

Shelby County Schools District Budget

2020-2021 ADOPTED BUDGET



Prepared by:

Finance Department
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Memphis, TN 38112
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June 30, 2020

The hard work and dedication that contributed to the development of the FY 2020-2021 District Adopted Budget did not go unnoticed. Everyone who contributed their time and effort in helping to get the Budget developed and adopted is sincerely appreciated.

A special thanks is due to all team members and colleagues who participated in this process, and a special recognition to the budget team members:

Taurus Currie, Phyllis Crutcher, Marc Davis, Felicia Freeney, Selena Holly, Heath LaBar, Tito Langston, Jeannette Lucas, Angela Miller, Shantina Oliver, Dorothea Payton, and Aetna Smith.

Format and Organization of the District's Budget

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

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

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

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

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

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

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

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

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

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

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

Shelby County Schools Fiscal Year 2020-21 FAST FACTS

District Facts Student Facts

215

School Location Site



| | |
|-----------------------------|-----|
| Schools | 142 |
| Elementary Schools | 81 |
| Middle Schools | 34 |
| High Schools | 27 |
| | |
| Alternative Programs | 9 |
| Career & Technology Centers | 5 |
| Charter Schools | 57 |
| Special Education Centers | 2 |



National Board
Certified Teachers




116

104,460

Student Enrollment
(projected for 20-21)






Educators

| | |
|----------------------|-------|
| Teachers | 5,914 |
| Principals | 153 |
| Assistant Principals | 198 |





18

2019 National
Merit Scholarship
Program—
Recipients

Students' Ethnic Distribution 2018-2019 School Year

| | |
|------------------------|--------|
| African-American | 81,485 |
| Caucasian | 7,446 |
| Hispanic | 15,531 |
| Asian-Pacific Islander | 1,915 |

FY21 ALL Funds Budget \$1.45 Billion

\$13,570

per pupil expenditures



160 S. Hollywood Street • Memphis, TN 38112 • (901) 416-5461 • Fax (901) 416-5598 • www.scsk12.org

June 8, 2020

Citizens and Board Members
Shelby County Schools
Shelby County, TN

The Shelby County Board of Education (“Shelby County Schools”, “SCS” or the “District”) is pleased to present the fiscal year 2020-21 budget that upholds our commitment to improving learning and academic achievement for students. The budget reflects the investment of educating future leaders of tomorrow. In fiscal year 2020-21, the District plans to improve the lives of Memphians by investing resources in our schools, educators, students, and communities.

Despite the unique and unprecedented challenges with the current COVID-19 pandemic, the District remains committed to supporting our schools now and in the future. This includes presenting a balanced general fund budget with significant investments in four key areas to strengthen outcomes for students: school and classroom supports, social and emotional support, early learning, and academic transformation and innovation. To allow for the instructional and student support investments, we’ve made efficiencies including eliminating non-mission-critical spending, reducing the amount of contracted services and eliminating vacant positions.

In fiscal year 2020-21, the SCS combined all funds budget is \$1.45 billion dedicated to the education of our students, which reflects an approximately \$19 million (or -1%) decrease in our total operations relative to the previous year’s budget. Our General Fund budget totals \$1,052,093,413, which represents an \$11.5 million or 1.1% decrease from the prior year amended budget of \$1,063,549,476. The General Fund budget includes almost \$47 million of high impact investments in support of student learning and academic achievement including \$2 Million for the Summer Learning Academy, \$7.3 Million in Textbook Adoptions, \$1.7 Million in Senior Reading Advisors, \$750,000 in ACT Prep, \$1.1 Million for National Board Stipends, \$14.5 Million for Schools’ Allocations, \$6.8 Million in Social Workers and Behavioral Specialists, \$3.8 Million in Reset Room and Behavioral Support in Middle and High Schools and \$8.9 Million in Academic Transformations. These strategic investments are possible because the District continues to identify operational efficiencies, spend smarter with a focus on the highest academic return on investment, and use its General Fund balance in a strategic way.

The District presents an annual budget aligned with Destination 2025. Specifically, Destination 2025 is our strategic plan focused on achieving the mission with goals that by 2025: 80 percent of our children will graduate from high school - college or career ready; our school district will have a 90 percent graduation rate; and 100 percent of our students who graduate will enroll in a post-secondary opportunity. The District also uses the budget process to align resources with its five Destination 2025 strategic priorities to focus our efforts to serve our students in the most effective and efficient manner.

As Shelby County Schools transforms into a district with high quality options for students and parents, the District is taking aggressive measures to operate more efficiently and effectively while making significant investments. In doing so, it is important to note that during school year 2018-19, Superintendent Dr. Joris M. Ray presented his seven (7) next steps toward Destination 2025, which include the following:

- (1) **Academic Equity and Action Plan:** Implementing the Academic Equity and Action Plan that will offer academic opportunities such as AP courses, enrichment classes and ACT prep to more students and at schools that historically lacked these offerings.
- (2) **Social Emotional Learning:** Developing a trauma-informed district from board members to educators who can effectively support a variety of student needs, including responding to Adverse Childhood Experiences or ACEs.

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

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

- Aligned budget submissions to the priorities within the District’s 80/90/100% Strategic Plan;
- Evaluated the return on investment of certain academic programming within the Chief of Schools;
- Increased transparency around resource allocation at the school level;
- Engaged parents, students, educators and community stakeholders to identify potential investments to enhance high quality learning; and
- Focused on the best learning for all students.

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

Acknowledgments

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

Table of Contents

Page

| | |
|---|-----------|
| EXECUTIVE SUMMARY SECTION | 1 |
| I. Shelby County Board of Education | 3 |
| II. Administration | 5 |
| III. Profile of Shelby County Schools - The School District | 6 |
| IV. Profile of Shelby County, Tennessee | 8 |
| V. Executive Highlights | 11 |
| i. SCS Strategic Beliefs, Priorities and Goals | 11 |
| ii. Benchmarks and Performance Results | 12 |
| iii. Awards and Recognitions | 21 |
| iv. Budgetary Highlights | 22 |
| v. Budget Development and Administration | 25 |
| vi. Enrollment | 26 |
| vii. Staffing Levels | 28 |
| viii. Financial Overview | 29 |
| A. Combined Funds | 29 |
| B. General Fund | 32 |
| C. Special Revenue Funds | 35 |
| D. Capital Projects Fund | 39 |
| E. Internal Service Funds | 40 |
| F. Tax Rates and Trends | 40 |
| | |
| ORGANIZATIONAL SECTION | 41 |
| I. Financial Structure and Environment of the District | 43 |
| i. Legal Status and Authority | 43 |
| ii. Description of Reporting Entity | 43 |
| iii. Geographical Area Served | 45 |
| iv. Education Landscape of Shelby County | 50 |
| v. School Options | 55 |
| vi. Academic Innovations | 64 |
| vii. Basis of Accounting and Budgeting | 69 |
| viii. Fund Structure | 70 |
| ix. Classification of Revenues and Expenditures | 71 |
| II. Financial Management Goals | 73 |
| III. Financial Policies and Law Requirements | 73 |
| i. Annual Operating Budget and Balanced Budget | 73 |
| ii. Procurement | 73 |
| iii. Internal Accounting Controls | 73 |
| iv. Risk Management | 73 |

Table of Contents

| | <u>Page</u> |
|--|-------------|
| v. Debt Limits | 74 |
| vi. Fund Balance | 74 |
| vii. Investments | 74 |
| viii. Financial Reporting and Audit Requirements | 74 |
| IV. Budget Process Calendar | 75 |
| V. Annual Operating Budget Policy | 80 |
| VI. Laws Affecting this Budget | 80 |
| i. Budget Approval | 80 |
| ii. Teacher Supply | 80 |
| iii. Charter Schools | 80 |
| iv. Education Savings Account- ESA (HB0939/SB0795) | 81 |
| v. Annual Charter School Authorizer Fees | 81 |
| vi. Statewide Charter School Authorizer | 81 |
| vii. Every Student Succeed Act (ESSA) Financial Transparency | 81 |
| viii. School Safety | 81 |
| | |
| FINANCIAL SECTION | 82 |
| I. Major Revenue Sources and Trends | 84 |
| i. City of Memphis | 85 |
| ii. Shelby County | 85 |
| iii. Local Sales Tax | 86 |
| iv. State of Tennessee | 86 |
| v. Federal Government Funds | 87 |
| vi. Local Funds | 88 |
| II. EXPENDITURE CATEGORIES | 90 |
| III. BUDGET ASSUMPTIONS | 97 |
| IV. ALL FUND TYPES | 99 |
| V. ALL FUNDS | 101 |
| i. All Fund Types | 101 |
| VI. GOVERNMENTAL FUNDS | 102 |
| i. All Governmental Fund Types | 102 |
| ii. General Fund | 103 |
| A. Departmental Detail | 107 |
| iii. Capital Projects Fund | 164 |
| iv. Federal Programs | 181 |
| v. Non-Federal Programs | 188 |
| vi. Nutrition Services | 194 |

Table of Contents

| | <u>Page</u> |
|--|-------------|
| VII. PROPRIETARY FUNDS..... | 200 |
| i. Internal Service Funds..... | 200 |
| | |
| INFORMATION SECTION | 204 |
| I. DISTRICT ENROLLMENT TRENDS..... | 206 |
| i. Enrollment History and Projections by School | 206 |
| ii. Enrollment Projection Methodology..... | 210 |
| II. STAFFING TRENDS | 211 |
| i. Staffing Formula | 211 |
| ii. Staffing Levels | 212 |
| III. SCHOOLS SECTION..... | 213 |
| i. Student Based Budgeting..... | 213 |
| ii. SBB Flexibility | 222 |
| iii. Guide on Understanding School Level Information and School Data | 225 |
| • Elementary School Summary | 233 |
| • Middle School Summary..... | 241 |
| • High School Summary..... | 245 |
| • Elementary Schools Data..... | 249 |
| • Middle Schools Data | 399 |
| • High Schools Data..... | 465 |
| IV. DEBT RETIREMENT SCHEDULE | 519 |
| V. PROPERTY CLASSIFICATIONS AND ASSESSED PROPERTY VALUE..... | 520 |
| i. Assessed Value and Estimated Actual Value of Taxable Property..... | 520 |
| ii. Impact on Taxpayers..... | 522 |
| iii. Principal Property Taxpayers | 523 |
| VI. TAX RATE TRENDS | 524 |
| i. Property Tax Rates and Levies | 524 |
| ii. Tax Rate Trends | 525 |
| VII. STATISTICAL AND OTHER INFORMATION | 526 |
| i. Income per Capita | 526 |
| ii. Principal Employers..... | 526 |
| iii. School Lunch Program..... | 527 |
| iv. General Fund Expenditures Per Pupil | 528 |
| VIII. DISTRICT PERFORMANCE OBJECTIVES | 529 |
| IX. SURVEYS | 538 |
| i. Students’ Teacher Ratings | 538 |
| ii. Climate Survey | 540 |
| X. RESOLUTION APPROVING SCS FISCAL YEAR 2020-21 BUDGET | 551 |

Table of Contents

| | <u>Page</u> |
|--|-------------|
| XI. POSITION CONTROL AT FUND LEVEL | 556 |
| XII. GLOSSARY OF TERMS | 586 |
| XIII. HELPFUL LINKS | 599 |

EXECUTIVE SUMMARY



FY 2021 District Budget



Executive Summary

This section includes the following information:

- I. Shelby County Board of Education
- II. Administration
- III. Profile of Shelby County Schools - The School District
- IV. Profile of Shelby County, Tennessee
- V. Executive Highlights
 - i. SCS Strategic Beliefs, Priorities and Goals
 - ii. Benchmarks and Performance Results
 - iii. Awards and Recognitions
 - iv. Budgetary Highlights: Our Overall Budget Aligned with Destination 2025
 - v. Budget Development and Administration
 - vi. Enrollment
 - vii. Staffing Levels
 - viii. Financial Overview
 - A. Combined Funds
 - B. General Fund
 - C. Special Revenue Fund
 - D. Capital Project Fund
 - E. Internal Service Funds
 - F. Tax Rates and Trends



I. SHELBY COUNTY BOARD OF EDUCATION

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





Executive Summary

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

Regular Business Meetings of the Shelby County Board of Education are held at the Francis E. Coe Administration Building, 160 S. Hollywood Street, at 5:30 p.m. on the final Tuesday of each month. The Board holds Work Sessions on Tuesdays one week prior to all regular business meetings. All Shelby County Board of Education Work Sessions and Business Meetings are open to the public, and both sessions are televised on the District’s cable channel C19 and radio station 88.5 FM. ***In the spring of 2020, due to the prohibition by governmental agencies to meet in gatherings of ten or more people to lessen the spread of COVID-19 (Coronavirus), virtual online meetings are currently livestreamed via cable channel C19 or broadcast live via radio station 88.5 FM.***



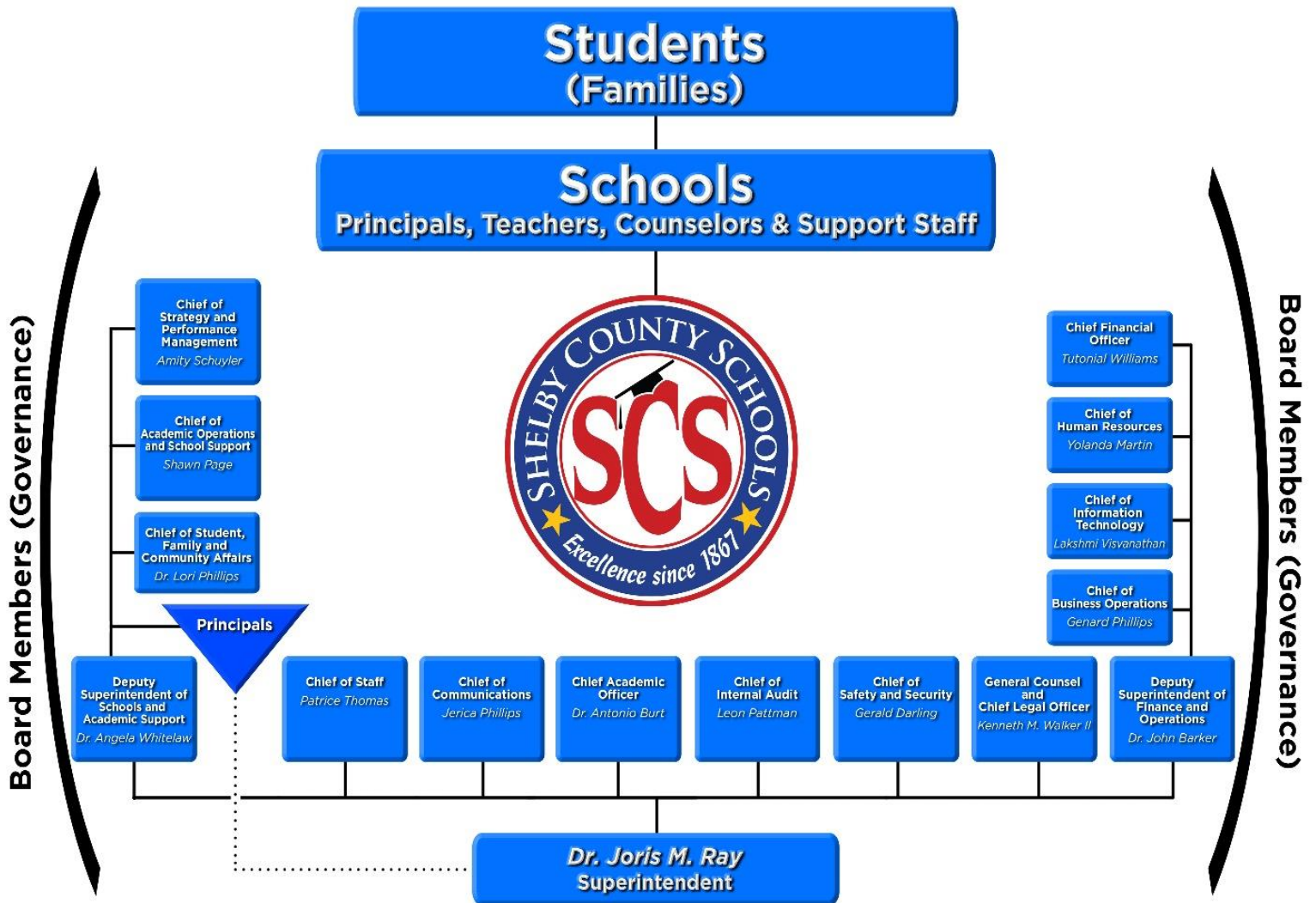
Executive Summary

II. ADMINISTRATION

Shelby County Schools prepares our students by providing resources and support to facilitate high quality learning. The District reduces administrative hurdles and inefficiencies from limiting our students' academic progress. Also, academic and school support tends to be centralized to reduce the burden on school leaders. Consequently, the central office and general administrative functions range from creating a safe and secure learning environment to placing the best possible teachers and school leaders in front of our students each day.

The organizational structure below outlines the various departments of Shelby County Schools that help to drive progress toward the District's Destination 2025 goals.

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





III. PROFILE OF SHELBY COUNTY SCHOOLS – THE SCHOOL DISTRICT

Shelby County Schools is the largest school district in Tennessee and one of the top 25 largest districts in the nation, serving a projected 104,460 students in school year 2020-21. In school year 2019-20, the District encompassed a portfolio of school options for students and parents, including traditional schools, charter schools, optional schools, schools with optional programs, career and technology centers (CTCs), special education (SPED) centers, and alternative schools. Shelby County Schools also had 288 pre-kindergarten classrooms. Of those 288 pre-kindergarten classrooms, 32 were within community partner locations.



The history of Shelby County Schools is unique in terms of the significant structural changes that occurred to shape the District into its current form. In 2010, the United States Court of Appeals ruled that the City of Memphis must fund Memphis City Schools. In December 2010, Memphis City Schools Board of Education voted to surrender its school charter. In March 2011, voters across the City of Memphis approved the surrender of the school district's charter. In July 2011, Memphis City Schools Board of Education voted to delay the school year due to the continued dispute with the City of Memphis. In August 2011, the United States Court ruled that Memphis City Schools would cease to exist at the end of school year 2012-13. Consequently, Memphis City Schools became a part of Shelby County Schools and operated under Shelby County Schools' charter. In April 2013, Governor Bill Haslam approved House Bill 1288, which paved the way for a segment of a larger school

district to break away and form its own school district.

In July 2013, six suburban cities in Shelby County approved the creation of their own municipal school districts independent of Shelby County Schools. The consequence of the merger between Memphis City schools and Shelby County Schools and the demerger among Shelby County Schools and six municipal school districts created the current Shelby County Schools. The educational ecosystem within and surrounding Shelby County Schools is competitive with multiple public-school operators. In 2013, Tennessee Department of Education launched the Achievement School District (ASD) to turn around schools ranked in the bottom 5% of academic achievement and growth. In school year 2019-20, ASD had 30 schools serving approximately 10,590 students in Shelby County. There were 57 charter schools authorized by Shelby County Schools in school year 2019-20; that number is projected to remain the same for school year 2020-21. The number of students served by charter schools in Shelby County in 2019-20 was 17,696. Lastly, the six neighboring municipal school districts are currently serving approximately 32,000 students within Shelby County during school year 2019-20.

With the robust public-school competition, the District is continuously transforming to provide a stable array of quality school options to students and parents. SCS base enrollment has declined from approximately 87,049 in school year 2018-19 to 85,450 in school year 2019-20. Over these years, SCS-authorized charter school enrollment grew to 17,696 students. In school year 2020-21, SCS anticipates an overall projected enrollment of 104,460 as a primary result of attrition outside of the District.



Executive Summary

The chart below provides a data snapshot of student background, academic performance and social and developmental needs within SCS. The projected enrollment and number of schools are for school year 2020-21. The remainder of the data is for 2018-19 and was obtained from the SCS Office of Performance Management and from the TN Department of Education Report Card.

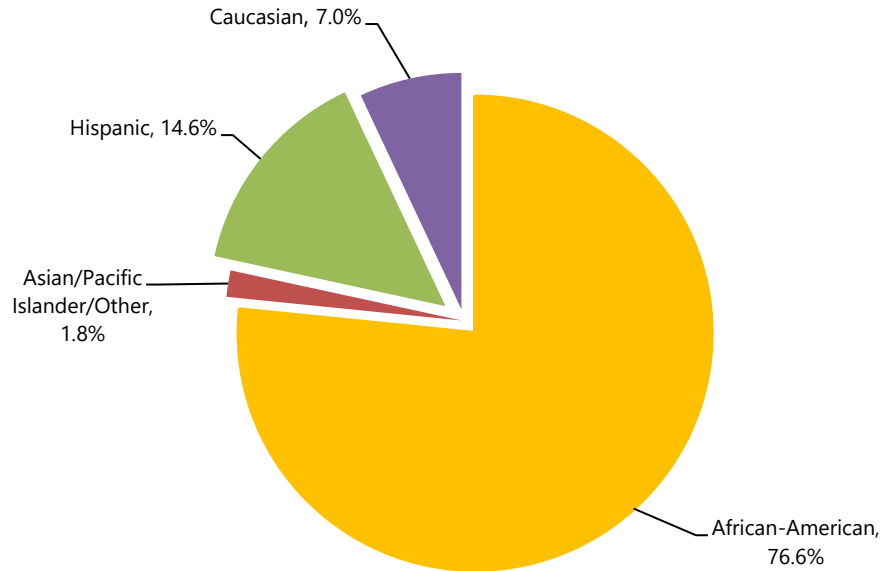
| | | | |
|--|--|---|--|
| School Year 2020-21 SCS K-12 Enrollment 104,460 | Number of SCS Schools 214 | Economically Disadvantaged Students 59.8% | English Language Learners 7.4% |
| Students with Disabilities 11.5% | Homeless 1.5% | Underrepresented Minorities 91.4% | Highly Qualified SCS Teachers 99.5% |
| Attendance 93.9% | Suspension Rate 12.5% | Graduation Rate 79.2% | Average ACT Composite 17.8 |
| TVAAS Literacy Level 1 | TVAAS Numeracy Level 1 | TNReady HS ELA 20.6% | TNReady HS Math 12.7% |

In school year 2018-19, nearly six of ten SCS students were considered economically disadvantaged. About 91.4% of SCS students were underrepresented minorities. Approximately nine out of ten underrepresented minority students were in Shelby County Schools. At least 7.4% of SCS students were English Language Learners and 11.5% were students with disabilities. Attendance was high at 93.9% across the District; however, the suspension rate stood at 12.5% in school year 2018-19. There was a slight decrease in the graduation rate for 2018-19, the majority of SCS students are leaving the District unprepared for postsecondary opportunities with only 20.6% and 12.7% of TNReady testers ranked in the two top tiers of the ELA and Math assessments, respectively.

Based upon enrollment figures as reported by the Tennessee State Department of Education, the District's student demographics during school year 2018-19 is 76.6% African American, 7% Caucasian, 14.6% Hispanic and 1.8% other races and nationalities.



The chart below represents the District’s student demographics for school year 2018-19. ¹



Source: Tennessee State Report Card data FY2018-19

IV. PROFILE OF SHELBY COUNTY, TENNESSEE

Shelby County Schools serves students across a diverse array of urban, rural, and suburban areas in Shelby County. It is the State’s largest, with the City of Memphis as the county seat. The county was incorporated in 1819. Its corporate limits contain 785 square miles and includes seven incorporated municipalities: Arlington, Bartlett, Collierville, Germantown, Lakeland, Memphis and Millington. The County’s 2010 population was 927,644 with the 2019 population estimated at 937,166 according to the U.S. Census Bureau. The County is empowered to levy, without limit, a property tax on both real and personal property located within its boundaries.

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



Shelby County’s demographics are diverse with a growing population of Hispanics and Asians. The population is predominantly African-American and Caucasian with respective estimated percentages of 54.2% and 41.1% in

¹ FY 2018-19 is the most recent data available at this time.



Executive Summary

2019. The Hispanic population is estimated to be approximately 6.5% in 2019, according to the U.S. Census Bureau. More than 38 languages such as Spanish, Vietnamese, and Arabic are spoken throughout Shelby County, which represents the ethnic and cultural diversity. 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 is lower than the state and the US. In 2018, Shelby's overall poverty rate exceeded the state and the US. Shelby's rate of children living in poverty at 35% was almost double that of the US.

| KEY ECONOMIC INDICATOR 2018 | Shelby County | Tennessee | US |
|--|--------------------------|------------------|-----------|
| Per Capita Income | \$28,145 | \$29,284 | \$33,831 |
| Median Household Income | \$47,500 | \$52,375 | \$61,937 |
| Children below Poverty Line (%) | 35% | 22% | 18% |

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

The economic well-being of students and families in our communities is strongly correlated with educational attainment. In Shelby County, the percentage of high school graduates was 3% higher than that of the City of Memphis in 2018, while the percentage of college graduates was 5.4% higher than that of the City of Memphis. In the same year, large numbers of individuals were unemployed with unemployment rates of 3.6% and 4.0% in Shelby County and the City of Memphis, respectively.

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.

| KEY ECONOMIC INDICATOR | SHELBY COUNTY | | CITY OF MEMPHIS | | STATE OF TENNESSEE | |
|-------------------------------|--------------------------|-------------|----------------------------|-------------|-------------------------------|-------------|
| | 2010 | 2018 | 2010 | 2018 | 2010 | 2018 |
| High School Graduates (%) | 84.9% | 88.2% | 81.2% | 85.2% | 82.5% | 87% |
| College Degree Graduates (%) | 27.8% | 31.1% | 22.5% | 25.7% | 22.7% | 26.6% |
| People below Poverty Line (%) | 19.7% | 21.7% | 25.4% | 26.8% | 16.5% | 15.3% |
| Unemployment Rate (%) | 4.3% | 3.6% | 4.8% | 4.0% | 3.7% | 3.0% |

*Data Source: Bureau of Labor Statistics, Tennessee Department of Education, US Census, 2010-2018, <https://www.homefacts.com/unemployment/Tennessee/Shelby-County.html>



Executive Summary

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

| MEASURE | SHELBY COUNTY SCHOOLS | | | DAVIDSON COUNTY SCHOOLS | | | HAMILTON COUNTY SCHOOLS | | | KNOX COUNTY SCHOOLS | | |
|---|-----------------------|-------------------|-------------------|-------------------------|-------------------|-------------------|-------------------------|-------------------|-------------------|---------------------|-------------------|-------------------|
| | 2016-17 | 2017-18 | 2018-19 | 2016-17 | 2017-18 | 2018-19 | 2016-17 | 2017-18 | 2018-19 | 2016-17 | 2017-18 | 2018-19 |
| Enrollment* | 106,187 | 106,381 | 106,377 | 82,847 | 82,424 | 81,407 | 43,432 | 43,830 | 44,376 | 58,901 | 59,364 | 59,224 |
| Number of Schools | 206 | 200 | 202 | 163 | 159 | 160 | 78 | 78 | 79 | 90 | 82 | 84 |
| Charter Schools | 45 | 51 | 54 | 28 | 29 | 28 | 4 | 4 | 5 | 1 | 1 | 1 |
| Economically Disadvantaged Students (%) | 59,040 (55.6%) | 60,521 (56.9%) | 63,613 (59.8%) | 43,239 (50.6%) | 38,636 (46.9%) | 36,063 (44.3%) | 16,578 (35.3%) | 16,452 (35.3%) | 15,709 (35.4%) | 17,081 (28.3%) | 17,017 (28.7%) | 16,346 (27.6%) |
| English Language Learners (%) | 9,782 (8.9%) | 8,191 (7.7%) | 7,872 (7.4%) | 16,165 (18.9%) | 13,847 (16.8%) | 13,676 (16.8%) | 2,804 (6.3%) | 2,674 (6.1%) | 2,751 (6.2%) | 3,094 (5.1%) | 2,731 (4.6%) | 2,843 (4.8%) |
| Students with Disabilities (%) | 13,518 (12.3%) | 12,253 (11.5%) | 12,233 (11.5%) | 11,166 (13.1%) | 10,892 (13.2%) | 10,583 (13%) | 5,071 (12.8%) | 5,566 (12.7%) | 5,680 (12.8%) | 8,686 (14.4%) | 8,360 (14.1%) | 8,114 (13.7%) |
| Chronically Out of School | 16.9% | 12.9% | 18.4% | 16.9% | 18.0% | 16.0% | 8.9% | 14.6% | 12.7% | 14.9% | 16.4% | 15.8% |
| Suspension Rate | 14.0% | 11.2% | 12.5% | 9.8% | 9.7% | 9.3% | 8.2% | 7.8% | 7.6% | 6.6% | 6.3% | 6.6% |
| TVAAS Literacy | Level 1 | Level 5 | Level 1 | Level 3 | Level 2 | Level 4 | Level 5 | Level 5 | Level 5 | Level 5 | Level 1 | Level 5 |
| TVAAS Numeracy | Level 1 | Level 1 | Level 1 | Level 1 | Level 1 | Level 5 | Level 1 | Level 1 | Level 5 | Level 5 | Level 3 | Level 1 |
| Graduation Rate | 78.7% | 79.6% | 79.2% | 81.0% | 80.3% | 80.2% | 83.8% | 84.6% | 86.6% | 90.3% | 89.6% | 89.8% |
| Average ACT Score | 17.5 | 17.8 | 17.8 | 18.7 | 19.0 | 18.9 | 19.8 | 19.9 | 19.9 | 21.1 | 21.1 | 21.4 |

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



V. EXECUTIVE HIGHLIGHTS

i. SCS Strategic Beliefs, Priorities and Goals

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



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

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

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

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

Priority 1: Strengthen Early Literacy

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

Priority 2: Improve Post-Secondary Readiness

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

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

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

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

Priority 4: Expand High-Quality School Options

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

Priority 5: Mobilize Family and Community Partners

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



ii. Benchmarks and Performance Results

Five strategic priorities support the 80/90/100% College and Career Readiness goals and guide the District towards fulfilling Destination 2025. The below summary is the District’s progress for the most recent completed school year 2018-19 and investment commitments for the 2020-21 school year.

Priority 1: Strengthen Early Literacy

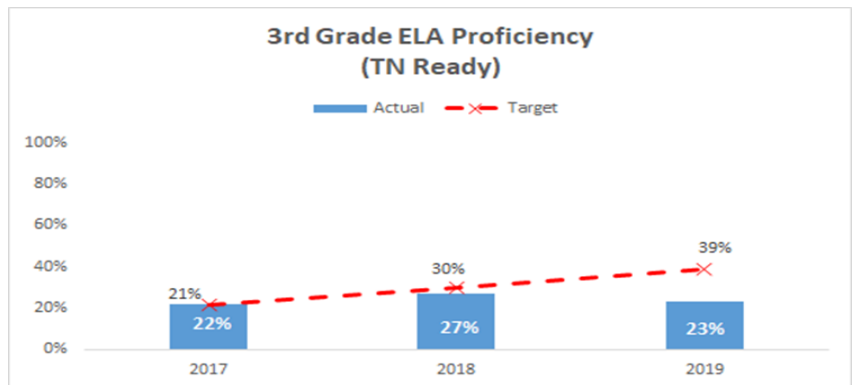
Goal: 90% of third graders are proficient in reading by 2025

Progress as of school year 2018-19:

In 2018-19, 23.5% of third-grade students in SCS are Proficient on the TNReady English Language Arts (ELA) assessment.

Third grade proficiency in English Language Arts (ELA) has fluctuated over time. In 2019, 23.5% of third grade students were proficient compared to 27.0% of students the prior year. Many of the District’s largest priority student groups followed the same trend. African American student reading proficiency decreased from 25% in 2018 to 20% in 2019, and proficiency for economically disadvantaged students decreased from 20% to 18% over the same time period.

One bright spot in early literacy continues to be progress for English Learners. The English Learner TNReady proficiency rate for third-grade ELA doubled from six percent in 2018 to 12% in 2019, and English Learner success rates increased in all three grade bands in both math and ELA over the same period. These improvements for English Learners earned SCS “Advancing” status as well as the top student growth rating (Level 5 TVAAS) for this priority group.



Identified Challenges:

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

Investments:

- Identify and select additional Early Learning task force members to support the foundational skills initiative
- Sustainability of Pre-K seats
- Ensure that each 2nd grade teacher has a trained paraprofessional in schools with less than 25% On-Track/Mastery (56/91)

Priority 2: Improve Post-Secondary Readiness

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

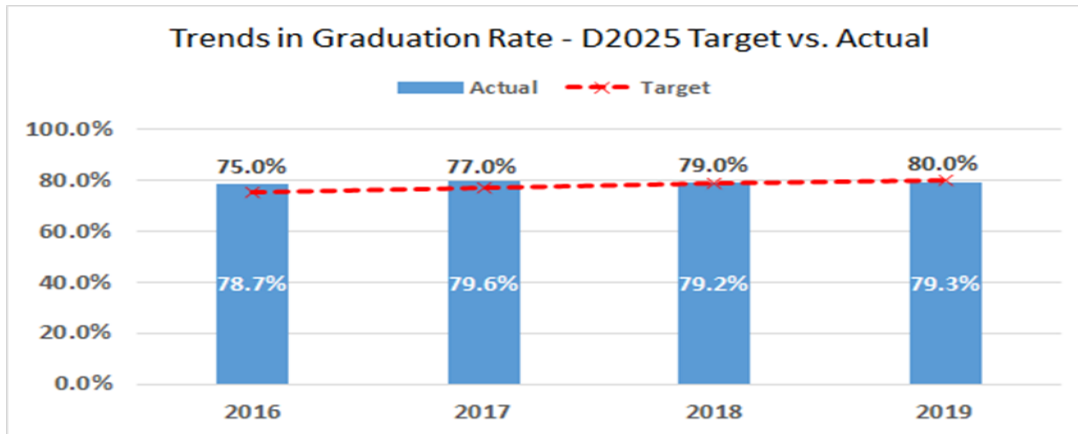
Goal No. 2: 100% of college or career-ready SCS graduates will enroll in a post-secondary opportunity

Progress as of school year 2018-19:

In 2019, 79.3% of SCS students graduated on time compared to 79.2% of students in 2018. Although the graduation rate remained flat from 2018 to 2019, 62% of SCS high schools earned a graduation rate of at least 80%, meaning they are on track to meet the 90% goal by 2025. Additionally, 33% of SCS high schools have already achieved a graduation rate of 90% this year, and 54% improved their graduation rate from 2018 to 2019.



