advisor School Governance and Compliance	1	1	-	-	-	-
Advisor School Operations	-	6	4	4	-	(4)
Analyst_Behavior (BCBA)	-	2	2	2	2	-
Assistant - Residential Training Center	2	2	2	-	-	-
Assistant for Health Services/School Nursing Manag	1	1	1	1	-	(1)
Assistant for Mental Health Center Services Manage	1	1	1	1	1	-
Associate - Compliance SEED	-	-	3	3	-	(3)
Bilingual Cultural Counselor	1	1	1	1	1	-
Bilingual Mentor/Counselor	1	1	1	2	2	-
Case Advocate	4	2	1	1	-	(1)
Chief Academic Officer	1	1	1	1	-	(1)
Clerical Assistant	5	5	6	6	6	-
Clerical Assistant CSH	1	1	1	1	1	-
Clerk for Exceptional Children	3	3	3	3	2	(1)
Clinic/Health Promotion Manager	1	1	1	1	1	-
Consulting Teacher	2	2	-	-	-	-
Coordinated School Health Manager	1	1	1	1	1	-
Coordinated School Health Program Assistant	1	1	1	1	1	-
Counseling Services Manager (ES)	1	1	1	1	1	-
Counseling Services Manager (HS)	1	1	1	1	1	-
Counseling Services Manager (MS)	1	1	1	1	1	-
Counselor Alcohol / Drug	1	1	-	1	1	-
Data Processing Associate	1	1	1	1	1	-
Deputy Superintendent of Education Services	1	1	1	1	1	-
Director - Academic Programs	-	1	-	-	-	-
Director - Academic Support	1	1	1	1	1	-
Director - Exceptional Children	2	2	2	2	2	-

Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Director - Health Services	-	1	1	1	1	-
Director - Mental Health and Family Wellness	-	1	1	1	1	-
District/Charge Nurse	3	3	3	3	3	-
EASY IEP Support Specialist	2	2	-	-	-	-
Educational Support Manager	-	-	1	-	-	-
ESL Manager	2	2	2	2	2	-
Exceptional Children Advisor SPED	21	21	19	19	19	-
Executive Assistant	1	2	2	2	-	(2)
Executive Director of Exceptional Children	1	1	1	1	1	-
Executive Director of Multilingual Learners	1	1	1	1	1	-
Extended Learning Advisor	2	4	4	4	6	2
Extended Learning Specialist	1	1	1	1	1	-
Financial Analyst for Student Support	1	1	1	1	1	-
Health Services/School Nursing Manager	1	1	1	1	1	-
Health Technician	10	8	-	8	8	-
Instructional Advisor, ESL	2	3	3	3	2	(1)
Instructional Leadership Director	11	9	9	9	-	(9)
Instructional Support Advisor RTI	2	1	1	1	-	(1)
Licensed Practical Nurse	45	43	42	42	42	-
Manager - 504	1	1	1	1	1	-
Manager - Exceptional Children Fiscal	-	-	1	1	1	-
Manager - SEED Compliance	-	1	1	1	-	(1)
Manager of Extended Learning	-	1	1	1	1	-
Manager Strategic Ops and Academic Initiatives	1	1	1	1	-	(1)
Manager-Psychologist (Exceptional Children)	2	2	2	2	2	-
Multilingual Cultural Senior Advisor	-	-	-	-	1	1
Network Leader	-	-	-	-	1	1
Occupational Therapist	9	9	9	9	9	-
Part-time Social Worker	1	1	1	1	1	-
Physical Therapist	3	3	3	3	3	-
Private School & Compliance Advisor	1	1	1	1	1	-
Project Manager	-	2	2	2	-	(2)
Project Manager-Education Services	-	-	-	-	1	1
Project Stand - Senior Manager	1	1	1	1	1	-
Project Stand Advisor	3	2	-	-	2	2
Project STAND Senior Advisor	-	-	2	2	2	-
Psychologist	37	37	36	36	37	1
Psychology Intern	4	4	4	4	4	-
Receptionist	1	1	1	1	1	-
Records Clerk	1	1	1	1	1	-
Records Clerk for Educational Support	-	-	2	2	-	(2)
Regional Manager - Mental Health Center Services	-	4	4	4	4	-
Regional Manager of Exceptional Children	4	4	4	4	4	-
Registered Nurse	6	5	5	5	5	-
Registered Nurse-Clinical Lead	5	5	5	5	5	-
Research Analyst (Coord. School Health)	2	2	2	1	1	-
Resource Specialist-Special ED	1	1	1	1	1	-
RTI Advisor	7	-	-	-	-	-
RTI Analyst	1	-	-	-	-	-
RTI Specialist	1	1	-	-	-	-
RTI2 Analyst	-	1	1	1	-	(1)
School Operations Academic Manager	2	2	2	1	-	(1)
School Operations Manager	1	1	1	1	-	(1)
SEED- Compliance Specialist	-	2	2	2	-	(2)
Senior Advisor - S.E.L. Compliance	-	-	1	1	-	(1)
Senior Executive Coordinator	1	-	-	-	-	-
Senior Executive Coordinator II	1	1	-	-	-	-
Senior Manager Health Services	1	-	-	-	-	-
Senior Manager Mental Health Center	1	-	-	-	-	-
Social Work Supervisor	3	-	-	-	-	-
Social Worker	69	69	61	61	76	15
Special Project Coordinator	2	3	1	1	-	(1)

Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Special Project Coordinator - Coordinated School H	6	8	5	8	8	-
Speech Language Pathologist	15	17	11	29	29	-
Speech Language Pathologist Assistant	2	3	3	5	5	-
Sr Compliance Advisor	-	1	1	1	-	(1)
Supervising Psychologist(Coord. School Health)	3	1	-	-	-	-
Senior Advisor - Business Ops & Special Projects	-	1	1	1	-	(1)
Office of Facility Services	335	338	347	348	356	8
Administrative Assistant	2	2	2	2	2	-
Analyst-Construction Project	-	-	-	1	1	-
Asbestos Abatement Technicians	6	6	6	6	6	-
Asbestos Supervisor	1	1	1	1	1	-
Brick Mason	2	2	2	2	2	-
Capacity Planning Advisor	1	-	-	-	-	-
Carpenter	15	15	15	15	15	-
Compliance Advisor	4	4	4	4	4	-
Construction Manager	1	1	1	-	-	-
Crewperson	14	14	2	-	-	-
Custodial Lead Worker	-	-	-	-	1	1
Custodial Worker	-	-	-	-	4	4
Data Analyst	-	-	1	1	1	-
Demographer	1	1	1	1	1	-
Diesel Mechanic Certified	1	1	1	1	1	-
Director - Construction	1	1	1	1	1	-
Director - Custodial and Grounds	1	1	1	1	1	-
Director - Facilities Maintenance	1	1	1	1	1	-
Director II - Facilities Management	1	1	2	1	1	-
Electrician	14	14	15	15	15	-
Electronics Technicians	3	4	4	4	4	-
Energy Technician	2	2	2	2	2	-
Environment Health and Safety Manager	1	1	1	1	1	-
Facilities Financial Advisor	1	1	1	1	1	-
Facilities Project Specialist	-	-	1	1	1	-
Facility Planning and Property Management Analyst	1	1	1	1	1	-
Facility Services Officer	-	-	-	-	1	1
Flooring Technician	5	5	5	5	5	-
General Services Manager	1	-	-	-	-	-
General Services Supervisor	3	4	2	2	2	-
GIS Planning Advisor	1	1	1	1	1	-
Grounds Service Technician	-	-	2	2	2	-
Grounds Supervisor	4	4	4	4	4	-
Heavy Equipment Mechanic	1	1	-	-	-	-
Heavy Equipment Operator	2	2	1	1	1	-
HVAC Technician	24	24	24	24	24	-
Inventory Clerk	4	4	1	1	1	-
Lead Mechanic I Certified	1	1	1	1	1	-
Low Voltage Supervisor	1	1	1	1	1	-
Maintenance Technician - Plasterer	1	1	1	1	1	-
Manager - Custodial and Grounds	1	1	1	1	1	-
Manager - Facilities Planning & Property	-	1	1	1	1	-
Manager- Facilities Operations	1	1	1	1	1	-
Manager Pest Control and Grounds	-	-	-	1	1	-
Manager-Construction Project	-	-	-	3	3	-
Master Electrician	1	1	1	1	1	-
Master HVAC	1	1	1	1	1	-
Master of Plumbing	1	1	1	1	1	-
Mechanic I - Certified	3	3	3	3	3	-
Painter	7	7	7	7	7	-
Pest Control Manager	1	1	1	-	-	-
Pest Control Technician I	6	6	6	6	6	-
Pest Control Technician II	2	2	2	2	2	-
Plant Manager	135	135	157	157	159	2
Plant Manager II	2	2	2	2	2	-

Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Plumber	13	13	16	16	16	-
Project Management Lead	-	2	2	-	-	-
Real Estate Manager	-	-	-	-	1	1
Records Clerk	3	3	3	3	3	-
Roofer	8	8	8	8	8	-
Senior-Construction Manager	-	-	-	2	2	-
Sheet Metal Worker	4	4	4	4	4	-
Small Engine Mechanic	1	1	-	-	-	-
Steam - Pipe Fitter	1	1	1	1	1	-
Supervisor Energy Management	-	-	-	1	1	-
Welder	4	4	4	4	4	-
Zone 1-4 HVAC Supervisor	3	3	3	3	3	-
Zone 1-4 Manager	4	4	2	2	2	-
Zone 1-4 Supervisor - Custodial & Grounds	4	4	4	4	4	-
Zone 1A-4B Supervisor	5	5	5	5	5	-
Director of Facility Planning	1	1	1	1	-	(1)
Executive Assistant Facility Services	1	1	1	1	1	-
Office of General Counsel	43	45	45	49	48	(1)
Administrative Specialist	1	1	1	1	1	-
Advisor - On-The-Job Injury	-	-	1	1	1	-
Advisor Office of Professional Standards	4	3	4	4	4	-
Associate - Risk Management	-	-	-	1	1	-
Associate- Compliance	1	1	1	-	-	-
Associate General Counsel	5	6	6	6	6	-
Associate Internal Auditor	2	1	1	1	-	(1)
Audit Advisor	2	4	4	6	11	5
Audit Officer	-	-	-	-	1	1
Audit Supervisor	1	1	-	-	-	-
Chief General Counsel	1	1	1	1	1	-
Chief Internal Auditor	1	1	1	1	-	(1)
Contract Administrator	1	1	1	1	1	-
Contract Advisor	3	3	3	3	3	-
Coordinator - Executive Legal	-	1	1	1	1	-
Deputy General Counsel	1	-	-	-	-	-
Director - Audit	1	1	1	1	1	-
Director Office of Professional Standards	1	1	1	1	1	-
Executive Legal Assistant	1	-	-	-	-	-
Information Technology Auditor	1	-	-	-	-	-
Internal Audit Manager	-	-	1	1	-	(1)
Internal Auditor	3	3	3	3	-	(3)
Legal Assistant	2	2	2	2	2	-
MWBE Advisor	3	3	3	3	3	-
MWBE Assistant	1	1	1	1	-	(1)
Risk Advisor-Risk/Liability and Student Accident	1	1	1	1	1	-
Risk Management Manager	1	1	1	1	1	-
Safety Office - OSHA/Environmental Concerns/Inspec	1	1	1	1	1	-
Senior Advisor - Office of Professional Standards	2	3	2	2	2	-
Senior Counsel	-	2	2	3	3	-
Specialist - Compliance	-	-	-	1	1	-
Title IX Advisor	1	1	1	-	-	-
Title IX Program Manager	-	-	-	1	1	-
Worker's Compensation Specialist	1	1	-	-	-	-
Office of Literacy	1	3	3	3	5	2
Director - Early Literacy	-	1	1	1	1	-
Executive Assistant to the Office of Literacy	-	-	-	-	1	1
Executive Director of Literacy	-	-	-	-	1	1
Manager - Literacy	1	2	2	2	2	-
Office of School Transformation	116	117	128	135	124	(11)
Academic Advisor - CCTE	1	-	-	-	-	-
Administrative Assistant	1	1	1	1	2	1
Administrative Assistant - Office of Charter Schoo	-	-	1	1	1	-
Administrative Assistant for Alternative Schools	1	-	-	-	-	-

Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Administrative Assistant for Athletics Manager	1	1	1	1	1	-
Administrative Assistant for Manager of ROTC	1	1	1	1	1	-
Advisor - CTE	-	-	-	-	1	1
Advisor - Equity and Discipline	-	-	1	1	-	(1)
Advisor - Learning Management System	-	1	1	1	1	-
Advisor - Organizational Quality	-	-	1	2	2	-
Advisor - SPED Virtual Learning	-	1	1	1	-	(1)
Advisor - Virtual Learning Management	4	3	3	3	2	(1)
Advisor Charter School Development	-	-	-	1	1	-
Advisor SPED Charter Schools	3	3	3	3	3	-
Alternative Educ Spec - 10 MOS	2	2	2	2	2	-
Alternative Educ Specialist	5	5	4	4	4	-
Alternative Education Advisor	2	3	2	1	1	-
Alternative Schools Analyst	2	1	1	1	1	-
Alternative Schools Transition Analyst	1	-	-	-	-	-
Analyst Student Equity, Enrollment & Discipline	-	-	1	1	-	(1)
Assistant Superintendent - Virtual Ed & Logistics	1	1	1	1	-	(1)
Associate - CTE Graduate Transition	-	-	1	-	-	-
Athletics Head Trainer	1	1	1	1	1	-
Athletics Specialist	2	2	2	2	2	-
Athletics Trainer	1	-	-	-	-	-
Attendance and Discipline Analyst	6	9	9	9	-	(9)
Attendance and Discipline Assistant	3	3	3	3	-	(3)
Attendance and Discipline Receptionist	2	2	2	2	-	(2)
Attendance Discipline and Hearing Official	7	-	-	-	-	-
Behavioral Support/Student Leadership Manager	1	1	-	-	-	-
Budget Advisor	1	1	1	1	1	-
Budget Analyst - Virtual School	1	-	-	-	-	-
Case Worker	1	1	1	1	-	(1)
CTE Elementary Advisor	2	2	1	1	-	(1)
CTE Financial Specialist	-	-	-	-	1	1
Charter School Specialist, Organizational Quality	1	1	-	-	-	-
Child Care Administrator	1	1	1	-	-	-
Clerical Assistant	12	9	11	13	13	-
College Career & Technical Education Manager	1	1	-	-	-	-
College Career Technology Education Advisor	-	1	2	2	2	-
Command Sgt. Major	1	1	1	1	1	-
Coordinator - Special Projects	2	1	1	1	-	(1)
Crewperson - Athletics	-	-	-	4	4	-
Director - Athletics	1	1	1	1	1	-
Director - Career & Technical Education	1	1	1	1	-	(1)
Director - Organizational Quality	1	1	1	1	1	-
Director - STEM CTE	-	-	1	1	-	(1)
Director - Virtual Schools and Online Learning	1	1	1	1	1	-
Director Charter School Development	-	-	-	1	1	-
Director II - Career & Technical Education (CTE)	1	1	1	1	-	(1)
Director of Alternative Schools	1	1	1	1	1	-
Emergency Management Specialist	1	1	1	1	1	-
Executive Director of Charter Schools	1	1	1	1	1	-
Financial Analyst Fiscal Services	2	2	1	1	-	(1)
Hearing and Appeals Supervisor	-	-	-	-	1	1
Manager - CTE Program	-	-	-	-	3	3
Manager - CTE Research and Analytics	-	-	1	1	1	-
Manager - CTE Work-Based Learning	-	-	-	1	1	-
Manager - Equity and Discipline	1	1	1	-	-	-
Manager - Grad	-	-	-	-	1	1
Manager - Youth Advocacy Program	-	-	1	1	1	-
Manager- Academic Strategy & Special Projects	1	1	1	1	2	1
Manager Alternative Schools	1	-	-	-	-	-
Manager of ROTC	1	1	1	1	1	-
Manager Virtual School Operations	1	1	1	1	1	-
Manager, Organizational Quality	1	1	1	-	-	-

Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Middle Grades Manager - CCTE	1	1	1	1	1	-
MIS Data Specialists	1	1	1	1	1	-
Network Hearing Official	-	-	-	-	7	7
Network Leader	-	-	-	-	3	3
Newcomer Program Advisor	1	1	1	1	2	1
Office Associate	1	-	-	-	-	-
Officer - School Transformation	-	-	-	-	1	1
Operations Manager	1	1	-	-	-	-
Partnership Director - CCTE	-	1	1	1	-	(1)
Partnership Manager - CCTE	1	-	-	-	-	-
Principal Coach	-	-	-	-	7	7
Project Graduation Advisor	2	2	-	-	2	2
Project Graduation Manager	1	1	-	-	1	1
Project Specialist - CCTE	3	5	5	5	5	-
Records Clerk	2	1	1	1	1	-
Records Clerk II	2	3	3	3	2	(1)
Research and Analytics Advisor - CCTE	1	1	-	-	-	-
ROTC Logistics Management Specialist	1	1	1	1	1	-
School Compliance Coordinator	-	1	1	1	1	-
Senior Advisor - Attendance & Discipline	-	7	7	7	-	(7)
Senior Advisor - School Development	-	-	1	-	-	-
Senior Advisor - Virtual Learning Management	-	1	1	2	2	-
Senior Financial Analyst - CCTE	-	-	2	2	1	(1)
Senior Manager - Alternative Education	-	2	2	2	2	-
Senior Manager - CCTE Operations	-	-	1	1	1	-
Senior Manager - Equity Discipline & Intervention	-	-	-	1	-	(1)
Senior Manager - Ready Graduate CTE	-	-	1	1	-	(1)
Senior Manager-Academics CTE	-	-	1	1	-	(1)
Senior Manager-CCTE Logistics	-	1	1	1	-	(1)
Senior Manager-STEM CTE	-	1	1	1	-	(1)
Special Project Assistant	2	1	1	1	1	-
Sr Compliance Advisor	1	-	-	-	-	-
Sr. Manager - Charter & Training Schools	-	1	1	1	1	-
STEM Manager - CCTE	1	-	-	-	-	-
Student Data Analyst	1	1	1	1	1	-
Student Equity Enrollment & Discipline Executive D	1	1	1	1	-	(1)
Training NCO	1	1	1	1	1	-
Virtual Life Coach - MVAHS	-	-	-	1	1	-
Virtual School College and Career Counselor	1	2	5	4	5	1
Work-Based Learning Coordinator - CCTE	1	1	-	-	-	-
Youth Advocacy & Resource Advisor	-	-	4	5	5	-
Director II - Schools & Student Support	1	1	1	1	-	(1)
Executive Assistant School Transformation	1	1	1	1	1	-
Office of Schools	132	170	162	162	109	(53)
Academic Schools Support Manager	3	1	1	1	-	(1)
Admin Assistant for Assistant Superintendent	2	2	2	2	-	(2)
Admin. Assistant, Professional Learning & Support	1	1	1	1	-	(1)
Administrative Assistant	1	1	1	1	-	(1)
Administrative Assistant for Pre-K	2	2	1	1	1	-
Administrative Assistant, Curriculum & Instruction	1	1	1	1	1	-
Advisor - Advanced Placement (AP)	-	-	-	-	1	1
Advisor - Blended Learning	-	7	7	7	-	(7)
Advisor - Dual Enrollment	-	-	-	-	2	2
Advisor - Employee Performance and Support	-	4	4	4	4	-
Advisor - Honors	-	-	-	-	1	1
Advisor - Instructional	-	5	5	5	5	-
Advisor - Nutrition Compliance Pre-K	-	-	-	1	1	-
Advisor - Peer Assistance & Review	-	4	4	4	4	-
Advisor - Student & Community Relations VSOL	-	-	-	1	1	-
Advisor - Textbook	-	-	-	1	1	-
Advisor, Student Family & Community	-	2	2	2	2	-
Advisor, Family Partnership and School Support	5	4	4	4	4	-

Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Advisor, Multicultural	-	-	-	-	3	3
Analyst Academic Ops and School Supt Compliance	1	1	1	2	2	-
Analyst- Blended Learning	-	1	1	1	-	(1)
AP Advisor	1	1	-	1	1	-
Arts Advisor	1	-	-	-	-	-
Assistant - Advanced Academics	1	1	-	1	1	-
Assistant Superintendent - High Schools	-	1	1	1	-	(1)
Assistant Superintendent - Middle Schools	-	1	1	1	-	(1)
Assistant Superintendent - Professional Learning	-	1	-	-	-	-
Assistant Superintendent Academic Operations	1	1	1	1	-	(1)
Assistant Superintendent of Priority Schools	1	1	1	1	-	(1)
Assistant Superintendent of Schools	2	2	2	2	1	(1)
Assistant Superintendent-Curriculum & Instruction	-	1	-	-	-	-
Associate - Early Childhood	-	-	1	1	1	-
Budget Specialist for Curriculum	1	1	1	1	-	(1)
Business Manager Chief of Schools	1	1	-	-	-	-
Chief of Academic Operations & School Support	1	1	1	1	-	(1)
Chief of Community Engagement	1	1	1	1	-	(1)
Chief of Schools	-	1	-	-	-	-
Childcare Center Educator	-	1	-	-	-	-
Clerical Assistant	-	-	1	1	2	1
Clerical Assistant Office of Schools	1	1	1	1	-	(1)
Clerical Assistant Textbook	1	1	1	1	1	-
Clerical Assistant, Family Partnerships	1	2	2	2	-	(2)
Community Engagement Specialist	3	1	1	1	-	(1)
Community Schools Manager	1	1	-	-	1	1
Community Schools Specialist	1	-	-	-	8	8
Coordinator - Academic Operations & School Support	-	-	1	1	1	-
Curriculum & Instruction Manager, Mathematics	1	1	1	1	1	-
Director - Curriculum & Instruction	1	-	-	-	-	-
Director - iZone	-	-	1	1	-	(1)
Director - Leadership Development	1	1	1	1	-	(1)
Director - Professional Learning & Support	-	-	-	1	-	(1)
Director - Program Leadership Development	-	-	1	1	-	(1)
Director - Programs and Office of Schools	1	1	1	1	1	-
Director of Advanced Programs and Legacy Academy	1	1	1	1	1	-
Director, Family and Community Engagement	1	1	1	1	1	-
District Receptionist	2	2	2	2	1	(1)
Dual Enrollment Advisor	1	1	-	1	1	-
Educational Support Manager	1	1	-	-	-	-
Environmental Health & Safety Compliance Advisor	1	1	1	-	-	-
Executive Director of Curriculum & Instruction	-	-	1	1	1	-
Executive Director of Early Childhood/Pre-K	1	1	1	1	1	-
Executive Director of Professional Learning & Supp	1	1	2	1	1	-
Family Resource Center Associate	2	2	2	-	-	-
Financial Analyst Optional Schools and AP	1	1	1	1	1	-
Foundational Literacy Coach - Pre-K	-	3	3	2	1	(1)
Highly Specialized Advisor	8	8	8	8	-	(8)
Highly Specialized Advisor - Academics	1	1	1	1	-	(1)
Highly Specialized Advisor, Charter School Devt	1	1	-	-	-	-
Highly Specialized Advisor, Strategy & Innovation	1	1	1	1	-	(1)
Highly Specialized Professional Learning Advisor	1	1	1	1	-	(1)
HPELW Advisor	1	-	-	-	-	-
Instructional Advisor - HPSELW	1	1	1	1	1	-
Instructional Advisor, Arts	2	2	2	2	2	-
Instructional Advisor, Literacy	3	3	3	3	-	(3)
Instructional Advisor, Pre-K	3	3	3	2	2	-
Instructional Advisor, World Language	1	1	1	1	1	-
Instructional Leadership Director iZone	2	2	2	2	-	(2)
Instructional Support Advisor	5	2	2	3	-	(3)
Instructional Support Analyst 1	1	1	-	-	-	-
I-Zone Clerk	1	1	1	1	-	(1)

Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Library Services Advisor	1	-	-	-	-	-
Manager - Advanced Placement	-	-	-	-	1	1
Manager - Employee Performance and Support	1	1	1	1	1	-
Manager - Family Engagement	-	-	-	-	1	1
Manager - Family Partnership & School Support Pre-	-	-	3	-	-	-
Manager - Science Curriculum & Instruction	1	1	1	1	1	-
Manager - Special Projects	-	-	-	1	-	(1)
Manager - Textbook & Educational Support	1	1	1	1	1	-
Manager Academic Leadership Support	-	1	1	1	1	-
Manager Academic Ops and School Support	1	1	1	1	1	-
Manager Academic Ops and School Support Compliance	1	-	-	-	-	-
Manager Early Childhood	-	-	-	1	1	-
Manager of Curriculum	1	1	-	-	-	-
Manager Student Engagement and Initiatives	1	1	1	1	-	(1)
Manager Student Leadership	-	-	-	1	1	-
Manager Student Recruitment	1	1	1	1	-	(1)
Manager, Community Engagement	2	2	1	1	-	(1)
Manager, Early Childhood	-	-	1	-	-	-
Manager, Family and School Support	1	1	1	1	-	(1)
Manager, Professional Learning & Support	4	3	3	3	3	-
Manager, Student Leadership	1	1	1	-	-	-
Musical Instrument Repair Tech	3	3	3	3	1	(2)
Network Leader	-	-	-	-	3	3
Office of Schools Special Project Manager	-	-	-	-	1	1
Peer Assistance and Review Consulting Teacher	5	-	-	-	-	-
PLC Advisor	2	-	-	-	-	-
Professional Learning Analyst	2	2	2	2	2	-
Professional Learning Clerk	1	1	1	1	1	-
Program Director - Curriculum & Instruction	-	-	1	1	1	-
Program/Project Assistant for Optional Schools	1	1	1	1	1	-
Project and Logistics Advisor	1	1	1	1	1	-
Records Clerk	-	1	1	1	-	(1)
Records Clerk for Educational Support	2	2	-	-	-	-
School Redesign Manager	1	1	-	-	-	-
Science Advisor	1	-	-	-	-	-
Senior Accountant	1	1	-	-	-	-
Senior Advisor - Chief of Schools	-	1	1	1	-	(1)
Senior Advisor - Community Schools	-	1	1	1	-	(1)
Senior Advisor - Grant Compliance	-	1	1	1	-	(1)
Senior Advisor - School Compliance	1	1	1	1	-	(1)
Senior Advisor - Student Family & Community	-	2	2	2	-	(2)
Senior Advisor - Student Internships	-	1	1	1	-	(1)
Senior Dual Enrollment Advisor	1	1	1	1	1	-
Senior Manager of Early Literacy	1	-	-	-	-	-
Senior Manager, Academic Operations and School Sup	-	1	1	1	1	-
Senior Manager-Blended Learning	-	1	1	1	-	(1)
Social Studies Advisor	1	-	-	-	-	-
Specialist - Blended Learning	-	4	4	4	-	(4)
Specialist Family Engagement Pre K	-	15	15	14	14	-
Specialist, Multicultural Family	1	3	1	1	1	-
Sr Manager - Optional Schools & Advanced Academics	-	-	1	1	1	-
Sr. Mgr. Partnership, Accountability & Comm. Eng.	1	-	1	1	-	(1)
Student Engagement Specialist K-12	2	1	1	1	1	-
Student Family & Community Advisor	1	-	-	-	-	-
Student Recruitment Specialist	2	4	4	4	-	(4)
Executive Assistant Office of Schools	1	1	-	-	-	-
Office of Special Assistant to the Superintendent	110	115	137	139	230	91
Administrative Assistant Broadcast	1	1	1	1	1	-
Administrative Assistant for Director of Attendanc	1	1	1	1	-	(1)
Advisor - Adopt -a-School/Funding Support	-	1	1	1	1	-
Advisor - Alumni Affairs	-	-	-	-	1	1
Advisor - Enrollment (SEED)	-	-	4	-	-	-

Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Advisor - Mentorship/Partnership Expansion/Interna	-	-	-	-	1	1
Advisor - User Experience	-	-	-	1	1	-
Advisor Academic Records Compliance	4	4	4	4	4	-
Advisor of Intern/Externship Recruitment Placemen	-	-	-	-	1	1
Advisor-Enrollment	-	-	-	-	4	4
Advisor-Executive Services	1	1	2	2	2	-
Advisor-Grant	-	-	-	-	2	2
Analyst - Student Information Management	-	-	4	4	4	-
Analytics Advisor	3	3	3	3	3	-
Assessment & Accountability Assistant	1	1	1	1	1	-
Assessment Advisor	3	3	3	2	2	-
Assessment Specialist	2	2	2	2	2	-
Attendance Liaison	-	-	-	-	78	78
Audio/Visual Production Tech	1	1	-	-	-	-
Bilingual Communications Advisor	1	-	-	-	-	-
Board Administrative Assistant	1	-	-	-	-	-
Board Member	9	9	9	9	9	-
Broadcast Engineer	1	1	1	1	1	-
Broadcast Production Associate	2	2	3	3	3	-
Broadcasting Specialist	1	1	1	1	1	-
Business Process Analyst	1	1	1	-	-	-
Chief Engineer	1	1	1	1	-	(1)
Chief Innovation Officer	1	-	-	-	-	-
Chief of Communications	1	1	1	-	-	-
Communication Specialist	1	1	1	1	1	-
Communications Advisor	1	2	1	1	1	-
Communications Manager	1	1	1	1	1	-
Constituent Services Assistant	7	7	7	7	10	3
Constituent Services Clerk	-	1	1	1	2	1
Constituent Services Specialist	1	1	1	1	1	-
Continuous Improvement Advisor	1	1	1	1	1	-
Coordinator - Project	-	1	1	1	1	-
Copy Editor	-	-	1	1	1	-
Data Analyst	2	2	2	2	2	-
Data Specialist Enrollment	2	2	8	8	2	(6)
Database Engineer	2	2	2	2	2	-
Deputy Superintendent,Strategic Operations&Support	1	1	-	-	-	-
Director - Constituent Services	-	1	1	1	1	-
Director - External Communications	1	1	1	1	1	-
Director - Internal Communications	1	1	1	1	1	-
Director - Performance Management	1	1	1	1	1	-
Director - Strategic Operations and Innovation	2	2	1	2	-	(2)
Director II - Planning & Accountability	1	1	1	1	1	-
Director of Accountability	1	1	1	1	1	-
Director of Enrollment & Attendance	-	-	1	1	1	-
Director of Research	1	1	1	1	1	-
Exec. Assist. to the Chief of Communications	1	1	-	-	-	-
Executive Assistant- Board	-	1	1	1	1	-
Executive Director - Partnerships & Development	-	-	-	-	1	1
General Manager	1	1	1	1	1	-
Graphics Specialist	1	1	1	1	1	-
Internal Communications Analyst	1	-	-	-	-	-
Manager - Accountability & Continuous Improvement	-	-	-	1	1	-
Manager - Bilingual Communications	-	1	1	1	1	-
Manager - Data Strategy & Performance Management	-	-	-	1	1	-
Manager - Intergovernmental Affairs & Policy	-	1	1	1	1	-
Manager - Partnerships	-	-	-	-	2	2
Manager - Registration	1	1	1	1	1	-
Manager - School Level Partnerships & Grant Compli	-	-	-	-	1	1
Manager - Student Information Management	-	-	3	3	3	-
Manager Decision Analytics & Information Mgmt	1	1	1	1	1	-
Manager of Public Relations	-	-	-	-	1	1



Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Manager, Research	1	1	1	1	1	-
Marketing Manager	1	1	1	1	1	-
Multimedia Relations Advisor	1	1	1	1	1	-
Multimedia Relations Manager	1	1	1	1	1	-
Multimedia Specialist	1	1	1	1	1	-
Partnership Internal & External Support Grant Writ	-	-	-	-	1	1
Partnerships and Special Programming Grant Writer	-	-	-	-	1	1
Part-time SIM Data Worker	4	4	4	4	4	-
Policy Development Advisor	2	2	2	2	2	-
Program Director - Schools and Leadership	-	1	1	1	1	-
Project Manager	2	-	-	-	-	-
Public Information Officer	-	-	1	1	-	(1)
Radio Broadcast Associate	3	3	3	3	3	-
Records Assistant	4	4	4	4	4	-
Research Advisor	1	1	1	1	1	-
Research Analyst	-	2	2	1	1	-
Research Associate	1	-	-	-	-	-
School Operations Academic Manager	-	-	-	1	-	(1)
Senior Advisor - Continuous Improvement	-	-	1	-	1	1
Senior Advisor - Strategic Progr & Innovation	-	-	-	2	2	-
Senior Advisor- Analytics	-	-	-	1	1	-
Senior Advisor- Data Strategy & Perfo	-	-	-	1	1	-
Senior Advisor-Executive Servic	1	1	1	1	1	-
Senior Communications Advisor	1	1	1	1	1	-
Senior Manager Decision Analytics Information	1	1	1	1	1	-
Senior Specialist - Compliance	-	1	1	1	1	-
SIM Data Specialist	10	10	15	14	14	-
SIM Team Leader	3	3	-	-	-	-
Special Assistant to the Superintendent	-	-	-	1	1	-
Specialist - Administrative (Communications)	-	-	1	1	1	-
Specialist - Bilingual Communications	-	-	-	-	3	3
Specialist - Internal Communications	-	-	1	1	2	1
SQL Developer	-	-	-	1	1	-
Strategic Communications Advisor	1	1	1	1	1	-
Strategic Communications Officer	-	-	-	1	1	-
Student Records Manager	1	1	1	1	1	-
Executive Assistant Innovation Office	1	1	1	1	1	-
Office of Superintendent	3	2	2	5	3	(1)
Administrative Assistant to the Superintendent	-	-	-	1	-	(1)
Executive Assistant II	1	-	-	-	-	-
Executive Assistant to the Superintendent	-	-	-	1	-	(1)
Executive Manager-Office of the Superintendent	-	-	-	-	1	1
Project Supervisor- Office of the Superintendent	-	-	-	1	1	-
Receptionist II for Superintendent	1	1	1	1	-	(1)
Superintendent	1	1	1	1	1	-



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**MEMPHIS - SHELBY COUNTY SCHOOLS
POSITION SUMMARY BY PROJECT
NON-FEDERAL PROGRAMS**

Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Evening Reporting Center	2	2	2	2	2	-
Advisor Evening Reporting Center	1	1	1	1	1	-
Manager Evening Reporting Center	1	1	1	1	1	-
First 8 Coaches Support	-	-	-	2	2	-
Foundational Literacy Coach - Pre-K	-	-	-	2	2	-
First 8 Memphis	-	-	-	98	96	(2)
Advisor - Grant Compliance	-	-	-	1	-	(1)
Classroom Teacher Pre K	-	-	-	47	46	(1)
Educational Asst - Early Childhood	-	-	-	46	46	-
Foundational Literacy Coach - Pre-K	-	-	-	1	1	-
Instructional Advisor, Pre-K	-	-	-	1	1	-
Manager - Family Partnership & School Support Pre-Program/Project Assistant for Pre-K	-	-	-	1	1	-
First 8 Memphis Coaches	-	-	2	-	-	-
Foundational Literacy Coach - Pre-K	-	-	2	-	-	-
First 8 Memphis Wraparound	-	5	13	-	-	-
Specialist Family Engagement Pre K	-	5	13	-	-	-
First 8.1	91	94	80	-	-	-
Childcare Center Educator	-	5	8	-	-	-
Classroom Teacher Pre K	45	41	31	-	-	-
Educational Asst - Early Childhood	44	44	39	-	-	-
Foundational Literacy Coach - Pre-K	-	2	1	-	-	-
Instructional Advisor, Pre-K	1	1	-	-	-	-
Program/Project Assistant for Pre-K	1	1	1	-	-	-
First 8.2	21	23	17	-	-	-
Childcare Center Educator	-	2	-	-	-	-
Classroom Teacher Pre K	10	8	7	-	-	-
Educational Asst - Early Childhood	10	11	9	-	-	-
Foundational Literacy Coach - Pre-K	-	1	-	-	-	-
Instructional Advisor, Pre-K	1	1	1	-	-	-
First 8.2 Wraparound	-	-	-	20	21	1
Specialist Family Engagement Pre K	-	-	-	20	21	1
Head Start (All)	-	-	-	-	1	1
Manager, Grant Fiscal	-	-	-	-	1	1
Memphis Education Fund	2	2	-	-	-	-
Classroom Teacher K-5	1	1	-	-	-	-
Classroom Teacher Secondary	1	1	-	-	-	-
Pre-K	99	108	100	96	93	(3)
Administrative Assistant for Pre-K	1	1	-	-	-	-
Advisor - Family Partnership and School Support P	-	-	1	1	1	-
Advisor - Grant Compliance	-	-	2	-	-	-
Classroom Teacher Pre K	85	90	80	81	81	-
Clerical Assistant	1	1	1	1	1	-
Director - Education	1	1	1	1	1	-
Educational Asst - Early Childhood	6	5	4	5	5	-
Foundational Literacy Coach - Pre-K	-	2	2	-	-	-
Grant Fiscal Associate, Pre-K	1	1	1	1	1	-
Instructional Advisor, Pre-K	1	1	1	1	-	(1)
Manager, Early Childhood	1	2	2	1	1	-
Manager, Grant Fiscal	2	2	2	1	-	(1)
Receptionist	-	-	1	1	1	-
Specialist Family Engagement Pre K	-	2	2	2	1	(1)
Research & Evaluation	-	-	-	1	1	-
Research Analyst	-	-	-	1	1	-
School Age Childcare (ELOP)	14	-	-	-	-	-
Extended Learning Advisor	4	-	-	-	-	-
Extended Learning Assistant	3	-	-	-	-	-
Extended Learning Monitor Full-Time	3	-	-	-	-	-
Extended Learning Receptionist	1	-	-	-	-	-
Financial Analyst for Student Support	1	-	-	-	-	-
Manager of Extended Learning	1	-	-	-	-	-
School Age Child Care Manager	1	-	-	-	-	-
SPED Medicaid Reimbursement	2	2	2	2	2	-
Advisor - Medicaid Reimbursement Program	-	-	1	1	1	-
Medicaid Specialist	1	1	-	-	-	-
Nurse Practitioner	1	1	1	1	1	-
Substance Abuse Prevention & Treatment	-	-	2	-	-	-
Parent Liaison	-	-	2	-	-	-
Trauma Intensive Parent (TIP) Grant	2	2	-	1	-	(1)
Parent Liaison	2	2	-	1	-	(1)
Urban Strategies	4	4	-	-	-	-
Student & Community Relations Advisor	1	1	-	-	-	-
Student and Community Resource Associate	3	3	-	-	-	-