Executive Summary

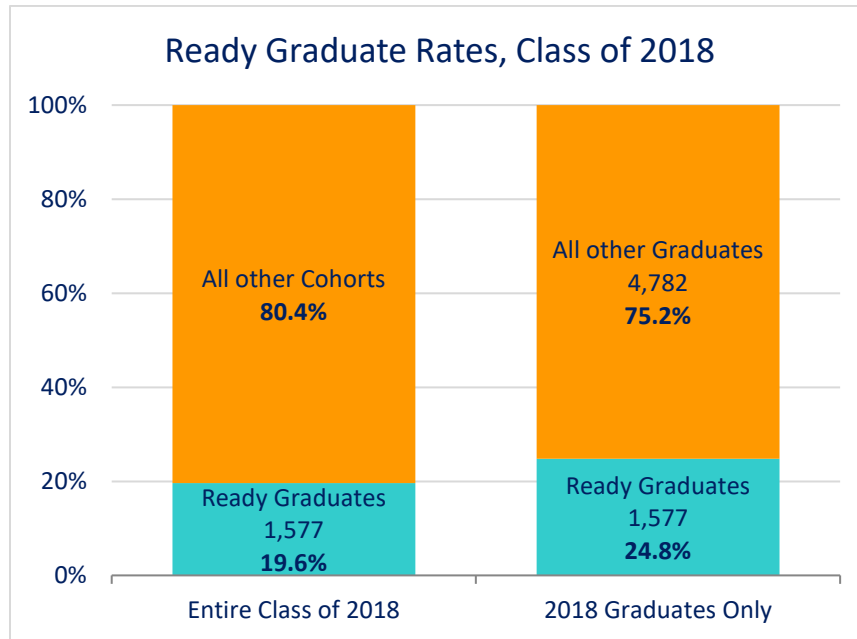


Starting with 2018 graduates, the Tennessee Department of Education has issued a new definition of college- and career-readiness for which all Districts and high schools are now accountable. A major focus is student participation in early post-secondary opportunities (EPSOs) that include Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment (DE), and Statewide Dual Credit (SDC) courses.

Students who meet one of the following criteria by the time they finish high school are considered “Ready Graduates”:

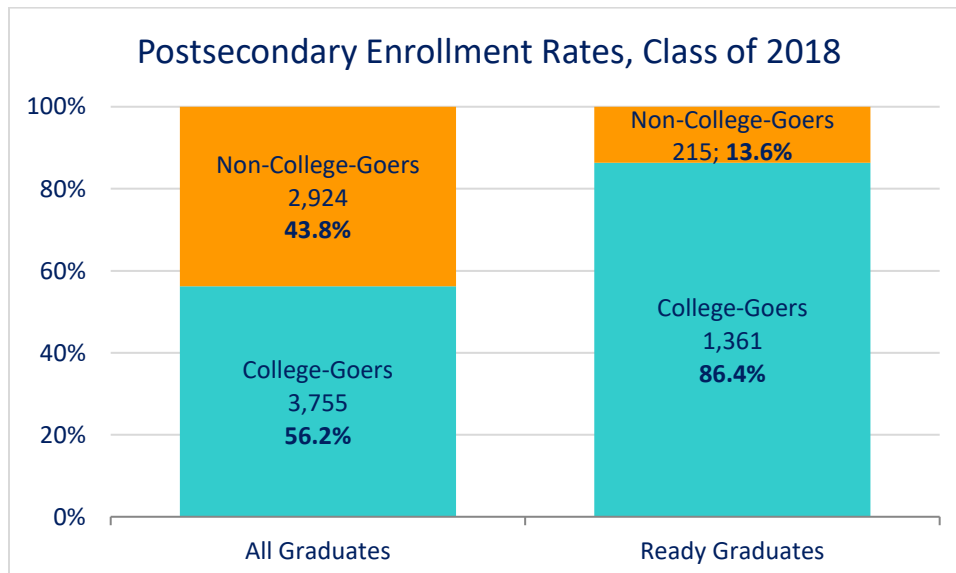
- Earn a composite score of 21 or higher on the ACT; or
- Complete four early post-secondary opportunities (EPSOs); or
- Complete two EPSOs plus earn an industry certification; or
- Complete two EPSOs plus earn a score of military readiness on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT)

While we will continue to track the measures and goals we have previously used to approximate college- and career-readiness (such as 60% proficiency across all TNReady subjects and 20% industry certification completion among seniors by 2025), we will now use the State’s Ready Graduates definition as our official measure for 80% college- and career-readiness by 2025. This rate is calculated by dividing the number of Ready Graduates by the total number of students in the cohort including non-graduates. However, the chart below also shows the Ready Graduate rate among just those students who graduated on time. As the chart shows, the District has a lot of ground to cover to reach its goal of 80% college- and career-readiness over the next few years. Ready Graduates comprised only one fifth (19.6%) of the entire 2018 cohort and one quarter (24.8%) of the 2018 graduates.



The post-secondary enrollment rate for 2019 graduates is not available yet, but 56.2% of all 2018 graduates have enrolled in a post-secondary school. One of the District’s key strategies to improving post-secondary enrollment is to encourage students to take advantage of financial aid opportunities that lower the barriers to entry including the Free Application for Federal Student Aid (FAFSA) and the TN-Promise scholarship. The TN-Promise scholarship allows students to enroll in two-year post-secondary programs for free, and in 2018-19, 93% of students completed the application (excluding ineligible students in SCS operated high schools). Additionally, 86.5% of SCS students completed the FAFSA by April 2019, which will enable them to apply for federal financial aid and state funds, such as the Hope Scholarship.

Given the State’s new Ready Graduates measure, SCS can now truly report on progress toward its goal that 100% of college-or career-ready graduates enroll in a post-secondary opportunity by 2025. The following chart presents the class of 2018’s post-secondary enrollment rates for all graduates and Ready Graduates. The Ready Graduates’ college-going rate of 86.4% means that an average increase of less than two percentage points per year is all it will take for the District to reach its goal of 100% by 2025.





Executive Summary

Identified Challenges:

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

Investments:

- Research, plan, and introduce a PSAT/ACT predictor exam
- Conduct quarterly ACT workshops for all freshmen and sophomores

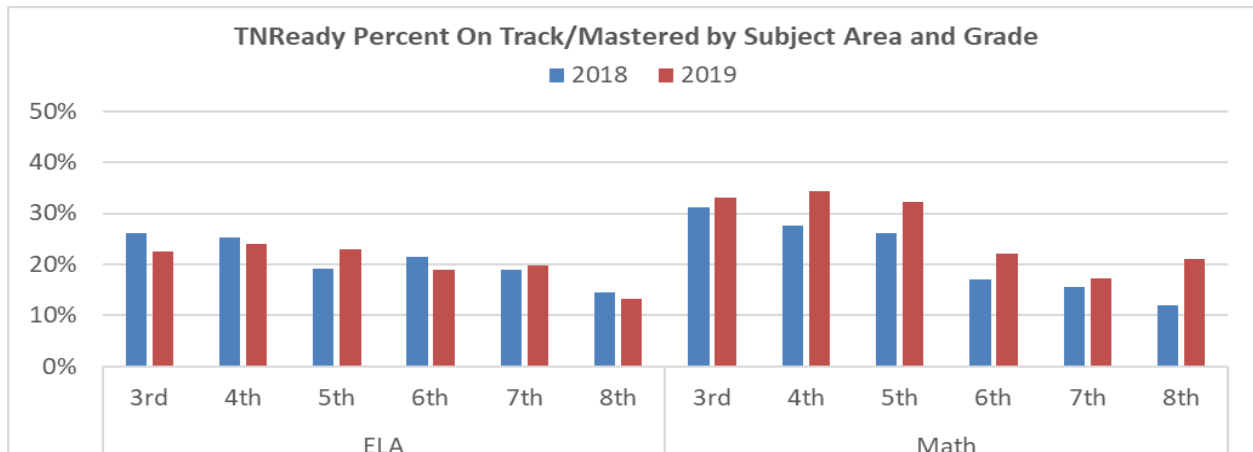
Priority 3: Develop Teachers, Leaders and Central Office to Drive Student Success

Goal: 60% of students are proficient on the TNReady assessment.

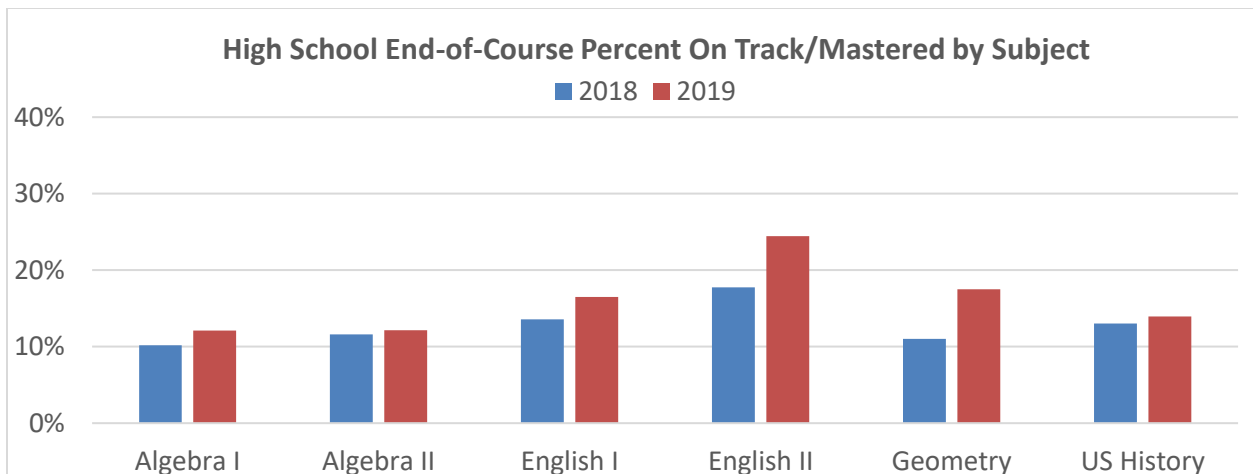
Progress as of school year 2018-19:

In 2019, SCS high schools earned a 16.3% exam success rate on End of Course subjects, while elementary and middle school students had overall proficiency rates of 24.4%.

The percentage of students scoring On Track or Mastered on 2018-19 TNReady assessments decreased for most K-8 grades in ELA. At the same time, fifth and seventh grade ELA and all grades in math saw increases over the previous school year.



For high school End-of-Course (EOC) exams, progress from the previous year showed small to moderate growth in all subjects. The District's largest proficiency gains were in English II and Geometry, which also have the highest absolute proficiency rates among high school subjects.





Executive Summary

Identified Challenges:

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

Investments:

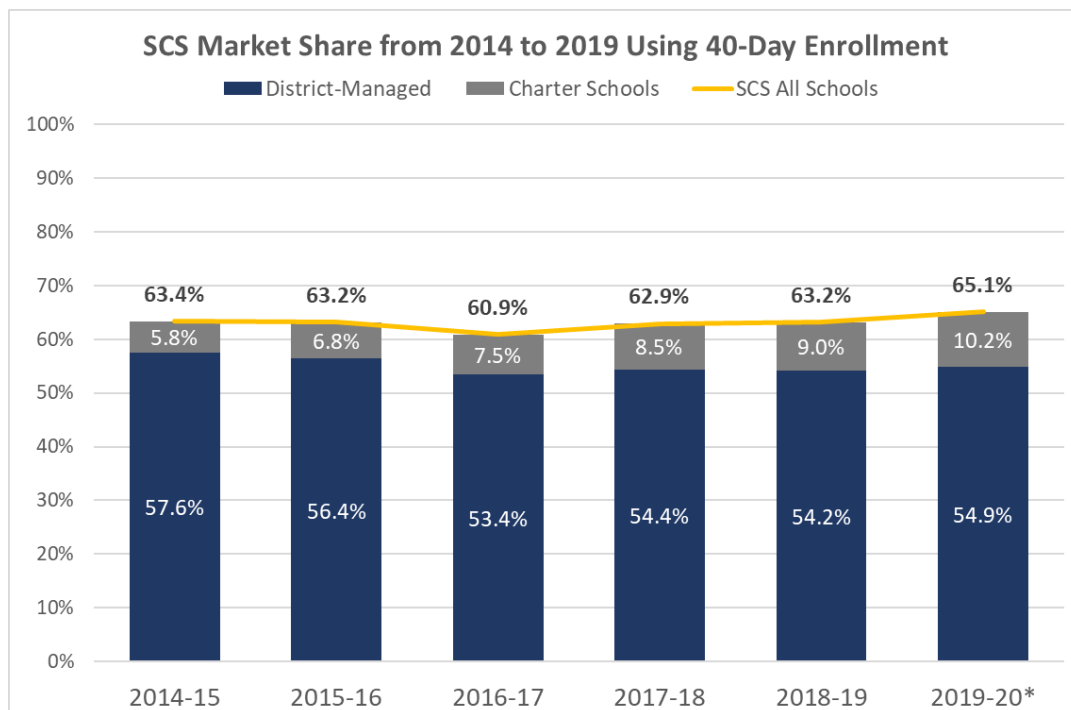
- Identify, select, and train teachers to become Pre-AP/Honors teachers
- Develop partnerships with local universities to provide adjunct professors with an opportunity to teach EOC subjects within high schools
- Provide curriculum and training on integrating the Arts in all Priority schools
- At least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

Priority 4: Expand High-Quality School Options

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

Progress as of school years 2018-19:

Shelby County Schools' student market share is currently estimated to be 65.1% based on Pre-K-12 enrollment counts on the 40th day of the 2019-20 school year and the most recent U.S. Census estimates of the county-wide school-age population. This means that roughly two thirds of all school-aged children in Shelby County are enrolled in our District. Based on the best-available population estimates, SCS' market share improved by two percentage points, although this calculation may fluctuate as the Census' school-age population estimates are revised. The overall student enrollment count increased by roughly 1,500 students from 2018-19 to 2019-20 while the county-wide school-age population estimates declined during the same reporting period. Most of SCS' growth in student enrollment is due to an increase in the charter school student population while student enrollment in District-managed schools remained fairly steady.



In 2019, 25 schools made the State's Reward schools list because they were in the top 25 percent of all Tennessee public schools for student growth and/or achievement on the most recent TNReady assessment, down from 37 schools the previous year. Three of SCS' Reward schools are charters, and 22 are District-managed. The number of Priority schools also decreased from 27 in 2018 to 21 in 2019, meaning fewer students are enrolled in schools



Executive Summary

in the bottom 5% State-wide for TNReady achievement. Currently, four Priority schools are charter or contract-managed, and 14 schools are District-managed. An additional three schools that were part of the DuBois charter management organization closed at the end of 2018-19, bringing the number of active Priority schools down to 18.

Identified Challenges:

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

Investments:

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

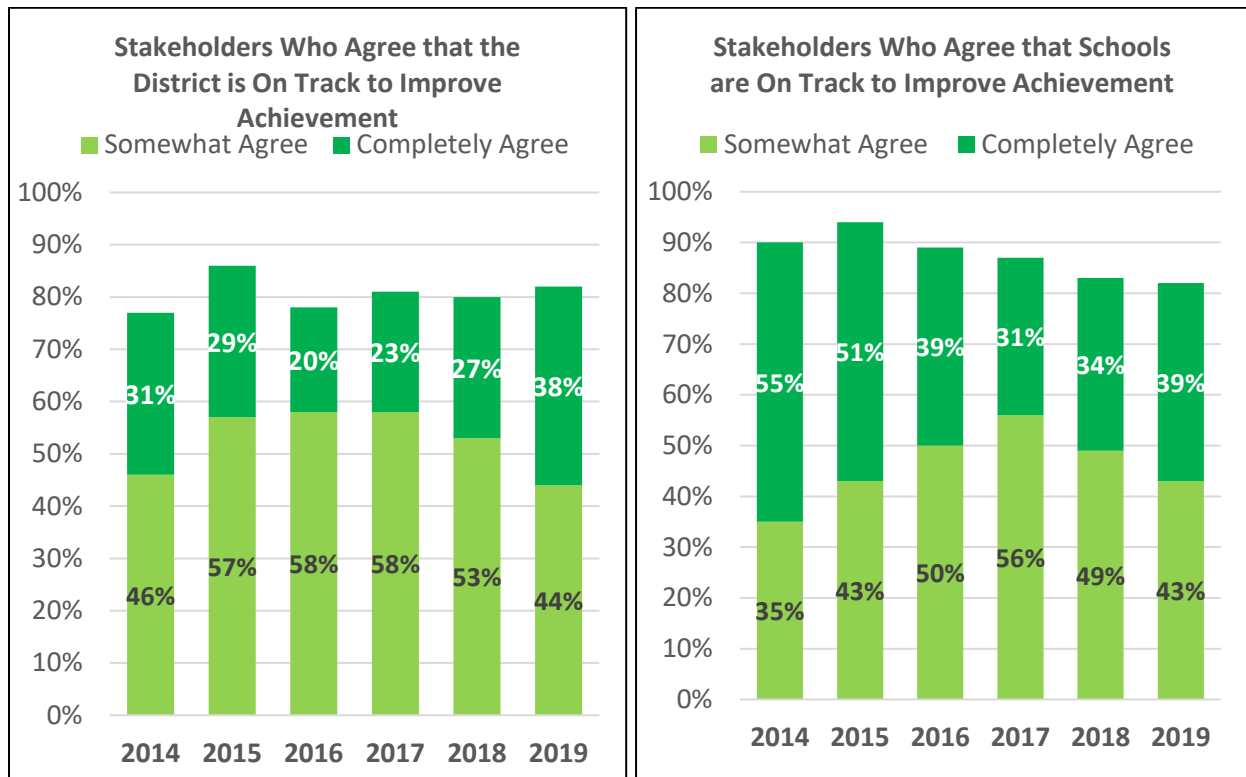


Priority 5: Mobilize Family and Community Partners

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

Progress as of school year 2018-19:

Based on SCS’ most recent annual survey to parents, community members, and District staff, 82% of stakeholders are confident in the District’s efforts to improve student achievement. The percentage of stakeholders who completely agree that the District is on track grew from 27% in 2018 to 38% in 2019. Confidence in SCS schools themselves remains relatively high and stable, with 82% of stakeholders agreeing that the schools are on track to improve student achievement in 2019 compared to 83% in 2018. The percentage of stakeholders who completely agree that schools are on track grew from 34% in 2018 to 39% in 2019.



The 2017-2019 surveys also asked SCS parents for their level of agreement on whether their child(ren)’s schools are on track to improve student achievement. In all three years, a higher percentage of parents are very confident that their child(ren)’s schools are on track (56% in 2019) versus SCS schools in general (39% in 2019).² While community confidence in the District and in schools has plateaued in recent years, the percentage of those who completely agree that SCS is on track has grown. As the District continues to make progress toward Destination 2025’s vision for college-and career-readiness, community confidence and support remain key.

Identified Challenges:

- Coordination of interdepartmental collaboration to support family and community engagement at the district level.
- Continuous efforts to infuse family engagement into the school culture by impacting educational access to students, offering comprehensive educational services, and employing two-generation strategies through partnerships.

² For the first time in the confidence survey, parents were able to rate each school if they had children at more than one school. This change may have contributed to the large increase (44 percent in 2018 to 56 percent in 2019) in parents’ confidence in their children’s schools and to the larger gap between parents’ confidence in their own children’s schools compared to all SCS schools. The gap was 10 percent in 2018 versus 17 percent in 2019.



Executive Summary

- Need to create various family outreach strategies to a diverse array of families (e.g., Hispanic, Arabic) ranging from recently arrived, refugee, and immigrant families district-wide.

Investments

- Broaden strategic community partnerships to serve more schools and/or students
- Streamline contracted partners and ensure accountability in schools through quarterly data reports and a metric with school leader feedback
- Expand family and community engagement opportunities programmatically





Executive Summary

Below are the measures for each Destination 2025 priority, including our target and the difference between actual and target.

| Priority 1: Strengthen Early Literacy | 2018 Actual | 2019 Target | 2019 Actual | Change Since 2018 | Target-to-Actual |
|---|----------------------------|--------------------|---------------------------|--------------------------|-------------------------|
| By 2025, 90% of SCS third graders are proficient in English & Language Arts (ELA). | 27.0% | 38.6% | 23.5% | -3.5 points | -15.1 points |
| Priority 2: Improve Post-Secondary Readiness | 2018 Actual | 2019 Target | 2019 Actual | Change Since 2018 | Target-to-Actual |
| By 2025, 90% of SCS students graduate on time. | 79.1% | 80.2% | 79.3% | +0.2 points | -0.9 points |
| By 2025, 100% of college- or career-ready SCS graduates enroll in a post-secondary opportunity. | 86.4% (CCR) 56.2% (All) | 72.7% | TBD ¹ | TBD | TBD |
| Priority 3: Develop Teachers, Leaders & Central Office to Drive Student Success | 2018 Actual | 2019 Target | 2019 Actual | Change Since 2018 | Target-to-Actual |
| By 2025, 60% of students are proficient on TNReady assessments. | 26.8% (3-8) | 37.8% (3-8) | 24.4% (3-8) 16.3% (HS) | -2.2 pts (3-8) | -13.4 pts (3-8) |
| | 15.9% (HS) | 31.5% (HS) | | +0.4 pts (HS) | -15.2 pts(HS) |
| Priority 4: Expand High-Quality School Options | 2018 Actual | 2019 Target | 2019 Actual | Change Since 2018 | Target-to-Actual |
| By 2025, SCS student market share increases by 5%. | 63.2% | 63.3% | 65.1% | +1.9 points | +1.8 points |
| Priority 5: Mobilize Family & Community Partners | 2018 Actual | 2019 Target | 2019 Actual | Change Since 2018 | Target-to-Actual |
| By 2025, community confidence in SCS increases to 90%. | 80% | 83% | 82% | +2 points | -1 point |

¹ Due to the timing of available data, the post-secondary enrollment rate reflects the percentage of all 2018 graduates who enrolled in a post-secondary opportunity during the past year and the percentage of college- and career-ready (CCR) 2018 graduates who enrolled as determined by Tennessee's Ready Graduates definition. The 2019 rate will be included in the 2020 annual report.



iii. Awards and Recognitions

- The District’s 2019 graduation rate increased slightly, from 79.2 percent to 79.3 percent. Seventeen SCS-managed high schools have a higher graduation rate than the previous year, including five schools with a graduation rate of 90 percent or higher.
- Middle College High School earned a 100 percent graduation rate for the sixth year in a row. Hollis F. Price Middle College High School earned a 100 percent graduation rate for the third consecutive year and fifth time in six years.
- Whitehaven High School math teacher and track coach Nathan Kirsch has been recognized with the “Oscar Award of teaching,” the prestigious Milken Educator Award, which – along with many other accolades and recognition – comes with a \$25,000 prize.



- The CTE program was named Business Partner of the Year during the Office of Youth Service MPLOY Youth Excellence Awards
- Shelby County Schools is one of only two districts in the nation to show numerical academic growth in 4th and 8th grade Reading and Math across various demographic subgroups according to the 2019 National Assessment of Educational Progress (NAEP)
- Twenty-two (22) SCS schools recognized by TDOE as Reward Schools for top student performance in Tennessee



- Two Shelby County Schools have been named 2019 National Blue Ribbon Schools by the U.S. Department of Education: Maxine Smith STEAM Academy and Campus School received the prestigious honor for being “exemplary high performing schools.”



- Twelve Shelby County Schools seniors have been named 2019 National Merit Scholarship Semifinalists. The students represent Central High School and White Station High School

- Superintendent Dr. Joris M. Ray has been honored with five distinguished awards for his servant leadership: Roosevelt Todd Award for Education; The Educator Award, Living Legend Award, West TN Supervisor of the Year, and The Educator Award



Four Shelby County schools have been named to the 2019 list of America’s Healthiest Schools by the Alliance for a Healthier Generation, receiving national recognition for their commitment to students’ health and well-being. Brownsville Road Elementary, Dexter Elementary, Germanshire Elementary, and Grahamwood Elementary were honored with the distinction. They are among 16 schools in the state of Tennessee to make the list.



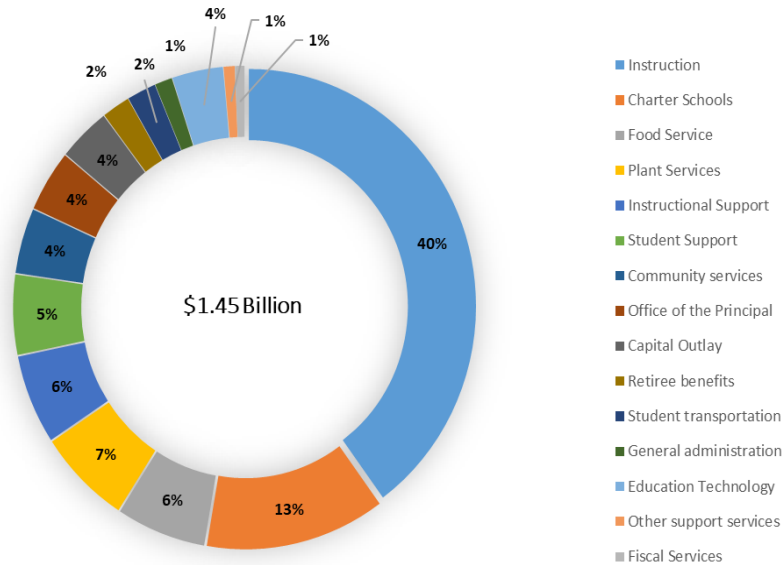
Executive Summary

- The Central High School band is being recognized by the Tennessee Music Education Association for winning their second Grand National Championship.



iv. Budgetary Highlights

Shelby County Schools continues to make great academic strides, while becoming more efficient and being a prudent steward of public funds. The combined All Funds budget is \$1.45 billion dedicated to the education of our students. The budget reflects a \$18.9 million decrease in our total operations in fiscal year 2020-21 relative to the previous year budget. Approximately \$1.35 billion, or 93.4% of the fiscal year 2020-21 total All Funds budget, is focused on educational services to our students ranging from instruction to school safety and support services to food services to charter schools. The below chart provides a breakdown of the fiscal year 2020-21 combined All Funds budget expenditures.





Executive Summary

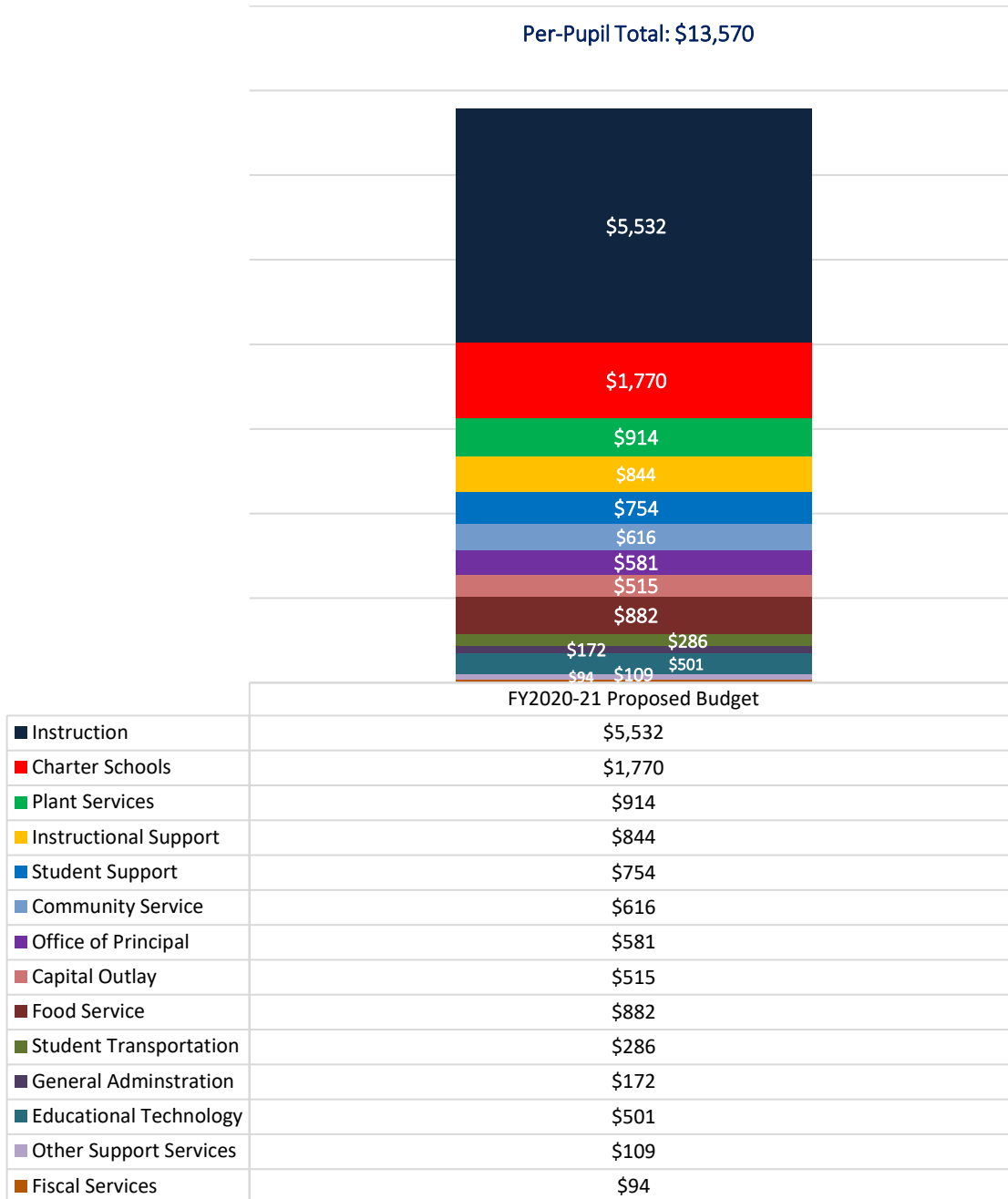
| | | |
|--|--|--|
| <p>Instruction: \$577.8 million Activities directly linked to teaching students</p> | <p>Charter Schools: \$184.9 million State, local, and federal payments to charter schools</p> | <p>Food Services: \$92.2 million Preparation, delivery, and services of breakfasts, lunches, snacks, and other meals</p> |
| <p>Plant Services: \$95.4 million School maintenance, including grounds, buildings, equipment, and utilities</p> | <p>Instructional Support: \$88.1 million Activities to facilitate and enhance instruction, including content and professional development</p> | <p>Student Support: \$78.7 million Library, guidance, health, and technical services to students, including school safety</p> |
| <p>Community Services: \$64.4 million Community development programs such as early childhood development and innovation and planning</p> | <p>Office of the Principal: \$60.7 million Activities performed by principals and assistant principals, includes school office staff</p> | <p>Capital Outlay: \$53.8 million Capital improvements and construction for the District's schools</p> |
| <p>Retiree Benefits: \$28.8 million District's contribution to 'pay as you go' retiree benefit costs</p> | <p>Student Transportation: \$29.9 million Transportation for regular, vocational, and special education instruction</p> | <p>General Administration: \$17.9 million Commission fees, legal services, communications, and others</p> |
| <p>Education Technology: \$52.4 million Accounts for school and district level technology expenditures, which includes telecommunication, LAN and WAN</p> | <p>Other Support Services: \$11.4 million Non-instructional services to students and staff by Human Resources and Information Technology Division</p> | <p>Fiscal services: \$9.8 million Accounting, budgeting, financial reporting, payroll, purchasing, and internal auditing</p> |





Executive Summary

In fiscal year 2020-21, the per-pupil amount of the combined All Funds budget is \$13,570 as shown in the chart below.



Of the total \$1.45 billion All Funds budget in fiscal year 2020-21, the General Fund consists of about \$1.05 billion (or 73.8%). The General Fund serves as the primary operating fund for the District. The fiscal year 2020-21 General Fund budget reflects a \$11.5 million decrease compared with the prior year budget.



v. Budget Development and Administration

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

The budget process consists of the following factors:

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

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

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

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

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

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

Methods and Procedures: The Superintendent is guided in the responsibility of budget management by the limitations as established by State law, budgetary restrictions and the policies as established by the Board. Management is responsible for maintaining budgetary controls to ensure that budgets 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.

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

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



vi. Enrollment

The District’s projected enrollment for school year 2020-21 is listed below. The District projects to serve 104,460 students in grades kindergarten through grade 12.

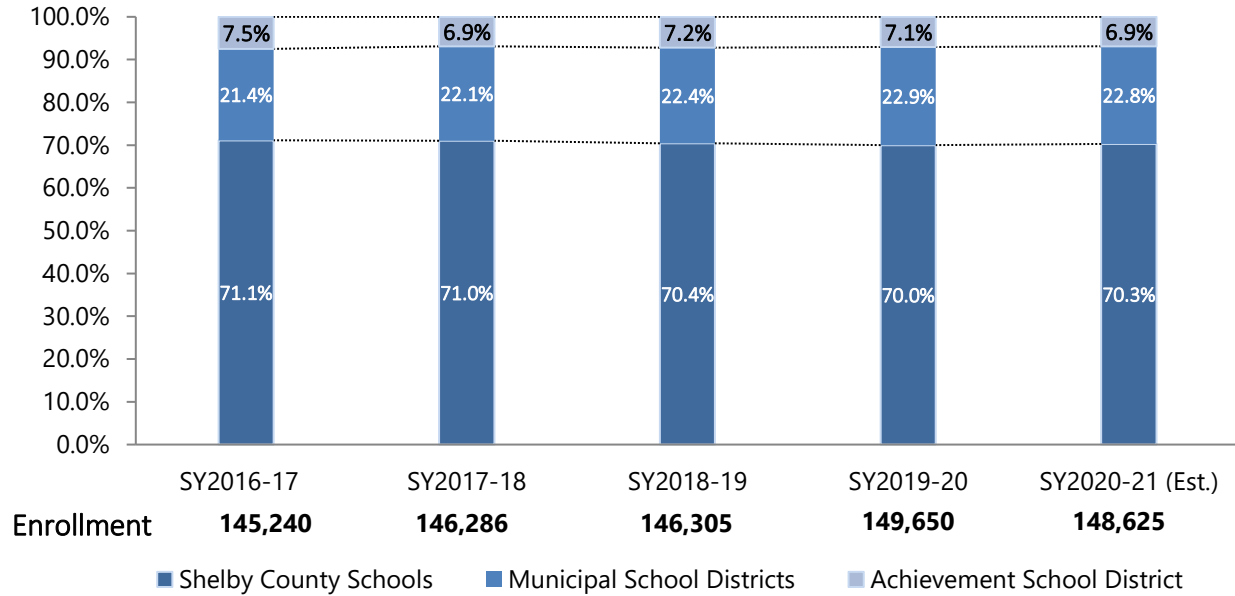
| Grade | Enrollment |
|---------------|----------------|
| K | 8,972 |
| 1 | 8,807 |
| 2 | 8,772 |
| 3 | 8,610 |
| 4 | 8,586 |
| 5 | 8,204 |
| 6 | 8,332 |
| 7 | 8,245 |
| 8 | 7,788 |
| 9 | 7,985 |
| 10 | 7,452 |
| 11 | 6,555 |
| 12 | 6,152 |
| Totals | 104,460 |

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



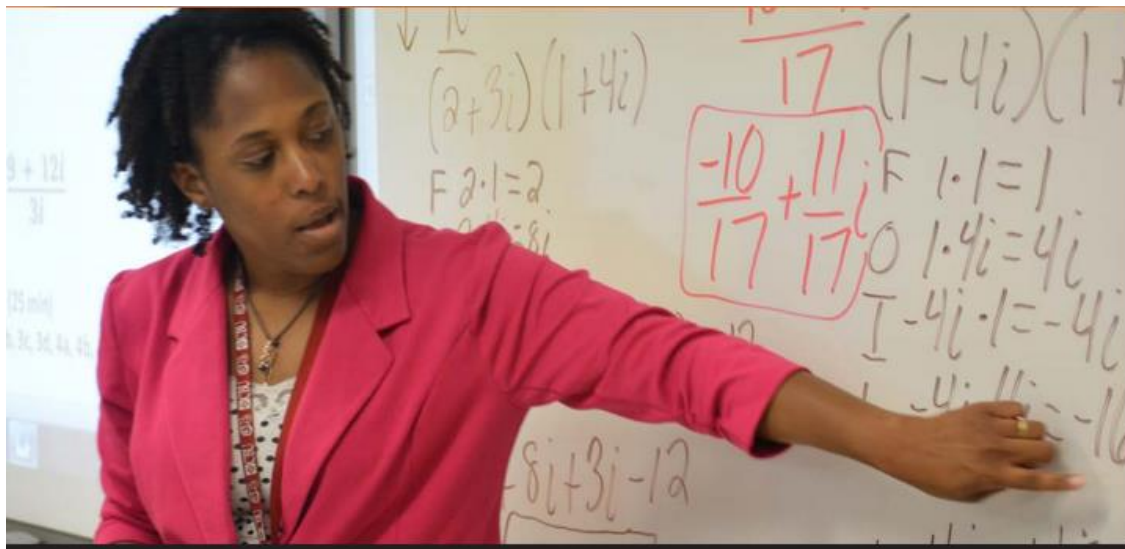


Student Enrollment



*Data Source: 40th Day Enrollment for prior periods; SY 2021 Enrollment Projections.

With the competition of neighboring school districts and ASD school takeovers, Shelby County Schools has experienced significant student enrollment attrition over the last several years. SCS student enrollment stands at 104,770 in school year 2019-20. The District’s enrollment is projected to decrease slightly to 104,460 for the 2020-21 school year. Note that the above enrollment graphic includes combined data for SCS – including charter school students, the six municipal school districts and the Achievement School District.



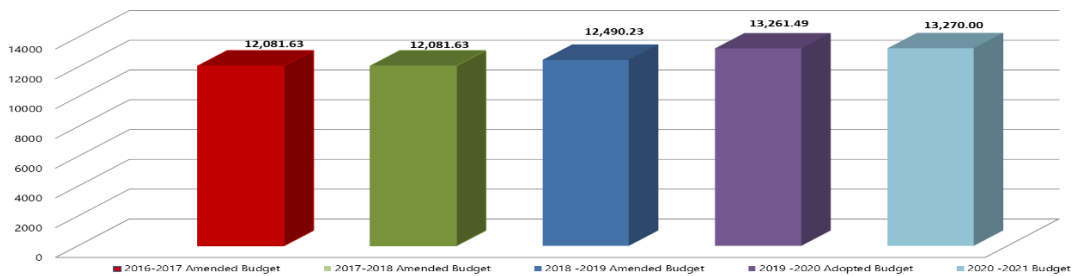


vii. Staffing Levels

| | 2016-2017 Amended Budget | 2017-2018 Amended Budget | 2018 -2019 Amended Budget | 2019 -2020 Amended Budget | 2020 -2021 Budget | Change from 2020 Amended Budget to 2021 Budget | Percentage Change from 2020 Amended Budget to 2021 Budget |
|--|-----------------------------|-----------------------------|------------------------------|------------------------------|----------------------|--|--|
| Full-Time Employees | | | | | | | |
| Officials/Administrators | 215.00 | 215.00 | 215.00 | 256.05 | 254.00 | (2.05) | -0.80% |
| Principals | 160.00 | 160.00 | 157.00 | 157.00 | 154.00 | (3.00) | -1.91% |
| Asst Principals, Non-Teaching | 172.00 | 172.00 | 194.00 | 203.00 | 196.00 | (7.00) | -3.45% |
| Elementary Teachers | 2,472.50 | 2,472.50 | 2,472.16 | 2,368.00 | 2,296.00 | (72.00) | -3.04% |
| Secondary Teachers | 1,860.00 | 1,860.00 | 1,911.65 | 1,892.85 | 1,818.00 | (74.85) | -3.95% |
| Other Teachers | 2,166.95 | 2,166.95 | 2,168.50 | 2,197.12 | 2,137.10 | (60.02) | -2.73% |
| Guidance | 262.00 | 262.00 | 313.00 | 299.00 | 277.00 | (22.00) | -7.36% |
| Psychological | 76.00 | 76.00 | 76.00 | 79.00 | 76.00 | (3.00) | -3.80% |
| Librarians/Av Staff | 166.00 | 166.00 | 166.00 | 145.00 | 138.00 | (7.00) | -4.83% |
| Consultants & Supervisors Of Instruction | 108.00 | 108.00 | 120.00 | 153.00 | 141.00 | (12.00) | -7.84% |
| Other Professional Staff | 538.00 | 538.00 | 600.08 | 747.20 | 746.00 | (1.20) | -0.16% |
| Teacher Aides | 1,600.55 | 1,600.55 | 1,674.89 | 1,749.00 | 1,791.26 | 42.26 | 2.42% |
| Technicians | 131.15 | 131.15 | 134.00 | 171.00 | 158.00 | (13.00) | -7.60% |
| Clerical/Secretarial Staff | 665.50 | 665.50 | 729.20 | 688.64 | 674.00 | (14.64) | -2.13% |
| Service Workers | 1,002.98 | 1,002.98 | 1,062.75 | 639.24 | 672.79 | 33.55 | 5.25% |
| Skilled Crafts | 119.00 | 119.00 | 119.00 | 111.00 | 110.00 | (1.00) | -0.90% |
| Laborers And Helpers | 258.00 | 258.00 | 258.00 | 260.00 | 273.00 | 13.00 | 5.00% |
| Professional Instructional | 42.00 | 42.00 | 53.00 | 5.00 | 1.00 | (4.00) | -80.00% |
| Total | 12,015.63 | 12,015.63 | 12,424.23 | 12,104.10 | 11,913.15 | (190.95) | -1.58% |
| Part-Time Staff Employees | | | | | | | |
| All Other | 59.00 | 59.00 | 59.00 | 17.00 | 22.00 | 5.00 | 29.41% |
| Part-Time | 7.00 | 7.00 | 7.00 | 1,140.39 | 1,334.85 | 194.46 | 17.05% |
| Total | 66.00 | 66.00 | 66.00 | 1,157.39 | 1,356.85 | 199.46 | 17.23% |
| Total Full-Time & Part-Time Staff | 12,081.63 | 12,081.63 | 12,490.23 | 13,261.49 | 13,270.00 | 8.51 | 0.06% |

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

The chart above reports the All Funds budgeted staffing levels for fiscal years 2017 through 2021. The District does not budget all part-time positions, but does budget an amount for part-time salaries, particularly in the Nutrition Services Fund staffing. Budget Center Managers are responsible for restricting expenditures to remain within the allocated part-time budget.



For fiscal year 2020-21, the District has budgeted for 13,270 positions, as noted in the graphic above. School staffing position needs are calculated with a staffing formula, which determines the needs based upon changes in enrollment/Average Daily Membership (ADM), the opening/closing of schools and other relevant factors.

Personnel costs account for 60.3% of the District’s expenditures for All Funds budget and 67.1% of the General Fund budget. The District has had a net increase of 8.51 positions in the fiscal year 2020-21 budget.



Viii. Financial Overview

Shelby County Schools is the largest school district in the state of Tennessee. The \$1.4 billion budget for fiscal year 2020-21 for all funds, reflects the academic support and operations needed to serve the projected number of 104,460 students (including charter 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 all funds budget is approximately \$1.4 billion in fiscal year 2020-21. The total expenditures for all funds reflect a \$19 million (or a -1%) decrease from the prior year budget.

Below is the 2020-21 financial statement of functional activities for all funds.

FISCAL YEAR 2020-21 ALL FUNDS BUDGET

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Budget | Variance | % Change |
|--|-------------------------|-------------------------|-------------------------|--------------------------------|-------------------------|------------------------|-------------|
| Revenues | | | | | | | |
| City of Memphis | 1,487,281 | 5,056,774 | 1,529,071 | 1,333,333 | 1,333,333 | - | - |
| Shelby County | 476,996,207 | 463,097,256 | 533,808,695 | 578,806,761 | 532,209,651 | (46,597,110) | (8%) |
| State of Tennessee | 491,219,829 | 514,615,844 | 536,497,711 | 550,921,061 | 558,209,311 | 7,288,250 | 1% |
| Federal Government | 255,259,197 | 296,234,339 | 228,326,630 | 255,454,927 | 308,259,928 | 52,805,001 | 21% |
| Other local sources | 40,408,853 | 25,343,361 | 27,690,212 | 28,720,912 | 26,912,016 | (1,808,896) | (6%) |
| Total Revenues | \$ 1,265,371,367 | \$ 1,304,347,574 | \$ 1,327,852,319 | \$ 1,415,236,994 | \$ 1,426,924,239 | \$ 11,687,245 | 1% |
| Expenditures | | | | | | | |
| Instruction | 558,263,832 | 594,703,099 | 581,357,898 | 562,468,994 | 577,842,191 | 15,373,197 | 3% |
| Instructional Support | 67,871,242 | 66,731,176 | 75,598,615 | 100,562,661 | 88,123,124 | (12,439,537) | (12%) |
| Student Support | 66,583,200 | 67,339,223 | 80,211,040 | 81,984,160 | 78,726,699 | (3,257,461) | (4%) |
| Office of the Principal | 58,249,962 | 62,720,477 | 64,531,113 | 65,189,637 | 60,717,806 | (4,471,831) | (7%) |
| General administration | 18,298,386 | 15,438,127 | 17,122,132 | 17,117,804 | 17,927,860 | 810,056 | 5% |
| Education Technology | - | 30,528,463 | 21,654,731 | 14,791,862 | 52,353,011 | 37,561,149 | 254% |
| Fiscal Services | 5,928,603 | 7,156,332 | 7,799,900 | 10,204,152 | 9,807,250 | (396,902) | (4%) |
| Other support services | 52,002,075 | 7,192,228 | 9,432,726 | 13,761,027 | 11,380,218 | (2,380,809) | (17%) |
| Student transportation | 25,854,096 | 26,288,152 | 28,583,313 | 27,648,440 | 29,883,856 | 2,235,416 | 8% |
| Plant Services | 86,303,598 | 85,201,099 | 107,938,188 | 100,568,354 | 149,247,385 | 48,679,031 | (28%) |
| Community services | 53,691,244 | 54,974,499 | 62,620,216 | 64,715,463 | 64,382,086 | (333,377) | - |
| Charter Schools | 111,283,036 | 128,231,865 | 143,041,477 | 169,312,955 | 184,945,609 | 15,632,654 | 9% |
| Retiree Benefits | 34,595,674 | 28,784,843 | 28,599,681 | 32,889,091 | 28,830,403 | (4,058,688) | (12%) |
| Food Service | 86,092,199 | 72,114,567 | 78,686,205 | 96,092,924 | 92,158,276 | (3,933,425) | (4%) |
| Debt Service | 72,614 | - | - | - | - | - | - |
| Capital outlay | 16,897,062 | 67,226,251 | 75,560,959 | 107,888,532 | - | - | - |
| Total Expenditures | 1,241,986,823 | \$ 1,314,630,401 | \$ 1,382,738,194 | \$ 1,465,196,056 | \$ 1,446,325,772 | \$ (18,870,284) | (1%) |
| Excess (deficiency) of revenues | | | | | | | |
| Debt service | \$ 26,495,041 | (\$ 8,066,954) | (\$ 54,414,203) | (\$ 49,959,062) | (\$ 19,401,533) | | |
| Approved use of fund balance | | | | | | | |
| Beginning Fund Balance | | | | | | | |
| Increase (decrease) in revenue for encumbrance | \$ 16,859,283 | 11,756,211 | (40,096,222) | 5,308,850 | - | | |
| Transfers To/(From)Other Funds | \$ (3,077,819) | (3,096,202) | 7,402,841 | - | - | | |
| Insurance Recovery | - | - | 546,785 | - | - | | |
| Sale of Capital Assets | \$ 1,213,305 | 346,673 | 597,230 | - | - | | |
| Ending Fund Balance | \$ 240,050,170 | \$ 249,056,852 | \$ 217,507,486 | \$ 172,857,274 | \$ 153,455,741 | | |



Revenues

Overall, the total combined All Funds revenues stand at \$1.4 billion in fiscal year 2020-21, which represents a \$11 million increase (or 1%) from the prior fiscal year budgeted revenues. The General Fund revenues will increase by \$16.02 million that includes 2% raises funded through BEP. The WFTEADA reflects an increase of .08% from FY2019 to FY2020, which increases county revenues for taxes. This increase is held flat for FY2021. Capital Improvement Fund revenues are expected to decrease due to a reduction in funding from the Shelby County Commission. The combined total ask to the Commission for the Capital Projects Fund is \$65M. Non-Federal revenues are projected to decrease by \$1.3 million due to the Before and After school programs transitioning some sites to the YMCA. Nutrition fund revenues will decrease \$4.4 million due to lower overall participation in food services programs. Federal Programs revenues are projected to increase by \$53 million due to a projected increase in carryover as spending may be reduced due to the response to COVID-19 and temporary school closures.

Expenditures

Total combined All Funds budgeted expenditures will decrease by \$19 million (or -1%) in fiscal year 2020-21 compared to the budgeted expenditures in fiscal year 2019-20. There are several reasons for the decrease in expenditures. First, the General Fund expenditures will decrease \$11.5 million (or -1%) due to the removal of Fund Balance funded projects, and non-recurring investments. In addition, some departmental budgets were reduced due to process efficiencies and the elimination of ineffective programs or services. Secondly, the Capital Projects Fund is projected to decrease due to a reduced County allocation. The Non-Federal Funds budget decreased \$2.8 million (or -8.1%) largely due to the transition of the Before and After Care program sites to the YMCA. The Nutrition Services Fund decreased \$3.9 million (or -4.1%) due to projected lower participation rates. Federal Programs expenses increased \$5 million (or 3%) due to a larger projected carryover from the effects of decreased spending with COVID-19 and the temporary closing of schools.





Executive Summary

Below is the 2020-21 financial statement of activities by spending category.

FISCAL YEAR 2020-21 ALL FUNDS BUDGET BY SPENDING CATEGORY

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Budget | Variance | % Change |
|--|-------------------------|-------------------------|-------------------------|--------------------------------|-------------------------|------------------------|-------------|
| Revenues | | | | | | | |
| City of Memphis | 1,487,281 | 5,056,774 | 1,529,071 | 1,333,333 | 1,333,333 | - | - |
| Shelby County | 476,996,207 | 463,097,256 | 533,808,695 | 578,806,761 | 532,209,651 | (46,597,110) | (8%) |
| State of Tennessee | 491,219,829 | 514,615,844 | 536,497,711 | 550,921,061 | 558,209,311 | 7,288,250 | 1% |
| Federal Government | 255,259,197 | 296,234,339 | 228,326,630 | 255,454,927 | 308,259,928 | 52,805,001 | 21% |
| Other local sources | 40,408,853 | 25,343,361 | 27,690,212 | 28,720,912 | 26,912,016 | (1,808,896) | (6%) |
| Total Revenues | \$ 1,265,371,367 | \$ 1,304,347,574 | \$ 1,327,852,319 | \$ 1,415,236,994 | \$ 1,426,924,239 | \$ 11,687,245 | 1% |
| Expenditures | | | | | | | |
| Salaries | 604,739,694 | 630,306,122 | 655,717,461 | 654,005,219 | 658,341,799 | 4,336,580 | 1% |
| Benefits | 190,258,426 | 184,942,127 | 187,449,052 | 203,120,412 | 202,799,949 | (320,463) | - |
| Contracted Services | 124,332,366 | 132,066,679 | 143,519,252 | 146,903,198 | 184,941,048 | 38,037,850 | 26% |
| Professional Services | 2,939,733 | 3,557,469 | 3,215,234 | 3,814,625 | 3,244,297 | (570,328) | (15%) |
| Property Maintenance Services | 19,840,253 | 10,900,269 | 14,313,617 | 12,785,084 | 14,027,907 | 1,242,822 | 10% |
| Travel | 1,861,229 | 2,359,711 | 1,773,836 | 3,137,536 | 1,889,764 | (1,247,772) | (40%) |
| Supplies and Materials | 102,373,123 | 88,844,035 | 100,948,948 | 89,331,381 | 102,614,804 | 13,283,423 | 15% |
| Capital Outlay | 49,674,011 | 106,186,590 | 107,052,879 | 150,864,996 | 75,825,988 | (75,039,008) | (50%) |
| Other Charges | 33,011,165 | 24,863,009 | 26,821,622 | 40,062,840 | 29,346,275 | (10,716,565) | (27%) |
| Debt Service | 72,614 | 4,968 | - | - | - | - | - |
| Charter Schools | 110,353,568 | 128,231,865 | 143,041,477 | 161,170,764 | 173,293,941 | 12,123,177 | 8% |
| Total | \$ 1,241,986,823 | \$ 1,314,630,401 | \$ 1,382,738,194 | \$ 1,465,196,056 | \$ 1,446,325,772 | \$ (18,870,284) | (1%) |
| Excess (deficiency) of revenues | | | | | | | |
| Debt service | \$ 26,495,041 | \$ (8,066,954) | \$ (54,414,203) | \$ (49,959,062) | \$ (19,401,533) | | |
| Approved use of fund balance | | | | | | | |
| Beginning Fund Balance | | | | | | | |
| | \$ 225,055,401 | 240,050,170 | 249,056,852 | 217,507,486 | 172,857,274 | | |
| Increase (decrease) in revenue for encumbrance | \$ 16,859,283 | 11,756,211 | (40,096,222) | 5,308,850 | - | | |
| Transfers To/(From)Other Funds | \$ (3,077,819) | (3,096,202) | 7,402,841 | - | - | | |
| Insurance Recovery | \$ - | - | 546,785 | - | - | | |
| Sale of Capital Assets | \$ 1,213,305 | 346,673 | 597,230 | - | - | | |
| Ending Fund Balance | \$ 240,050,170 | \$ 249,056,852 | \$ 217,507,486 | \$ 172,857,274 | \$ 153,455,741 | | |



Executive Summary

B. General Fund

The General Fund serves as the District's primary operating fund, which includes school personnel salaries and benefits, academic programs, extra-curricular and enrichment programs, special education services, transportation, and charter school payments. The SCS General Fund budget is approximately \$1.05 billion in fiscal year 2020-21, which makes up about 73% of the District's total budget across all funds. The General Fund expenditure budget for fiscal year 2020-21 reflects a \$11.5 million or 1.1% decrease relative to the prior year's budget.

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

FISCAL YEAR 2020-21 GENERAL FUND BUDGET

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Adopted Budget | Variance | % Change |
|--|-----------------------|-----------------------|-------------------------|-----------------------------|-----------------------------|------------------------|-------------|
| Revenues | | | | | | | |
| City of Memphis | 1,487,282 | 1,445,441 | 1,415,209 | 1,333,333 | 1,333,333 | - | - |
| Shelby County | 455,925,298 | 463,097,256 | 478,876,282 | 472,918,229 | 478,409,181 | 5,490,952 | 1% |
| State of Tennessee | 482,368,670 | 502,017,410 | 522,449,938 | 536,308,515 | 543,938,582 | 7,630,067 | 1% |
| Federal Government | 25,092,423 | 17,643,709 | 10,672,473 | 12,358,499 | 16,128,066 | 3,769,567 | 31% |
| Other Local Sources | 8,193,125 | 6,722,553 | 9,777,517 | 8,152,614 | 7,284,251 | (868,363) | (11%) |
| Total Revenues | \$ 973,066,798 | \$ 990,926,369 | \$ 1,023,191,419 | \$ 1,031,071,190 | \$ 1,047,093,413 | \$ 16,022,223 | 2% |
| Expenditures | | | | | | | |
| Instruction | 482,895,178 | 518,652,883 | 526,356,794 | 500,110,177 | 496,876,692 | (3,233,485) | (1%) |
| Instructional Support | 34,356,441 | 30,551,850 | 36,520,034 | 47,244,627 | 36,518,469 | (10,726,158) | (23%) |
| Student Support | 54,874,111 | 58,496,700 | 72,692,999 | 71,112,632 | 66,500,942 | (4,611,690) | (7%) |
| Office of the Principal | 58,239,286 | 62,679,281 | 64,491,098 | 65,136,823 | 60,717,806 | (4,419,017) | (7%) |
| General Administration | 12,459,734 | 15,241,121 | 17,122,132 | 17,117,605 | 17,927,860 | 810,255 | 5% |
| Education Technology | - | 30,528,463 | 21,654,731 | 14,791,862 | 24,649,707 | 9,857,845 | 67% |
| Fiscal Services | 5,861,534 | 7,039,887 | 7,799,900 | 10,204,152 | 9,807,250 | (396,902) | (4%) |
| Other Support Services | 51,817,525 | 7,148,099 | 9,367,804 | 13,696,761 | 11,314,767 | (2,381,994) | (17%) |
| Student Transportation | 22,254,234 | 22,763,879 | 25,964,424 | 24,655,070 | 26,878,218 | 2,223,148 | 9% |
| Plant Services | 83,069,712 | 82,175,067 | 105,292,765 | 96,463,263 | 88,480,768 | (7,982,495) | (8%) |
| Community Services | 1,840,198 | 4,949,101 | 8,808,326 | 8,956,649 | 10,296,590 | 1,339,941 | 15% |
| Charter Schools | 111,283,036 | 128,231,865 | 143,041,477 | 161,170,764 | 173,293,941 | 12,123,177 | 8% |
| Retiree Benefits | 34,595,674 | 28,784,843 | 28,599,681 | 32,889,091 | 28,830,403 | (4,058,688) | (12%) |
| Capital Outlay | 51,000 | - | - | - | - | - | - |
| Debt Service | 72,615 | - | - | - | - | - | - |
| Total Expenditures | \$ 953,670,278 | \$ 997,243,039 | \$ 1,067,712,167 | \$ 1,063,549,476 | \$ 1,052,093,413 | \$ (11,456,063) | (1%) |
| Excess (deficiency) of revenues over expenditures | 19,396,520 | (6,316,670) | (44,520,748) | (32,478,286) | (5,000,000) | | |
| Approved use of fund balance | | 6,316,670 | 44,520,748 | 32,478,286 | 5,000,000 | | |
| Net Change | \$ 19,396,520 | \$ - | \$ - | \$ - | \$ - | | |
| Beginning Fund Balance | 176,427,115 | 196,755,623 | 198,790,057 | 158,256,797 | 131,087,361 | | |
| Increase (decrease) in revenue for encumbrance | 23,181,122 | 4,978,952 | (47,936,101) | 5,308,850 | - | | |
| Transfers To/(From) Other Funds | (3,077,819) | (3,096,202) | 7,402,841 | - | - | | |
| Sale of Capital Assets | 225,205 | 151,684 | - | - | - | | |
| Ending Fund Balance | \$ 196,755,623 | \$ 198,790,057 | \$ 158,256,797 | \$ 131,087,361 | \$ 126,087,361 | | |

Revenues

State and Shelby County revenues make up 98% (or \$1 billion) of the General Fund budgeted revenues in fiscal year 2020-21. State Basic Education Program (BEP) funds, county property tax, and county sales tax revenues are the major sources of revenues and each is driven by the District's enrollment. The narratives below indicate the assumptions for the fiscal year 2020-21 General Fund revenue budget.



Basic Education Program (BEP): SCS is estimating to receive \$538.05 million in BEP funds for fiscal year 2021. This amount is \$4.9 million more than the fiscal year 2020 BEP. The current budget proposes a 1% raise to SCS traditional teachers and teacher types which is SCS’s portion received from the state. The BEP allocation for Shelby County Schools (shown below) includes funding for ASD, State Board of Education, charter schools, and the District’s schools. Tennessee Code Annotated (T.C.A.) § 49-1-614 (d) (1) states the ASD shall receive from the LEA, as appropriate, an amount equal to the per student state and local funds received by the LEA for the students enrolled in the ASD.



County Property Tax Revenues: 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. As of March 13, 2020, the District’s WFTEADA reflected an increase from 77.09% in fiscal year 2019 to 77.17% in fiscal year 2020. While the percentage change is essentially flat, it will still increase SCS’s proportional share for both taxes and approved capital funding. Property taxes are held at the maintenance of effort of \$427 million from Shelby County Government, which estimates receipts for SCS of \$330 million net of commissions.

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 an increase over fiscal year 2020 of \$5.5 million as internet sales and use taxes were effective July 2019 and were not planned to be received in the fiscal year 2020 amended budget. For the first half of fiscal year 2020, sales taxes distributed to SCS increased comparatively to fiscal year 2019 by 8%. Due to the effect of the COVID-19 (Coronavirus) on the state economy, sales taxes were modeled after Governor Lee’s latest *Department of Revenue Growth estimates in the No-Growth Administration Budget Amendment* which assumes a 2.5% growth rate from fiscal year 2019 - down from 3.75% growth rate and .25% down from a 3.10% growth rate as originally projected for fiscal year 2021.





Executive Summary

FISCAL YEAR 2020-21 GENERAL FUND BUDGET BY SPENDING CATEGORY

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Adopted Budget | Variance | % Change |
|--|-----------------------|-----------------------|-------------------------|-----------------------------|-----------------------------|------------------------|-------------|
| Revenues | | | | | | | |
| City of Memphis | 1,487,282 | 1,445,441 | 1,415,209 | 1,333,333 | 1,333,333 | - | - |
| Shelby County | 455,925,298 | 463,097,256 | 478,876,282 | 472,918,229 | 478,409,181 | 5,490,952 | 1% |
| State of Tennessee | 482,368,670 | 502,017,410 | 522,449,938 | 536,308,515 | 543,938,582 | 7,630,067 | 1% |
| Federal Government | 25,092,423 | 17,643,709 | 10,672,473 | 12,358,499 | 16,128,066 | 3,769,567 | 31% |
| Other Local Sources | 8,193,125 | 6,722,553 | 9,777,517 | 8,152,614 | 7,284,251 | (868,363) | (11%) |
| Total Revenues | \$ 973,066,798 | \$ 990,926,369 | \$ 1,023,191,419 | \$ 1,031,071,190 | \$ 1,047,093,413 | \$ 16,022,223 | 2% |
| Expenditures | | | | | | | |
| Salaries | 501,685,171 | 528,865,044 | 554,021,079 | 539,369,078 | 535,687,813 | (3,681,265) | (1%) |
| Benefits | 165,903,237 | 161,981,818 | 164,717,885 | 173,031,393 | 170,827,447 | (2,203,946) | (1%) |
| Contracted Services | 74,182,012 | 85,326,242 | 93,276,849 | 91,922,701 | 87,356,091 | (4,566,610) | (5%) |
| Professional Services | 2,197,743 | 2,613,474 | 2,758,140 | 3,479,486 | 3,025,921 | (453,565) | (13%) |
| Property Maintenance Services | 18,625,798 | 9,829,444 | 13,094,616 | 10,786,013 | 12,036,252 | 1,250,239 | 12% |
| Travel | 1,288,333 | 1,836,673 | 1,330,424 | 2,284,838 | 1,272,307 | (1,012,531) | (44%) |
| Supplies and Materials | 50,859,493 | 43,906,671 | 54,702,295 | 37,650,959 | 47,699,816 | 10,048,857 | 27% |
| Capital Outlay | 15,218,999 | 20,106,710 | 26,283,509 | 27,714,670 | 8,586,371 | (19,128,299) | (69%) |
| Other Charges | 13,283,310 | 14,545,098 | 14,777,893 | 16,139,574 | 12,307,454 | (3,832,120) | (24%) |
| Debt Service | 72,614 | - | - | - | - | - | - |
| Charter Schools | 110,353,568 | 128,231,865 | 143,041,477 | 161,170,764 | 173,293,941 | 12,123,177 | 8% |
| Total Expenditures | \$ 953,670,278 | \$ 997,243,039 | \$ 1,068,004,167 | \$ 1,063,549,476 | \$ 1,052,093,413 | \$ (11,456,063) | (1%) |
| Excess (deficiency) of revenues over expenditures | 19,396,520 | (6,316,670) | (44,812,748) | (32,478,286) | (5,000,000) | | |
| Approved use of fund balance | | 6,316,670 | 44,812,748 | 32,478,286 | 5,000,000 | | |
| Net Change | \$ 19,396,520 | \$ - | \$ - | \$ - | \$ - | | |
| Beginning Fund Balance | 176,427,115 | 196,755,623 | 198,790,057 | 158,256,797 | 131,087,361 | | |
| Increase (decrease) in revenue for encumbrance | 23,181,122 | 4,978,952 | (47,936,101) | 5,308,850 | - | | |
| Transfers To/(From) Other Funds | (3,077,819) | (3,096,202) | 7,402,841 | - | - | | |
| Sale of Capital Assets | 225,205 | 151,684 | - | - | - | | |
| Ending Fund Balance | 196,755,623 | 198,790,057 | 158,256,797 | 131,087,361 | 126,087,361 | | |



Expenditures

General Fund expenditures are expected to decline 1.1% or \$11.5 million relatively to the prior year. The reduction in Salaries and Benefits is due to an attrition savings reduction, a 1% teacher raise increase is offset by a reduction in positions (primarily vacant positions). The Charter Schools expenditure category is increasing due to grade band expansions causing enrollment to grow from 17,709 to a projection of 18,653 for school year 2020-21. These changes will cause the charter portfolio to increase from the previous year by \$12 million or an 8% increase from FY 2020. Contracted Services will experience a 5% reduction due to multiple departments opting for in-house services versus contract services. Supplies and Materials are projected to increase by 27% due to an increase in utility rates and a new textbook adoption for school year 2020-21. The reduction in Other Charges is largely due to decreased planned expenditures for staff's professional development. Property maintenance services are projected to increase due to the purchases of planned licenses for Microsoft Office and other maintenance fees. The largest categorical reduction is in Capital Outlay – otherwise known as the Maintenance and Operation of Plant services. This decrease is largely due to the reduction of one-time costs including the: Non-Recurring Safe Schools Grant; demolitions of Vance and the Kansas Career and Technology Education (CTE) buildings; cost of Parkway Village's furniture, fixtures and equipment; costs associated with CTE Labs at Overton and Whitehaven high schools; costs of cabling and network switches and camera purchases. The reduction in Professional Services is largely due to a reduction in legal services in the General Counsel's Office. The decrease in Travel reflects budget efficiencies throughout the District.



C. Special Revenue Funds

Special Revenue Funds: Non-Federal Programs

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



Executive Summary

FISCAL YEAR 2020-21 SPECIAL REVENUE – NON FEDERAL FUND

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Adopted Budget | Variance | % Change |
|--|----------------------|----------------------|----------------------|--------------------------------|-----------------------------|-----------------------|---------------|
| Revenues | | | | | | | |
| State of Tennessee | 13,553,306 | 11,967,407 | 13,412,272 | 14,009,746 | 13,640,729 | (369,017) | -2.63% |
| Federal Government | - | - | - | - | - | - | - |
| Other local sources | 18,656,914 | 11,124,715 | 10,507,615 | 14,234,778 | 13,339,451 | (895,327) | -6.29% |
| Total Revenues | \$ 32,210,220 | \$ 23,092,122 | \$ 23,919,887 | \$ 28,244,524 | \$ 26,980,180 | \$ (1,264,344) | -4.48% |
| Expenditures | | | | | | | |
| Instruction | 933,544 | 1,393,444 | 1,464,912 | 1,698,943 | 1,925,271 | 226,328 | 13.32% |
| Instructional Support | 816,470 | 1,112,794 | 823,414 | 1,108,202 | 346,131 | (762,071) | -68.77% |
| Student Support | 29,650 | 34,910 | 32,168 | 226,885 | 176,965 | (49,920) | -22.00% |
| Office of the Principal | 10,676 | 41,196 | 40,015 | 52,814 | - | (52,814) | -100.00% |
| General administration | 5,838,652 | 197,007 | - | - | - | - | 0.00% |
| Fiscal Services | 67,069 | 116,446 | - | - | - | - | 0.00% |
| Other support services | 126,735 | - | - | - | - | - | 0.00% |
| Plant Services | 501,708 | 703,857 | 549,820 | 1,350,995 | 814,467 | (536,528) | -39.71% |
| Community services | 20,019,564 | 19,435,405 | 20,703,754 | 29,674,328 | 28,064,344 | (1,609,984) | -5.43% |
| Total Expenditures | \$ 28,344,068 | \$ 23,035,059 | \$ 23,614,083 | \$ 34,112,167 | \$ 31,327,178 | \$ (2,784,989) | -8.16% |
| Excess (deficiency) of revenues | | | | | | | |
| Debt service | \$ 3,866,152 | \$ 57,064 | \$ 305,804 | (\$ 5,867,643) | (\$ 4,346,998) | | |
| Approved use of fund balance | | | | | | | |
| Beginning Fund Balance | | | | | | | |
| | 6,578,574 | 9,863,161 | 10,266,411 | 10,214,640 | 4,346,998 | | |
| Increase (decrease) in revenue for encumbrance | 3,253,829 | 368,606 | (51,771) | - | - | | |
| Transfers To/(From)Other Funds | - | - | - | - | - | | |
| Sale of Capital Assets | \$ 30,758 | 34,644 | - | - | - | | |
| Ending Fund Balance | \$ 9,863,161 | \$ 10,266,411 | \$ 10,214,640 | \$ 4,346,997 | - | | |

Approximately \$27 million of the Non-Federal Programs Fund revenues are budgeted for fiscal year 2020-21. In fiscal year 2020-21, the budgeted Non-Federal Programs expenditures budget is about \$31.3 million, which is \$2.8 million (or 8%) less than the prior year's amended budget.

The Non-Federal Funds' expenditure budget will decrease by \$2.8 million largely due to a decrease in the After-School Childcare (ELOP) program enrollment and the ending of the following grant programs: the Ridgeway School Grant, the Trauma Intensive Parent (TIP) Grant, the Transition School to Work Grant, the Bolton High School Grant and the Tennessee State University AgriSTEM Program - all one-time grants in fiscal year 2019-20. The local YMCA has taken over some of the formerly SCS-managed ELOP sites, which is causing enrollment and administrative fees to decrease for the Do85 After-School Childcare Program. Families now have other options to choose from for after-school care programs.