**MEMPHIS - SHELBY COUNTY SCHOOLS
POSITION SUMMARY
NUTRITION SERVICES**

Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Nutrition Services	1,629	1,631	1,612	1,606	1,606	-
Accountant	1	1	1	1	1	-
Accountant - Senior	3	3	3	3	3	-
Admin Assistant for Dir of Nutrition Operations	1	-	-	-	-	-
Administrative Assistant - Nutrition Services	1	2	1	1	1	-
Administrative Secretary I	1	1	-	-	-	-
Advisor - Food Safety	-	-	-	1	1	-
Advisor - Workplace Safety	-	-	-	1	1	-
Analyst - Menu Planning	-	-	1	1	1	-
Analyst - Safety Compliance	-	-	1	-	-	-
Analyst, Distribution	2	2	2	2	2	-
Analyst, Planning and Logistics	1	1	1	1	1	-
Associate - Food Quality	-	-	-	2	2	-
Associate - Programs Compliance	-	6	6	6	6	-
Associate, Compliance CNC	10	4	1	1	1	-
Associate, Planning and Logistics	1	1	1	1	1	-
Associate, Warehouse & Distribution Inventory	1	1	1	1	1	-
Buyer	1	1	1	-	-	-
Central Kitchen Manager	-	1	1	1	1	-
Central Kitchen Supervisor	-	1	1	1	1	-
Chef	-	-	-	1	1	-
Clerical Assistant	3	3	6	6	6	-
Clerk for Distribution	2	2	2	2	2	-
Clerk for Planning and Procurement	4	4	4	4	4	-
Coordinator - Nutrition Mobile	-	40	45	52	52	-
Culinary Specialist	2	2	2	1	1	-
Dietitian	2	2	2	2	2	-
Director II - Nutrition	1	1	1	1	1	-
Distribution Associate - CNC	-	-	-	11	11	-
Distribution Associate - Freezer	-	-	-	14	14	-
Distribution Manager	1	1	1	1	1	-
Equipment Maintenance Specialist	3	2	2	2	2	-
Equipment Operations Assistant	1	2	2	2	2	-
Equipment Operations Supervisor	1	1	1	1	1	-
Executive Chef	-	-	-	1	1	-
Farm Education Program Manager	1	1	1	1	1	-
Farm Manager	1	1	1	1	1	-
Field Operations Manager	-	1	1	1	1	-
First Line Supervisor Operations	1	-	-	-	-	-
Floating Clerk Nutrition Services	1	1	-	-	-	-
Food Quality Control Specialist	1	1	1	1	1	-
Food Quality Control Technican	2	2	2	-	-	-
Fork Lift Operator	10	10	7	-	-	-
Functional Advisor Nutrition Services	1	1	1	1	1	-
Human Resource Staffing Advisor Non Instructional	2	2	2	1	1	-
Information Technology Manager	1	1	1	1	1	-
Inventory Clerk	6	6	6	6	6	-
IT Field Technician	1	1	1	1	1	-
Lunchroom Monitor	48	48	47	47	47	-
Manager - Food Safety and Quality Control	-	1	1	1	1	-
Manager - Nutrition Services Area	-	10	10	12	12	-
Manager- School Operations	-	1	1	1	1	-
Manager, Equipment Operations	1	1	1	1	1	-
Mechanic I - Certified	1	1	1	1	1	-
Menu Planning Associate	1	1	1	1	1	-
Menu Planning Manager	1	1	1	1	1	-
Network Specialist	5	5	5	5	5	-
Nutrition Production Support	19	-	-	-	-	-
Nutrition Service Analyst	1	1	1	1	1	-



Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Nutrition Service Mobile Support	45	5	-	-	-	-
Nutrition Service Nutrition Instructor	2	2	2	2	2	-
Nutrition Service Support	1,130	1,130	1,126	1,126	1,126	-
Nutrition Services Area Mgr	10	-	-	-	-	-
Planning and Analysis Analyst	1	1	1	1	1	-
Planning and Analysis Associate	2	2	2	2	2	-
Planning and Analysis Manager	1	1	1	1	1	-
Plant Manager	1	1	1	1	1	-
Receptionist for Nutrition Office	1	1	1	1	1	-
Refrigerator Repair Technician	4	4	4	4	4	-
Safety and Security Guard	10	10	10	10	10	-
School Nutrition Supervisor	154	154	153	151	151	-
School Nutrition Supervisor Trainee	29	29	29	29	29	-
School Operations Manager	1	1	1	1	1	-
Senior Buyer	1	1	1	1	1	-
Senior Manager Nutrition Services	1	1	1	1	1	-
Senior Manager- School Operations	1	1	1	1	1	-
Senior Manager Staff Development, Nutrtn Services	1	1	1	1	1	-
Sergeant	2	2	2	2	2	-
Server Support - Central Kitchen	-	19	19	19	19	-
Special Programs Manager	-	1	1	1	1	-
Specialist - Food Safety	3	2	3	2	2	-
Sub IT Support	1	1	1	1	1	-
Supervisor, Distribution Area	2	2	2	3	3	-
Supervisor, Distribution Area (Inventory Control)	1	1	1	1	1	-
Supervisor, Food Quality Control	1	1	-	-	-	-
Supervisor, Nutrition Production	2	-	-	-	-	-
Supervisor, School Nutrition II	9	9	9	4	4	-
Supervisor, School Nutrition III	10	10	9	6	6	-
Supervisor, School Nutrition IV	2	2	2	-	-	-
Supply Chain Manager	1	1	1	1	1	-
Talent Acquisition Associate Non Instructional	1	1	1	1	1	-
Technician, Sanitation	2	2	2	-	-	-
Truck Driver - CDL	21	21	21	21	21	-
Warehouse First Line Supervisor	2	2	2	1	1	-
Warehouse Lead	4	4	4	-	-	-
Warehouse Worker	22	22	14	-	-	-



**MEMPHIS - SHELBY COUNTY SCHOOLS
POSITION SUMMARY BY PROJECT
FEDERAL PROGRAMS**

Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
American Rescue Plan	-	9	-	-	-	-
Advisor - Family Partnership and School Support P	-	1	-	-	-	-
Behavioral Specialist	-	3	-	-	-	-
Health Services Program Advisor	-	1	-	-	-	-
Laundry Technician - Pre-K	-	2	-	-	-	-
Senior Pre-K Professional Development Advisor	-	2	-	-	-	-
ARP Homeless	-	-	-	1	-	(1)
Federal Programs Advisor - ARP 1.0	-	-	-	1	-	(1)
ARP Homeless 1.0	-	1	1	-	-	-
Federal Programs Advisor - ARP 1.0	-	1	1	-	-	-
ARP Homeless 2.0	-	11	11	11	1	(10)
Advisor- Federal Programs	-	1	1	1	-	(1)
Clerical Assistant	-	1	1	1	1	-
Federal Programs Specialist	-	9	9	9	-	(9)
ARP Homeless System Navigator	-	-	-	1	-	(1)
Federal Programs Specialist	-	-	-	1	-	(1)
ARP IDEA Part B	-	-	1	-	-	-
Exceptional Children Advisor SPED	-	-	1	-	-	-
ATSI 2019 Designation	1	1	-	-	-	-
Educational Assistant	1	1	-	-	-	-
ATSI 23 Grant	-	-	-	-	1	1
Computer Lab Assistant	-	-	-	-	1	1
Carl Perkins	13	13	13	13	-	(13)
College Career & Technical Education Manager	1	-	-	-	-	-
College Career Technology Education Advisor	5	5	5	5	-	(5)
Early College Advisor	4	4	4	4	-	(4)
Program Project Assistant for CTE	2	2	2	2	-	(2)
Senior Advisor - CCTE	1	1	1	1	-	(1)
Senior Manager-Academics CCTE	-	1	1	1	-	(1)
CDC/Mental Health Supplement 2	-	1	1	-	-	-
Senior Advisor - Social Emotion Supports	-	1	1	-	-	-
CDCP HIV/STD PREVENTION	3	3	3	3	-	(3)
Advisor-Program (ECHS)	-	-	-	1	-	(1)
Research Advisor	1	1	1	-	-	-
Senior Advisor - Social Emotion Supports	-	-	-	1	-	(1)
Special Project Coordinator I	2	2	2	1	-	(1)
CDCP HIV/STD Prevention (FY 2024)	-	-	-	-	1	1
Advisor-Program (ECHS)	-	-	-	-	1	1
Comprehensive School Safety Initiative	3	-	-	-	-	-
Data Analyst	1	-	-	-	-	-
Professional School Counselor	1	-	-	-	-	-
Project Advisor	1	-	-	-	-	-
Consolidated Administration	34	45	46	47	42	(5)
Accountant - Federal Program	-	1	1	1	1	-
Advisor - Federal Programs (Special Populations)	-	-	-	1	-	(1)
Associate Federal Programs Data Associate	1	1	1	1	-	(1)
Director - Grants Program	1	1	1	1	-	(1)
Director II - Federal Programs	1	1	1	1	1	-
Federal Programs Advisor - Grants & Special Popula	1	1	1	1	1	-
Federal Programs Advisor - School Support/Program	3	3	3	3	3	-
Federal Programs Advisor (Programs)	4	7	7	8	8	-
Federal Programs Analyst	1	1	1	1	1	-
Federal Programs Associate (Grants)	1	-	-	-	-	-
Federal Programs Associate (Programs)	1	1	1	1	1	-
Federal Programs Inventory Assistant	2	-	-	-	-	-
Federal Programs Inventory Associate	2	6	6	6	6	-
Federal Programs Manager	4	5	5	5	6	1
Federal Programs Specialist	1	1	2	2	2	-
Financial Analyst (Federal Programs)	2	2	2	2	-	(2)



Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Fiscal Compliance Administrative Assistant	1	1	1	1	1	-
Grant Planning and Budgeting Director	1	1	1	1	1	-
Grants Administrative Assistant	1	1	1	1	1	-
Instructional Facilitator	1	1	1	1	1	-
Licensure and Compliance Specialist	1	1	1	1	1	-
Manager - Academic School Support & Finance	-	-	-	1	1	-
Manager - Federal Programs Inventory	-	1	1	1	1	-
Manager, Grants and Special Populations Compliance	1	1	1	1	-	(1)
Program Compliance Administrative Assistant	1	1	1	1	1	-
Research Analyst	-	2	2	-	-	-
Research Associate	1	-	-	-	-	-
Senior Accountant	1	3	3	3	3	-
Senior Manager - Federal Programs	-	1	1	1	1	-
Enhancing School Capacity to Address Youth Violenc	-	-	1	1	1	-
Project Advisor	-	-	1	1	1	-
Epidemiology & Laboratory Capacity (ELC)	-	13	11	-	-	-
Administrative Assistant	-	1	-	-	-	-
Advisor - ELC Grant Project	-	2	1	-	-	-
Analyst- ELC Grant Project	-	2	2	-	-	-
Director - Business Relationships & School Support	-	1	1	-	-	-
Manager - Business Relationships	-	-	6	-	-	-
Manager - Operations & School Supports	-	6	-	-	-	-
Senior Manager - Business Relationships	-	1	1	-	-	-
ESSER 1.0	1	2	-	-	-	-
Accountant - Senior	-	1	-	-	-	-
Federal Programs Associate (Grants)	1	1	-	-	-	-
ESSER 2.0	321	337	417	-	-	-
504 Compliance Advisor	4	4	4	-	-	-
Accountant	1	-	-	-	-	-
Accountant - Senior	3	-	-	-	-	-
AP Advisor	-	-	1	-	-	-
Assistant - Advanced Academics	-	-	1	-	-	-
Assistant Principal-Elementary/Middle	-	-	1	-	-	-
Behavioral Support/Student Leadership Manager	-	-	1	-	-	-
Bilingual Cultural Mentor	-	-	3	-	-	-
Classroom Teacher Con Home Ec	-	-	1	-	-	-
Classroom Teacher Secondary	-	-	2	-	-	-
Classroom Teacher Special ED	-	-	6	-	-	-
Classroom Teacher- Vocational CCTE Teaching as a	-	-	7	-	-	-
Counselor Alcohol / Drug	-	-	1	-	-	-
Dual Enrollment Advisor	-	-	1	-	-	-
Family Engagement Liaison	-	-	7	-	-	-
Federal Programs Manager	2	-	-	-	-	-
Health Technician	-	-	8	-	-	-
Instructional Facilitator	-	-	1	-	-	-
Instructional Support Analyst 1	-	-	1	-	-	-
Interventionist	-	-	7	-	-	-
Learning Recovery Interventionist	-	-	3	-	-	-
Manager - CCTE Work-Based Learning	-	-	1	-	-	-
ReSET Room Assistant	60	77	77	-	-	-
Social Worker	-	5	7	-	-	-
Special Project Coordinator - Coordinated School H	-	-	3	-	-	-
Specialized Educational Assistant	251	251	273	-	-	-
ESSER 3.0	250	771	975	1,293	-	(1,293)
Accountant	-	3	3	3	-	(3)
Accountant - Senior	-	4	5	5	-	(5)
Advisor - Advanced Placement (AP)	-	1	1	1	-	(1)
Advisor - Alumni Affairs	-	1	1	1	-	(1)
Advisor - Blended Learning	-	4	4	4	-	(4)
Advisor - Dual Enrollment	-	2	2	2	-	(2)
Advisor - Enrollment (SEED)	-	-	3	-	-	-
Advisor - Honors	-	1	1	1	-	(1)
Advisor - Induction & Training	-	2	2	2	-	(2)



Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Advisor - Instructional Support Virtual School	-	2	2	2	-	(2)
Advisor - Testing and Staffing	-	1	1	1	-	(1)
Advisor_ Instructional RTI2	-	-	7	7	-	(7)
Advisor- Federal Programs	-	2	2	2	-	(2)
Advisor- Instructional Learning Loss	-	4	11	10	-	(10)
Advisor School Operations	-	6	3	3	-	(3)
Advisor, Multicultural	-	6	6	6	-	(6)
Alternative Education Advisor	-	-	1	1	-	(1)
Analyst- Construction Compliance	-	1	1	1	-	(1)
Analyst- Digital 1:1 Device	-	1	1	3	-	(3)
Analyst Student Equity, Enrollment & Discipline	-	4	4	4	-	(4)
Asset Inventory Associate	-	7	7	12	-	(12)
Associate - Digital Device Support	-	22	22	27	-	(27)
Associate - License and Compliance	-	1	1	1	-	(1)
Attendance Liaison	-	-	23	25	-	(25)
Behavioral Specialist	-	50	70	70	-	(70)
Behavioral Support/Student Leadership Manager	-	2	2	3	-	(3)
Budget Analyst	-	1	-	-	-	-
Campus Monitor	-	1	1	1	-	(1)
Classroom Teacher - Virtual Advance Placement	-	4	4	4	-	(4)
Classroom Teacher Con Home Ec	-	-	5	5	-	(5)
Classroom Teacher ESL	-	15	14	12	-	(12)
Classroom Teacher Special Skills	-	20	24	24	-	(24)
Classroom Teacher Vocational	-	-	1	1	-	(1)
Classroom Teacher- Vocational CTE Teaching as a	-	5	11	11	-	(11)
Clerical Assistant	-	5	7	7	-	(7)
Community Schools Manager	-	1	2	2	-	(2)
Community Schools Specialist	-	8	8	8	-	(8)
Compensation Specialist	-	1	1	1	-	(1)
Constituent Services Assistant	-	3	3	3	-	(3)
Constituent Services Clerk	-	3	3	3	-	(3)
Director - Blended Learning	-	1	1	1	-	(1)
Director - Program Leadership Development	-	1	1	1	-	(1)
Director of Charter Schools Finance	-	1	-	-	-	-
Educational Assistant	-	-	7	7	-	(7)
Exceptional Children Advisor SPED	-	-	4	4	-	(4)
Extended Learning Advisor	-	4	4	4	-	(4)
Extended Learning Receptionist	-	1	1	1	-	(1)
Family Engagement Liaison	-	-	9	9	-	(9)
Federal Programs Associate (Grants)	-	1	1	1	-	(1)
Federal Programs Manager	-	2	2	2	-	(2)
Graduation Coach	-	-	3	3	-	(3)
Grants Administrative Assistant	-	1	1	1	-	(1)
Homebound Teacher	-	2	2	2	-	(2)
HR Talent Specialist, Instructional	-	1	1	1	-	(1)
Instructional Advisor, ESL	-	2	3	3	-	(3)
Instructional Advisor, Literacy	-	3	3	3	-	(3)
Instructional Coach	-	-	22	22	-	(22)
Instructional Facilitator	-	-	2	2	-	(2)
Instructional Leadership Director	-	1	1	1	-	(1)
Instructional Support Advisor	-	1	1	1	-	(1)
Instructional Support Analyst 1	-	-	-	1	-	(1)
Interventionist	-	4	6	6	-	(6)
Learning Recovery Interventionist	-	-	-	3	-	(3)
Manager - Academic School Support & Finance	-	1	-	-	-	-
Manager - Advanced Placement	-	1	1	1	-	(1)
Manager - Digital Application Development	-	2	2	2	-	(2)
Manager - Digital Field Support	-	1	1	1	-	(1)
Manager - Multicultural	-	-	1	1	-	(1)
Manager- Academic Strategy & Special Projects	-	1	1	1	-	(1)
Manager- Asset Inventory	-	1	1	1	-	(1)
Manager- Cyber Zone	-	1	1	1	-	(1)
Manager, Grants and Special Populations Compliance	-	1	1	1	-	(1)



Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Multilingual Cultural Senior Advisor	-	1	1	1	-	(1)
Newcomer Program Advisor	-	-	1	1	-	(1)
Part-time Homebound Teacher	-	2	2	-	-	-
Project Advisor	-	2	2	3	-	(3)
Project Graduation Advisor	-	-	2	2	-	(2)
Project Graduation Manager	-	-	1	1	-	(1)
Project Stand Advisor	-	2	2	2	-	(2)
Psychologist	-	-	1	1	-	(1)
ReSET Room Assistant	-	-	34	61	-	(61)
RTI Advisor	-	-	3	3	-	(3)
RTI Specialist	-	-	1	1	-	(1)
S.E.E.D Trauma Informed Practices Coach	-	-	11	11	-	(11)
Safety Special Project Coordinator	-	5	5	5	-	(5)
Security Special Project Associate	-	1	1	1	-	(1)
Senior Advisor - Continuous Improvement	-	-	1	1	-	(1)
Senior Advisor - Data Strategy	-	1	1	1	-	(1)
Senior Advisor - Rt12 Behavior	-	2	2	2	-	(2)
Senior Advisor - Strategic Progr & Innovation	-	-	1	-	-	-
Senior Manager - Academic Strategy & Sp Projects	-	-	1	1	-	(1)
Senior Manager- Academic Support	-	-	1	1	-	(1)
Social Worker	-	-	8	15	-	(15)
Special Project Coordinator	-	1	1	1	-	(1)
Specialist - Bilingual Communications	-	3	3	3	-	(3)
Specialist - Testing and Staffing	-	1	1	1	-	(1)
Specialist, Multicultural Family	-	-	2	2	-	(2)
Specialized Educational Assistant	250	499	508	781	-	(781)
Student and Community Resource Associate	-	-	2	2	-	(2)
Truancy Attendance Specialist	-	5	5	5	-	(5)
First 8 Memphis	-	-	-	-	1	1
Senior Pre-K Professional Development Advisor	-	-	-	-	1	1
Fresh Fruits & Vegetables	-	-	-	-	11	11
College Career Technology Education Advisor	-	-	-	-	4	4
Early College Advisor	-	-	-	-	4	4
Program Project Assistant for CTE	-	-	-	-	2	2
Senior Advisor - CTE	-	-	-	-	1	1
Gear Up 3.0	1	1	1	1	-	(1)
Instructional Facilitator	1	1	1	1	-	(1)
Head Start (All)	159	418	436	413	396	(17)
Accountant	1	1	2	2	2	-
Advisor - Family Partnership and School Support P	-	2	3	4	4	-
Advisor - Grant Compliance	-	1	1	1	-	(1)
Advisor - Nutrition Compliance Pre-K	-	-	-	1	1	-
Advisor, Compliance Pre-K/Head Start	1	-	-	-	-	-
Asset Inventory Data Analyst - Early Childhood	-	-	-	1	1	-
Behavioral Specialist	2	3	6	6	6	-
Childcare Center Educator	-	52	52	59	56	(3)
Classroom Teacher Pre K	-	-	7	-	-	-
Clerical Assistant	-	4	4	2	2	-
Compliance Associate - ERSEA- Pre-K	-	-	-	3	3	-
Compliance Associate, Pre-K/Head Start	3	8	8	-	-	-
Data Analyst	1	1	1	1	1	-
Director - Head Start	1	1	1	1	1	-
Educational Asst - Early Childhood	121	208	214	190	182	(8)
Educational Support Assistant - Early Childhood	-	9	6	5	1	(4)
Environmental Health & Safety Compliance Advisor	1	2	2	1	1	-
Facilities Manager Early Childhood Head Start	1	1	1	1	1	-
Financial Analyst (Pre-K)	1	1	1	-	-	-
Financial Support Specialist	-	1	1	1	1	-
Fiscal Assistant	-	1	1	1	1	-
Foundational Literacy Coach - Pre-K	-	6	5	5	5	-
H.R. Senior Advisor Pre-K	1	1	1	1	1	-
Head Start Project Support Assistant	1	-	-	-	-	-



Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Health Services Program Advisor	2	5	6	6	6	-
Instructional Advisor, Pre-K	7	7	6	6	6	-
IT Support Associate	-	1	1	1	1	-
Laundry Technician - Pre-K	-	-	4	4	4	-
Licensed Practical Nurse	2	1	-	-	-	-
Manager - Comprehensive Services ERSEA	-	1	1	1	1	-
Manager - Family Partnership & School Support Pre-	-	2	2	2	2	-
Manager - Pre-K Head Start Center	-	-	-	2	2	-
Manager Comprehensive Health Services Pre-K	-	-	-	1	1	-
Manager, Early Childhood	-	1	1	1	1	-
Pre-K Childcare Facility Director	-	4	4	-	-	-
Program/Project Assistant for Pre-K	4	6	6	6	6	-
Registered Nurse	2	1	-	-	-	-
Senior Accountant	1	1	-	-	-	-
Senior Advisor - Instructional Support Pre-K	-	-	1	-	-	-
Senior Manager Comprehensive Services ERSEA	1	-	-	-	-	-
Senior Pre-K Professional Development Advisor	-	-	2	1	-	(1)
Specialist Environment Facilities Compliance PreK	-	-	-	4	4	-
Specialist Family Engagement Pre K	-	81	81	88	88	-
Transition Services Advisor	2	-	-	-	-	-
Transition Services Manager	1	-	-	-	-	-
Warehouse First Line Supervisor	-	1	-	-	-	-
Warehouse Worker	2	3	4	4	4	-
IAL Libraries in the Blend	-	-	1	1	1	-
Project Coordinator- Libraries in the Blend	-	-	1	1	1	-
IDEA Part B	679	711	633	591	569	(22)
Administrative Assistant for Exceptional Children	2	2	2	2	1	(1)
Advisor-Physical/Occupational Therapy	1	1	1	1	1	-
Applications Support Analyst for Exception Childre	1	1	1	1	1	-
Assistant - Residential Training Center	13	13	13	-	-	-
Behavioral Specialist	20	20	1	1	1	-
Classroom Teacher Special ED	1	2	2	2	2	-
Clerical Assistant	1	1	1	1	1	-
Clerk for Exceptional Children	6	6	6	6	6	-
Coordinator - Residential Training Center	1	1	1	-	-	-
Data Info Specialist	1	1	1	1	1	-
Deaf Interpreter	12	12	12	12	12	-
Educational Assistant	20	-	-	-	-	-
Educational Asst - Special ED	504	494	489	461	456	(5)
Exceptional Children Advisor SPED	9	9	7	7	7	-
Financial Support Specialist	1	1	1	1	-	(1)
Instructional Facilitator	3	4	1	2	3	1
Licensed Practical Nurse	24	24	23	23	23	-
Occupational Therapist	9	9	9	9	9	-
Physical Therapist	3	3	3	3	3	-
Psychologist	30	30	30	30	30	-
Regional Manager of Exceptional Children	2	2	2	2	2	-
ReSET Room Assistant	-	50	16	16	-	(16)
S.E.E.D Trauma Informed Practices Coach	-	10	-	-	-	-
Senior Accountant	1	1	1	1	1	-
Social Worker	13	13	9	9	9	-
Technician - Residential Training	1	1	1	-	-	-
IDEA Preschool	5	5	7	7	7	-
Classroom Teacher Special ED	2	2	2	2	2	-
Educational Asst - Special ED	3	3	4	4	4	-
Speech Language Pathologist Assistant	-	-	1	1	1	-
Model Preschool District Grant	-	-	-	4	4	-
Classroom Teacher Pre K	-	-	-	2	2	-
Educational Asst - Early Childhood	-	-	-	2	2	-
MSCS Project AWARE	-	-	-	8	9	1
Advisor - Social Emotional Learning	-	-	-	2	-	(2)
Family Engagement Liaison	-	-	-	1	-	(1)
SEED- Compliance Specialist	-	-	-	1	-	(1)



Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Senior Advisor - S.E.L. Compliance	-	-	-	1	-	(1)
Social Worker	-	-	-	3	9	6
Priority Exit	1	1	1	-	-	-
Part-time Educational Assistant	1	-	-	-	-	-
Tutoring Assistant	-	1	1	-	-	-
Priority School Improvement Grant-Regular	49	34	-	-	-	-
Administrative Assistant	1	-	-	-	-	-
Bilingual Cultural Mentor	1	-	-	-	-	-
Educational Assistant	14	14	-	-	-	-
Graduation Coach	1	-	-	-	-	-
Instructional Coach	14	14	-	-	-	-
Instructional Support Advisor	3	1	-	-	-	-
Instructional Support Manager	1	1	-	-	-	-
Interventionist	10	2	-	-	-	-
Manager Literacy Instructional Support	1	1	-	-	-	-
Manager Mathematics Instructional Support	1	-	-	-	-	-
Manager Science Instructional Support	1	1	-	-	-	-
Vice Principal	1	-	-	-	-	-
STEM in the Library	1	1	-	-	-	-
Project Coordinator- Libraries in the Blend	-	1	-	-	-	-
Project Coordinator STEM in Library	1	-	-	-	-	-
STOP Sch Violence Prev and Mental Health Training	1	1	-	-	-	-
Special Project Assistant	1	1	-	-	-	-
STOP Sch Violence Threat Assess	1	1	-	-	-	-
Psychologist	1	1	-	-	-	-
Substance Abuse Prevention & Treatment	-	-	6	1	1	-
Advisor - Federal Programs (Special Populations)	-	-	1	-	-	-
Attendance Liaison	-	-	2	-	-	-
Federal Programs Specialist	-	-	1	-	-	-
Senior Advisor - S.E.L. Compliance	-	-	1	-	-	-
Special Project Coordinator	-	-	1	1	1	-
Title I Part D Subpart 1 Neglected/Delinquent	1	1	2	2	1	(1)
Federal Programs Analyst	1	1	2	2	1	(1)
Title I, Part A, Improving Academic Achievement	579	671	645	645	596	(49)
Assistant Principal High	-	5	4	8	8	-
Assistant Principal-Elementary/Middle	-	2	3	12	9	(3)
Behavioral Specialist	17	31	28	46	40	(6)
Bilingual Cultural Counselor	5	5	5	5	5	-
Bilingual Cultural Mentor	9	15	15	-	-	-
Classroom Teacher K-5	1	2	1	1	1	-
Classroom Teacher K-8	2	-	-	-	-	-
Classroom Teacher Secondary	2	1	1	1	1	-
Computer Lab Assistant	51	44	33	27	25	(2)
Educational Assistant	158	168	119	104	95	(9)
Family Engagement Liaison	25	29	36	39	38	(1)
Federal Programs Advisor (Programs)	1	1	1	1	-	(1)
Federal Programs Specialist	1	1	1	1	-	(1)
Graduation Coach	2	3	6	3	3	-
In-School Suspension Assistant	13	21	24	21	20	(1)
Instructional Advisor, ESL	2	4	6	9	9	-
Instructional Advisor, Literacy	2	2	2	2	-	(2)
Instructional Coach	22	23	41	51	49	(2)
Instructional Facilitator	182	183	192	186	191	5
Instructional Support Advisor	21	23	25	25	-	(25)
Interventionist	23	50	48	55	67	12
Manager Literacy Instructional Support	-	-	2	-	-	-
Manager Mathematics Instructional Support	-	1	-	-	-	-
Parent Liaison	6	6	6	6	-	(6)
Part-time Educational Assistant	3	-	-	-	-	-
Professional Learning Advisor	9	9	9	9	6	(3)
Professional School Counselor	21	38	33	32	27	(5)
Senior Manager - Federal Programs Special Projects	-	-	-	-	1	1
Specialist, Multicultural Family	1	1	1	1	1	-



Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Tutoring Assistant	-	3	3	-	-	-
Title II Part A Training & Recruiting	36	38	40	39	35	(4)
Advisor - Instructional	-	1	1	1	1	-
Honors Advisor	1	1	1	1	1	-
Human Resource Staffing Advisor Instructional	4	4	4	4	3	(1)
Instructional Advisor, Literacy	5	4	4	4	-	(4)
Instructional Advisor, Mathematics	5	5	5	5	5	-
Instructional Advisor, Science	2	2	2	2	2	-
Instructional Advisor, Social Studies	2	2	2	2	2	-
Instructional Coach	-	-	-	-	4	4
Instructional Support Advisor	-	-	2	2	-	(2)
Instructional Support Analyst 1	1	1	1	1	1	-
Manager - HR Talent & Support	-	1	1	1	1	-
PLC Advisor	3	3	3	3	3	-
Professional Learning Advisor	10	10	10	10	9	(1)
Research Advisor	3	3	1	1	1	-
Senior Advisor - Research	-	-	2	2	2	-
SR Advisor - HR Talent Pipelines Induction & Dev	-	1	1	-	-	-
Title III Part A English Language Acquisition	24	24	27	44	43	(1)
Bilingual Cultural Mentor	24	24	24	44	43	(1)
Instructional Advisor, ESL	-	-	3	-	-	-
Title IV, Part A-Student Support & Academic Enrich	13	14	13	13	4	(9)
Administrative Assistant	1	1	1	1	1	-
Advisor School Operations	2	2	2	2	-	(2)
Attendance Discipline and Hearing Official	1	-	-	-	-	-
Director of Student Leadership	1	1	1	1	1	-
Educational Technology Specialist	5	-	-	-	-	-
Federal Programs Advisor - Compliance	-	1	1	1	-	(1)
Federal Programs Advisor (Programs)	1	-	-	-	-	-
Instructional Advisor, Literacy	2	2	2	2	-	(2)
Instructional Coach	-	-	-	-	2	2
Senior Advisor - Attendance & Discipline	-	1	-	-	-	-
Senior Manager - Federal Programs Special Projects	-	1	1	1	-	(1)
Specialist - Blended Learning	-	5	5	5	-	(5)
Title IX Homeless	1	1	2	-	-	-
Federal Programs Specialist	1	1	1	-	-	-
Manager - Federal Programs	-	-	1	-	-	-
Title X Homeless	-	-	-	2	2	-
Federal Programs Specialist	-	-	-	1	1	-
Manager - Federal Programs	-	-	-	1	1	-
TN All Corps	-	30	33	3	-	(3)
Extended Learning Advisor	-	-	3	3	-	(3)
Tutor - All Corps Certified	-	10	10	-	-	-
Tutor - All Corps Min 12 college credit	-	1	1	-	-	-
Tutor - All Corps Non-Certified	-	19	19	-	-	-
Transition School to Work	3	3	3	3	-	(3)
Classroom Teacher Special ED	1	2	2	2	-	(2)
Transition Specialist	2	1	1	1	-	(1)
Transition School to Work (FY24)	-	-	-	-	3	3
Classroom Teacher Special ED	-	-	-	-	2	2
Transition Specialist	-	-	-	-	1	1
Turnaround Action Grant	-	18	-	-	-	-
Bilingual Cultural Mentor	-	1	-	-	-	-
Educational Assistant	-	7	-	-	-	-
Instructional Support Manager	-	1	-	-	-	-
Interventionist	-	5	-	-	-	-
Manager Literacy Instructional Support	-	1	-	-	-	-
Manager Mathematics Instructional Support	-	1	-	-	-	-
Manager Science Instructional Support	-	1	-	-	-	-
Vice Principal	-	1	-	-	-	-
Turnaround Action Grant (TAG) 4.0	-	-	-	-	24	24
Assistant Principal-Elementary/Middle	-	-	-	-	1	1
Behavioral Specialist	-	-	-	-	2	2



Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Computer Lab Assistant	-	-	-	-	2	2
Educational Assistant	-	-	-	-	7	7
In-School Suspension Assistant	-	-	-	-	2	2
Instructional Coach	-	-	-	-	4	4
Instructional Facilitator	-	-	-	-	3	3
Interventionist	-	-	-	-	3	3
Turnaround Action Grant 2.0	-	-	42	-	-	-
Director, iZone Instructional Support	-	-	1	-	-	-
Educational Assistant	-	-	20	-	-	-
Instructional Coach	-	-	8	-	-	-
Instructional Support Advisor	-	-	1	-	-	-
Instructional Support Manager	-	-	2	-	-	-
Interventionist	-	-	6	-	-	-
Manager Mathematics Instructional Support	-	-	2	-	-	-
Manager Science Instructional Support	-	-	2	-	-	-
Turnaround Action Grant 3.0	-	-	-	41	-	(41)
Assistant Principal High	-	-	-	1	-	(1)
Director, iZone Instructional Support	-	-	-	1	-	(1)
Educational Assistant	-	-	-	10	-	(10)
Instructional Coach	-	-	-	9	-	(9)
Instructional Support Advisor	-	-	-	1	-	(1)
Instructional Support Manager	-	-	-	2	-	(2)
Interventionist	-	-	-	11	-	(11)
Manager Literacy Instructional Support	-	-	-	2	-	(2)
Manager Mathematics Instructional Support	-	-	-	2	-	(2)
Manager Science Instructional Support	-	-	-	2	-	(2)
Turnaround Pilot Plan Grant	-	-	3	3	-	(3)
Educational Assistant	-	-	2	2	-	(2)
Senior Reading Advisor	-	-	1	1	-	(1)
WIN IN SCHOOL GRANT	2	2	-	-	-	-
WIN/WFD Manager	1	1	-	-	-	-
WIN-IS Associate	1	1	-	-	-	-



**MEMPHIS - SHELBY COUNTY SCHOOLS
POSITION SUMMARY
INTERNAL SERVICE FUNDS**

Job Description	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Amended Budget	2024-2025 Adopted Budget	Variance
Warehousing	31	33	31	31	31	-
Assistant - Fuel Compliance	-	2	2	2	2	-
Associate - Warehouse	-	-	10	9	9	-
Director - Warehouse Operations	-	1	1	1	1	-
Graphics Specialist	1	1	1	1	1	-
Inventory Clerk	1	-	-	-	-	-
Mail Clerk	1	4	4	4	4	-
Mail Deliverer	3	-	-	-	-	-
Manager - Warehouse and Fulfillment Ops	-	1	1	1	1	-
Printing Specialist	6	6	6	6	6	-
Records Clerk	1	-	-	-	-	-
Specialist Logistics and Warehouse Project	-	-	-	1	1	-
Truck Driver - CDL	8	8	3	3	3	-
Warehouse and Fulfillment Manager	1	1	1	1	1	-
Warehouse Clerk	3	3	-	-	-	-
Warehouse First Line Supervisor	2	2	2	2	2	-
Warehouseman	4	4	-	-	-	-



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.

Proposed Budget – A plan of financial operation, legally approved by the Board, to provide an estimate of expenditures for a given fiscal year and a proposed means of financing them.

Allocation – Funds set aside or designated for specific purposes. An allocation does not authorize the expenditure of funds.

Americans with Disabilities (ADA) – Americans with Disabilities Act is a civil rights law that prohibits discrimination based on disability.

Annual Budget – A budget developed and enacted to apply to a single fiscal year.

Annual Comprehensive Financial Report (ACFR) – The audited annual financial report of the District, showing the financial position and results of operations for the fiscal year, along with schedules detailing other financial matters.

Appropriation – An authorization granted by a legislative body to make expenditures and to incur obligations for specific purposes. Note: An appropriation is usually limited in amount and as to the time when it may be expended.

Asset – Any tangible or intangible item to which a value can be assigned. An asset can be durable such as machinery or financial such as cash, accounts receivable, due from a primary government or investments.

Asset Acquisition – An operating expense used for the procurement of capital assets such as land, buildings, equipment, infrastructure, and vehicles.

Assistant/Vice Principals – Responsible for the supervision, discipline, and monitoring of students. This individual is under the direction of the Building Principal to implement and enforce school board policies, administrative rules, and regulations.

Audit – An official inspection of an individual's or organization's accounts, typically by an independent body.

Average Daily Attendance (ADA) – the total number of student attendance divided by the total number of days in the regular school year.



Average Daily Membership (ADM) – how many students are enrolled in a school or district each year over a specific time period.

Balanced Budget – A budget developed wherein estimated revenues, including budgeted fund balance, meet or exceed budgeted expenditures.

Base (Baseline) Budget – An estimate of the funding required to continue existing programs at the currently budgeted level of service from one year to the next.

Basic Education Program (BEP) – is the previous funding formula through which the state of Tennessee education dollars is generated and distributed to Tennessee schools. BEP was replaced by the Tennessee Investment in Student Achievement (TISA) FY24.

Benefits – This category of spending includes the District’s contribution to employee medical insurance, life insurance, social security, retirement, and unemployment compensation.

Commissioners – The Memphis-Shelby County Board of Education governs the business operations of Memphis-Shelby County Schools and is comprised of nine Commissioners representing the county (except for school districts governed by the municipalities such as Arlington and Bartlett). The Commissioners appoints a Superintendent to oversee the operation of the District in accordance with the educational goals and policies it establishes.

Bond – A fixed income investment in which an investor loans money to the government, which borrows the funds for a defined period at a variable or fixed interest rate. Bonds are used by municipalities, states, and sovereign governments to raise money and finance a variety of projects and activities. Owners of bonds are debtholders, or creditors, of the issuer.

Budget – A plan of financial operation embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them.

Budget Amendment – It is a revision to the proposed budget during the fiscal year as achieved by line-item transfer.

Budget Assumptions – Foundational statements and expectations upon which the budget is developed.

Budget Calendar – A schedule of certain steps to be followed in the budgetary process and the dates by which item must be completed to comply with State and City law.

Budgetary Control – The control or management of the business affairs of the District in accordance with an approved budget with a responsibility to keep expenditures within the authorized amounts.

Capital Assets – Assets with a useful life in excess of one year and an initial cost exceeding \$5,000. Classifications include land, buildings, machinery, furniture, equipment, and construction-in-progress.

Capital Budget – A five-year budget for capital expenditures.

Capital Expenditures – An expenditure that results in the acquisition or addition to fixed assets. Capital expenditures have an anticipated useful life of more than one year and belong to land, buildings, improvements, equipment, or infrastructure. Infrastructure includes anything that would be attached to a building or structure such as boilers.

Capital Improvement Program (CIP) – A multi-year plan for the acquisition, expansion or rehabilitation of any element of the District’s infrastructure and the proposed methods for financing the projects.

Capital Projects Fund – Funds used to account for financial resources that are obtained and used for the acquisition, construction, or improvement of capital facilities.



Career and Technology Centers (CTCs) – Provide high-quality CTE studies to high school students. Students may attend these centers for only a portion of the school day, week or year, or they may attend full time, receiving both academic and technical instruction at the center.

Career and Technical Education (CTE) – is a term applied to schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation. It was formerly (and is still commonly) called *vocational education*; however, the term has fallen out of favor with most educators.

CARES Act - The Coronavirus Aid, Relief, and Economic Security Act, also known as the CARES Act, is an economic stimulus bill passed by the U.S. Congress and signed into law by the President of The United States in response to the economic fallout of the COVID-19 pandemic in the United States. The spending primarily includes one-time cash payments to individual people who submit a tax return in America, increased unemployment benefits, the creation of the Paycheck Protection Program that provides forgivable loans to small businesses, funding for loans to corporations, and funding to state and local governments.

CDC - Center for Disease Control

CE – Continuing Education

Certificated Employee – This is a District employee that is required to possess a state credential. All regularly employed teachers, librarians and counselors are certificated employees.

Classified Employee – This is a District employee who is not required to possess a state credential. Examples include instructional aides, secretaries, clerks, other office staff, maintenance, and custodial workers.

Classroom Teachers – The role of the classroom teacher is to manage the classroom in a manner that meets the individual needs of each student in the class. This includes promoting learning and supplementing activities, coordinating, and collaborating with support staff, using a variety of teaching approaches, and adapting instruction to include all students. The classroom teacher oversees each student's overall academic program. Additionally, ESL, CTE, and ROTC are included as classroom teachers. The only teachers this does not include are those teachers not assigned to a classroom.

CLE – Continuing Legal Education Credits

Code of Federal Regulations (CFR) – is the codification of the general and permanent rules and regulations (sometimes called administrative law) published in the Federal Register by the executive departments and agencies of the Federal Government of the United States.