Executive Summary

Special Revenue Funds: Federal Programs

The Federal Programs Fund proposed budget includes several major federal grants such as Title I, IDEA Part B, Head Start, and Carl Perkins. Title I funds aim to bridge the gap between low-income students and other students by providing each child with fair and equal opportunities to achieve an exceptional education. IDEA ensures students living with disabilities receive a free appropriate public education. Head Start is a comprehensive program designed to foster the healthy development of young children. The Federal Programs Fund budget stands at \$213 million for fiscal year 2020-21, which represents a \$53.7 million budget increase compared to the prior fiscal year's budget. The primary factor that contributed to the increase is the addition of the CARES Act which aims to assist with closing the digital divide and academic gaps due to the COVID-19 pandemic and closing of schools from Spring Break through the end of the school year.

Below is the Federal Programs Fund's budget for fiscal year 2020-21.

FISCAL YEAR 2020-21 SPECIAL REVENUE – FEDERAL PROGRAMS FUND

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Budget | Variance | % Change |
|---------------------------|-----------------------|-----------------------|-----------------------|--------------------------------|-----------------------|----------------------|------------|
| Revenues | | | | | | | |
| Federal Government | 152,813,433 | 151,566,681 | 136,057,758 | 159,562,262 | 213,248,462 | 53,686,201 | 34% |
| Other local sources | - | - | - | 0 | - | - | - |
| Total Revenues | \$ 152,813,433 | \$ 151,566,681 | \$ 136,057,758 | \$ 159,562,262 | \$ 213,248,462 | \$ 53,686,201 | 34% |
| Expenditures | | | | | | | |
| Instruction | 70,299,528 | 69,872,046 | 48,604,364 | 60,300,355 | 78,255,250 | 17,954,895 | 30% |
| Instructional Support | 31,238,079 | 34,088,799 | 39,363,619 | 52,149,850 | 51,258,523 | (891,327) | (2%) |
| Student Support | 11,190,797 | 8,531,561 | 7,046,750 | 10,489,190 | 12,048,792 | 1,559,601 | 15% |
| General administration | - | - | - | 49 | - | (49) | (100%) |
| Education Technology | - | - | - | - | 27,703,303 | 27,703,303 | 100% |
| Student transportation | 2,971,333 | 3,091,058 | 2,190,802 | 2,601,718 | 2,616,000 | 14,282 | 1% |
| Plant Services | (214) | - | - | - | 3,693,774 | 3,693,774 | 100% |
| Community services | 30,527,796 | 29,782,133 | 31,353,325 | 25,877,849 | 26,021,153 | 143,304 | 1% |
| Charter Schools | 6,586,115 | 6,201,084 | 7,498,092 | 8,142,191 | 11,651,668 | 3,509,477 | 43% |
| Food Service | - | - | 807 | 1,060 | - | (1,060) | (100%) |
| Total Expenditures | 152,813,433 | \$ 151,566,681 | \$ 136,057,758 | \$ 159,562,262 | \$ 213,248,462 | \$ 53,686,201 | 34% |



Executive Summary

Special Revenue Funds: Nutrition Services

The Nutrition Services Fund receives limited state or local governmental funding for nutrition services, except for USDA flow-through funds and payments for services rendered to private schools. The Nutrition Services Fund resembles an enterprise fund in which revenues are volume generated and expenses are optimized to maintain appropriate contingency funds and quality customer satisfaction. Revenues for Nutrition Services are budgeted to decrease by \$4.4 million (or 5%) to \$82.1 million in fiscal year 2020-21. The primary decrease in revenue is due to lower participation.

The below chart is the Nutrition Services Fund budget for fiscal year 2020-21 by object category.

FISCAL YEAR 2020-21 NUTRITION SERVICE FUND

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Budget | Variance | % Change |
|--|----------------------|----------------------|----------------------|--------------------------------|----------------------|--------------------|---------------|
| Revenues | | | | | | | |
| City of Memphis | - | - | - | - | - | - | - |
| State of Tennessee | 653,697 | 631,027 | 635,501 | 630,000 | 630,000 | - | 0.00% |
| Federal Government | 77,384,101 | 79,334,712 | 81,596,399 | 83,506,966 | 78,883,399 | (4,623,567) | -5.54% |
| Other local sources | 3,682,632 | 3,552,568 | 4,013,397 | 2,340,542 | 2,575,173 | 234,631 | 10.02% |
| Total Revenues | \$ 81,720,430 | \$ 83,518,307 | \$ 86,245,297 | \$ 86,477,508 | \$ 82,088,572 | (4,388,936) | -5.08% |
| Expenditures | | | | | | | |
| Instruction | - | - | - | - | - | - | - |
| Food Service | 86,092,200 | 72,114,566 | 78,685,187 | 96,090,640 | 92,158,276 | (3,932,364) | -4.09% |
| Total Expenditures | \$ 86,092,200 | \$ 72,114,566 | \$ 78,685,187 | \$ 96,090,640 | \$ 92,158,276 | (3,932,364) | -4.09% |
| Excess (deficiency) of revenues | | | | | | | |
| Debt service | (4,371,770) | 11,403,741 | 7,560,110 | (9,613,132) | (10,069,704) | | |
| Approved use of fund balance | 4,371,770 | - | - | 9,613,132 | 10,069,704 | | |
| Net Change | \$ - | \$ 11,403,741 | \$ 7,560,110 | \$ - | \$ - | | |
| Beginning Fund Balance | | | | | | | |
| Beginning Fund Balance | 32,516,981 | 26,023,179 | 37,195,739 | 45,757,186 | 36,144,054 | | |
| Increase (decrease) in revenue for encumbrance | (6,609,131) | 11,100,110 | 8,561,447 | - | - | | |
| Transfers To/(From)Other Funds | - | - | - | - | - | | |
| Sale of Capital Assets | 115,329 | 72,450 | - | - | - | | |
| Ending Fund Balance | \$ 26,023,179 | \$ 37,195,739 | \$ 45,757,186 | \$ 36,144,054 | \$ 26,074,350 | | |

The Nutrition Services expenses decreased \$3.9 million due to the restructure of full-time personnel and part-time and temporary positions along with the continued replacement of obsolete equipment.



D. Capital Projects Fund

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

FISCAL YEAR 2020-21 CAPITAL PROJECTS FUND

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended | 2020-2021 Adopted Budget | Variance | % Change |
|--|----------------------|----------------------|----------------------|----------------------|-----------------------------|------------------------|----------------|
| Revenues | | | | | | | |
| City of Memphis | | 3,611,333 | 113,862 | | | - | |
| Shelby County | 21,070,908 | 47,689,237 | 54,932,413 | 105,888,532 | 53,800,470 | (52,088,062) | -49.19% |
| Other local sources | 244,853 | 335,704 | 286,313 | - | - | - | - |
| Total Revenues | \$ 21,315,761 | \$ 51,636,274 | \$ 55,332,588 | \$105,888,532 | \$ 53,800,470 | \$ (52,088,062) | -49.19% |
| Expenditures | | | | | | | |
| Capital Outlay | 16,846,062 | 67,226,251 | 75,560,959 | 107,888,532 | 53,800,470 | (54,088,062) | -50.13% |
| Total Expenditures | \$ 16,846,062 | \$ 67,226,251 | \$ 75,560,959 | \$107,888,532 | \$ 53,800,470 | \$ (54,088,062) | -50.13% |
| Excess (deficiency) of revenues | | | | | | | |
| over Expenditures | \$ 4,469,699 | (\$ 15,589,977) | (\$ 20,228,371) | (\$ 2,000,000) | - | | |
| Approved use of fund balance | | \$ 15,589,977 | \$ 20,228,371 | | | | |
| Beginning Fund Balance | | | | | | | |
| | 8,417,957 | 6,218,216 | 1,665,284 | 2,154,042 | 154,042 | | |
| Increase (decrease) in revenue for encumbrance | (3,041,753) | (4,640,827) | (655,257) | - | - | | |
| Transfers To/(From)Other Funds | - | - | - | - | - | | |
| Insurance Recovery | - | - | 546,785 | - | - | | |
| Sale of Capital Assets | 842,012 | 87,895 | 597,230 | - | - | | |
| Ending Fund Balance | \$ 6,218,216 | \$ 1,665,284 | \$ 2,154,042 | \$ 154,042 | \$ 154,042 | | |

In fiscal year 2020-21, the Capital Projects budget totals approximately \$53.8 million, which is a decrease of \$54 million over the prior year's amended budget.



Executive Summary

E. Internal Service Funds

The District's Internal Service Funds are maintained to account for intragovernmental and intergovernmental services. The rates for Internal Service Funds are reviewed periodically throughout the year to ensure alignment with operating and designated reserves. Shelby County Schools has the following three appropriated Internal Service Funds: Printing Services, Warehouse (or Supply Chain), and Achievement School District (ASD). The schedule below is the combined activity at the functional level for fiscal year 2020-21.

FISCAL YEAR 2020-21 INTERNAL SERVICE FUNDS

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Adopted Budget | Variance | % Change |
|--|---------------------|---------------------|---------------------|-----------------------------|-----------------------------|---------------------|-------------|
| Revenues | | | | | | | |
| Other Local Sources | 4,275,485 | 3,275,251 | 3,076,008 | 3,992,978 | 3,697,972 | (295,006) | (7%) |
| Total Revenues | \$ 4,275,485 | \$ 3,275,251 | \$ 3,076,008 | \$ 3,992,978 | \$ 3,697,972 | \$ (295,006) | (7%) |
| Expenditures | | | | | | | |
| Instruction | 928,132 | 658,601 | 475,672 | 716,266 | 784,978 | 68,712 | 10% |
| Instructional Support | 6,930 | 2,469 | 12,814 | 8,592 | - | (8,592) | (100%) |
| Student Support | 14,158 | 11,789 | 86,796 | 60,122 | - | (60,122) | (100%) |
| Other support services | 57,815 | 44,128 | 64,922 | 64,266 | 65,451 | 1,185 | 2% |
| Student transportation | 481,571 | 350,531 | 324,125 | 389,637 | 389,637 | - | - |
| Plant Services | 2,732,175 | 2,278,904 | 2,155,582 | 2,754,095 | 2,457,906 | (296,189) | (11%) |
| Total Expenditures | \$ 4,220,781 | \$ 3,346,422 | \$ 3,119,911 | \$ 3,992,978 | \$ 3,697,972 | \$ (295,006) | (7%) |
| Excess (deficiency) of revenues over expenditures | 54,704 | (71,171) | (43,903) | - | - | - | - |
| Approved use of fund balance | - | 71,171 | 43,903 | - | - | - | - |
| Net Change | \$ 54,704 | \$ - | \$ - | \$ - | \$ - | \$ - | - |
| Beginning Fund Balance | 1,114,773 | 1,189,988 | 1,139,358 | 1,124,818 | 1,124,818 | | |
| Increase (decrease) in revenue for encumbrance | - | - | - | - | - | - | - |
| Transfers To/(From) Other Funds | 20,511 | 20,541 | 29,363 | - | - | - | - |
| Ending Fund Balance | \$ 1,189,988 | \$ 1,139,358 | \$ 1,124,818 | \$ 1,124,818 | \$ 1,124,818 | | |

In fiscal year 2020-21, the combined Internal Service Fund budgeted revenues are expected to decrease slightly to approximately \$3.7 million compared to the prior year budgeted revenues. The combined Internal Service Fund expenditure budget is also \$3.7 million, which is \$295,006 less than the fiscal year 2019-20 budgeted expenditures. The primary reason for the decrease is a one-time investment in new warehouse equipment during fiscal year 2019-20.

F. Tax Rates and Trends

| Fiscal Year | Tax Rates per \$100 Assessed Value | | | | | |
|-------------|------------------------------------|---------|---------|------------------------------------|------------------------------|--|
| | 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 | |

ORGANIZATIONAL



FY 2021 District Budget



Organizational

This section includes the following information:

- I. Financial Structure and Environment of the District
 - i. Legal Status and Authority
 - ii. Description of Reporting Entity
 - iii. Geographical Area Served
 - iv. Education Landscape of Shelby County
 - v. School Options
 - vi. Academic Innovations
 - vii. Basis of Accounting and Budgeting
 - viii. Fund Structure
 - ix. Classification of Revenues and Expenditures
- II. Financial Management Goals
- III. Financial Policies and Law Requirements
 - i. Annual Operating Budget and Balanced Budget
 - ii. Procurement
 - iii. Internal Accounting Controls
 - iv. Risk Management
 - v. Debt Limits
 - vi. Fund Balance
 - vii. Investments
 - viii. Financial Reporting and Audit Requirements
- IV. Budget Process and Calendar
- V. Annual Operating Budget Policy
- VI. Laws Affecting this Budget
 - i. Budget Approval
 - ii. Teacher Supply
 - iii. Charter Schools
 - iv. Education Savings Account- ESA (HB0939/SB0795)
 - v. Annual Charter School Authorizer Fees
 - vi. Statewide Charter School Authorizer
 - vii. Every Student Succeed Act (ESSA) Financial Transparency
 - viii. School Safety



I. FINANCIAL STRUCTURE AND ENVIRONMENT OF THE DISTRICT

i. Legal Status and Authority

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

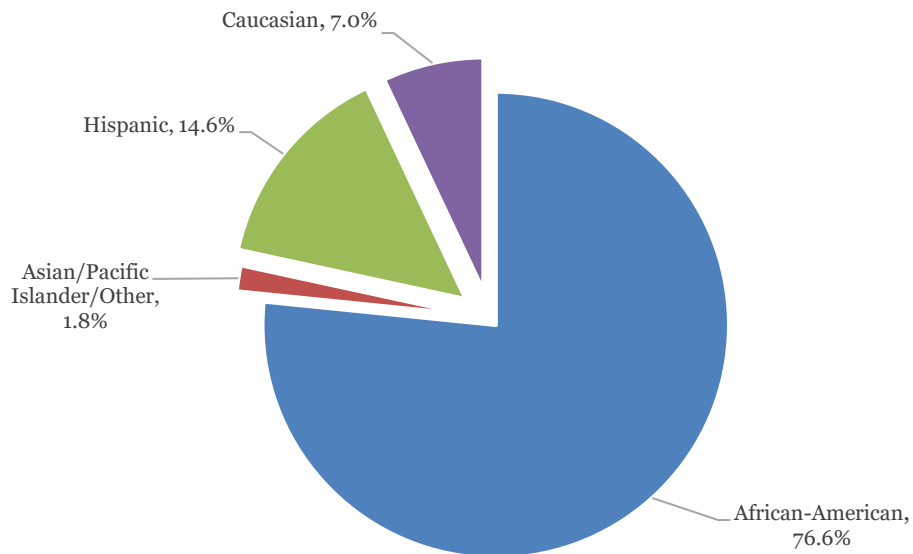
ii. Description of Reporting Entity

Shelby County Schools is the largest school system in the state of Tennessee and is within the top 25 largest districts in the nation. For Fiscal Year 2020-21, the District budgeted for 104,460 students in grades kindergarten through grade 12.

Shelby County Government was incorporated in 1819. The county is located on the southwest corner of Tennessee, at the east bank of the Mississippi River. Shelby is the State's largest county with the City of Memphis as the county seat. The County's 2010 population was 927,644 with the 2019 population estimated at 937,166 according to the U.S. Census Bureau. The County is empowered to levy, without limit, a property tax on both real and personal property located within its boundaries.

Based upon enrollment figures as reported to the TN Department of Education, the student demographics during fiscal year 2018-19, was 76.6% African American, 7% Caucasian, 14.6% Hispanic and 1.8% Asian/Pacific Islander.

The chart below represents the District's student demographics for Fiscal Year 2018-19, per the Tennessee Department of Education Report Card.¹



Source: Tennessee State Report Card Data FY2018-19

¹ FY 2018-19 is the most recent data available at this time.
2021 Fiscal Year



Organizational

The District encompasses 215 schools, including regular schools, charter schools, career and technology centers (CTC), special education centers (SPED) and alternative schools. Forty-eight schools are Optional Schools or offer Optional Programs that provide parents choices in selecting a public education that best suits their child. In school year 2019-20, SCS had 288 pre-kindergarten classrooms; 32 of which were within community partner locations.

The District has budgeted for over 6,000 teachers in Fiscal Year 2020-21, with more National Board-Certified Teachers than any other district in the State. National Board-Certified Teachers are teachers who have earned the highest certification standard a teacher can attain. Government, trade, healthcare services, hospitality, warehousing, transportation and utilities are all prominent in the regional economy. Shelby County is located within 600 miles of most major cities and commercial markets in the United States. As a result of its central location and access to the interstate, Mississippi River, rail and airport, the County is a major hub for distribution.





iii. Geographical Area Served

Effective July 15, 2014 the District moved to serving geographical areas by Instructional Leadership Director (ILD) zone. The zones below are effective for the 2020-21 school year.

Zone 1

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

Zone 4

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

Zone 7

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

Zone 2

Bethel Groove Elementary
Campus School
Charjean Elementary
Chimney Rock Elementary
Delano Elementary
Dexter Elementary
Goodlett Elementary
Jackson Elementary
Knight Road Elementary
Newberry Elementary
Oakhaven Elementary
Riverwood Elementary

Zone 5

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

Zone 8

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

Zone 3

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

Zone 6

Avon High
Bolton High
Central High
Cordova High
Germantown High
Kingsbury High
Overton High
Ridgeway High
Southwind High

Zone 9

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



Organizational

Zone 10

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

Zone 13 *

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

Zone 16

East High
 East High - STEM High
 Maxine Smith Middle

Zone 11

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

Zone 14

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

Zone 17 Δ

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

Zone 12

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

Zone 15 ∞

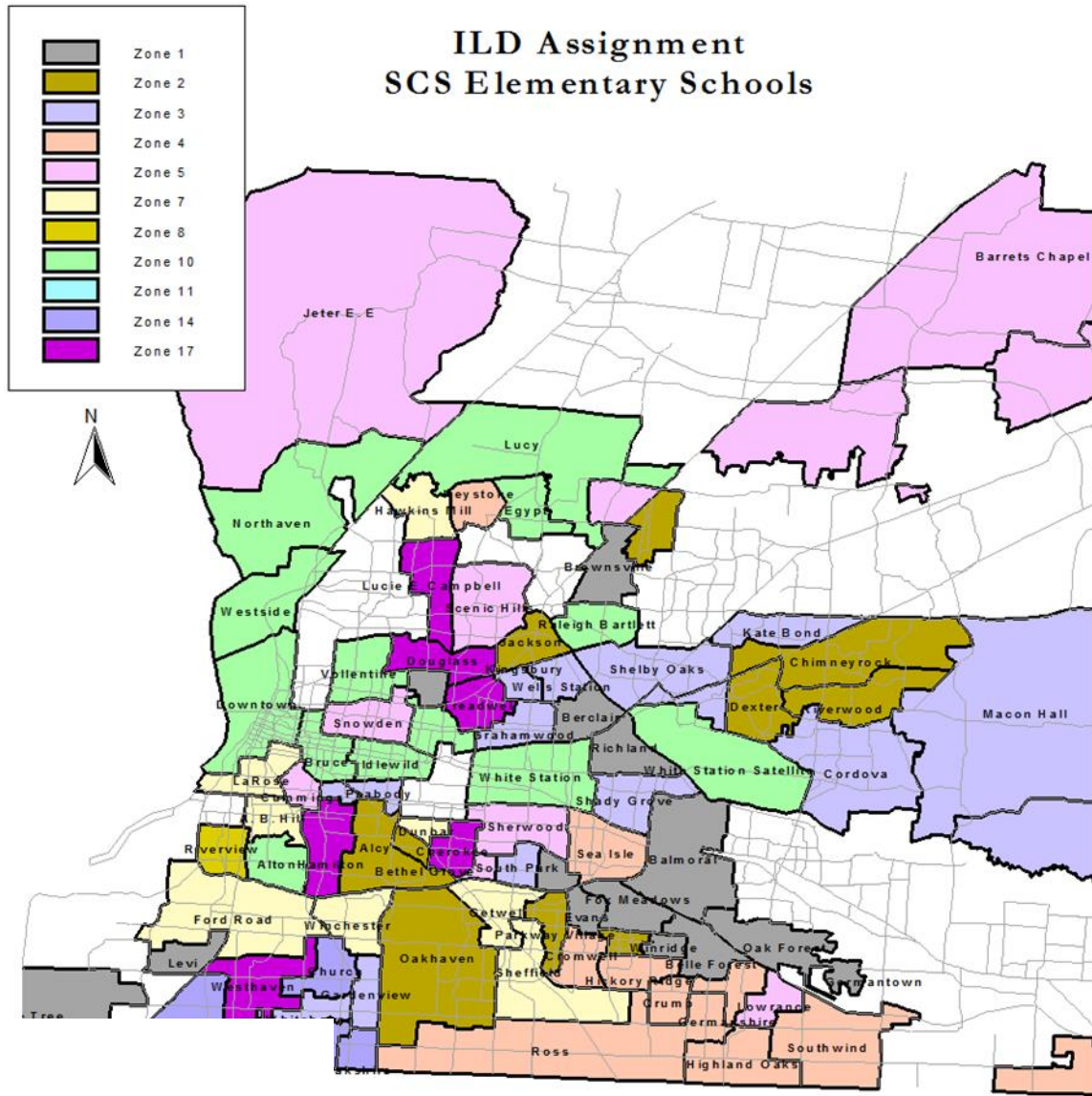
Kingsbury CTE ∞
 Sheffield CTE ∞
 Southwest CTE ∞
 Trezevant CTE ∞

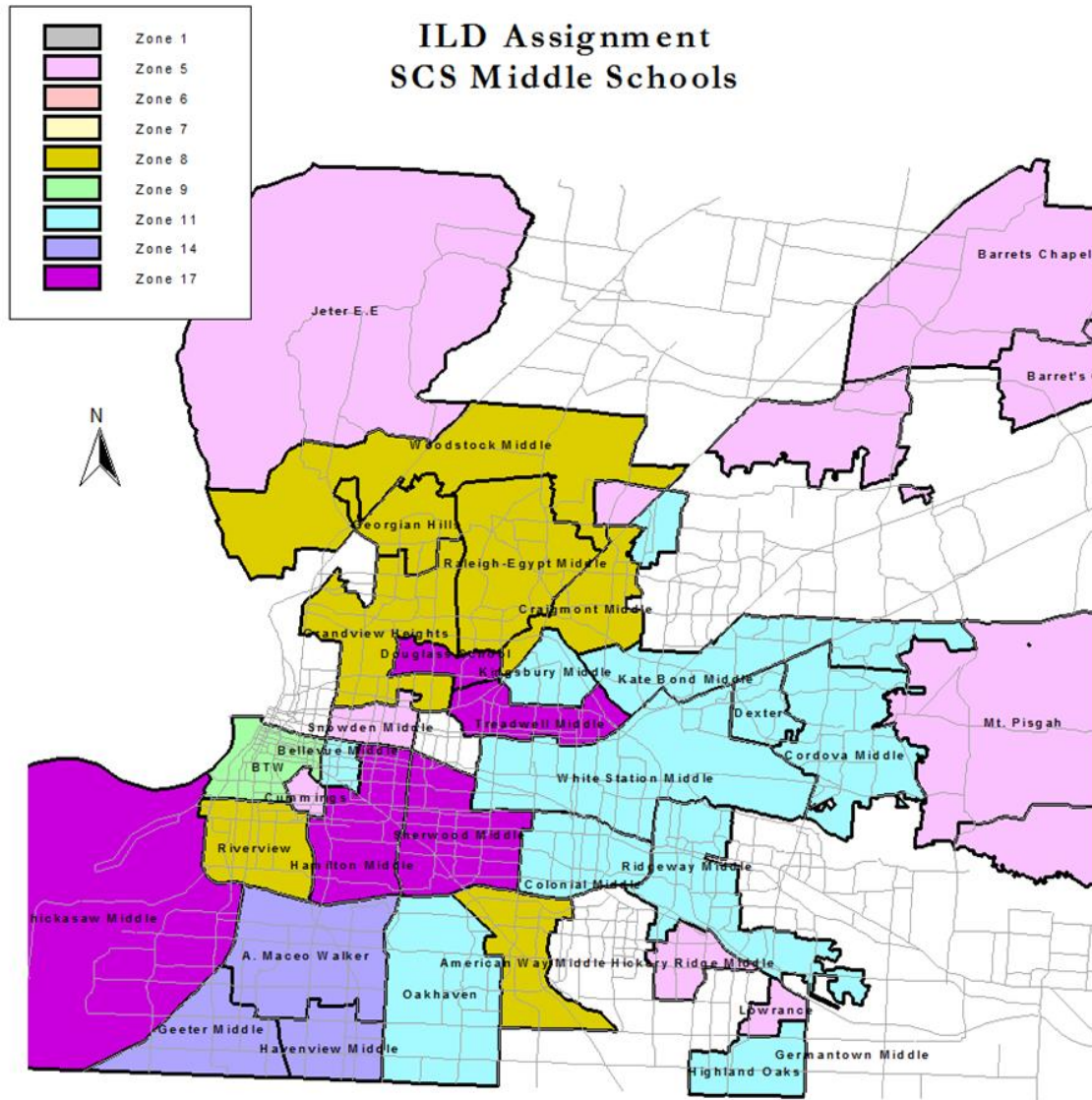
Note: * Alternative

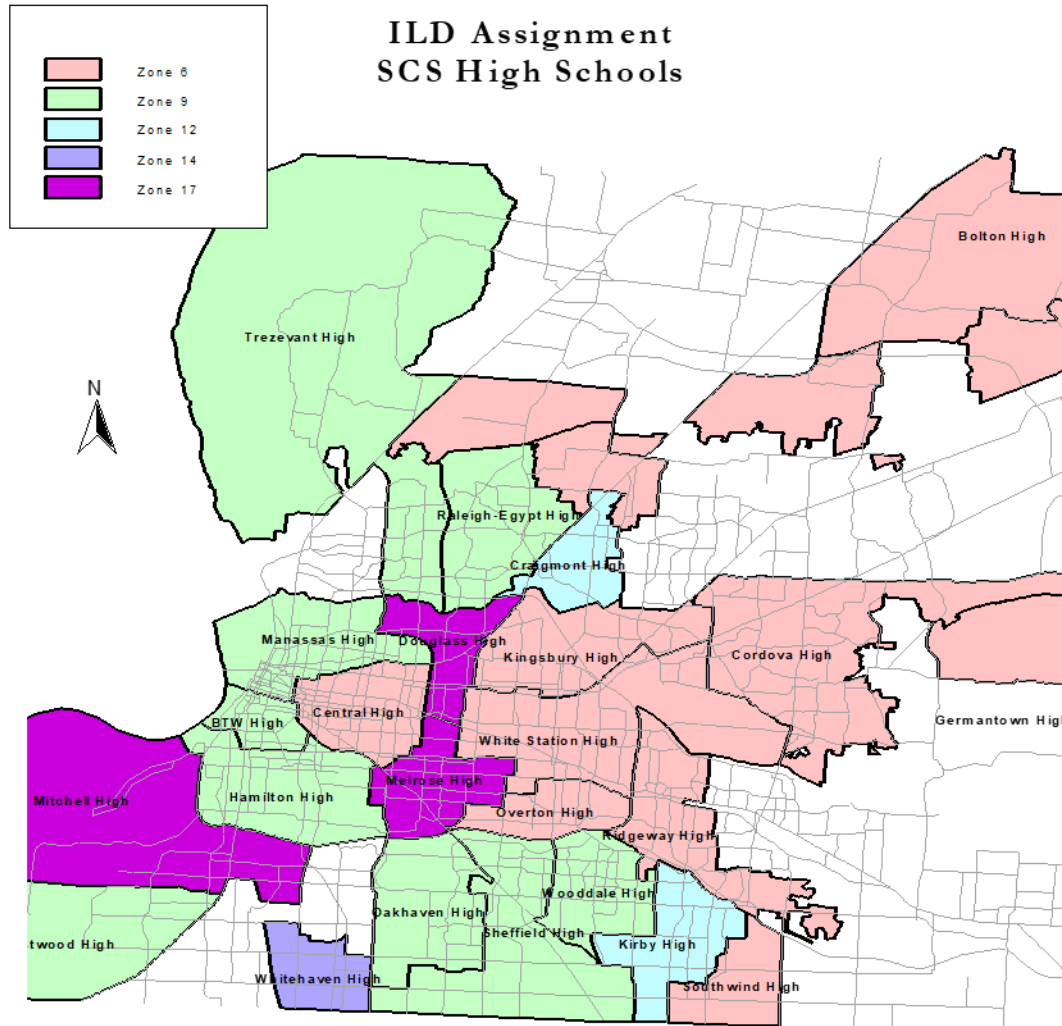
E-Zone

Δ Continuous Improvement

∞ CTE







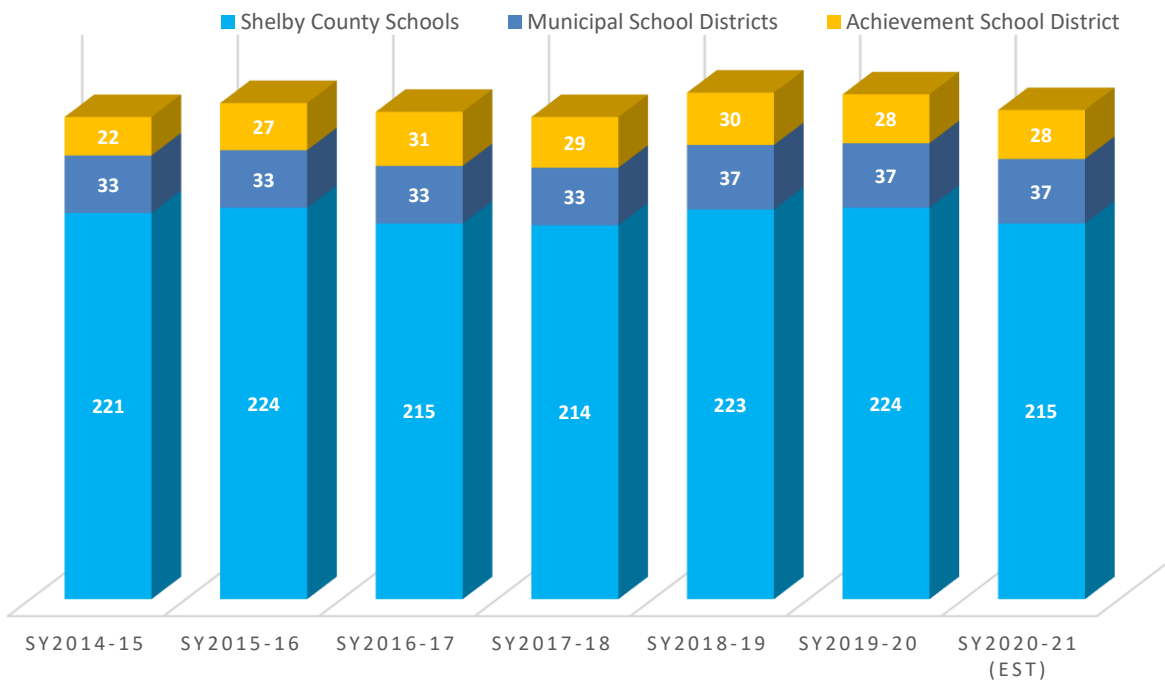


iv. Education Landscape of Shelby County

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

Shelby County Schools has the largest educational footprint in Shelby County with 215 schools in school year 2020-21. Since school year 2013-14, the number of SCS schools has declined for three reasons. First, the creation of 6 municipal districts caused a loss of 33 schools. Secondly, the growth of ASD resulted in the takeover of 11 priority schools and the creation of 5 schools. Lastly, since 2013-14, the District has closed 31 (including two proposed in fiscal year 2021) schools to gain more efficient use of academic resources. There has been an uptick in the number of schools over the past couple of years due to the growth of Charter Schools.

NUMBER OF SCHOOLS



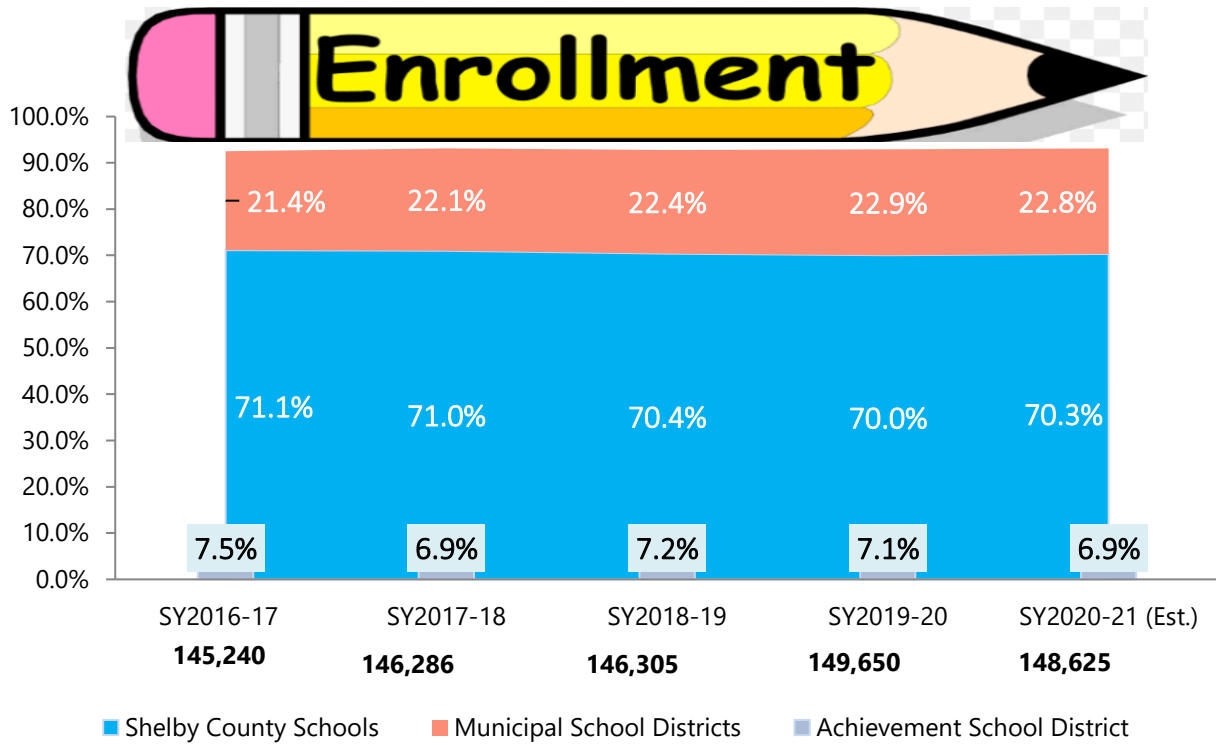
*Data Source: TN Department of Education, State Report Card; SY 2014-2018; SY 2019 & 2020 Actual

Magnolia and Charjean Elementary Schools are scheduled to close in 2020-21, and those students will be re-zoned to the new Alcy Elementary School. The ASD held the District harmless and did not take over any schools in school year 2019-20 and are not scheduled to take over any in 2020-21.

With the competition of neighboring school districts and ASD school takeovers, Shelby County Schools has experienced significant student enrollment attrition over the last several years. SCS student enrollment stood at 104,770 in school year 2019-20. That number also includes Charter School enrollment. Projected enrollment for school year 2020-21, including Charter School enrollment, is 104,460. On the following page, the graphic of total Shelby County student enrollment since school year 2016-17 includes Shelby County Schools with charter schools, the six municipal school districts and the Achievement School District.



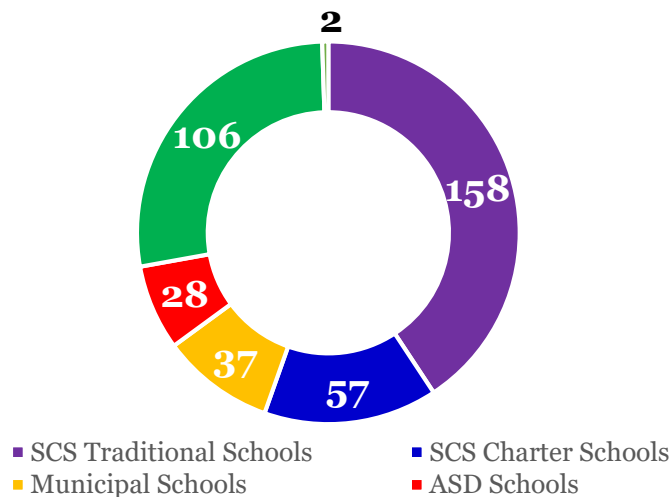
Organizational



*Data Source: 40th Day Enrollment; SY 2020-21 Enrollment Projections.

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

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

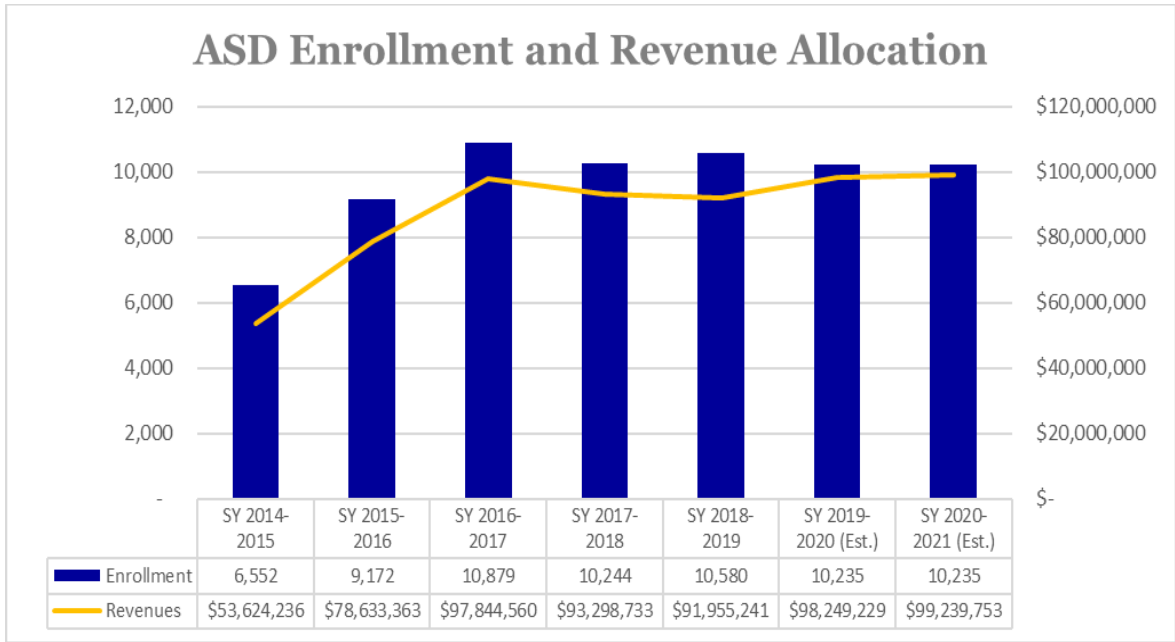




- **Shelby County Schools:** Shelby County Schools is the largest school district in the State of Tennessee. The District has the largest educational footprint in Shelby County with 215 schools. There are several high-quality school choices that exist for parents and students which include Optional Schools, Career and Technical Education Programs, Schools for Exceptional Children, Specialty Schools that focus on obtaining college credits, Alternative Schools and a STEM (Science, Technology, Engineering and Math) High School, and Charter Schools.
- **Municipal School Districts:** Municipal School Districts were created after the merger of Shelby County Schools and Memphis City Schools. State legislature passed a law that lifted the statewide ban on forming new school districts. The six incorporated municipalities held elections in which voters chose to establish their own independent school districts. In July 2014, the following school districts were created - Arlington Community Schools, Bartlett City Schools, Collierville Schools, Germantown Municipal School District, Lakeland School System, and Millington Municipal Schools.
- **TN State Board of Education:** TN State Board of Education can authorize charter applicants seeking to establish a school in a district with at least one priority school. In July 2016, Shelby County Board of Education (SCBOE) voted not to approve the charter school application of Green Dot Public Schools Tennessee (Bluff City High School). Green Dot appealed the decision with TN State Board of Education (SBOE). The SCBOE ruling was overturned by TN SBOE but an agreement between Green Dot and SCS was not reached. Consequently, TN SBOE authorized Green Dot's Bluff City High School. The TN SBO which is projected to have 200 students in its second year. This was the first school the state board oversees in Memphis and one of three that TN State Board of Education has authorized. Kipp Antioch College Prep Elementary and Kipp Antioch College Prep Middle are both located in Davidson County.
- **Private Schools:** Private schools do not receive education funding from the state and tend to charge tuition. Private schools are typically run by an independent body. Because private schools are exempt from direct state oversight and testing, they can choose their own standards and educational approach. The Memphis Association of Independent Schools (MAIS) and the Catholic Diocese of Memphis represent several private schools in Memphis. There are 106 private schools in Memphis, Tennessee that serve 22,463 students. At the end of the 2018-19 school year, the Memphis Jubilee Catholic Schools Network closed their entire network of schools.
- **Achievement School District (ASD):** The State of Tennessee established the ASD to turn around “persistently” low performing or Tier 1 schools across the state. Specifically, the ASD was charged with the mission to move schools from the bottom five percent in the state to the top 25% in the state within five years. Students who are zoned to a school in the ASD or a school in the bottom five percent are qualified to attend an ASD school. The ASD has charter school authorizing power, meaning they may match failing schools that once belonged to the school district with charter operators.



With the entry of the Achievement School District, SCS enrollment has declined significantly. In school year 2012-13, the ASD had six schools. The ASD experienced the closure of two schools in school year 2017-18 and one in school year 2018-19. However, the number of ASD schools increased to 28 in school year 2019-20. Its student enrollment has grown respectively to the increase in the number of schools. In school year 2013-14, the ASD had 3,748 students. By school year 2019-20, its enrollment had increased to 10,235.



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

The State of Tennessee provides a share of Shelby County Schools’ local and state funds to the ASD as a direct allocation from the Basic Education Program (BEP). State law requires that charter schools, including those authorized by ASD, receive state and local funding based on current year enrollment. In school year 2019-20, the ASD revenue allocation was projected to be \$98.2 million. For 2020-21, the ASD enrollment is projected to remain flat, however the per pupil projected expenditure is expected to increase to \$99.2 million due to additional revenues provided by the State of Tennessee.



Organizational

| | ASD School | Former School | School Type | Operator | Opening Year | SY 2019-20 Enrollment |
|-----------|--------------------------------------|---------------------|-------------|---------------------------|--------------|-----------------------|
| COHORT #1 | Cornerstone Prep — Lester | Lester ES | ES | Capstone | 2012 | 347 |
| | Corning Achievement | Corning ES | ES | ASD Direct-Run | 2012 | 124 |
| | Frayser Achievement | Frayser ES | ES | ASD Direct-Run | 2012 | 226 |
| | Humes Prep Academy | Humes MS | MS | Gestalt | 2012 | 266 |
| | Westside Achievement | Westside MS | MS | ASD Direct-Run | 2012 | 315 |
| COHORT #2 | Aspire Hanley #1 | N/A | MS | Aspire | 2013 | 271 |
| | Aspire Hanley #2 | Hanley ES | ES/MS | Aspire | 2013 | 528 |
| | Georgian Hills Achievement | Georgian Hills ES | ES | ASD Direct-Run | 2013 | 241 |
| | Grad Academy | South Side MS | High | New Tech Network | 2013 | Closed 2018 |
| | KIPP: Memphis Academy Elementary | Shannon ES | ES | KIPP Memphis | 2013 | 297 |
| | KIPP: Memphis Prep Middle | Corry MS | MS | KIPP Memphis | 2013 | 402 |
| | Whitney Achievement | Whitney ES | ES | ASD Direct-Run | 2013 | 274 |
| COHORT #3 | Aspire Coleman ES | Coleman ES | ES | Aspire | 2014 | 622 |
| | Fairley HS | Fairley High | High | Green Dot | 2014 | 420 |
| | Freedom Prep | Westwood | ES | Freedom Prep | 2014 | 523 |
| | Lester Prep | Lester MS | MS | Capstone | 2014 | 390 |
| | MLK College Prep HS | Frayser High | High | Frayser Community Schools | 2014 | 569 |
| | Pathways in Education — Frayser | N/A | MS/High | Pathways in Education | 2014 | 106 |
| | Pathways in Education — Whitehaven | N/A | MS/High | Pathways in Education | 2014 | 155 |
| | Promise Spring Hill | Spring Hill ES | ES | Promise Academy | 2014 | 387 |
| COHORT #4 | Cornerstone Prep, Denver | Denver ES | ES | Capstone | 2015 | 591 |
| | KIPP: Memphis Prep Elementary | N/A | ES | KIPP Memphis | 2015 | 322 |
| | Libertas School | Brookmeade ES | ES | Libertas | 2015 | 380 |
| | Memphis Scholars | Florida-Kansas ES | ES | Scholar Academies | 2015 | 242 |
| | Wooddale MS | Wooddale MS | MS | Green Dot | 2015 | 491 |
| COHORT #5 | Hillcrest HS | Hillcrest HS | High | Green Dot | 2016 | 449 |
| | Kirby MS | Kirby MS | MS | Green Dot | 2016 | 430 |
| | Memphis Scholars Caldwell Guthrie ES | Caldwell Guthrie ES | ES | Scholar Academies | 2016 | 507 |
| | Memphis Scholars Raleigh MS | Raleigh Egypt MS | MS | Scholar Academies | 2016 | 176 |
| | Westside MS | Westside MS | MS | Green Dot | 2016 | 184 |

*Data Source: 20th Day Enrollment; SY 2019



v. School Options



Optional Schools and Programs

SCS Optional Schools serve our students' unique interests and learning styles. Entrance requirements for optional schools vary by school and program and are generally based on report cards and standardized test scores. There are 46 optional schools, approximately 35,000 students participated in either Optional Schools or Optional Programs in school year 2019-20. The fiscal year 2020-21 budget for Optional Schools is \$6.08 million. On average, Optional Schools receive 1.5 additional teachers compared to traditional schools.

Below are just a few of accomplishments and outcomes for our Optional schools and programs.

- EPSOs (Early Post-Secondary Opportunity) are offered at 100% of SCS-managed high schools.
- SCS-managed high schools had a 95% Dual Enrollment pass rate in 2018-19.
- SCS students (in SCS-managed schools), achieved a 53% AP exam pass rate in 2018-19.
- 4,500 EPSO (Early Post-Secondary Opportunity) credits were earned through Statewide Dual Credit in 2018-19.
- There were 12 National Merit Semifinalists, 16 perfect ACT scores, and 323 AP Scholar awards in SCS-managed schools in 2018-19.
- All three IB schools maintained IB authorization for 2018-19.
- Whitehaven Elementary and Maxine Smith STEAM Academy earned STEM Designation status from the Tennessee Department of Education.
- Maxine Smith STEAM Academy earned the National Blue Ribbon Award in 2019.
- Central HS is the only SCS school authorized to offer Pre-AP courses out of 100 schools in the nation.
- White Station HS was the 2019 JROTC Army National Academic Bowl winner
- Germantown HS had three (3) Questbridge College Match Scholarship Recipients who will be attending Brown University, Notre Dame and Bowdoin College
- Germantown HS had one (1) Gates Scholarship recipient
- White Station MS (WSMS) earns top ranking in Algebra I and Geometry in Tennessee Mathematics Teachers' Association contest.
- Two (2) Grahamwood ES teachers, Grace Henderson and Lindsey Rothenbach, were awarded The Extra Yard for Teachers Award and \$10,000
- Grahamwood ES Chess team wins first place in state tournament
- Whitehaven ES is the recipient of a \$5,000 grant for webcast equipment





Organizational

Below are 46 Optional schools and Optional programs in traditional schools in school year 2020-2021.

| School | Programs |
|-----------------------------------|--|
| Balmoral Ridgeway Elementary | International Baccalaureate (IB) World School Primary Years Programme |
| Bellevue Middle | College Preparatory/Enriched Academics |
| Bolton High | International Baccalaureate Diploma Programme/Automotive Technology/Agriculture-STEM |
| Brownsville Road Elementary | Enriched Academics/International Studies |
| Central High | College Preparatory |
| Colonial Middle | Arts and Academics |
| Cordova Elementary | Enriched Academics |
| Cordova Middle | Enriched Academics/College Preparatory |
| Craigmont High | College Preparatory/International Studies |
| Craigmont Middle | Enriched Academics/International Studies |
| Cummings School | Enriched Academics |
| Delano Elementary | Computer Technology |
| Double Tree Elementary | Montessori Inspired/Community Service |
| Douglass (K-8) | Chess/Communication Arts |
| Douglass High | Public Service and Communication Arts |
| Downtown Elementary | Enriched Academics |
| East High | College Preparatory/T-STEM/Diesel Technology |
| Germantown Elementary: | Enriched Academics/International Studies |
| Germantown High | International Baccalaureate Diploma Programme/Creative and Performing Arts |
| Germantown Middle | College Preparatory/Enriched Academics |
| Grahamwood Elementary | Enriched Academics |
| Havenview Middle and STEAM School | Science, Technology, Arts and Mathematics (S.T.E.A.M.) |
| Idlewild Elementary | Science/Technology |
| John P. Freeman | Enriched Academics/College Preparatory |
| Keystone Elementary: | Science, Engineering and Technology (SET) |
| Kingsbury High | Global Studies |
| Maxine Smith STEAM Academy | Science, Technology, Engineering, Arts, and Mathematics |
| Oak Forest Elementary | International Baccalaureate (IB) World School Primary Years Programme |
| Overton High | Creative and Performing Arts |
| Peabody Elementary | Enriched Academics/International Studies |
| Ridgeway High | International Baccalaureate Diploma Programme |
| Ridgeway Middle | International Baccalaureate World School Middle Years Programme |
| Riverwood Elementary | Environmental Science/Community Service |
| Rozelle Elementary | Creative and Performing Arts |
| Sherwood Elementary | Enriched Academics |
| Snowden School | College Preparatory/Enriched Academics |
| Springdale Elementary | Exploratory Learning |
| Treadwell Elementary | Dual Language Immersion |
| Vollentine Elementary | Science Exploration |
| Whitehaven Elementary | Science, Technology, Engineering, Arts, and Mathematics |
| Whitehaven High | College Preparatory/Business and Finance |
| White Station High | College Preparatory |
| White Station Middle | College Preparatory/Enriched Academics |
| William H. Brewster Elementary | Enriched Academics |
| Willow Oaks Elementary | Enriched Academics |
| Wooddale High | College Preparatory/Information Technology |



College Career & Technical Education

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

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



SCS currently offers over 40 Pathways and Programs:

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



Organizational

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. Approximately \$2.7 million is budgeted for the Carl Perkins Federal Grant in fiscal year 2020-21. The General Fund is the largest contributor to the CCTE program with \$19.5 million budgeted in fiscal year 2020-21.

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

- Advising & collaborating on CCTE 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 • 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) • 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 | <ul style="list-style-type: none"> • Snap-On, Inc. • Spence Law Firm • St. Jude Children's Research Hospital • TechEd2go • The Redwing Group • Unistar-Sparco Computers, Inc. • View Glass • Wells and Associates Law Firm • West TN Home Builders Association |
|---|--|---|

Post-Secondary Institutions

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



Exceptional Children Schools

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



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

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



Specialty Schools



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



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



Campus Schools

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

University Middle

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

Alternative Schools

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

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

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

- Students may transition upon completion of the suspension but are encouraged to remain enrolled until the end of each quarter.
- Home schools are encouraged to end non state-mandated suspension on the date that correlates with the issuing of report cards.





Organizational

- 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.



Float like a Butterfly, and Soar into Greatness

Adolescent Parenting Program provides support to first-time pregnant and parenting teens. This program serves teens that may enter the program at any time during their pregnancy or after their child's birth. Supporting adolescent parents to prevent a repeat pregnancy, complete their high school education, acquire job skills, and improve their parenting skills helps them become self-sufficient and better able to support themselves

and their families. It also establishes a strong, stable foundation upon which their child will be raised. By investing in teen parents today, APP strives to protect the future of two generations - the young parents themselves and their babies.



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





SCS Authorized Charter Schools

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

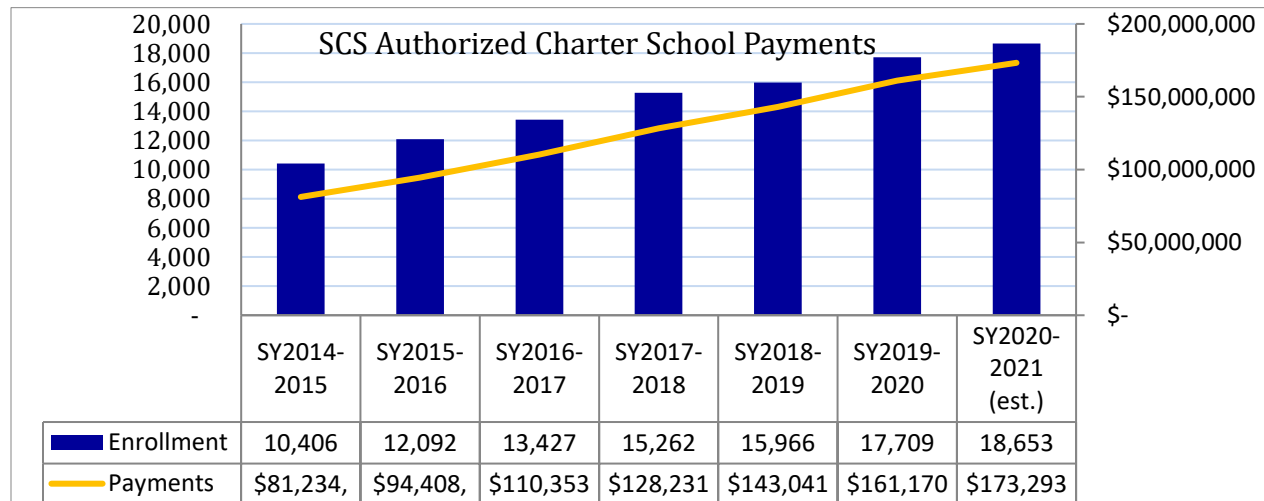
With the amendment of TCA/§/49-13-113 in January 2011 (effective SY2011-12), any child may attend a charter school in Tennessee, regardless of family income or the status of the child’s home school. There are no longer caps on the number of charter schools permitted in any given district. Local boards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

An agreement must be entered into between the sponsor of the charter school and the Board. The charter is approved for an initial period of ten years, but can be revoked by the Board or the State if the school violates certain requirements of the Act. Tennessee State Board of Education reviews appeals from charter school applicants who have been denied by their local boards of education and can choose to uphold or overturn a district’s denial.

Charter schools may be closed if they demonstrate poor academic performance, violate their charter agreement, or engage in practices of fiscal mismanagement. Shelby County Board of Education voted to close Gateway University, City Boys, and Southwest Academy in years 2017 through 2019. Also, Legacy Leadership Academy closed in 2017-18 and Aster in 2019-20 at the request of the charter school. House Bill 125 made the 2017 priority list the first list for which charter schools appearing on a priority list must close at the end of the school year.

State law requires that charter schools receive state and local funding based on current year enrollment. The number of SCS authorized charter schools is projected to remain flat, at 57 in school year 2020-21.

SCS has experienced mounting financial pressures in recent years from the increase of charter schools. The largest enrollment was in 2019-20, the enrollment increased by 17.76%. This was due to the opening of six new charter schools to accommodate the Compass School students. Charter school payments for 2020-21 are projected to total \$173 million.



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



Organizational

| Charter School | SY 2020-21 Projected Grades Served | 2019 Overall TVAAS | SY 2019-20 Enrollment | FY 2019-20 Projected Payment | SY 2020-21 Projected Enrollment | FY 2020-21 Projected Payment |
|--|------------------------------------|--------------------|-----------------------|------------------------------|---------------------------------|------------------------------|
| Arrow Academy | K-4 | 4 | 73 | \$625,756 | 89 | \$826,846 |
| Aspire East Academy | K-5 | N/A | 375 | \$3,214,500 | 426 | \$3,957,713 |
| Aster College Preparatory | 5-8 | N/A | 120 | \$1,028,640 | 0 | \$0 |
| Aurora Collegiate | K-5 | 5 | 343 | \$2,940,196 | 327 | \$3,037,963 |
| Beacon College Prep | K-1 | N/A | 0 | \$0 | 116 | \$1,077,687 |
| Believe Memphis Academy | 4-7 | 5 | 167 | \$1,431,524 | 247 | \$2,294,730 |
| Circles of Success | K-5 | 3 | 246 | \$2,108,712 | 229 | \$2,127,503 |
| City Boys Prep | 6-8 | 3 | 66 | \$565,752 | N/A | \$0 |
| City Girls Prep | 6-8 | 1 | 110 | \$942,920 | 141 | \$1,309,947 |
| City Univ. Independence | 10 | N/A | 16 | \$137,152 | 14 | \$130,066 |
| City University School of Liberal Arts | 9-12 | 5 | 282 | \$2,417,304 | 244 | \$2,266,859 |
| Compass Binghampton | K-8 | N/A | 180 | \$1,542,960 | 175 | \$1,625,821 |
| Compass Berclair | 7-12 | N/A | 180 | \$1,542,960 | 172 | \$1,597,950 |
| Compass Frayser | K-8 | N/A | 180 | \$1,542,960 | 162 | \$1,505,046 |
| Compass Hickory Hill | K-8 | N/A | 233 | \$1,997,276 | 237 | \$2,201,826 |
| Compass Midtown | 7-12 | N/A | 250 | \$2,143,000 | 240 | \$2,229,697 |
| Compass Orange Mound | K-8 | N/A | 160 | \$1,371,520 | 177 | \$1,644,402 |
| Crosstown High School | 9-12 | 1 | 294 | \$2,520,168 | 399 | \$3,706,872 |
| DuBois Elem Arts & Technology | K-5 | 1 | 195 | \$1,671,540 | N/A | \$0 |
| DuBois Elem Entrepreneurship | K-8 | 3 | 233 | \$1,997,276 | 331 | \$3,075,124 |
| DuBois Middle Arts & Technology | 6-8 | 2 | 135 | \$1,157,220 | 0 | \$0 |
| DuBois Middle Leadership & Public Policy | 6-8 | 5 | 132 | \$1,131,504 | 0 | \$0 |
| Freedom Prep Elementary | K-5 | 3 | 394 | \$3,377,368 | 493 | \$4,580,170 |
| Freedom Preparatory Academy | 6-12 | 5 | 869 | \$7,449,069 | 1054 | \$9,792,088 |
| Freedom Prep Academy Sherwood | K-8 | N/A | 288 | \$2,468,736 | 341 | \$3,168,028 |
| Gateway University | 9-11 | 1 | 229 | \$1,962,988 | 0 | \$0 |
| Granville T. Woods Academy of Innovation | K-8 | 3 | 419 | \$3,591,668 | 405 | \$3,762,614 |
| Kaleidoscope School | 6-8 | 3 | 96 | \$822,912 | 74 | \$687,490 |
| KIPP Memphis Academy @ Cypress | K-12 | 3 | 1682 | \$14,418,106 | 1531 | \$14,223,611 |
| Leadership Preparatory | K-5 | 1 | 254 | \$2,177,288 | 346 | \$3,214,480 |
| MAHS High | 9-12 | 3 | 435 | \$3,728,820 | 448 | \$4,162,102 |
| MAHS Middle | 6-8 | 1 | 296 | \$2,537,312 | 278 | \$2,582,733 |
| MASE | 6-12 | 4 | 622 | \$5,331,785 | 550 | \$5,109,723 |
| Memphis Business Academy Elementary | K-5 | 3 | 272 | \$2,331,584 | 304 | \$2,824,283 |
| Memphis Business Academy High School | 9-12 | 2 | 510 | \$4,371,721 | 523 | \$4,858,882 |
| Memphis Business Academy Middle School | 6-8 | 1 | 483 | \$4,140,277 | 480 | \$4,459,395 |
| MBA Hickory Hill Elementary | K-3 | N/A | 88 | \$754,336 | 135 | \$1,254,205 |
| MBA Hickory Hill Middle | 6-8 | 5 | 54 | \$462,888 | 89 | \$826,846 |
| Memphis College Prep | K-5 | 1 | 245 | \$2,100,140 | 265 | \$2,461,958 |
| Memphis Delta Prep | K-5 | 3 | 341 | \$2,923,052 | 409 | \$3,799,776 |
| Memphis Grizzlies Preparatory | 5-8 | 3 | 344 | \$2,948,768 | 341 | \$3,168,028 |
| Memphis Merit Academy | K-8 | N/A | 120 | \$1,028,640 | 191 | \$1,774,468 |
| Memphis Rise Academy | 6-12 | 5 | 669 | \$5,734,669 | 750 | \$6,967,804 |
| Memphis School of Excellence | 6-12 | 3 | 563 | \$4,826,037 | 560 | \$5,202,627 |
| Memphis School of Excellence Elementary | K-5 | 2 | 179 | \$1,534,388 | 251 | \$2,331,892 |
| Memphis School of Excellence Cordova | K-5 | N/A | N/A | \$0 | 190 | \$1,765,177 |
| Memphis STEM Academy | K-5 | N/A | 231 | \$1,980,132 | 198 | \$1,839,500 |
| Perea Elementary | K-2 | N/A | 142 | \$1,217,224 | 195 | \$1,811,629 |
| Power Center Academy Elementary School | K-5 | 1 | 758 | \$6,497,577 | 658 | \$6,113,087 |



| Charter School | SY 2020-21 Projected Grades Served | 2019 Overall TVAAS | SY 2019-20 Enrollment | FY 2019-20 Projected Payment | SY 2020-21 Projected Enrollment | FY 2020-21 Projected Payment |
|--|------------------------------------|--------------------|-----------------------|------------------------------|---------------------------------|------------------------------|
| Power Center Academy High School | 9-12 | 1 | 620 | \$5,314,641 | 673 | \$6,252,443 |
| Power Center Academy Middle School | 6-8 | 4 | 444 | \$3,805,968 | 447 | \$4,152,811 |
| Power Center Academy Elementary- Southeast | K-3 | N/A | 170 | \$1,457,240 | 239 | \$2,220,407 |
| Power Center Academy Middle- Southeast | 6-8 | 3 | 236 | \$2,022,992 | 236 | \$2,192,536 |
| Promise Academy | K-5 | 1 | 372 | \$3,188,784 | 322 | \$2,991,511 |
| Soulsville | 6-12 | 3 | 690 | \$5,914,681 | 662 | \$6,150,249 |
| Southern Avenue | K-5 | 1 | 346 | \$2,965,912 | 375 | \$3,483,902 |
| Southwest Early College High | 9-12 | 1 | 273 | \$2,340,156 | 0 | \$0 |
| STAR Academy | K-7 | 1 | 307 | \$2,631,604 | 348 | \$3,233,061 |
| The Excel Center | 9-12 | N/A | 244 | \$2,091,568 | 0 | \$0 |
| Veritas | 6-8 | 3 | 150 | \$1,285,800 | 178 | \$1,653,692 |
| Vision Prep | K-5 | 3 | 397 | \$3,403,084 | 388 | \$3,604,677 |
| TOTAL | | | 18,802 | \$161,170,764 | 18,653 | \$173,293,941 |

vi. Academic Innovations

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

Innovation Zone (iZone 2.0)



SCS Innovation Zone (iZone) was created in 2012 to improve SCS priority schools ranked in the bottom five percent. Our charge is to provide the turnaround support critically needed to move 50% of the SCS managed schools off the Tennessee Department of Education’s State Priority List. The iZone has been one of Shelby County Schools’ most successful initiatives since being established in 2012. Since its establishment, 11 of the iZone schools have attained double-digit test

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

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

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

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

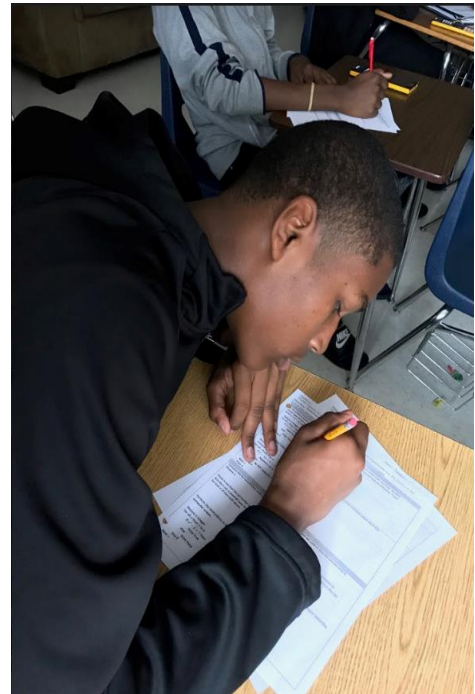
Central-Level Instructional Support Team: Teachers, grades K-12, receive weekly support and coaching in ELA, Mathematics, and Science from the centralized support team comprised of content managers and coaches who have been trained in coaching best practices from Learning Forward. The centralized support team provides



differentiated support to teachers, school content leads, and administrators through one-on-one coaching, planning support, unit and module studies, decomposing of standards through Know/Show charts, modeling of lessons, co-teaching, and monthly Learning Clinics.

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

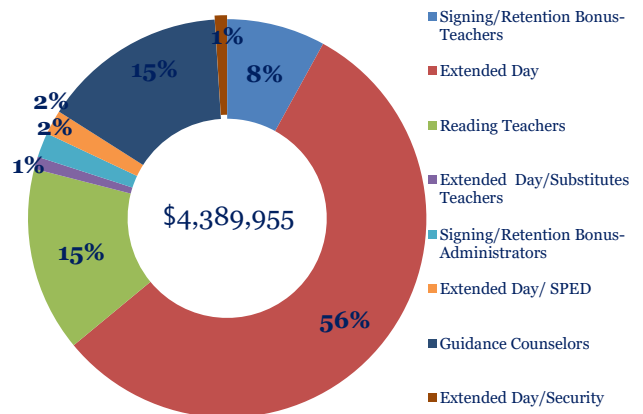
Student Support: Resources and wraparound services are provided to support student learning and to ensure that the whole child needs are addressed. All iZone schools have received ACES training and many have been trained in Trauma Informed School practices. Resources have been used to provide reset rooms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



In school year 2020-21, an estimated 9,000 students will be part of the iZone. The iZone will serve the following twenty-three schools comprised of eight elementary, seven middle, and eight high schools: A. B. Hill Elementary, Alcy Elementary, Dunbar Elementary, Getwell Elementary, Hawkins Mill Elementary, LaRose Elementary, Sheffield Elementary, Winchester Elementary, American Way Middle, Craigmont Middle, Georgian Hills Middle, Grandview Heights Middle, Raleigh-Egypt Middle, Riverview K-8, Woodstock Middle, Booker T. Washington 6-12, Hamilton High, Manassas High, Oakhaven High, Sheffield High, Trezevant High, Westwood High, and Wooddale High.

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

iZone 2.0 Intervention Costs



Empowerment Zone



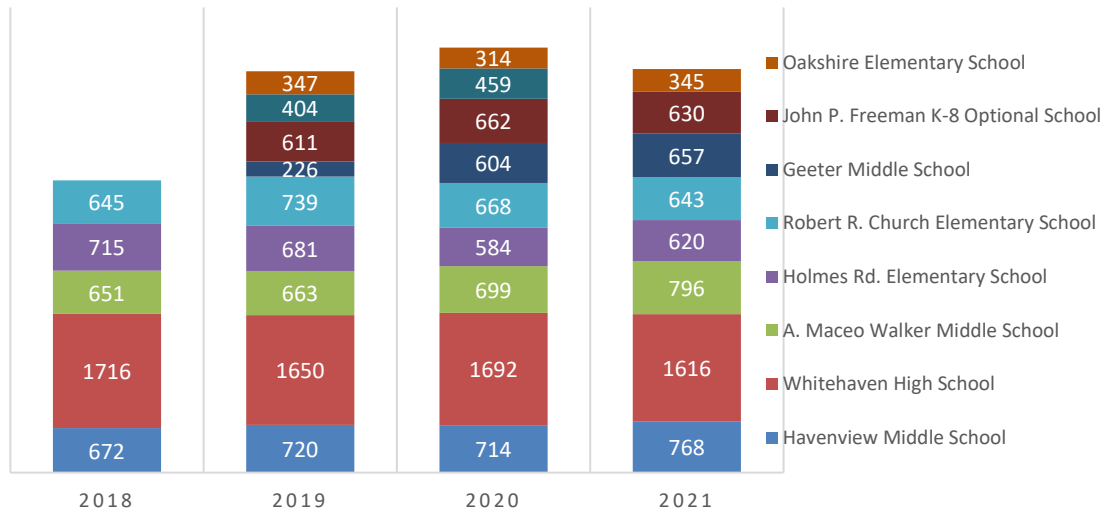
In school year 2016-17, the District launched a new turnaround model for schools that were at risk of being placed in Priority status by the state and recognized the need to be more aggressive and intentional about how we are supporting our struggling schools. The Empowerment Zone model is an innovative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

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



Student enrollment is listed in the below chart for the four years of the Empowerment Zone, including projections for school year 2019-20.