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

Coordinated School Health (CSH) – An effective model for connecting physical, emotional, and social health with education. It consists of eight interactive components: health education, physical education, health services, nutrition services, counseling and psychological services, healthy school environment, health promotion for staff, and family/community involvement. Using this model, schools work within the family and community structure to ensure optimal health and wellness for children.

Cost of Living Adjustment (COLA) – An increase in salaries to offset the adverse effect of inflation on compensation.

Cost per Pupil – Current expenditures for a given period divided by a pupil unit of measure.



Counselor – Renders services to a student or group of students involving the application of principles, techniques, methods or procedures of the counseling profession, including appraisal activities, as defined by the law, counseling, consulting and referral activities.

COVID-19 - A worldwide pandemic that began in 2019. According to the Center for Disease Control and Prevention (CDC), the “CO: stands for Corona, “VI” stands for Virus and the “D” stands for Disease. The number 19 represents the year in which the outbreak occurred.

Creative Learning in a Unique Environment (C.L.U.E) – An education program designed to meet the needs of academically talented and gifted students in the Memphis-Shelby County Schools.

Debt Service – The payment of principal and interest on loans, notes, and bonds.

Debt Service Fund – This fund is used to account for the accumulation of resources for, and the payment of, general long-term debt principle, interest, and related cost. Memphis-Shelby County Schools debt is issued by Shelby County Government.

Deficit – The excess of expenditures over revenues for a given fund during a defined accounting period.

Department –Organizational unit within the District.

Depreciation – The decrease in value of physical assets due to use and passage of time.

District – A school district, special-purpose district or school system which operates public elementary and secondary schools usually within a specific physical boundary.

Dropout Rate – The percentage of students entering the 9th-grade that dropped out of school before the end of 12th grade.

Economically Disadvantaged Students – Students from families who meet certain income criteria, making them eligible to receive free or reduced meals at school.

Education Assistants – Educational Assistants provide additional instructional support in the classroom for teachers.

Education Information System (EIS) – is a process to keep up with students’ data information within school districts.

EEOC – Equal Employment Opportunity Commission

Effectiveness Measures – The results and outcomes of an activity; they assist in managing resources effectively and define what resulted from a job task.

Efficiency Measures – The relationship between business performance and resources such as manpower; these measures assist in managing whether a task was completed with the minimum expenditure of time and effort.

Elementary and Secondary School Emergency Relief (ESSER) - Funds established as part of the Education Stabilization Fund in the CARES Act. State educational agencies (SEAs) will award subgrants to local educational agencies (LEAs) to address the impact that the Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the Nation.

Elementary School – A school classified as elementary by the State and local practice and composed of any span of grades not above grade six. Memphis-Shelby County Schools’ grade structure currently includes students in grades Pre-K through 5.



Employee benefits – Amounts paid by the District on behalf of employees. These amounts are not included in the employees’ gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, is part of the cost of personnel services. May include health and life insurance and may include payments to which employees or former employees may be entitled under a pension plan, including death and unemployment benefits.

Encumbrance – Obligation in the form of purchase orders or contracts that are chargeable to an appropriation and for which a part of the appropriation is reserved. Encumbrances are eliminated when paid or when an actual liability is set up.

Encumbrance Accounting – A system or procedure which involves giving recognition in the accounting budgetary expenditure control records for the issuance of purchase orders, statements or other commitments chargeable to an appropriation in advance of any liability or payment.

English as a Second Language (ESL) – A traditional term for the use or study of the English language by non-native speakers in an English-speaking environment.

English for Speakers of Other Languages (ESOL) –The program’s overarching standard is that students will use English to communicate and demonstrate academic, social, and cultural understanding.

English Language Learners (ELL) – Non-English-speaking students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

Enrollment – The number of students enrolled at a school based on the 20th day attendance period.

Enterprise Resource Planning (ERP) – Enterprise Resource Planning is business process management software that allows an organization to use a system of integrated applications to manage the business and automate many back-office functions related to technology, services, and human resources.

Equipment – Those moveable items used for school operations that are of a non-expendable and mechanical nature (i.e., perform an operation). Heating and air conditioning systems, lighting fixtures and similar items permanently fixed to or within a building are considered as part of the building.

Equity (Funding) – Students with the same types of needs get the same amount of funding, regardless of which school they attend.

Estimated Revenue – When the accounts are kept on an accrual basis, this term designates the amount of revenue estimated to accrue during a given period regardless of whether it is all to be collected during the period.

Every Student Succeeds Act (ESSA) – Federal Law which replaces the No Child Left Behind (NCLB) and requires states to incorporate nonacademic factors into their accountability systems which could help promote a broader vision of school success that extends beyond traditional measures, such as standardized-test scores.

Expenditures – The incurrence of an actual liability in accordance with the District’s authority.

Facility Condition Index (FCI) – This index is a measure of a building’s condition. A higher index indicates worsening conditions of a building. The calculation is equal to Total Dollars of Building Repair + Upgrades+ Renewal Needs/ the Current Replacement Value of the Building Components. A zero to 5% FCI demonstrates a building in good condition; a 5-10% FCI indicates a building in fair condition; a 10 – 30% FCI indicates a building in poor condition. The firms used to determine FCI are the following: O.T. Marshall Architects, Fleming & Associates Architects, Self-Tucker Architects, and All World Project Management.



Fair Labor Standards Act (FLSA) – A Federal law that governs the payment of minimum wages, overtime rates, compensatory time, record keeping of hours worked and other criteria for non-exempt employees, including governmental employees.

Family Resource Centers (FRCs) – Family Resource Centers offer parent education classes, child development activities, parent-to-parent support groups, afterschool and academic enrichment, GED and literacy instruction, health information, referrals and many other programs, activities, and services. These services are modified and added to, depending on the needs and desires of local families.

FEMA – Federal Emergency Management Association

Financial Accounting Standards Board (FASB) – The FASB defines GAAP for private sector entities. Occasionally, GASB and FASB make FASB standards applicable to National, State or local governments.

Fiduciary Fund – Fiduciary funds contain resources held by a government but belonging to individuals or entities other than the government.

Fiscal Capacity – The County’s ability to pay based upon its tax base (sales, property). The fiscal capacity is expressed as an index measure, which is a proportion of the total fiscal capacity for all counties.

Fiscal Year – A consecutive twelve-month period designated as the operating year by an entity. For Memphis-Shelby County Schools, the fiscal year begins July 1 and ends June 30 of the following calendar year.

Flexibility – different decisions around how resources can be allocated and used to address specific students.

Free/Reduced Price Meals – Children from families who meet certain income criteria are eligible to receive free or reduced meals at school.

Full-Time Equivalent (FTE) – A measure of the effective number of authorized positions, indicating the percentage of time a position or group of positions is funded. An FTE of 1.00 is usually equal to 2,080 hours of work per year. (During a leap year, an FTE of 1.00 is equal to 2,088 hours of work per year.)

Fund – An accounting entity with a self-balancing set of accounts recording cash/or other resources together with all related liabilities, obligations, reserves, and equities which are segregated for specific activities or objectives.

Fund Balance – A term used to express the equity (excess of assets minus liabilities) of governmental fund types and trust funds.

Fund Balance: Assigned – a. Intended use established by highest level of decision-making b. Intended use established by body designated for that purpose. c. Intended use established by official designated for that purpose.

Fund Balance: Non-spendable – a. Portion of net resources that cannot be spent because of their form. b. Portion of net resources that cannot be spent because they must be maintained intact.

Fund Balance: Restricted – a. Limitations imposed by creditors, grantors, contributors, or laws and regulations of other governments. b. Limitations imposed by law through constitutional provisions or enabling legislation.

Fund Balance: Unassigned – The portion of the excess funds which has no legal commitments or formal designations by the Board for future funding needs.



Funded Staff Level – Number of full-time positions funded in the budget.

Furniture & Equipment – Expenditures for furniture, furnishings, athletic equipment and other equipment.

General Educational Development (GED) – (informally termed the “General Equivalency Diploma” generally taken by students who have not completed high school.) A student attends GED classes to receive a high school equivalency certificate.

General Fund – A fund used to account for all monies received and disbursed for general government purposes including all assets, liabilities, reserves, fund balances, revenues and expenditures which are not accounted for in any other fund.

General Fund Expenditures –Discretionary salaries and other expenses from the General Fund.

Generally Accepted Accounting Principles (GAAP) – These are nationally recognized uniform principles, standards and guidelines for financial accounting and reporting, governing the form and content of financial statements of an entity.

Goals and Objectives – Defined measurable activities to be completed within the current budget.

Government Finance Officers Association (GFOA) – Is a professional association of approximately 20,312 state, provincial, and local government finance officers in the United States, British Columbia, and Canada. GFOA is headquartered in downtown Chicago.

Governmental Accounting Standards Board (GASB) – The oversight body that establishes governmental GAAP, equivalent to the private sector FASB.

Governmental Funds – Funds used to account for most typical governmental functions; the acquisition, use and balances of the District’s expendable financial resources are accounted for through governmental funds. The three types of governmental funds used in the District are the General Fund, Capital Projects Fund.

Grade Level – Grade-level proficiency means the grade-specific published objectives for learning skill. proficiency. Grade-level proficiency refers to reading, writing, math, oral communication, and group-process skills.

Graduation Rate – This is a federally required benchmark which calculates the percent of on-time graduates with a regular high school diploma. GED and Special Education diplomas are not allowed to count as a regular high school diploma under regulations from the U.S. Department of Education.

Health Insurance Portability and Accountability Act (HIPAA) – The Health Insurance Portability and Accountability Act was enacted by the U.S. Congress in 1996. The act provides a privacy rule creating national standards to protect personal health information.

Heating, Ventilation and Air Conditioning (HVAC) – HVAC systems control the ambient environment (temperature, humidity, air flow, and air filtering) and must be planned for and operated along with other data center components such as computing hardware, cabling, data storage, fire protection, physical security systems and power. The selection of an HVAC contractor is an important step in planning a data center.

High Priority School/School System – A high priority school/school system is one that has missed the same federal benchmark for more than one consecutive year. The different levels of high priority schools/systems are School Improvement 1, School Improvement 2, Corrective Action, Restructuring 1, Restructuring 2 and SEA/LEA Reconstitution Plan.



Highly Qualified Teacher – Any public elementary or secondary school teacher who holds at least a bachelor’s degree, is fully-licensed in Tennessee, and submits the required documents to demonstrate competency in the content area(s) being taught.

IDEA, Part B Federal Allocation – Since the enactment of the original legislation called Individuals with Disabilities Education Act (<http://idea.ed.gov/>) in 1975, children and youth (ages 3-21) with disabilities receive special education and related services under Part B of IDEA.

Independent Audit – An audit conducted by certified public accounting (CPA) auditors who are independent of the District.

Individualized Education Plan (IEP) – Individualized Education Plan is a written document required for each child who is eligible to receive special education services. It is provided to a student who has been determined first to have a disability and, second, to need special education services because of that disability.

Instruction – The activities dealing directly with the teaching of students or improving the quality of teaching.

Internal Control – The development and management of the accounting system regarding: (1) the safeguarding of assets against loss from unauthorized use or disposition; and (2) the reliability of financial records for preparing financial statements and maintaining accountability over assets.

Internal Services Fund – A fund established to finance and account for services and commodities furnished by one department to another department within the same governmental unit on a cost-reimbursement basis.

K-12 Enrollment – The number of K-12 students enrolled at a school based on the 20th day attendance period.

Liability – Debt or other legal obligations resulting from past transactions which must be liquidated, renewed, or refunded at some future date.

Licensed Practical Nurse (LPN) – A person who has graduated from an accredited school of nursing and has become licensed to provide basic nursing care under the supervision of a physician or registered nurse.

Limited English Proficient Students – Tennessee students speak more than 140 languages. For these many students, English is not the first language they learned to speak, but it is the first language in which they have learned to read and write. ESL classes vary from district to district and from school to school and are designed to address such challenges. See more at: <https://www.tn.gov/education/topic/english-learners#sthash.MAIiFKbk.dpuf>.

Line Item – An account for recording specific revenues or expenditures within a fund or function; several “line item” accounts may be summarized in an expenditure category or “major object.”

Local Education Agency (LEA) – A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district.

Local Shared Revenue - Revenue received from Shelby County Government.

Maintenance of Effort (MOE) – (TCA § 49-2-203; TCA § 49-3-314) No local government can reduce its budgeted amount of local revenue for schools unless there is a decrease in student enrollment. “MOE” generally refers to a requirement placed upon many federally funded grant programs that the State Education Agency (SEA) and Local Education Agencies (LEAs) or school districts, demonstrate that the level of State and local funding remains constant from year to year.



Major Funds – A fund is considered major if it is the primary operating fund of the Board and meets the following criteria: a. Total assets, liabilities, revenues, or expenditures/expenses of that individual fund are at least 10% of the corresponding total for all funds of that category or type, and b. Total assets, liabilities, revenues, or expenditures/expenses of that individual fund are at least five percent of the corresponding total for all funds. Major funds are organized into three major categories: governmental, proprietary, and fiduciary.

MWSBE – Minority, Women-Owned and Small Business Enterprise

Measures of Effective Teaching (MET) – Measures designed to find out how evaluation methods could best be used to tell teachers more about the skills that make them most effective and to help districts identify and develop great teaching.

Memorandum of Understanding (MOU) – A legal document outlining the terms and details of an agreement between parties, including each parties' requirements and responsibilities.