EMPOWERMENT ZONE STUDENT ENROLLMENT





Empowerment Zone Progress

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

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

TNReady Results

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

Continuous Improvement Zone (CIZ)

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



Virtual Schools



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

The first online platform provides virtual classrooms for the two primary classifications of students. The first classification is the full-time virtual student that

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

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



vii. Basis of Accounting and Budgeting



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

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

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

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

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

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

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

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



viii. Fund Structure

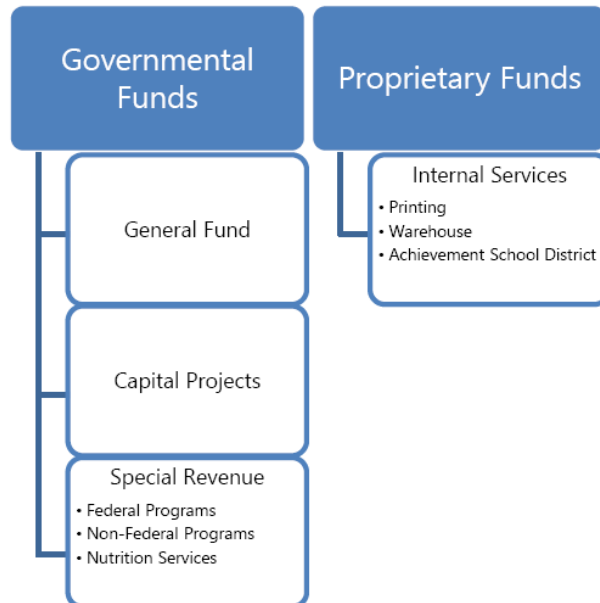
The District’s financial structure is established to reflect the use of funds for distinctive operations. The District’s accounts are maintained in accordance with the principles of fund accounting to ensure observance of limitations and restrictions on the resources available. The principles of fund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

Each fund is considered a separate accounting entity, and its operations are accounted for in a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues and expenditures. The District operates two major funds, two non-major funds, and one proprietary fund.

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

Funds are categorized as major or non-major based upon factors that include relative size, impacts of the fund on other programs and services, and significance of the fund to the public.

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





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

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

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

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

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

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

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

ix. Classification of Revenues and Expenditures

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

Shelby County Government:

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

State of Tennessee:

- Basic education program
- Career teacher program
- Extended contract (career ladder)
- Mental health - alcohol and drug services
- Other



Federal Government:

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

Other Local Sources:

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

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

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

Expenditures, by state function and object code, include:

Functions

- Instruction
- Instructional support
- Student support
- Office of principal
- General administration
- Fiscal services
- Other support services
- Student transportation
- Plant services
- Community service
- Charter schools
- Retiree benefits

- Food service
- Debt service - principal and interest
- Capital outlay

Object Codes

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



II. FINANCIAL MANAGEMENT GOALS

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

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

III. FINANCIAL POLICIES AND LAW REQUIREMENTS

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

i. Annual Operating Budget and Balanced Budget

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

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

ii. Procurement

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

iii. Internal Accounting Controls

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

iv. Risk Management

The Risk Management Office has the overall responsibility for the health, comfort and learning environment of students and staff. The Risk Management Office objectives include preserving the assets of SCS from the consequences of accidental or other losses that are financially catastrophic and could impair the Board's ability to provide educational and community services. The Risk Management Office ensures



risks that are likely to have a significant impact on the achievement of key Board objectives are identified and effectively mitigated.

v. Debt Limits

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

vi. Fund Balance

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

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

vii. Investments

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

viii. Financial Reporting and Audit Requirements

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

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

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

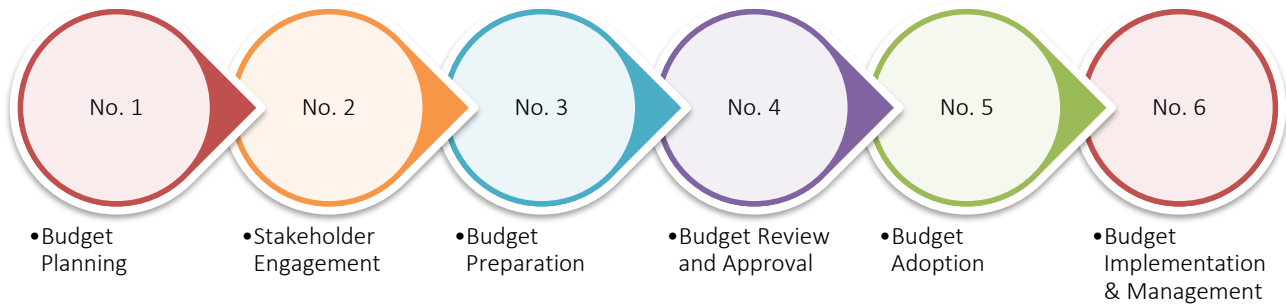


The Superintendent shall furnish or make copies of the audit available to the proper authorities as prescribed by law.

IV. BUDGET PROCESS AND CALENDAR

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

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



No. 1: Budget Planning

The budget planning phase has two key components. First, a refinement of financial projections for the upcoming fiscal year is conducted. The preliminary budget projections including assumptions are presented to the Board at a Board Work Session and/or Committee Meeting. Actual financial figures from prior years are used in modeling revenue and expenditure trends. Also, potential legislative and enrollment changes are incorporated in the budget projections. Second, a budget calendar is developed that aligns with the four budget guiding principles. Feedback is solicited from the 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.



Shelby County Schools BUDGET CALENDAR FISCAL YEAR 2020-2021

| | |
|--|--|
| Tuesday, October 22, 2019 | Present Budget Calendar to the Board |
| Friday, November 08, 2019 | Conduct Board Planning Session: Resource Need Assessment & Annual Strategic Priority Setting |
| Friday, October 25, 2019 Wednesday, March 18, 2020 | Implement a community engagement plan around a collaborative budget development process; Hold budget various workshops, focus groups, panel discussions with teachers, parents, students and community partners. Budget Engagement will be aligned with Reimagining 901 Our Schools Our Community Sessions |
| Monday, October 21 – Friday, November 15, 2019 | Present General, Federal, CIP, and Special Revenue Funds information packets, guidelines to Chiefs, including budget module data entry |
| Monday, October 28, 2019 | Begin SCS Annual Goal setting aligned with Destination 2025 goals and Seven Next Steps Toward Destination 2025; strategic priorities; Establish SMART performance goals |
| Monday, November 04, 2019 | Begin school strategic planning sessions assessing student/teacher needs, budget development with School Leaders and Central Office support teams |
| Monday, December 09, 2019 Monday, December 16, 2019 | Provide initial draft budget to Supt; Host a SCS Cabinet retreat to review departmental budgets and alignment to priorities and needs assessments |
| Saturday, February 01, 2020 | Deliver initial budget to Shelby County Board of Education |
| Saturday, February 08, 2020 | Host an annual Budget Retreat with Board |
| Saturday, March 21, 2020 | Deliver proposed budget to Shelby County Board of Education * |
| Monday, March 30, 2020 | Present proposed budget to Shelby County Board of Education for approval * |
| Wednesday, April 08, 2020 | Deliver proposed budget to Shelby County Board of Commissioners * |
| Wednesday, April 15, 2020 | Present Shelby County Board of Education's FY2020-21 proposed budget for approval before Shelby County Board of Commissioners * |
| Tuesday, April 21, 2020 | Present final budget to Shelby County Board of Education for approval as adopted budget * (<i>Special Call</i>) |
| Wednesday, May 13, 2020 | Present final budget to Shelby County Board of Commissioners for approval as adopted budget * |
| Saturday, August 01, 2020 | Submit budget to State of Tennessee |

****Due to governmental mandates prohibiting gathering in groups of ten or more people to decrease the spread of COVID-19, the District's planning and execution of interactive and physical community budget meetings involving Stakeholders, Board members and District staff have not been determined at this time.***



No. 2: Stakeholder Engagement

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

No. 3: Budget Preparation

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

A. Expenditures

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

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

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

As a part of the fiscal year 2020-21 budget process, school leaders had enhanced flexibility around their school staffing in compliance with state and federal regulations. Instead of providing schools with their staff allocations, school leaders had the options to repurpose a position for another one to address a greater academic need. The greater flexibility around school staffing allowed school leaders to be more responsive to their particular school needs.

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

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



B. Revenues

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

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

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

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

C. Capital Budget

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

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

No. 4: Budget Review and Approval

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

No. 5: Budget Adoption

Once the Shelby County Board of Commissioners approves the proposed budget, the Board adopts the budget. The adopted budget is submitted to the State of Tennessee as the official budget document. The Board adopts a budget and an appropriating resolution for each fiscal year prior to the beginning of that fiscal year. The Board recognizes that the annual adopted budget is a legal document required by statute and, therefore, directs that the Superintendent develop such a budget for the operation of SCS annually.

The Board further recognizes that the budget provides the framework for both expenditures and revenues for the year and translates into financial terms for the educational programs and priorities of the District. SCS must provide a budget by major function and by major object to the Board. The approval of the annual budget by the



Board provides authorization to the Superintendent and the administrative staff to expend any or all the amounts appropriated to the limit of each separate fund for the specific budget year.

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

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

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

No. 6: Budget Implementation and Management

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

A. Budget Management

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

B. Budget Administration

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

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

C. Position Control

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

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



V. ANNUAL OPERATING BUDGET POLICY

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

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

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

VI. LAWS AFFECTING THIS BUDGET

i. *Budget Approval*

SCS must submit its budget for approval each year to the following:

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

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

ii. *Teacher Supply*

According to TCA §49-3-359, there is included in the Tennessee Basic Education Program (BEP), an amount of money to pay \$200 to every teacher in kindergarten through grade twelve (K-12). The teachers shall use this money for instructional purposes. In a practical manner, the District must allocate this amount to the school for each teacher after the start of the school year.

iii. *Charter Schools*

According to TCA §49-13-112 (a), the District must allocate to approved charter schools an amount equal to the per-student state and local funds received by the District and all appropriate allocations under federal law or



regulation, including Title I funds. The allocation must be in accordance with rules and regulations as established by the Tennessee State Department of Education.

iv. *Education Savings Account-ESA (HB0939/SB0795)*

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

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

v. *Annual Charter School Authorizer Fees*

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

vi. *Statewide Charter School Authorizer*

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

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

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

viii. *School Safety*

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

FINANCIAL



FY 2021 District 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

IV. ALL FUND TYPES

V. ALL FUNDS

- i. All Fund Types

VI. GOVERNMENTAL FUNDS

- i. All Governmental Fund Types
- ii. General Fund
 - A. Departmental Detail
- iii. Capital Projects Fund

VII. PROPRIETARY FUNDS

- i. Internal Service Funds



I. MAJOR REVENUE SOURCES AND TRENDS

SCS has four major revenue sources:

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



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

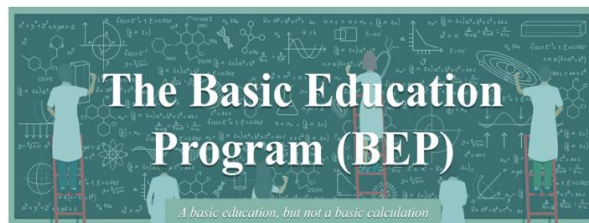
Educational revenues from the property tax distribution, is shared between SCS and municipal school districts based on the weighted full-time equivalent average daily attendance

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

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

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

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



The Basic Education Program allocation has three components: 1) instructional funding, 2) classroom funding and 3) non-classroom funding. Each component has a different State share and required local matching percentage. Funding is based on average daily membership weighted on the 2nd, 3rd, 6th, and 7th twentieth day counts. Formulas used to determine funding are total weighted student count multiplied by

the per pupil allocation, per teacher allocation, staffing formulas and salary allocations, maintenance and operations square footage calculations, plus transportation allowances. Whenever a component in the funding formula changes which would cause a district to lose funds, a district may be “held harmless” until that funding



level is reached by the district. If a school district’s enrollment drops, it may fall into a “stability” classification; whereby, the district’s allocation is maintained for one year at the previous year’s funding level.

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

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

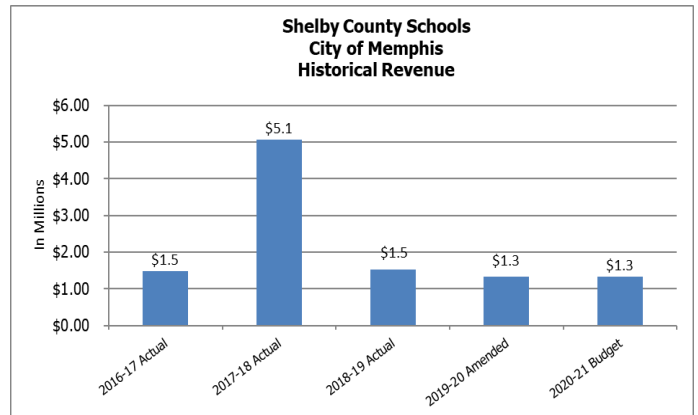
Revenues of the District are classified by fund and source. Sources of revenues are described on the following pages.

i. City of Memphis



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

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



The adopted budget for fiscal year 2020-21 of \$1.3 million remains the same as the amended budget for fiscal year 2019-20.

ii. Shelby County



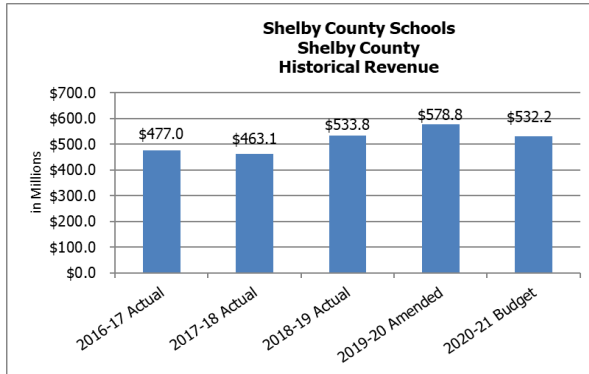
Exempt Property in Lieu of Tax: These taxes are collected from businesses that have been granted tax relief by the Center City Commission and the Industrial Development Board due to site improvements, new construction or relocation that will add jobs to the City and/or County. Funds are distributed based 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 FY21. Prior to FY 17, up to 50% was designated for operations with the remainder used for repayment of school debt.



The chart to the left depicts all revenue received from **Shelby County Government**, including Local Sales Tax which is explained in item **iii.** of this section. Funds are traditionally distributed to the District based upon weighted full-time equivalent of average daily attendance (WFTEADA) in the General Fund. The overall Shelby County adopted budget revenue source decreased in fiscal year 2020-21 in comparison to amended fiscal year 2019-20 due to the decrease in funds allocated for Capital Projects. Revenue from Shelby County represents 36.8% of total funding and is considered a major revenue source in the Governmental Funds.

iii. Local Sales Tax

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

iv. State of Tennessee



Basic Education Program (BEP) - The State provides BEP funding to Local Education Agencies. BEP is a funding formula that determines the funding level required for each school system to provide a common, basic level of service for all students in the State of Tennessee. BEP was adopted by the state legislature in 1992 as part of the Education Improvement Act (EIA). The BEP formula contains

45 components that the legislature has deemed necessary for schools to succeed. The formula determines the actual state share of education funding by each county’s relative ability to pay or its “fiscal capacity”. School boards have broad flexibility in determining how to allocate state funds. The BEP component costs are recalculated and updated for inflation each year. Additional information about BEP can be found at the following link: <http://www.tn.gov/sbe/topic/bep>.

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

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

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

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

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

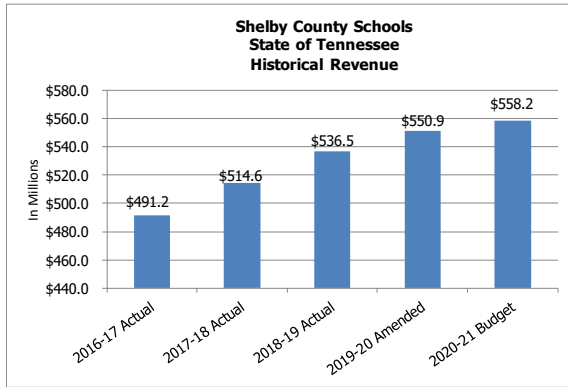
Family Resource Centers – The program provides information to families about resources, support and benefits available in the community and on developing a coordinated system of care for children in the community.

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

Safe Schools – Positive Behavior Intervention and Supports (PBIS) has been the underlying process to document needs and use data based problem solving to develop interventions at universal, secondary, and



tertiary levels. The program also includes emergency management and safety preparedness; violence and drug prevention; crisis prevention and conflict resolution; student leadership and engagement initiatives.



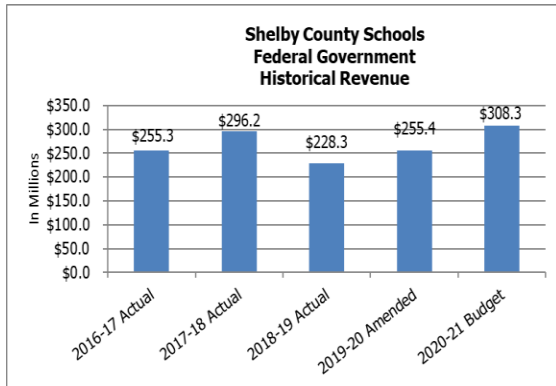
Total Revenues received from the *State of Tennessee* are illustrated in the chart to the left. The District estimates that it will receive \$558.2 million in fiscal year 2020-21. The largest source of revenue from the State is BEP, which is based upon average daily membership. The District receives additional funding from the State for Extended Contract, Coordinated School Health, Safe Schools and Family Resource Centers. Revenue from the State represents 39.7% of total funding and is considered a major revenue source in the Governmental Funds.

v. Federal Government Funds

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

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

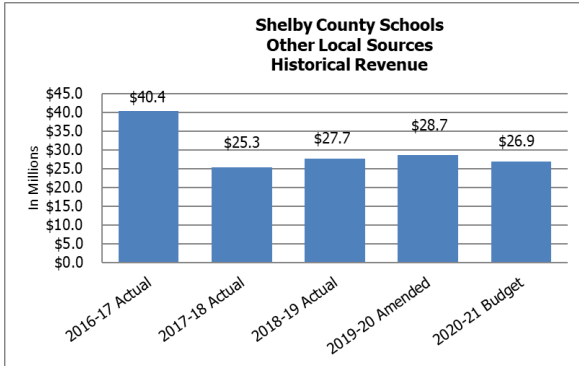
Other Federal Flowed through the State: These federal revenues are from various sources.



The chart to the left illustrates the total Revenues received from the *Federal Government*. The District will receive \$308.3 million in fiscal year 2020-21 of which \$48.6 million is from the Elementary and Secondary School Emergency Relief Fund (ESSER) through the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act. Revenue from the Federal Government represents almost 21.3% of total funding and is considered a major revenue source in the Governmental Funds. Funding from the Federal Government is primarily for grants and services.



vi. Local Funds



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

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

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

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

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

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

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

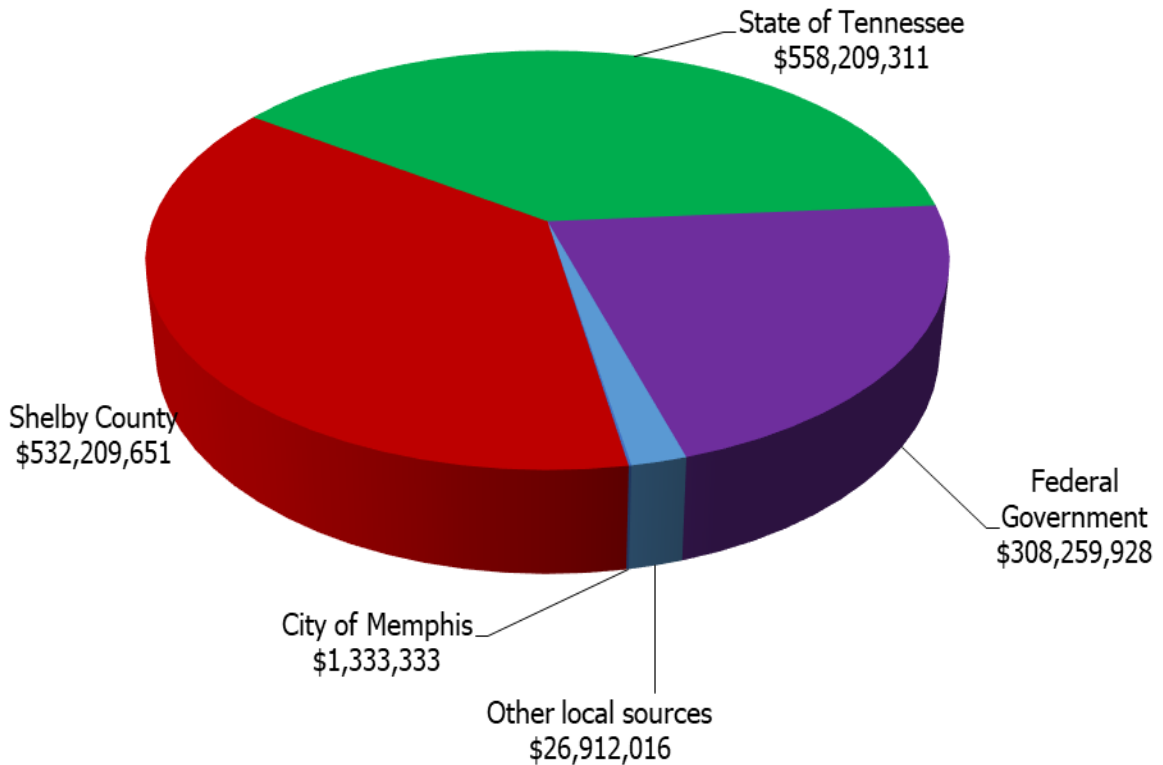
Tuition: This revenue is generated from tuition fees for students to attend various educational programs.





**Shelby County Schools
Highlights of the 2020-21 Budget Revenues
All Funds**

| | 2019-2020 | 2020-2021 | | |
|-------------------------------------|-------------------------|-------------------------|----------------------|-----------------|
| | Amended Budget | Adopted Budget | Variance | % Change |
| Revenues | | | | |
| City of Memphis | 1,333,333 | 1,333,333 | - | 0% |
| Shelby County | 578,806,761 | 532,209,651 | (46,597,110) | -8% |
| State of Tennessee | 550,921,061 | 558,209,311 | 7,288,250 | 1% |
| Federal Government | 255,454,927 | 308,259,928 | 52,805,001 | 21% |
| Other Local Sources | 28,720,912 | 26,912,016 | (1,808,896) | -6% |
| Total Revenues | \$ 1,415,236,994 | \$ 1,426,924,239 | \$ 11,687,245 | 1% |
| | | | | |
| Approved use of Fund balance | 49,959,061 | 19,401,533 | | |
| | | | | |
| Total Appropriation Sources | \$ 1,465,196,055 | \$ 1,446,325,772 | | |





II. EXPENDITURE CATEGORIES

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

Functions



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

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

Student support - Services to promote attendance and health services.

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



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

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

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

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



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

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

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

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

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



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

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

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

Object Codes



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

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



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

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



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

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

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

The charts on the next several pages depict the expenditure (1) *Relationship between State Functions and Financial Structure* and the (2) *Relationship between SCS Departmental Units and Funding Sources* based on the Budget for 2020-2021.



| Relationship Between State Functions and Financial Structure | | | | | | |
|--|----------------------|-------------------------------|--|---|---|------------------------|
| Function | General Fund Fund 01 | Capital Projects Fund Fund 07 | Special Revenue Fund Non-Federal Fund 08 | Special Revenue Fund Nutrition Services Fund 10 | Special Revenue Fund Federal Programs Fund 12 | Internal Service Funds |
| 71100-Regular Instruction Program | X | | X | | X | |
| 71110-Regular Instruction -Other | | | | | X | |
| 71150-Alternative Instruction Program | X | | | | | X |
| 71200-Special Education Program | X | | X | | X | X |
| 71300-Vocational Education Program | X | | X | | X | |
| 71600-Adult Programs | | | | | | |
| 71900-Other | X | | | | | |
| 72110-Attendance | X | | X | | | |
| 72120-Health Services | X | | X | | X | |
| 72130-Other Student Support | X | | X | | X | |
| 72210-Regular Instruction Program Support | X | | X | | X | |
| 72215-Alternative Instruction Program Support | X | | | | X | |
| 72220-Special Education Program Support | X | | X | | X | |
| 72230-Vocational Education Program Support | X | | | | X | |
| 72250-- Education Technology | X | | | | | |
| 72260-Adult Programs Support | X | | X | | X | |
| 72310-Board of Education | X | | | | | |
| 72320-Director of Schools | X | | | | | |
| 72410-Office of the Principal | X | | X | | | |
| 72510-Fiscal Services | X | | | | | |
| 72520-Human Services/Personnel | X | | | | | |
| 72610-Operation of Plant | X | | X | | | X |
| 72620-Maintenance of Plant | X | | X | | | X |
| 72710-Transportation | X | | | | X | X |
| 72810-Central and Other | X | | | | | X |
| 73100-Food Service | | | | X | | |
| 73300-Community Services | X | | X | | X | |
| 73400-Early Childhood Education | X | | X | | X | |
| 73401-Childhood Education Admin | X | | X | | X | |
| 73402-Childhood Education - Education | X | | X | | X | |
| 73403-Childhood Education - Health | | | | | X | |
| 82130-Education Debt Service | | | | | | |
| 91300-Education Capital Projects | | X | | | | |
| 99000-Other Uses | X | | | | | |
| 99100-Transfers Out | X | | X | | X | X |
| 99900-Expense Closing Account | | | | | | |



| Relationship Between SCS Departmental Units and Funding Sources | | | | | | |
|---|----------------------|-------------------------------|--|---|---|------------------------|
| Department or Project Description | General Fund Fund 01 | Capital Projects Fund Fund 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 |
| 010000-BOARD OF EDUCATION | X | | | | | |
| 020000-SUPERINTENDENT | X | | | | | |
| 020100-CHIEF OF STAFF | X | | | | | |
| 020200-MWBE DEPARTMENT | X | | | | | |
| 030000-GENERAL COUNSEL | X | | | | | |
| 030100-LABOR RELATIONS | X | | | | | |
| 030200-POLICY | X | | | | | |
| 040000-INTERNAL AUDIT | X | | | | | |
| 100000-ACADEMIC OFFICE | X | | X | | X | |
| 100100-ASSISTANT SUPERINTENDENT OF ACADEMICS | 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 | |
| 101100-EAST HIGH SCHOOL REDESIGN | | | | | | |
| 102000-CURRICULUM | X | | X | | X | |
| 102001-NEW COMERS PROGRAM | X | | | | | |
| 102002-RESPONSE TO INTERVENTION (RTI) | X | | | | | |
| 102010-ENGLISH SECOND LANGUAGE | X | | | | X | |
| 102011-ENGLISH SECOND LANGUAGE ELEMENTARY | X | | | | X | |
| 102012-ENGLISH SECOND LANGUAGE MIDDLE | X | | | | | |
| 102013-ENGLISH SECOND LANGUAGE K8 | X | | | | | |
| 102014-ENGLISH SECOND LANGUAGE HIGH | X | | | | | |
| 102020-STEM | X | | | | | |
| 102030-LITERACY | X | | | | | |
| 102040-MATHEMATICS | X | | | | | |
| 102050-SCIENCE | X | | | | | |
| 102060-SOCIAL STUDIES | X | | | | | |
| 102071-ELEMENTARY MUSIC AND ART | X | | X | | | |
| 102081-SUMMER SCHOOL | X | | | | | |
| 102083-HEAD START- IN-KIND/MATCH PARTNER | | | | | | |
| 102084-HEAD START- IN-KIND/MATCH DISTRICT | X | | X | | | |
| 102085-HEAD START-PROGRAM DESIGN & MANAGEMENT | | | | | X | |
| 102086-HEAD START-CHILD HEALTH & DEVELOPMENT | | | | | X | |
| 102087-HEAD START-FAMILY COMMUNITY PARTNERSHIP | | | | | X | |
| 102088-HEAD START-OTHER/FACILITIES | | | | | X | |
| 102089-HEAD START-TRAINING & TECHNICAL ASSISTANCE | | | | | X | |
| 102090-PRE-K | X | | X | | X | |
| 102091-ELEMENTARY PHYSICAL EDUCATION | X | | | | | |
| 102100-TEXTBOOKS | X | | | | | |
| 102200-WORLD LANGUAGES | X | | | | | |
| 102300-BAND AND STRINGS | 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 | | X | |
| 103010-PROJECT GRADUATION | X | | X | | X | |
| 104000-EXCEPTIONAL CHILDREN | X | | X | | X | X |
| 104001-EXCEPTIONAL CHILDREN-ELEMENTARY | X | | | | X | |
| 104010-EXCEPTIONAL CHILDREN-HOMEBOUND & HOSPITAL | X | | | | | |
| 104020-EXCEPTIONAL CHILDREN-GIFTED | X | | | | | |
| 104030-EXCEPTIONAL CHILDREN SCHOOLS ADMIN | X | | | | | |
| 104040-EXCEPTIONAL CHILDREN ADMINISTRATION | X | | X | | X | |



| Relationship Between SCS Departmental Units and Funding Sources | | | | | | |
|---|----------------------|-------------------------------|--|---|---|------------------------|
| Department or Project Description | 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 |
| 105000-FEDERAL PROGRAMS | | | X | | X | |
| 106010-INSTRUCTIONAL & DIRECTORS | | | | | | |
| 106020-NORTHEAST REGION | | | | | X | |
| 106030-SOUTHWEST REGION | | | | | | |
| 106050-SHELBY REGION | | | | | | |
| 106060-SCHOOL LEADERSHIP | | | | | | |
| 106061-SCHOOL LEADERSHIP-ELEMENTARY | X | | X | | | |
| 106062-SCHOOL LEADERSHIP-MIDDLE | X | | | | | |
| 106063-SCHOOL LEADERSHIP-K8 | X | | | | | |
| 106064-SCHOOL LEADERSHIP-HIGH | X | | | | | |
| 107000-OPTIONAL SCHOOLS | X | | | | X | |
| 108000-ALTERNATIVE SCHOOLS | X | | X | | X | X |
| 108010-ADOLESCENT PARENTING | 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 | X | | | | X | |
| 190001-GENERAL EDUCATION - ELEMENTARY | X | | X | | X | - |
| 190002-GENERAL EDUCATION - MIDDLE | X | | | | X | |
| 190003-GENERAL EDUCATION - K8 | X | | | | X | |
| 190004-GENERAL EDUCATION - HIGH | X | | X | | X | |
| 190100-HOLLIS F PRICE | X | | | | | |
| 190200-MIDDLE COLLEGE | X | | | | | |
| 190300-CAREER LADDER | X | | | | | |
| 190500-GENERAL EDUCATION - OTHER | X | | | | | |
| 200000-STUDENT SERVICES ADMINISTRATION | X | | | | | |
| 200100-SCHOOL AND STUDENT SUPPORT | | | | | | |
| 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 | |
| 203001-STUDENT SUPPORT-ELEMENTARY | | | | | | |
| 203010-ATHLETICS | X | | X | | | |
| 203011-STUDENT SUPPORT SBB | X | | 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 | | | | | - |
| 204100-FAMILY RESOURCE CENTER | X | | | | | |
| 204200-BEHAVIOR & MENTAL HEALTH SERVICES | X | | | | X | - |
| 210000-STRATEGY AND PERFORMANCE MANAGEMENT | X | | X | | X | |
| 211000-CHARTER SCHOOLS | X | | | | X | |
| 211100-CHARTER SCHOOL ADMIN | X | | | | | |
| 212010-VIRTUAL SCHOOLS | X | | | | | |
| 215000-IZONE | X | | | | X | |
| 215500-CHIEF OF SCHOOLS | X | | | | | |
| 220000-PLANNING AND ACCOUNTABILITY | X | | | | | |
| 221000-STUDENT INFO MANAGEMENT | X | | | | | |
| 222000-ASSESSMENT AND ACCOUNTABILITY | X | | | | X | |
| 223000-RESEARCH PLANNING AND IMPROVEMENT | X | | X | | X | |
| 301000-COMMUNICATIONS | X | | | | | |
| 301010-INSTRUCTIONAL TELEVISION (GHS TV) | X | | | | | |
| 302000-COMMUNITY OUTREACH AND PARENTAL ENGAGEMENT | X | | | | X | |
| 302100-FAMILY AND COMMUNITY ENGAGEMENT | X | | X | | X | |
| 303000-VOICE OF SCS | X | | X | | | |
| 310000-TALENT MANAGEMENT | | | | | | |
| 311000-PERFORMANCE MANAGEMENT | X | | | | | |
| 312000-PROFESSIONAL DEVELOPMENT | X | | | | X | |
| 313000-RECRUITMENT AND STAFFING | X | | | | X | |
| 314000-EMPLOYEE SERVICES | X | | | | | |
| 315000-COMPENSATION | X | | | | | |



| Relationship Between SCS Departmental Units and Funding Sources | | | | | | |
|---|----------------------|-------------------------------|--|---|---|------------------------|
| Department or Project Description | 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 |
| 320000-FINANCE | X | | | | | |
| 321000-ACCOUNTING AND REPORTING | X | | 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 | | | | | |
| 334200-UTILITIES | X | | X | | | X |
| 334300-GENERAL SERVICES | X | | | | | |
| 334400-ZONE 4 MAINTENANCE | X | | | | | |
| 334500-ZONE 2 MAINTENANCE | X | | | | | |
| 334600-ZONE 1 MAINTENANCE | X | | | | | |
| 334700-ZONE 3 MAINTENANCE | X | | | | | |
| 334800-PLANT SERVICES | X | | | | | |
| 335000-FACILITIES PLANNING AND PROPERTY | X | | | | | |
| 336000-Nutrition Services | | | | X | | |
| 336110-School Operations Central | | | | X | | |
| 336130-Menu Planning | | | | X | | |
| 336140-Equipment Operations | | | | X | | |
| 336210-Distribution | | | | X | | |
| 336220-Supply Chain Management | | | | X | | |
| 336230-Logistics | | | | X | | |
| 336310-Training | | | | X | | |
| 336320-Quality Assurance | | | | X | | |
| 336410-Nutrition Services Finance | | | | X | | |
| 336420-Nutrition Services Human Resources | | | | X | | |
| 336430-Nutrition Services Information Technology | | | | X | | |
| 337000-WAREHOUSING | | | | | | X |
| 340000-INFORMATION TECHNOLOGY | X | | | | | |
| 341000-USER SUPPORT SERVICES | X | | | | | |
| 343000-INFRASTRUCTURE AND SYSTEMS SUPPORT SERVICES | X | | | | | |
| 344000-PROJECT MANAGEMENT OFFICE | X | | | | | |
| 345000-ERP | X | | | | | |
| 346000-ENTERPRISE RESOURCE PLANNING | X | | | | | |
| 350000-STRATEGIC OPERATIONS | X | | | | | |
| 560000-OTHER POTENTIAL USES | X | | | | | |
| 600000-REGULAR CAPITAL OUTLAY | | X | | | | |
| 6904-Unforeseen Emergencies | | X | | | | |
| C708-Building Automation Controls | | X | | | | |
| C734-New Construction Alcy ES | | X | | | | |
| C906-Dexter ES HVAC | | X | | | | |
| C917-Lowrance K-8 HVAC | | X | | | | |
| C919-Macon Hall ES Construction | | X | | | | |
| C927-Shrine/Sheffield ES HVAC | | X | | | | |
| C939-Jackson ES Construction | | X | | | | |
| C940-Kingsbury ES Construction | | X | | | | |
| C941-Macon Hall ES Construction | | X | | | | |
| C942-Newberry ES Construction | | X | | | | |
| C954-Macon Hall Foundation Repair | | X | | | | |
| C955-Crump Stadium Turf Replacement | | X | | | | |
| C956-Double Tree ES Roofing | | X | | | | |
| C957-Frayser ES (ASD) HVAC | | X | | | | |
| C958-Frayser ES (ASD) Roofing | | X | | | | |
| C959-Hamilton MS HVAC | | X | | | | |
| C960-Hanley ES (ASD) Structural | | X | | | | |
| C961-Keystone ES HVAC | | X | | | | |
| C962-Kingsbury CTC Roofing | | X | | | | |
| C963-Vollentine ES Roofing | | X | | | | |
| C964-Vollentine ES Windows | | X | | | | |
| D025-School Age Childcare (ELOP) | | | X | | | |
| D045-Security-Ancillary Services | | | X | | | |
| D065-TVA ENERNOC Demand Response Program | | | X | | | |
| D075-Facility Rental | | | X | | | |
| D085-After-School Childcare (ELOP) | | | X | | | |
| D095-Very Special Arts Festival | | | X | | | |
| D125-Telecommunications Center Ubs | | | X | | | |
| D225-After-School Snacks | | | X | | | |



| Relationship Between SCS Departmental Units and Funding Sources | | | | | | |
|---|----------------------|-------------------------------|--|---|---|------------------------|
| Department or Project Description | 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 |
| D240-Class Piano Program | | | X | | | |
| D310-Work-Based Learning Grant | | | 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 Grant | | | X | | | |
| D766-First 8.2 | | | X | | | |
| D770-Memphis Education Fund | | | X | | | |
| D777-Evening Reporting Center | | | X | | | |
| D795-SPED Medicaid Reimbursement | | | X | | | |
| D956-Bolton College Trust | | | X | | | |
| D957-Project Graduation | | | X | | | |
| D960-Lottery for Education Afterschool Programs (LEAPS) | | | X | | | |
| D961-Urban Strategies | | | X | | | |
| D968-Trauma Intensive Parent (TIP) Grant | | | X | | | |
| 0016-Consolidated Administration | | | | X | | |
| 0130-ATSI 2018 Designation | | | | X | | |
| 0135-ATSI 2019 Designation | | | | X | | |
| 1005-Title I Part A Improving Academic Achievement | | | | X | | |
| 1006-Title I A Neglected | | | | X | | |
| 1110-Adaptive Learning Technology Grant | | | | X | | |
| 1306-Title I School Improvement Grant Cohort IV | | | | X | | |
| 1505-Title I Part D Subpart 1 Neglected/Delinquent | | | | X | | |
| 2005-Title II Part A Training & Recruiting | | | | X | | |
| 3005-Title III Part A English Language Acquisition | | | | X | | |
| 3006-Title III Immigrant Grant | | | | X | | |
| 4326-Title IV- 21st Century Primetime 7 | | | | X | | |
| 4335-Title IV Part B CCLC Primetime 6 | | | | X | | |
| 4402-21st Century Primetime 6- Cohort 2 | | | | X | | |
| 5008-Principal Pipeline Grant | | | | X | | |
| 5011-Title IV Part A-Student Support & Academic Enrich | | | | X | | |
| 5012-21st Century Community Learning Centers | | | | X | | |
| 5013-21st Century Community Learning GrantFY19 | | | | X | | |
| 5022-21st CCLC MASE Charter Schools | | | | X | | |
| 5023-FY19-20 21st Century Community Learning Center | | | | X | | |
| 5515-STEM in the Library | | | | X | | |
| 7006-Title IX Homeless | | | | X | | |
| 8005-Carl Perkins | | | | X | | |
| 8108-CTE Perkins Reserve FY19 | | | | X | | |
| 8305-Workforce Investment Network Out of School | | | | X | | |
| 8709-STOP Sch Violence Threat Assess | | | | X | | |
| 8710-STOP Sch Violence Prev and Mental Health Training | | | | X | | |
| 8806-Read to Be Ready Summer Literacy 2019 | | | | X | | |
| 8810-WIN IN SCHOOL GRANT | | | | X | | |
| 9005-IDEA Part B | | | | X | | |
| 9017-Substance Abuse Prevention & Treatment | | | | X | | |
| 9027-Transition School to Work Program | | | | X | | |
| 9105-IDEA Preschool | | | | X | | |
| 9118-Priority School Improvement Grant-Regular | | | | X | | |
| 9215-Memphis Virtual STEM Academy - East High | | | | X | | |
| 9420-Head Start Jan-Dec 2020 | | | | X | | |
| 9708-CDCP HIV/STD PREVENTION (FY 2020) | | | | X | | |
| 9709-CDCP HIV/STD Prevention (FY 2021) | | | | X | | |
| 9907-Project Stand | | | | X | | |
| 9908-Priority School Exit Grant | | | | X | | |
| 9917-Comprehensive School Safety Initiative | | | | X | | |
| 9920-SCS SEED Grant | | | | X | | |
| D396-Gear Up at the River | | | | X | | |
| D398-Gear Up 3.0 | | | | X | | |
| D399-Gear Up 3.0 2019 | | | | X | | |



III. BUDGET ASSUMPTIONS

BUDGET ASSUMPTIONS

GENERAL:

1. Enrollment projections were developed by school site assuming a continual decline in base enrollment.
2. For Fiscal Year 2020-21, the number of authorized charters will remain flat at 57.
3. The District continues to recruit, train and retaining highly effective teachers to accelerate student achievement, which will require the redeployment of resources and adjustments to various practices and procedures within SCS.
4. The Achievement School District (ASD) is expected to have 28 schools in school year 2020-21. In the same school year, the ASD revenue allocation to the ASD is expected to be \$99.2 million.

REVENUES:

1. The Basic Education Program (BEP) allocation for Shelby County Schools, including the Achievement School District (ASD) and the State Board of Education is projected to increase in fiscal year 2020-21 compared to fiscal year 2019-20 budgeted revenues by \$4.4 million. The BEP allocation for Shelby County Schools (shown below) includes funding for ASD, State Board of Education, charter schools, and the District's schools. Tennessee Code Annotated (T.C.A.) § 49-1-614 (d) (1) states the ASD shall receive from the LEA, as appropriate, an amount equal to the per student state and local funds received by the LEA for the students enrolled in the ASD. Hence, the BEP allocation to Shelby County Schools is less than the estimated local and state funds for the ASD. In addition, the ASD receives funding based on the enrollment for ASD and the District. The FY 2020 BEP estimate includes the ASD estimate of \$99.2 million based on FY 2020 state revenues, local revenues, and the FY 2021 enrollment estimate of 104,460 (includes ASD and Charters).
2. The County Property Tax revenues for education are distributed among the District and the six municipal school districts. The District's share is determined by its current year weighted full time equivalent average daily attendance (WFTEADA) relative to the other school districts in Shelby County. The fiscal year 2020-21 General Fund budget assumes that Shelby County's total education budget will be funded at the same fiscal year 2019-20 level of \$427.3 million.
3. The County Sales Tax revenues for the District are budgeted to increase slightly in fiscal year 2020-21 based on internet sales and use taxes being received. In a similar fashion to the Similar to the county property tax revenues, county sales tax revenues are distributed among the District and the six municipal school districts based on current year WFTEADA. The WFTEADA serves as the basis for allocation of education funds within the county. This is a calculation of the average of the highest two months of the first three months of attendance for grades K-12, multiplied times a unique weight for each grade level as provided by the State Department of Education.
4. The indirect cost rate for fiscal year 2020-2021 is 13.75% for non-restricted programs (Nutrition) and 3.06% for restricted programs (Federal Grants).
5. The budget was balanced by enacting expenditure controls for efficient, economical, and effective use of resources.



EXPENDITURES:

1. Budget development was focused on the District’s strategic plan, academic goals and improvements as identified by the Superintendent, Shelby County Board of Education and stakeholders.
2. Emphasis was placed on identification of efficiencies, re-engineering of operations, identification of revenue generators, and prudent review of alternative funding sources to maximize resources. Efficiencies and investments will be identified and tracked separately.
3. The budget was built to fund: mandated costs, grant matching requirements and substantiated cost for current programs; less efficiencies or cost savings; plus, initiatives required to reach the goals of high academically performing schools, safe schools, improved graduation rates, and fiscal accountability.
4. SCS continues to provide health care through a Medicare Supplement to Medicare eligible retirees. The medical retiree board contribution will be based on the retiree cost share of 50% for Pre-65 and Post-65 Medicare Surround and 70% Medicare Advantage.
5. Retirement benefit costs are adjusted by the State Department of Treasury on an annual basis. The District plans to use the current TCRS retirement rates for Fiscal Year 2020-21 budgeting (9.04% for certificated and 9.27% for classified employees) until information is available.
6. Budget development for staffing did not result in revised teacher and support staff formulas for Fiscal Year 2020-21. The formulas used comply with State requirements.





IV. ALL FUND TYPES

SUMMARY OF BUDGETS – ALL FUNDS BY FUNCTION
FISCAL YEAR 2020-21 BUDGET

With Comparative Information for Fiscal Years 2016-17 through 2020-21

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Budget | Variance | % Change |
|--|-------------------------|-------------------------|-------------------------|--------------------------------|-------------------------|------------------------|-------------|
| Revenues | | | | | | | |
| City of Memphis | 1,487,281 | 5,056,774 | 1,529,071 | 1,333,333 | 1,333,333 | - | - |
| Shelby County | 476,996,207 | 463,097,256 | 533,808,695 | 578,806,761 | 532,209,651 | (46,597,110) | (8%) |
| State of Tennessee | 491,219,829 | 514,615,844 | 536,497,711 | 550,921,061 | 558,209,311 | 7,288,250 | 1% |
| Federal Government | 255,259,197 | 296,234,339 | 228,326,630 | 255,454,927 | 308,259,928 | 52,805,001 | 21% |
| Other local sources | 40,408,853 | 25,343,361 | 27,690,212 | 28,720,912 | 26,912,016 | (1,808,896) | (6%) |
| Total Revenues | \$ 1,265,371,367 | \$ 1,304,347,574 | \$ 1,327,852,319 | \$ 1,415,236,994 | \$ 1,426,924,239 | \$ 11,687,245 | 1% |
| Expenditures | | | | | | | |
| Instruction | 558,263,832 | 594,703,099 | 581,357,898 | 562,468,994 | 577,842,191 | 15,373,197 | 3% |
| Instructional Support | 67,871,242 | 66,731,176 | 75,598,615 | 100,562,661 | 88,123,124 | (12,439,537) | (12%) |
| Student Support | 66,583,200 | 67,339,223 | 80,211,040 | 81,984,160 | 78,726,699 | (3,257,461) | (4%) |
| Office of the Principal | 58,249,962 | 62,720,477 | 64,531,113 | 65,189,637 | 60,717,806 | (4,471,831) | (7%) |
| General administration | 18,298,386 | 15,438,127 | 17,122,132 | 17,117,804 | 17,927,860 | 810,056 | 5% |
| Education Technology | - | 30,528,463 | 21,654,731 | 14,791,862 | 52,353,011 | 37,561,149 | 254% |
| Fiscal Services | 5,928,603 | 7,156,332 | 7,799,900 | 10,204,152 | 9,807,250 | (396,902) | (4%) |
| Other support services | 52,002,075 | 7,192,228 | 9,432,726 | 13,761,027 | 11,380,218 | (2,380,809) | (17%) |
| Student transportation | 25,854,096 | 26,288,152 | 28,583,313 | 27,648,440 | 29,883,856 | 2,235,416 | 8% |
| Plant Services | 86,303,598 | 85,201,099 | 107,938,188 | 100,568,354 | 149,247,385 | 48,679,031 | (28%) |
| Community services | 53,691,244 | 54,974,499 | 62,620,216 | 64,715,463 | 64,382,086 | (333,377) | - |
| Charter Schools | 111,283,036 | 128,231,865 | 143,041,477 | 169,312,955 | 184,945,609 | 15,632,654 | 9% |
| Retiree Benefits | 34,595,674 | 28,784,843 | 28,599,681 | 32,889,091 | 28,830,403 | (4,058,688) | (12%) |
| Food Service | 86,092,199 | 72,114,567 | 78,686,205 | 96,092,924 | 92,158,276 | (3,933,425) | (4%) |
| Debt Service | 72,614 | - | - | - | - | - | - |
| Capital outlay | 16,897,062 | 67,226,251 | 75,560,959 | 107,888,532 | - | - | - |
| Total Expenditures | 1,241,986,823 | \$ 1,314,630,401 | \$ 1,382,738,194 | \$ 1,465,196,056 | \$ 1,446,325,772 | \$ (18,870,284) | (1%) |
| Excess (deficiency) of revenues | | | | | | | |
| Debt service | \$ 26,495,041 | (\$ 8,066,954) | (\$ 54,414,203) | (\$ 49,959,062) | (\$ 19,401,533) | | |
| Approved use of fund balance | | | | | | | |
| Beginning Fund Balance | \$ 225,055,401 | 240,050,170 | 249,056,852 | 217,507,486 | 172,857,274 | | |
| Increase (decrease) in revenue for encumbrance | \$ 16,859,283 | 11,756,211 | (40,096,222) | 5,308,850 | - | | |
| Transfers To/(From)Other Funds | \$ (3,077,819) | (3,096,202) | 7,402,841 | - | - | | |
| Insurance Recovery | - | - | 546,785 | - | - | | |
| Sale of Capital Assets | \$ 1,213,305 | 346,673 | 597,230 | - | - | | |
| Ending Fund Balance | \$ 240,050,170 | \$ 249,056,852 | \$ 217,507,486 | \$ 172,857,274 | \$ 153,455,741 | | |



SUMMARY OF BUDGETS – ALL FUNDS BY OBJECT
FISCAL YEAR 2020-21 BUDGET
With Comparative Information for Fiscal Years 2016-17 through 2020-21

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Budget | Variance | % Change |
|--|-------------------------|-------------------------|-------------------------|--------------------------------|-------------------------|------------------------|-------------|
| Revenues | | | | | | | |
| City of Memphis | 1,487,281 | 5,056,774 | 1,529,071 | 1,333,333 | 1,333,333 | - | - |
| Shelby County | 476,996,207 | 463,097,256 | 533,808,695 | 578,806,761 | 532,209,651 | (46,597,110) | (8%) |
| State of Tennessee | 491,219,829 | 514,615,844 | 536,497,711 | 550,921,061 | 558,209,311 | 7,288,250 | 1% |
| Federal Government | 255,259,197 | 296,234,339 | 228,326,630 | 255,454,927 | 308,259,928 | 52,805,001 | 21% |
| Other local sources | 40,408,853 | 25,343,361 | 27,690,212 | 28,720,912 | 26,912,016 | (1,808,896) | (6%) |
| Total Revenues | \$ 1,265,371,367 | \$ 1,304,347,574 | \$ 1,327,852,319 | \$ 1,415,236,994 | \$ 1,426,924,239 | \$ 11,687,245 | 1% |
| Expenditures | | | | | | | |
| Salaries | 604,739,694 | 630,306,122 | 655,717,461 | 654,005,219 | 658,341,799 | 4,336,580 | 1% |
| Benefits | 190,258,426 | 184,942,127 | 187,449,052 | 203,120,412 | 202,799,949 | (320,463) | - |
| Contracted Services | 124,332,366 | 132,066,679 | 143,519,252 | 146,903,198 | 184,941,048 | 38,037,850 | 26% |
| Professional Services | 2,939,733 | 3,557,469 | 3,215,234 | 3,814,625 | 3,244,297 | (570,328) | (15%) |
| Property Maintenance Services | 19,840,253 | 10,900,269 | 14,313,617 | 12,785,084 | 14,027,907 | 1,242,822 | 10% |
| Travel | 1,861,229 | 2,359,711 | 1,773,836 | 3,137,536 | 1,889,764 | (1,247,772) | (40%) |
| Supplies and Materials | 102,373,123 | 88,844,035 | 100,948,948 | 89,331,381 | 102,614,804 | 13,283,423 | 15% |
| Capital Outlay | 49,674,011 | 106,186,590 | 107,052,879 | 150,864,996 | 75,825,988 | (75,039,008) | (50%) |
| Other Charges | 33,011,165 | 24,863,009 | 26,821,622 | 40,062,840 | 29,346,275 | (10,716,565) | (27%) |
| Debt Service | 72,614 | 4,968 | - | - | - | - | - |
| Charter Schools | 110,353,568 | 128,231,865 | 143,041,477 | 161,170,764 | 173,293,941 | 12,123,177 | 8% |
| Total | \$ 1,241,986,823 | \$ 1,314,630,401 | \$ 1,382,738,194 | \$ 1,465,196,056 | \$ 1,446,325,772 | \$ (18,870,284) | (1%) |
| Excess (deficiency) of revenues | | | | | | | |
| Debt service | \$ 26,495,041 | \$ (8,066,954) | \$ (54,414,203) | \$ (49,959,062) | \$ (19,401,533) | | |
| Approved use of fund balance | | | | | | | |
| Beginning Fund Balance | | | | | | | |
| | \$ 225,055,401 | 240,050,170 | 249,056,852 | 217,507,486 | 172,857,274 | | |
| Increase (decrease) in revenue for encumbrance | \$ 16,859,283 | 11,756,211 | (40,096,222) | 5,308,850 | - | | |
| Transfers To/(From)Other Funds | \$ (3,077,819) | (3,096,202) | 7,402,841 | - | - | | |
| Insurance Recovery | \$ - | - | 546,785 | - | - | | |
| Sale of Capital Assets | \$ 1,213,305 | 346,673 | 597,230 | - | - | | |
| Ending Fund Balance | \$ 240,050,170 | \$ 249,056,852 | \$ 217,507,486 | \$ 172,857,274 | \$ 153,455,741 | | |



V. ALL FUNDS

i. All Fund Types

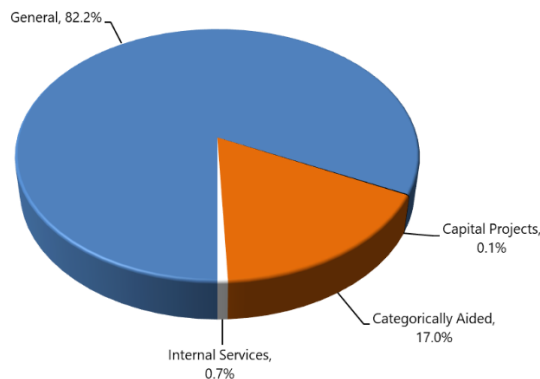
Shelby County Schools projects to start fiscal year 2020-21 with a fund balance for all funds of \$172,857,275 (unaudited), which is a \$44.7 million decline (or -20.53%) when compared with fiscal year 2019-20. Of this total, the General Fund makes up 76% or \$131,087,363.

The District recognizes the importance of maintaining a healthy unassigned General Fund balance by refraining from using the unassigned balance for recurring expenditures. The remainder of the General Fund balance is non-spendable, restricted, committed, or assigned to indicate that it is (1) not in spendable form, (2) restricted for specific purposes, or (3) assigned for specific purposes. SCS will use \$5 million of unassigned General Fund balance during fiscal year 2020-21 to support the top priorities of the District in improving classroom support; instructional support; social and emotional support; and academic intervention and transformation to support our children.

**Shelby County Schools
Highlights of the 2020-21 Budget
Fund Balance (All Funds)**

| Funds | Projected Fund Balances July 1, 2020 | Revenues | Expenses or Expenditures | Projected Fund Balances June 30, 2021 |
|---------------------|---|-------------------------|-------------------------------------|--|
| General | \$ 131,087,363 | \$ 1,047,093,413 | \$ 1,052,093,413 | 126,087,362 |
| Capital Projects | 154,042 | 53,800,470 | 53,800,470 | 154,042 |
| Categorically Aided | 40,491,052 | 322,332,385 | 336,733,917 | 26,089,519 |
| Internal Services | 1,124,820 | 3,697,972 | 3,697,972 | 1,124,820 |
| Total | \$ 172,857,275 | \$ 1,426,924,239 | \$ 1,446,325,772 | \$ 153,455,741 |

**2020-21
Projected Ending All Fund Balances**





VI. GOVERNMENTAL FUNDS

i. All Governmental Fund Types

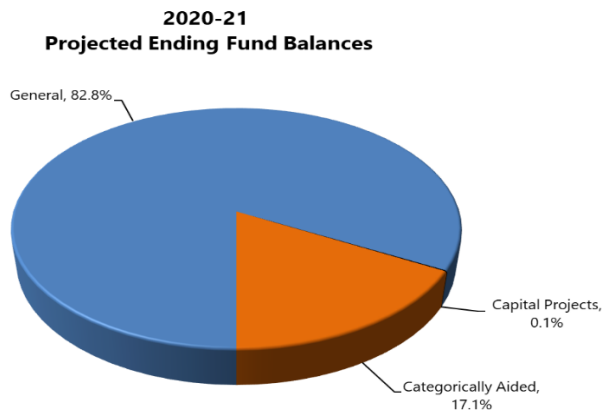
The Governmental Funds are comprised of the General Fund, the Capital Projects Fund and the Special Revenue Funds. The District projects to start fiscal year 2020-21 with a fund balance for governmental funds of \$171,732,455 (unaudited), which is a \$41.4 million decrease when compared with 2019-20. Of this total, the General Fund makes up 82.8% or \$131,087,363.

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

The District plans to use \$5 million of unassigned fund balance during fiscal year 2020-21 to support the unprecedented investments to improve classroom support; instructional support; social and emotional support; and academic intervention and transformation to support our children.

**Shelby County Schools
Highlights of the 2020-21 Budget
Fund Balances (All Governmental Funds)**

| Funds | Projected | Revenues | Expenses or Expenditures | Projected |
|---------------------|----------------------------|------------------|--------------------------|-----------------------------|
| | Fund Balances July 1, 2020 | | | Fund Balances June 30, 2021 |
| General | \$ 131,087,363 | \$ 1,047,093,413 | \$ 1,052,093,413 | 126,087,362 |
| Capital Projects | 154,042 | 53,800,470 | 53,800,470 | 154,042 |
| Categorically Aided | 40,491,052 | 322,332,385 | 336,733,917 | 26,089,519 |
| Total | \$ 171,732,455 | \$ 1,423,226,267 | \$ 1,442,627,799 | \$ 152,330,921 |

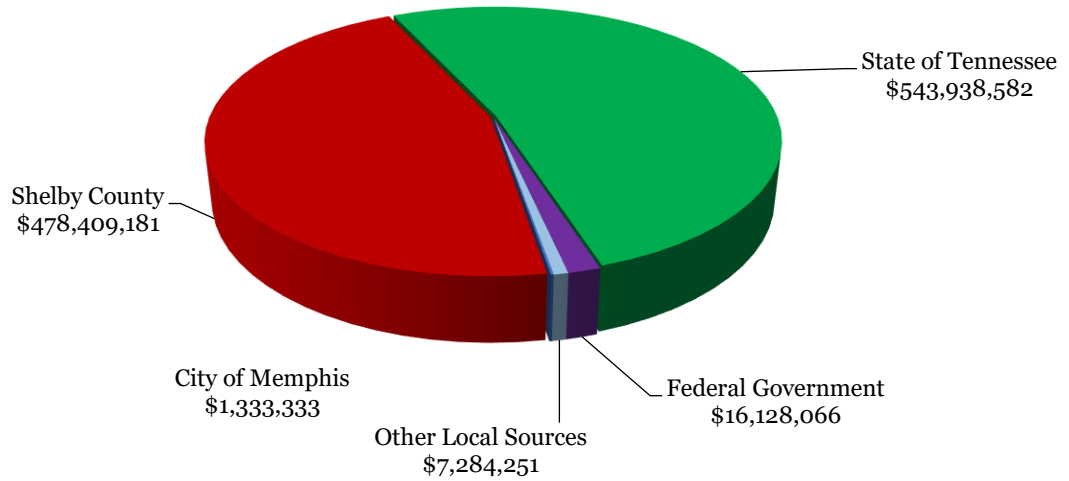




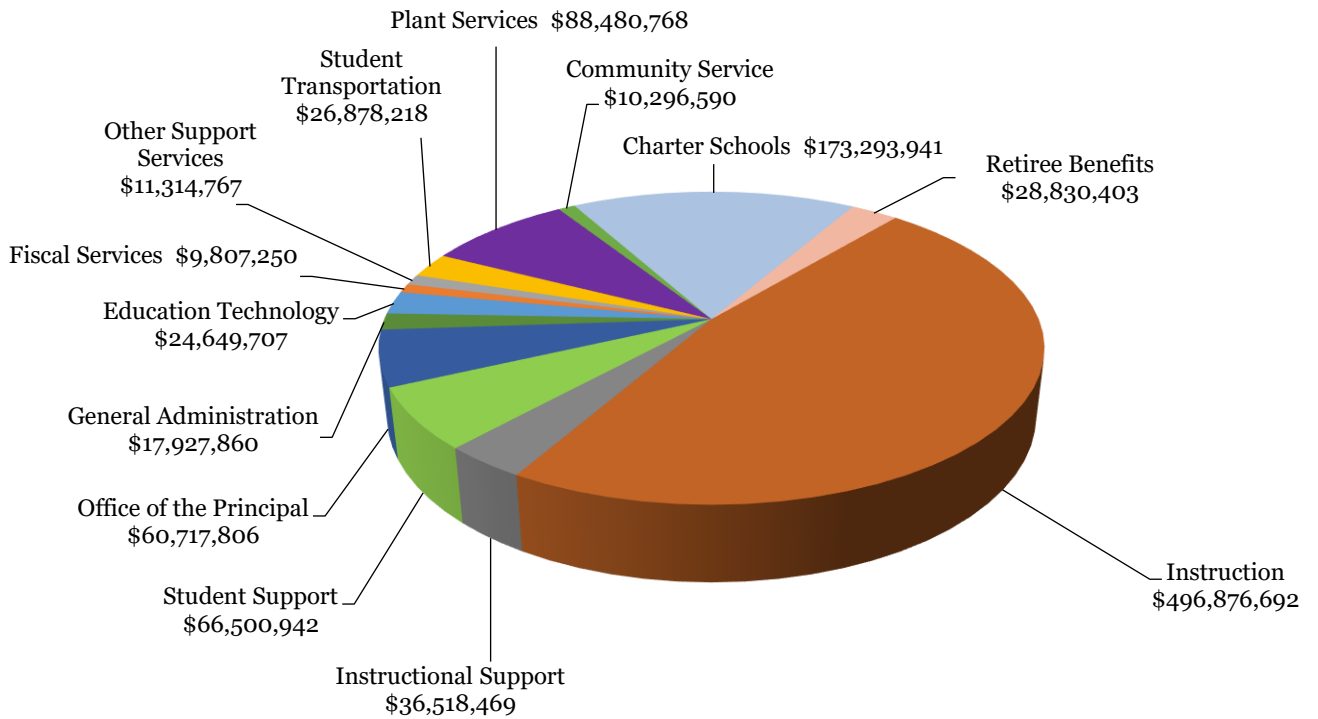
ii. General Fund

2020-21 GENERAL FUND SOURCE OF FUNDS AND EXPENDITURES

Source of Funds



Expenditures





GENERAL FUND BY FUNTION
FISCAL YEAR 2020-21 BUDGET
With Comparative Information for Fiscal Years 2016-17 through 2020-21

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Adopted Budget | Variance | % Change |
|--|-----------------------|-----------------------|-------------------------|-----------------------------|-----------------------------|------------------------|-------------|
| Revenues | | | | | | | |
| City of Memphis | 1,487,282 | 1,445,441 | 1,415,209 | 1,333,333 | 1,333,333 | - | - |
| Shelby County | 455,925,298 | 463,097,256 | 478,876,282 | 472,918,229 | 478,409,181 | 5,490,952 | 1% |
| State of Tennessee | 482,368,670 | 502,017,410 | 522,449,938 | 536,308,515 | 543,938,582 | 7,630,067 | 1% |
| Federal Government | 25,092,423 | 17,643,709 | 10,672,473 | 12,358,499 | 16,128,066 | 3,769,567 | 31% |
| Other Local Sources | 8,193,125 | 6,722,553 | 9,777,517 | 8,152,614 | 7,284,251 | (868,363) | (11%) |
| Total Revenues | \$ 973,066,798 | \$ 990,926,369 | \$ 1,023,191,419 | \$ 1,031,071,190 | \$ 1,047,093,413 | \$ 16,022,223 | 2% |
| Expenditures | | | | | | | |
| Instruction | 482,895,178 | 518,652,883 | 526,356,794 | 500,110,177 | 496,876,692 | (3,233,485) | (1%) |
| Instructional Support | 34,356,441 | 30,551,850 | 36,520,034 | 47,244,627 | 36,518,469 | (10,726,158) | (23%) |
| Student Support | 54,874,111 | 58,496,700 | 72,692,999 | 71,112,632 | 66,500,942 | (4,611,690) | (7%) |
| Office of the Principal | 58,239,286 | 62,679,281 | 64,491,098 | 65,136,823 | 60,717,806 | (4,419,017) | (7%) |
| General Administration | 12,459,734 | 15,241,121 | 17,122,132 | 17,117,605 | 17,927,860 | 810,255 | 5% |
| Education Technology | - | 30,528,463 | 21,654,731 | 14,791,862 | 24,649,707 | 9,857,845 | 67% |
| Fiscal Services | 5,861,534 | 7,039,887 | 7,799,900 | 10,204,152 | 9,807,250 | (396,902) | (4%) |
| Other Support Services | 51,817,525 | 7,148,099 | 9,367,804 | 13,696,761 | 11,314,767 | (2,381,994) | (17%) |
| Student Transportation | 22,254,234 | 22,763,879 | 25,964,424 | 24,655,070 | 26,878,218 | 2,223,148 | 9% |
| Plant Services | 83,069,712 | 82,175,067 | 105,292,765 | 96,463,263 | 88,480,768 | (7,982,495) | (8%) |
| Community Services | 1,840,198 | 4,949,101 | 8,808,326 | 8,956,649 | 10,296,590 | 1,339,941 | 15% |
| Charter Schools | 111,283,036 | 128,231,865 | 143,041,477 | 161,170,764 | 173,293,941 | 12,123,177 | 8% |
| Retiree Benefits | 34,595,674 | 28,784,843 | 28,599,681 | 32,889,091 | 28,830,403 | (4,058,688) | (12%) |
| Capital Outlay | 51,000 | - | - | - | - | - | - |
| Debt Service | 72,615 | - | - | - | - | - | - |
| Total Expenditures | \$ 953,670,278 | \$ 997,243,039 | \$ 1,067,712,167 | \$ 1,063,549,476 | \$ 1,052,093,413 | \$ (11,456,063) | (1%) |
| Excess (deficiency) of revenues over expenditures | 19,396,520 | (6,316,670) | (44,520,748) | (32,478,286) | (5,000,000) | | |
| Approved use of fund balance | | 6,316,670 | 44,520,748 | 32,478,286 | 5,000,000 | | |
| Net Change | \$ 19,396,520 | \$ - | \$ - | \$ - | \$ - | | |
| Beginning Fund Balance | 176,427,115 | 196,755,623 | 198,790,057 | 158,256,797 | 131,087,361 | | |
| Increase (decrease) in revenue for encumbrance | 23,181,122 | 4,978,952 | (47,936,101) | 5,308,850 | - | | |
| Transfers To/(From) Other Funds | (3,077,819) | (3,096,202) | 7,402,841 | - | - | | |
| Sale of Capital Assets | 225,205 | 151,684 | - | - | - | | |
| Ending Fund Balance | \$ 196,755,623 | \$ 198,790,057 | \$ 158,256,797 | \$ 131,087,361 | \$ 126,087,361 | | |



**GENERAL FUND BY OBJECT
FISCAL YEAR 2020-21 BUDGET
With Comparative Information for Fiscal Years 2016-17 through 2020-21**