Memphis-Shelby County Education Association (M-SCEA) – The professional organization representing teachers, mental health employees, education support professionals (ESPs), and other educators in the Memphis-Shelby County Schools.

MSCS - Memphis-Shelby County Schools

Middle School – A school offering education to students spanning both elementary and secondary levels. Memphis-Shelby County Schools includes students in grades 6, 7 and 8.

Millage Rate – The rate or percentage applied to the proposed assessed value to determine the taxes owed during the year. One mill is one thousandth. The calculation is .001 multiplied by the assessed value of the home. One mill will cost a homeowner of a \$100,000 home \$100 per year in tax.

Minority and Disadvantaged Women Business Enterprises M/DWBEs – A Disadvantaged/Minority/ Women Business Enterprise is a for-profit small business concern, as defined in 49 CFR, Parts 23 and 26 owned by: a citizen or lawful permanent resident of the United States who is a minority, a woman or disadvantaged individual that represents themselves to be members of their designated group and possess majority ownership and control of a small business enterprise. The purpose of most local government D/M/WBE programs is to increase participation by disadvantaged, minority, and women-owned business enterprise firms in the purchase of goods and services.

Mission – A clear, concise statement of broad purpose for a department or division.

Modified Accrual Accounting – A basis of accounting, required for use by governmental funds, in which revenues are recognized in the period in which they become available and measurable and expenditures are recognized at the time a liability is incurred pursuant to appropriation authority.

Municipality – A political unit, such as a city, town, or village, incorporated for local self-government; a body of officials appointed to manage the business of a local political unit. In this document, the term usually refers to the six other school district municipalities within Shelby County, TN including: Arlington, Bartlett, Collierville, Germantown, Millington, and Lakeland.

Music, Arts, and Physical Education Teachers (MAPS) – Elementary teachers who specialized in one of the three listed. Although MAPS teachers in elementary are distinct, they are still counted in staffing formula per school, student to teacher ratio.

No Child Left Behind (NCLB) – A federal Law that requires schools to have 100 percent proficiency among students in math, reading and language arts as of fiscal year 2014. The schools also had to meet graduation and attendance standards.



Non-Major Fund – Non-major funds should be reported in the aggregate in a separate column.

Number of Students – Average daily count of students enrolled, which is generally referred to as the Average Daily Membership or ADM. The ADM is used to determine the amount of State funding each system receives.

Object Code – A budget or accounting category that defines the resources to be applied to specific types of inputs such as personnel, travel, tools or supplies.

Objective – A measurable statement of the actual results that a program expects to achieve in support of a stated goal.

Observed Score – A student’s observed score is the score reported for the student when he or she was tested.

Operating Budget – This is a plan of current expenditures and the proposed means of financing them; the annual appropriation to maintain the provision of Memphis-Shelby County Schools’ educational services.

OSHA (Occupational Safety and Health Administration) – Monitors the adherence of Federal health and safety regulations in the workplace in order to reduce job injuries.

Other Objects – Amounts paid for goods and services not otherwise classified such as staff development, travel when staff members travel to/from training and any supplies or material that are a part of the cost of providing the training.

Other Post-Employment Benefits (OPEB) – Benefits (other than pensions) that U.S. state and local governments provide to their retired employees. These benefits principally involve health care benefits, but also may include life insurance, disability, legal and other services. Retired employees of the District receiving benefits through the District’s program may participate in post-employment benefits.

Per Pupil Expenditure (Local, State and Federal) – This is the total current operating expenditures on a per pupil basis. Some examples are instructional materials, maintenance, and transportation.

Performance Measures – Data collected to determine how well a service center, function or program is achieving its goals and objectives.

Position Control Budget – The number of authorized positions funded by the Operating Budget.

Positive Behavior Intervention and Supports (PBIS) – Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

Pre-Kindergarten Enrollment – The number of pre-kindergarten students enrolled at a school based on the 20th day attendance period.

Principal – Implements and enforces school board policies, administrative rules and regulations. Each school has one principal position budgeted in fiscal year 2016-17.

Professional Learning Communities (PLC) – A coaching model used in the Teacher and Leader Effectiveness program.

Professional Services – Services, which by their nature, can be performed only by persons or firms with specialized skills and knowledge. Services are purchased to operate, repair, maintain and rent property owned or used by the District. These services are performed by persons other than District



employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

Program – A specific and distinguishable unit of work or service performed.

Program Budget – A budget wherein expenditures are based primarily on programs of work and secondarily on character and object. A program budget further defines function to subject area when necessary.

Promotion – Those students who are promoted to the next grade each year.

Property Maintenance Services – Amounts paid for repairs and maintenance for equipment not covered by Board contract, rental fees and utilities for all locations in the District.

Proprietary Funds – Funds used to account for the District’s ongoing activities that are similar to businesses found in the private sector. These funds are considered self-supporting in that the services rendered by them are generally financed through user charges or on a cost reimbursement basis. The District has one type of Proprietary Fund – the Internal Service Fund.

Qualified School Construction Bond (QSCB) – Authorized by the federal government through the American Recovery and Reinvestment Act (ARRA) of 2009. The bonds provide federal tax credits for bondholders in lieu of interest in order to significantly reduce an issuer's cost of borrowing.

Quality Zone Academy Bonds (QZAB) – Federal grant for qualified schools as a provision of the tax code that provides a source of funding that may be used for new construction.

Reserve Officer Training Corps (R.O.T.C) – Develop professional officers who have varied educational backgrounds in major fields of interest and have the professional knowledge and standards needed for future growth.

Resolution – An official enactment by the Shelby County Board of Education to establish legal authority for Memphis-Shelby County School officials to obligate or to expend funds.

Revenue – Funds that the District receives as income to support expenditures.

Risk Management – The group manages a program for Memphis-Shelby County Schools’ employees who may have been injured or become ill because of their jobs.

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

SCBE – Shelby County Board of Education

School – A division of the school system consisting of a group of pupils composed of one or more teachers to give instruction of a defined type and housed in a school plant of one or more buildings.

School Type – Specified schools such as Alternative, Career/Tech, Traditional, iZone, Charter, ASD and Municipal. Traditional and iZone schools are considered neighborhood schools for FY2015-16.

Science, Technology, Engineering, Arts and Math (STEAM) – Engages students in integrated learning as they explore the world around them, create innovative solutions to problems and communicate their results while learning Science, Technology, Engineering, Art, and Math.

Science, Technology, Engineering and Math (STEM) – A curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering, and mathematics — in an interdisciplinary and applied approach.



SCS – Shelby County Schools

Senior High School – This is a school offering the final years of high school work necessary for graduation; invariably preceded by a middle school in the same systems. Memphis-Shelby County Schools’ high school grade structure currently includes students in grades 9 through 12.

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

Single Audit Act –Federal law requiring a comprehensive district-wide audit of all Federal financial assistance.

Southern Association of Colleges and Schools (SACS) – Accredite elementary, middle, and high schools based on rigorous standards for school improvement that focus on student performance.

SLM – Spanish Language Material

Special Revenue Funds – A fund used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes.

Specific, Measurable, Achievable, Relevant, and Time-Based Goal (SMART) – Performance goals that are established by department annually.

Special Education (SPED) Services – Special education services that assist children, youth, and adults with disabilities to be academically and socially successful life-long learners.

Square Footage – Measured length and width of the building, including boiler rooms and other usable space. This does not include portables and outside lands.

Standards Aligned System – A comprehensive, researched-based resource to improve student achievement.

Standard Operation Procedure (SOP) –guidelines set by respective Divisions.

Statute – A written law passed by the State legislature enacted to prescribe conduct, appropriate public monies and, in general, promote public welfare.

Student-based Budgeting (SBB) – A funding model that allocates school level budget based on different student needs.

Student-Body Activities – Services for public school pupils, such as interscholastic athletics, entertainments, publications, clubs, band and orchestra, that are managed or operated by the student body under the guidance and direction of an adult and are not part of the regular instructional program.

Student Capacity – Refers to programmatic capacity, which is a measure of how much general education K-12 students will fit in a building. It considers all the space used by SPED classrooms, Pre-K classrooms, art rooms, music rooms, PE rooms, computer labs, administrative uses, health professional uses, optional program uses, etc. If a building has a design capacity of 1,000, there is an assumption that 1,000 students can fit in that building. However, this is not the case. There are various uses that take up classroom space that cannot be used by the general K-12 enrollment (baseline enrollment). What is measured is how many general education students can fit into a school comfortably with the academic programs operating at their best.



Student/Teacher Ratio – The ratio is calculated by the number of students assigned in a school based on staffing formula per grade level from K to 12 which allocates the number of teachers.

Students with Disabilities (SWD) – Students with Disabilities means children or students who require special education because of: autism; communication disorders; deaf, blindness; emotional disturbances; hearing impairments, including deafness; intellectual disability; orthopedic impairments; other health impairments; specific learning disabilities; traumatic brain injuries; or visual impairments, including blindness.

Surplus –The amount by which government income exceeds spending.

Suspension – A student who is not allowed to attend school for a period not greater than ten days, but who remains as a part of the school.

Summer School – The name applied to the school session carried on during the period between the end of the regular school term and the beginning of the next regular school term. Tuition is charged to participants of a summer school program.

Supplies – The account class that includes articles and items that are consumed or materially altered when used by operating activities, such as office supplies, maintenance parts and minor equipment.

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

TCA – Tennessee Code Annotated (Tennessee Statutory Law)

TDOE – Tennessee Department of Education

Teacher & Leader Effectiveness Program (TLE) – A program which focuses on what it takes to attract, develop, and retain a world-class corps of educators.

Teacher Permits – Permission granted to a local school system to employ temporarily a degreed individual who does not hold a valid license when the school system is unable to obtain the services of a qualified teacher for the grade or subject area in which a vacancy exists.

Teacher Waivers – The teacher is licensed but teaching out of his or her field because no other certified teacher is available to teach that subject.

Technology Student Association (TSA) – A national, non-profit organization of middle and high school students who are engaged in science, technology, engineering, and mathematics (STEM).

Tennessee Investment in Student Achievement (TISA) – The new public-school funding formula through which the state of Tennessee education dollars are generated and distributed. TISA replaced the 30-year-old Basic Education Plan (BEP).

Tennessee Value-Added Assessment System (TVAAS) – One method used to measure the influence of a district or school on the academic progress rates of individual students or groups of students and teachers from year-to-year.

The New Teacher Project (TNTP) – A national nonprofit committed to ending the injustice of educational inequality. Founded by teachers in 1997, TNTP works with schools, districts, and states to provide excellent teachers to the students who need them most and advance policies and practices that ensure effective teaching in every classroom.

Title I Allocation – Federal Funds that supplement state and local funding for low-achieving children, especially in high-poverty schools. The program finances the additional academic support and learning opportunities that are often required to help disadvantaged students progress along with their classmates.



TOA – A theory of action is a coordinated method for delivering high quality instruction. It is a coherent set of strategies that shall ensure academic rigor and maximize student learning at all levels by shaping management goals, policies, strategic planning, and budgets.

Travel – Costs of transportation, meals, lodging and other expenses associated with traveling on business for the District.

United States Code (USC) – The USC is the general and permanent federal laws of the United States.

Utilization – This is a rate calculated by taking the Baseline Enrollment / Programmatic Capacity. Baseline enrollment includes Pre-K. The capacity utilization rate is a metric used to measure the rate at which potential output levels are being met or used. Displayed as a percentage, capacity utilization levels give insight into the overall slack that is in the school at a given point in time.

Value-Added – Value-added measures student progress within a grade and subject, which demonstrates the influence the school has on the students' performance. This reporting provides diagnostic information for improving educational opportunities for students at all achievement levels.

WFTEADA – Weighted Full-time Equivalent Average Daily Attendance. When calculating the weighted full time equivalent average daily attendance (WFTEADA), an average is used of the highest two months of the first three months for grades K-12 average daily attendance. The State Department of Education applies unique weights to each K-12 grade level, each vocational program coursework, and special education students based on the high level of service required in the self-contained classrooms. This weight is multiplied on the average enrollment to determine the WFTEADA enrollment. The WFTEADA for each local education agency (LEA) within a county is then given a percentage or split of the total county WFTEADA. All county revenues are then allocated to each LEA based on their district's percentage for that school year.

WFTEADM – Weighted Full-time Equivalency Average Daily Membership (Student Enrollment)



XII. HELPFUL LINKS

CARES Act

<https://home.treasury.gov/policy-issues/cares>

Elementary and Secondary School Emergency Relief Fund (ESSER)

<https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>

Greater Memphis Chamber

<http://www.memphischamber.com/>

Measures of Effective Teaching

<https://usprogram.gatesfoundation.org/News-and-Insights/Articles/Measures-of-Effective-Teaching-Project>

Memphis-Shelby County Education Association

<http://mscea.org/>

Shelby County Board of Education

<http://www.scsk12.org/board/>

Shelby County Government

<http://shelbycountyttn.gov>

Tennessee Advisory Commission on Intergovernmental Relations (TACIR)

<https://www.tn.gov/tacir/>

Tennessee Department of Education

<https://www.tn.gov/education.html>

Tennessee Department of Education State Report Card

<https://tdepublicschools.ondemand.sas.com/district/00792>

Tennessee Department of Education TVAAS web page

<https://tvaas.sas.com/welcome.html?as=c>

Tennessee Investment in Student Achievement (TISA)

<https://www.tn.gov/education/best-for-all/tnedufunding.html>

U.S. Department of Education

<https://www.ed.gov/>

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