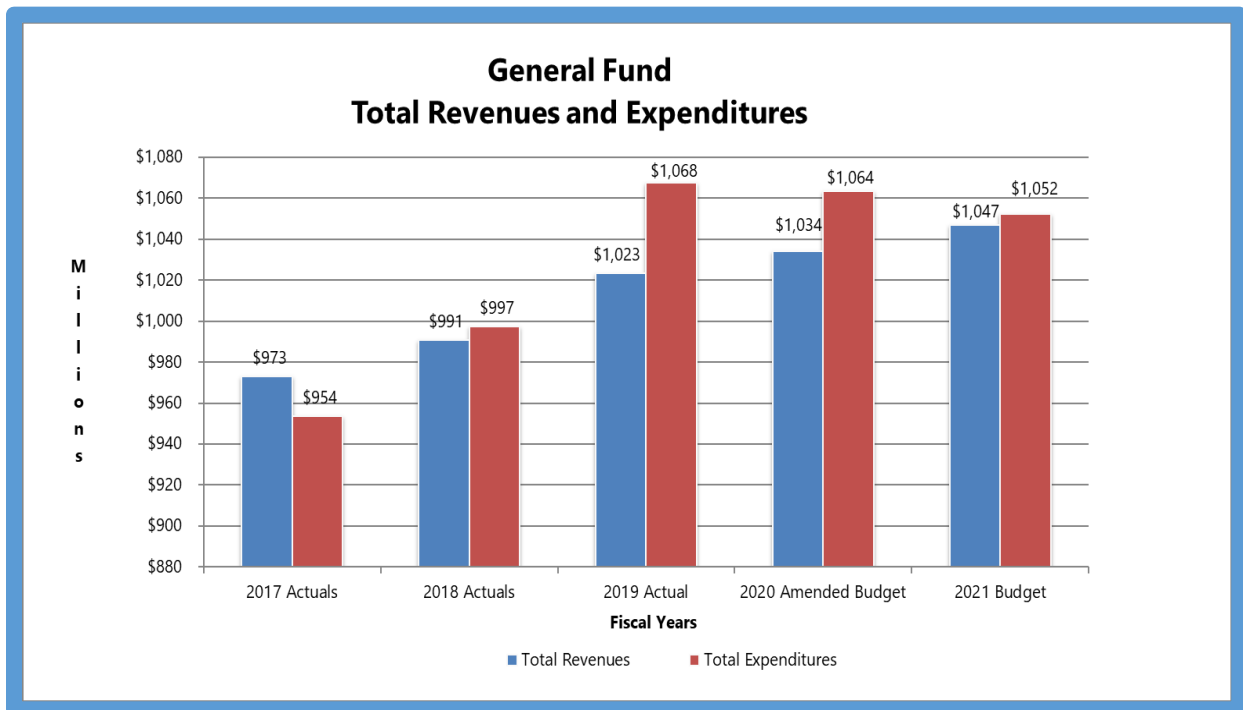
| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Adopted Budget | Variance | % Change |
|--|-----------------------|-----------------------|-------------------------|-----------------------------|-----------------------------|------------------------|-------------|
| Revenues | | | | | | | |
| City of Memphis | 1,487,282 | 1,445,441 | 1,415,209 | 1,333,333 | 1,333,333 | - | - |
| Shelby County | 455,925,298 | 463,097,256 | 478,876,282 | 472,918,229 | 478,409,181 | 5,490,952 | 1% |
| State of Tennessee | 482,368,670 | 502,017,410 | 522,449,938 | 536,308,515 | 543,938,582 | 7,630,067 | 1% |
| Federal Government | 25,092,423 | 17,643,709 | 10,672,473 | 12,358,499 | 16,128,066 | 3,769,567 | 31% |
| Other Local Sources | 8,193,125 | 6,722,553 | 9,777,517 | 8,152,614 | 7,284,251 | (868,363) | (11%) |
| Total Revenues | \$ 973,066,798 | \$ 990,926,369 | \$ 1,023,191,419 | \$ 1,031,071,190 | \$ 1,047,093,413 | \$ 16,022,223 | 2% |
| Expenditures | | | | | | | |
| Salaries | 501,685,171 | 528,865,044 | 554,021,079 | 539,369,078 | 535,687,813 | (3,681,265) | (1%) |
| Benefits | 165,903,237 | 161,981,818 | 164,717,885 | 173,031,393 | 170,827,447 | (2,203,946) | (1%) |
| Contracted Services | 74,182,012 | 85,326,242 | 93,276,849 | 91,922,701 | 87,356,091 | (4,566,610) | (5%) |
| Professional Services | 2,197,743 | 2,613,474 | 2,758,140 | 3,479,486 | 3,025,921 | (453,565) | (13%) |
| Property Maintenance Services | 18,625,798 | 9,829,444 | 13,094,616 | 10,786,013 | 12,036,252 | 1,250,239 | 12% |
| Travel | 1,288,333 | 1,836,673 | 1,330,424 | 2,284,838 | 1,272,307 | (1,012,531) | (44%) |
| Supplies and Materials | 50,859,493 | 43,906,671 | 54,702,295 | 37,650,959 | 47,699,816 | 10,048,857 | 27% |
| Capital Outlay | 15,218,999 | 20,106,710 | 26,283,509 | 27,714,670 | 8,586,371 | (19,128,299) | (69%) |
| Other Charges | 13,283,310 | 14,545,098 | 14,777,893 | 16,139,574 | 12,307,454 | (3,832,120) | (24%) |
| Debt Service | 72,614 | - | - | - | - | - | - |
| Charter Schools | 110,353,568 | 128,231,865 | 143,041,477 | 161,170,764 | 173,293,941 | 12,123,177 | 8% |
| Total Expenditures | \$ 953,670,278 | \$ 997,243,039 | \$ 1,068,004,167 | \$ 1,063,549,476 | \$ 1,052,093,413 | \$ (11,456,063) | (1%) |
| Excess (deficiency) of revenues over expenditures | 19,396,520 | (6,316,670) | (44,812,748) | (32,478,286) | (5,000,000) | | |
| Approved use of fund balance | | 6,316,670 | 44,812,748 | 32,478,286 | 5,000,000 | | |
| Net Change | \$ 19,396,520 | \$ - | \$ - | \$ - | \$ - | | |
| Beginning Fund Balance | 176,427,115 | 196,755,623 | 198,790,057 | 158,256,797 | 131,087,361 | | |
| Increase (decrease) in revenue for encumbrance | 23,181,122 | 4,978,952 | (47,936,101) | 5,308,850 | - | | |
| Transfers To/(From) Other Funds | (3,077,819) | (3,096,202) | 7,402,841 | - | - | | |
| Sale of Capital Assets | 225,205 | 151,684 | - | - | - | | |
| Ending Fund Balance | 196,755,623 | 198,790,057 | 158,256,797 | 131,087,361 | 126,087,361 | | |



REVENUE AND EXPENDITURE TRENDS

The fiscal year 2020-21 General Fund revenue budget totals \$1,047,093,413 representing a 2% increase from the fiscal year 2019-20 amended budget of \$1,031,071,190. State and Shelby County revenues make up 97.6% (or \$1.02 million) of General Fund budgeted revenues in fiscal year 2020-21. State Basic Education Program (BEP) funds, county property tax, and county sales tax revenues are the major sources of revenues and each is driven by the District’s enrollment.

The fiscal year 2020-21 General Fund expenditure budget totals \$1,052,093,413, representing a 1.1% decrease from the fiscal year 2019-20 amended appropriation of \$1,063,549,476. The decrease is primarily related to a decrease of \$10.7 million in Instructional Support, a \$8.0 million reduction in Plant Services and a \$2.4 million reduction in Other Support Services. Additionally, Charter School payments increased \$12.1 million due to projected enrollment growth in existing charters.





A. DEPARTMENTAL DETAIL

DEPARTMENTS

This section includes the following information:

- Introduction
- Departmental Financial Summary
- Departmental Budget Narratives

INTRODUCTION

Shelby County Schools strives to improve its operations, reduce administrative costs, and secure more resources for classrooms and schools. The fiscal year 2020-21 General Fund budget stands at \$1.05 billion.

Despite our budget size, the needs of our students and schools demand even more investments. The General Fund budget includes some of the following notable investments in support of student learning and academic achievement such as:

- \$2 Million - Summer Learning Academy
- \$7.3 Million - Textbook Adoptions
- \$1.7 Million - Senior Reading Advisors
- \$750,000 - ACT Prep
- \$1.1 Million- National Board Stipends
- \$14.5 Million- Schools' Allocations
- \$6.8 Million- Social Workers & Behavioral Specialists
- \$3.8 Million- Reset Room & Behavioral Support in Middle & High Schools
- \$8.9 Million- Academic Transformations



In general, central office serves as a school support office that provides resources and guidance for operational and academic plans. Decisions for curriculum, school schedules, school hiring, and budgets are coordinated centrally, so that consistent academic standards are implemented throughout the District. With the continued implementation of Student Based Budgeting (SBB) for school year 2020-21, SCS will continue to direct more funding back into our schools and provide principals with greater flexibility over their school schedule, staffing, school program and school level budgets. SCS' Theory of Action is managed performance with a gradual movement towards empowerment. The strategic school design component reflects the belief that some academic decisions are most effectively made at the school level. With an understanding of their students, school leaders can craft academic plans that are aligned, yet continue to meet the unique needs of the students.



SCHOOL SUPPORT PROVIDED BY DEPARTMENT

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

STAFFING LEVELS

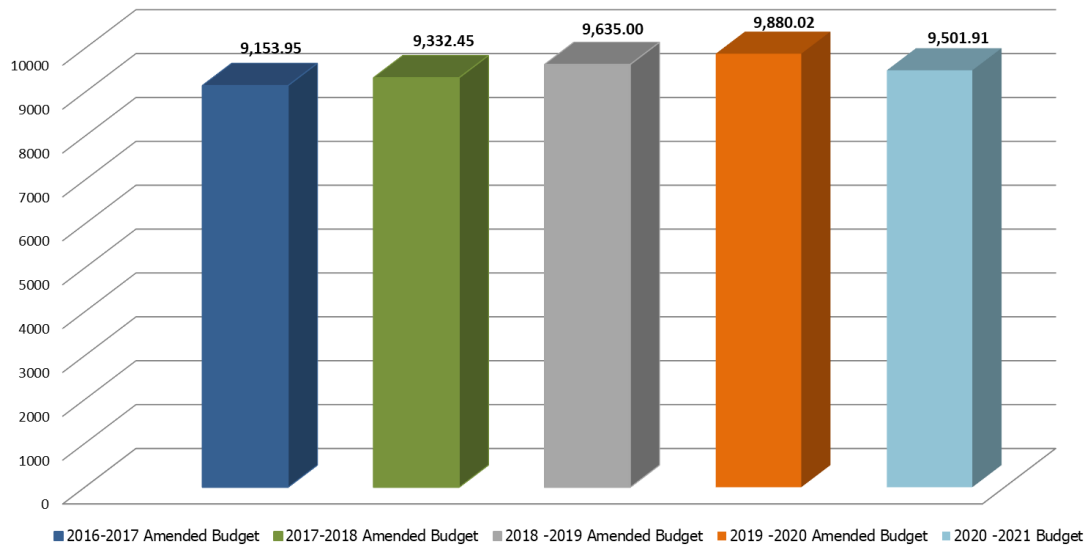
The District’s Fiscal Year 2020-21 budget for General Fund includes 9,391.65 full time positions, and 110.26 part-time positions. Staffing requirements for schools are determined by the use of a staffing model based on projected enrollment, the opening/closing of schools and other relevant factors. The chart on the next page represents budgeted positions by staffing level for fiscal years 2016-17 thru 2019-20 and for the 2020-21 budget. The District does not budget all part-time positions but does budget an amount for part-time salaries. Departments are responsible for restricting expenditures to remain within the allocated part-time budget.

| | 2016-2017 Amended Budget | 2017-2018 Amended Budget | 2018 -2019 Amended Budget | 2019 -2020 Amended Budget | 2020 -2021 Budget | Change from 2020 Amended Budget to 2021 Budget | Percentage Change from 2020 Amended Budget to 2021 Budget |
|--|-----------------------------|-----------------------------|------------------------------|------------------------------|----------------------|---|---|
| Full-Time Staff | | | | | | | |
| Officials/Administration/Management | 161.00 | 161.29 | 167.00 | 202.05 | 200.00 | (2.05) | -1.01% |
| Principals | 159.00 | 154.41 | 157.00 | 157.00 | 154.00 | (3.00) | -1.91% |
| Assistant Principals, Non-Teachers | 160.00 | 170.15 | 194.00 | 202.00 | 196.00 | (6.00) | -2.97% |
| Elementary Classroom Teachers | 2,294.50 | 2,315.15 | 2,310.16 | 2,226.00 | 2,161.50 | (64.50) | -2.90% |
| Secondary Classroom Teachers | 1,782.00 | 1,844.06 | 1,823.95 | 1,885.85 | 1,814.00 | (71.85) | -3.81% |
| Other Classroom Teachers | 1,965.45 | 1,986.67 | 1,960.50 | 1,974.81 | 1,910.81 | (64.00) | -3.24% |
| Guidance | 261.00 | 239.97 | 308.00 | 278.00 | 263.00 | (15.00) | -5.40% |
| Psychological | 46.00 | 43.27 | 46.00 | 48.00 | 44.40 | (3.60) | -7.50% |
| Librarian/Audio/Visual | 165.00 | 156.38 | 166.00 | 144.00 | 138.00 | (6.00) | -4.17% |
| Consultants/Supervisors | 64.00 | 77.70 | 83.00 | 89.00 | 82.80 | (6.20) | -6.97% |
| Other Professional | 379.00 | 350.12 | 429.64 | 523.44 | 516.14 | (7.30) | -1.39% |
| Teachers' Aides | 608.00 | 684.51 | 759.75 | 812.00 | 755.00 | (57.00) | -7.02% |
| Technicians | 91.00 | 109.17 | 101.00 | 127.00 | 113.00 | (14.00) | -11.02% |
| Clerical/Secretarial | 585.00 | 638.29 | 646.00 | 632.64 | 605.00 | (27.64) | -4.37% |
| Service Workers | 99.00 | 98.35 | 129.00 | 145.00 | 134.00 | (11.00) | -7.59% |
| Skilled Crafts | 118.00 | 116.05 | 118.00 | 110.00 | 109.00 | (1.00) | -0.91% |
| Laborers Unskilled | 171.00 | 169.16 | 178.00 | 178.00 | 195.00 | 17.00 | 9.55% |
| Professional Instructional | | | 11.00 | - | - | - | - |
| Totals | 9,108.95 | 9,314.70 | 9,588.00 | 9,734.79 | 9,391.65 | (343.14) | -3.52% |
| Part-Time Staff | | | | | | | |
| All Others | 38.00 | 14.75 | 44.00 | 16.00 | 21.00 | 5.00 | 31.25% |
| Part-time | 7.00 | 3.00 | 3.00 | 129.23 | 89.26 | (39.97) | (0.31) |
| Totals | 45.00 | 17.75 | 47.00 | 145.23 | 110.26 | (34.97) | -24.08% |
| Total Full-Time & Part-Time Staff | 9,153.95 | 9,332.45 | 9,635.00 | 9,880.02 | 9,501.91 | (378.11) | -3.83% |

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



Personnel costs account for 60.3% of the District's expenditures for All Funds and 67.1% of the District's General Fund expenditures. The District has a net decrease of 378.11 positions in the General Fund, which is the result of an decrease in overall enrollment and an unparalleled reorganization of operations within the District to gain efficiencies and improve academic effectiveness. While positions decreased, non-personnel resources will be poured into our schools, educators, students and communities in the new fiscal year.





DEPARTMENTAL FINANCIAL SUMMARY

In fiscal year 2020-21, Shelby County Schools adopted a General Fund budget of \$1.05 billion which includes high impact investments. Below are the individual departmental budgets for fiscal year 2020-21.

| Department | FY 2019-20 Amended Budget | FY 2020-21 Adopted Budget | Variance | Percent Change |
|---|------------------------------|------------------------------|-----------------------|-------------------|
| Academic Office | 34,886,872 | 39,723,185 | 4,836,313 | 14% |
| Academic Operations and Student Support | 81,609,935 | 74,938,392 | (6,671,543) | (8%) |
| Board of Education | 2,918,220 | 2,581,725 | (336,495) | (12%) |
| Chief of Communications | 3,434,305 | 3,326,312 | (107,993) | (3%) |
| Chief of Schools | 119,765,124 | 123,924,043 | 4,158,919 | 3% |
| Chief of Staff | 682,228 | 552,768 | (129,460) | (19%) |
| Finance | 6,115,020 | 5,090,327 | (1,024,693) | (17%) |
| Strategic Operations | 1,034,266 | 829,950 | (204,316) | (20%) |
| General Counsel | 7,349,990 | 6,853,553 | (496,437) | (7%) |
| Human Capital and Talent Management | 15,379,715 | 17,482,355 | 2,102,640 | 14% |
| Information Technology | 28,679,350 | 24,649,708 | (4,029,642) | (14%) |
| Internal Audit | 1,731,987 | 1,474,449 | (257,538) | (15%) |
| Operations | 115,270,225 | 111,472,167 | (3,798,058) | (3%) |
| Strategy & Performance Management | 8,828,647 | 7,806,336 | (1,022,311) | (12%) |
| Student Family and Community Affairs | 4,893,766 | 5,071,143 | 177,377 | 4% |
| Safety and Security | 19,198,285 | 16,726,096 | (2,472,189) | (13%) |
| Superintendent | 597,351 | 609,267 | 11,916 | 2% |
| Total | \$ 452,375,286 | \$ 443,111,776 | \$ (9,263,510) | (2%) |

The total school level allocation budget stands at \$402 million in fiscal year 2020-21. The school level allocation budget is almost \$25 million less than the prior year's budget with a projected enrollment decline and revenues expected to decline.

| Department | FY 2019-20 Amended Budget | FY 2020-21 Adopted Budget | Variance | Percent Change |
|--------------------------------------|------------------------------|------------------------------|-----------------|-------------------|
| Academic Office-School Based Formula | \$ 426,844,530 | \$ 402,047,117 | \$ (24,797,413) | (6%) |

Below are the individual components of the combined Other Uses budget for fiscal year 2020-21. This budget is projected to be at \$206.9 million, which is an increase of \$22.6 million compared to the prior year. Charter school payments are projected to increase by \$12.1 million due to enrollment growth. The Other Uses Department, also known as District Initiatives, is projected to increase by \$14.6 million. The proposed Retiree Benefits cost is projected to decrease by approximately \$4 million as compared to the fiscal year 2019-20 amended budget.

| Department | FY 2019-20 Amended Budget | FY 2020-21 Adopted Budget | Variance | Percent Change |
|---------------------|------------------------------|------------------------------|----------------------|-------------------|
| Charter Schools | 161,170,764 | 173,293,941 | 12,123,177 | 8% |
| Debt Budget | - | - | - | - |
| Money Due Board | 187,385 | 86,988 | (100,397) | (54%) |
| Other Uses | (17,338,323) | (2,718,390) | 14,619,933 | (84%) |
| Retirees | 32,889,091 | 28,830,403 | (4,058,688) | (12%) |
| Trustee Commissions | 7,420,741 | 7,441,578 | 20,837 | 0% |
| Total | \$ 184,329,658 | \$ 206,934,520 | \$ 22,604,862 | 12% |



In fiscal year 2020-21, 9,502 FTE positions are included in the General Fund budget. The chart below represents budgeted positions by department. Each department is responsible for staying within its allocated part-time staffing budget.

| Department | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|---|----------------|------------|--------------|----------------|--------------|--------------|--------------|-------------|
| | Amended Budget | | | Adopted Budget | | | Variance | % Change |
| | Filled | Unfilled | Total | Filled | Unfilled | Total | | |
| Superintendent | 4 | - | 4 | 4 | - | 4 | - | 0% |
| Board of Education | 13 | 1 | 14 | 12 | - | 12 | (2) | (14%) |
| Chief of Staff | 3 | - | 3 | 1 | 2 | 3 | - | - |
| General Counsel | 15 | 10 | 25 | 19 | 4 | 23 | (2) | (8%) |
| Chief of Schools | 1,521 | 117 | 1,638 | 1,489 | 177 | 1,666 | 28 | 2% |
| Academic Office | 201 | 27 | 228 | 219 | 22 | 241 | 13 | 6% |
| Academic Operations and Student Support | 880 | 69 | 949 | 766 | 94 | 860 | (89) | (9%) |
| Operations | 373 | 43 | 416 | 357 | 44 | 401 | (15) | (4%) |
| Information Technology | 108 | 15 | 123 | 111 | 6 | 117 | (6) | (5%) |
| Internal Audit | 15 | 3 | 18 | 14 | 1 | 15 | (3) | (17%) |
| Chief of Communications | 30 | 3 | 33 | 31 | 2 | 33 | - | - |
| Finance | 36 | 13 | 49 | 37 | 12 | 49 | - | - |
| Human Capital and Talent Management | 51 | 17 | 68 | 45 | 19 | 64 | (4) | (6%) |
| Strategy & Performance Management | 59 | 6 | 65 | 61 | 5 | 66 | 1 | 2% |
| Student Family and Community Affairs | 35 | 19 | 54 | 47 | 4 | 51 | (3) | (6%) |
| Student Services | 176 | 36 | 212 | 185 | 6 | 191 | (21) | (10%) |
| Academic Office-School Based Formula | 5,535 | 435 | 5,970 | 5,018 | 684 | 5,702 | (268) | (4%) |
| Strategic Operations | 4 | 1 | 5 | 4 | - | 4 | (1) | (20%) |
| Other Uses | 6 | - | 6 | - | - | - | (6) | (100%) |
| Total | 9,065 | 815 | 9,880 | 8,420 | 1,082 | 9,502 | (378) | (4%) |



DEPARTMENTAL BUDGET NARRATIVES

For each department, including the Board of Education and the Office of the Superintendent, a narrative has been provided to highlight the mission, strategic priorities, budget, and structural changes. A position summary is also provided to show the total positions by fiscal year.

BOARD OF EDUCATION

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



Mission

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

Departmental Goals

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

- Develop and implement a system of accountability that ensures Board Members and the Superintendent are accessible and responsive to addressing the needs of constituents.
- Coordinate and facilitate Board meetings in an efficient and effective manner, Board calendars, Board Member trainings, and other Board related administrative services.

Major Services Provided

Board Administrative Services

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

Constituent Services

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



Intergovernmental Affairs

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

Fiscal Year 2020-21 Priorities

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

Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|------------------|--------------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | 352,741.00 | 444,915 | 365,947 | 484,020 | 426,790 | (57,230) | (12%) |
| 20000 Employee Benefits | 73,355.00 | 67,266 | 57,056 | 101,643 | 101,036 | (607) | (1%) |
| 30000 Contracted Services | 95,230.00 | 264,050 | 533,175 | 1,264,961 | 449,600 | (815,361) | (64%) |
| 40000 Supplies and Materials | 4,274.00 | 67,390 | 37,079 | 513,446 | 1,534,399 | 1,020,953 | 199% |
| 50000 Other Charges | 43,942.00 | 179,929 | 123,939 | 148,348 | 69,900 | (78,448) | (53%) |
| 60000 Other | 0.00 | - | - | - | - | - | 1% |
| 70000 Capital Outlay | 4,312.00 | 166,951 | 481,979 | 405,802 | - | (405,802) | (100%) |
| Grand Total: \$ | 573,854 | \$ 1,190,501 | \$ 1,599,175 | \$ 2,918,220 | \$ 2,581,725 | (336,495) | (12%) |

Divisional Budgets

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|------------------|--------------|
| | | | | | | VARIANCE | % CHANGE |
| BOARD OF EDUCATION | 573,854 | 1,190,501 | 1,599,175 | 2,918,220 | 2,581,725 | (336,495) | (12%) |
| Grand Total: \$ | 573,854 | \$ 1,190,501 | \$ 1,599,175 | \$ 2,918,220 | \$ 2,581,725 | (336,495) | (12%) |

In fiscal year 2020-21, the budget for the Board Office is \$2.6 million which is \$336,495 less than the current year amended budget. Board member allocations are spread across several non-salaried categories in fiscal year 2019-2020. The reallocation contributes to the variances in supplies and materials, contracted services, capital outlay and other charges compared to the 2019-2020 amended budget . The allocations will again be reallocated based on the needs of schools in fiscal year 2020-2021.

Position Summary

| STAFFING | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|-------------------------------|----------------------|----------------------|----------------------|-----------|----------|-----------|-----------|----------|-----------|--------------|--------------|
| | | | | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| BOARD OF EDUCATION | 13 | 12 | 12 | 13 | 1 | 14 | 12 | - | 12 | (2) | (14%) |
| Position Summary Total | 13 | 12 | 12 | 13 | 1 | 14 | 12 | - | 12 | (2) | (14%) |

The Board of Education is comprised of nine elected Board members with three support staff members. A Board Clerical Assistant and an Intern position were eliminated as a result of Shelby County Schools district wide budget cuts. Both positions were unfilled.



SUPERINTENDENT

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



Major Services Provided

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

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

Fiscal Year 2019-20 Accomplishments

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

- The District's 2019 graduation rate increased slightly, from 79.2 percent to 79.3 percent. Seventeen SCS-managed high schools school have a higher graduation rate than the previous year, including five schools with a graduation rate of 90 percent or higher.
- The Tennessee Department of Education (TDOE) recognized 22 SCS-managed schools as Reward schools.
- For the second consecutive year, the number of SCS schools on the State's Priority list has decreased. The total number of Priority schools has gone from 69 in the first year of the Priority list (2012) to 14 SCS-managed schools currently. Additionally, the District's Priority schools increased the percentage of students who are on track or mastering the State's standards for all subjects and grade bands in 2018-19.
- 63 SCS-managed schools earned a TVAAS (growth) Level 3 or higher. This includes 29 Level 5 schools, 10 of which rose from a Level 1 to a 5.
- High school TVAAS (growth) scores improved from a Level 1 to a 2.

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

<http://www.scsk12.org/superintendent/report2019?PID=1501>



Continued Fiscal Year 2020-21 Priorities

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

1. *Academic Equity and Action Plan* – Implementing the Academic Equity and Action Plan that will offer academic opportunities such as AP courses, enrichment classes and ACT prep to more students and at schools that historically lacked these offerings.
2. *Social Emotional Learning* – Developing a trauma-informed district from board members to educators who can effectively support a variety of student needs, including responding to Adverse Childhood Experiences or ACEs.
3. *Culture Building* – Establishing a more respectful and positive culture centered on teaching and learning that more intentionally includes the voices of students and teachers.
4. *Create Servant Leadership* – Refocusing the way we look at our roles, beginning with the Central Office, to develop a district community of servant leaders who provide services to our ultimate customers, parents and students.
5. *Alignment of Resources* – Passing a financially sound budget that focuses and aligns organizational efforts and resources to help close achievement gaps and provide greater equity for students.
6. *Footprint Proposal* – Engaging the community around the current footprint proposal and considering the academic plans for each possible school transition before making final recommendations to the board.
7. *District-office Transition* – Creating a high-level draft of the district’s transition plans for the Bayer Building, which will ultimately become a more welcoming hub for district-staff, as well as students, parents and community members.

Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|---------------|-----------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | 385,302.00 | 424,808 | 698,383 | 480,282 | 498,244 | 17,962 | 4% |
| 20000 Employee Benefits | 71,927.00 | 88,338 | 97,997 | 87,109 | 84,563 | (2,546) | (3%) |
| 30000 Contracted Services | 42,352.00 | 43,608 | 36,451 | 24,750 | 22,250 | (2,500) | (10%) |
| 40000 Supplies and Materials | 2,153.00 | 2,430 | 3,605 | 735 | 735 | - | - |
| 50000 Other Charges | 11,487.00 | 8,315 | 21,191 | 4,475 | 3,475 | (1,000) | (22%) |
| 70000 Capital Outlay | 171.00 | - | - | - | - | - | 1% |
| Grand Total: \$ | 513,392 \$ | 567,499 \$ | 857,627 \$ | 597,351 \$ | 609,267 \$ | 11,916 | 2% |

Divisional Budgets

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|---------------|-----------|
| | | | | | | VARIANCE | % CHANGE |
| SUPERINTENDENT | 513,392 | 567,499 | 857,627 | 597,351 | 609,267 | 11,916 | 2% |
| Grand Total: \$ | 513,392 \$ | 567,499 \$ | 857,627 \$ | 597,351 \$ | 609,267 \$ | 11,916 | 2% |

In fiscal year 2020-21, the budget for the Office of the Superintendent is \$609,267, which is \$11,916 greater than the current year budget due to a fully staffed office.

Position Summary

| STAFFING | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|-------------------------------|----------------------|----------------------|----------------------|-----------|----------|----------|-----------|----------|----------|--------------|----------|
| | | | | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| SUPERINTENDENT | 3 | 3 | 3 | 4 | - | 4 | 4 | - | 4 | - | - |
| Position Summary Total | 3 | 3 | 3 | 4 | - | 4 | 4 | - | 4 | - | - |



STRATEGIC OPERATIONS

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

Major Services Provided

- Support the Cabinet-level leaders who direct Business Operations, Finance, Human Resources, and Information Technology
- Manage strategic relationships with vendor-partners (e.g., KQ Communications, executive leadership coaches) to address organizational needs and enhance performance
- Support district-wide initiatives including Reimagining 901, student-based budgeting, Real Men Read, MATA bus card distribution, construction project management, etc.

Fiscal Year 2019-20 Performance Highlights

- Established the office of the Deputy Superintendent of Strategic Operations
- Facilitated the hiring, onboarding, and initial support of permanent Chiefs for the four major operational areas: Human Capital/Talent Management (Human Resources); Business Operations; Information Technology; and Finance
- Directed the distribution of more than 1,000 MATA (Memphis Area Transit Authority) student and adult bus passes-
- Worked with the Shelby County Commission to “front-load” funding for capital projects
- Facilitated more than a dozen community meetings around the Reimagining 901 work
- Built and opened a new Parkway Village Elementary School
- Developed and launched two School Strategic Planning sessions for all ILDs (Instructional Leadership Directors) and principals
- Led performance improvement pilot with three contracted student support service providers
- Successfully applied for and awarded Leadership for Educational Equity Public Policy Fellow

Fiscal Year 2020-21 Priorities

- Superb execution on the Superintendent’s Seven Next Steps toward Destination 2025 as they relate to Information Technology, Business Operations, Finance and Human Capital.
- Improved efficiency and effectiveness across the entire organization
- Stabilize and develop our team, provide excellent service and improve organizational efficiency and effectiveness

Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|------------------|--------------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | - | - | - | 595,200 | 485,200 | (110,000) | (18%) |
| 20000 Employee Benefits | - | - | - | 125,168 | 90,435 | (34,733) | (28%) |
| 30000 Contracted Services | - | - | - | 313,398 | 215,315 | (98,083) | (31%) |
| 40000 Supplies and Materials | - | - | - | - | 19,000 | 19,000 | 1% |
| 50000 Other Charges | - | - | - | 500 | 18,000 | 17,500 | 3,500% |
| 70000 Capital Outlay | - | - | - | - | 2,000 | 2,000 | 1% |
| Grand Total: | - | - | - \$ | 1,034,266 \$ | 829,950 \$ | (204,316) | (20%) |



Divisional Budgets

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|----------------------|----------------------|----------------------|----------------------|----------------------|---------------------|------------------|--------------|
| | | | | | | VARIANCE | % CHANGE |
| STRATEGIC OPERATIONS | - | - | - | 1,034,266 | 829,950 | (204,316) | (20%) |
| Grand Total: | - | - | - | \$ 1,034,266 | \$ 829,950 | (204,316) | (20%) |

In fiscal year 2020-21, the budget for the Strategic Operations Department is \$829,950, which is \$204,316 less than the current year's amended budget. The largest decreases are in salaries and contracted services. This department was created after the adopted budget was finalized in fiscal year 2018-19 and became fully operational during the 2019-20 fiscal year.

Position Summary

| STAFFING | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|-------------------------------|----------------------|----------------------|----------------------|-----------|----------|----------|-----------|----------|----------|--------------|--------------|
| | | | | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| STRATEGIC OPERATIONS | - | - | - | 4 | 1 | 5 | 4 | - | 4 | 1 | (20%) |
| Position Summary Total | - | - | - | 4 | 1 | 5 | 4 | - | 4 | 1 | (20%) |

The Strategic Operations Department will have 4 positions in fiscal year 2020-21, which is 1 position less than the prior fiscal year.



CHIEF OF STAFF

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

Major Services Provided

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

Fiscal Year 2019-20 Performance Highlights

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

Fiscal Year 2020-21 Priorities

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

Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|------------------|--------------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | 384,561.00 | 409,321 | 629,451 | 332,196 | 319,545 | (12,651) | (4%) |
| 20000 Employee Benefits | 95,779.00 | 87,665 | 109,847 | 70,357 | 62,353 | (8,004) | (11%) |
| 30000 Contracted Services | 618.00 | 152,645 | 275,685 | 166,650 | 90,690 | (75,960) | (46%) |
| 40000 Supplies and Materials | 40,435.00 | 28,801 | 44,435 | 57,400 | 27,400 | (30,000) | (52%) |
| 50000 Other Charges | 28,996.00 | 42,560 | 28,089 | 53,500 | 30,000 | (23,500) | (44%) |
| 70000 Capital Outlay | 607.00 | 1,041 | 1,762 | 2,125 | 22,780 | 20,655 | 972% |
| Grand Total: \$ | 550,996 \$ | 722,033 \$ | 1,089,269 \$ | 682,228 \$ | 552,768 \$ | (129,460) | (19%) |

Divisional Budgets

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|------------------|--------------|
| | | | | | | VARIANCE | % CHANGE |
| CHIEF OF STAFF | 550,996 | 722,033 | 1,089,269 | 682,228 | 552,768 | (129,460) | (19%) |
| Grand Total: \$ | 550,996 \$ | 722,033 \$ | 1,089,269 \$ | 682,228 \$ | 552,768 \$ | (129,460) | (19%) |

In fiscal year 2020-21, the Chief of Staff’s budget is \$553 thousand, which is almost \$130 thousand less than the prior year’s budget. The budget decline was primarily due to a reduction in Contracted Services that are based on projected spend for fiscal year 2020-21.

Position Summary

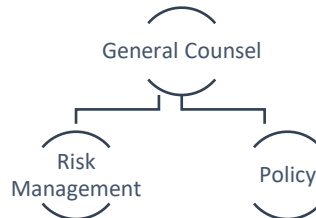
| STAFFING | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|-------------------------------|----------------------|----------------------|----------------------|-----------|----------|----------|-----------|----------|----------|--------------|----------|
| | | | | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| CHIEF OF STAFF | 2 | 2 | 5 | 3 | - | 3 | 1 | 2 | 3 | - | - |
| Position Summary Total | 2 | 2 | 5 | 3 | - | 3 | 1 | 2 | 3 | - | - |

In fiscal year 2020-21, the Chief of Staff Office has a total of 3 budgeted positions.



GENERAL COUNSEL

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



Major Services Provided

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

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

Fiscal Year 2019-20 Performance Highlights

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

Fiscal Year 2020-21 Priorities

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



Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|---------------------|-------------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | 1,696,868.00 | 1,511,929 | 1,094,469 | 1,658,779 | 1,745,860 | 87,081 | 5% |
| 20000 Employee Benefits | 351,195.00 | 310,059 | 326,936 | 391,729 | 363,177 | (28,552) | (7%) |
| 30000 Contracted Services | 1,887,641.00 | 2,348,811 | 2,618,660 | 3,439,586 | 2,883,276 | (556,310) | (16%) |
| 40000 Supplies and Materials | 9,888.00 | 13,044 | 8,480 | 39,000 | 31,500 | (7,500) | (19%) |
| 50000 Other Charges | 1,158,242.00 | 1,371,181 | 2,092,955 | 1,516,776 | 1,537,895 | 21,119 | 1% |
| 70000 Capital Outlay | 155,837.00 | 274,353 | 324,378 | 304,121 | 291,845 | (12,276) | (4%) |
| Grand Total: \$ | 5,259,671 | \$ 5,829,377 | \$ 6,465,878 | \$ 7,349,991 | \$ 6,853,553 | \$ (496,438) | (7%) |

Divisional Budgets

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|---------------------|-------------|
| | | | | | | VARIANCE | % CHANGE |
| GENERAL COUNSEL | 3,208,700 | 3,712,838 | 4,454,754 | 4,832,381 | 4,413,776 | (418,605) | (9%) |
| POLICY | 406,871 | 263,227 | 201,802 | 269,513 | 198,076 | (71,437) | (27%) |
| RISK MANAGEMENT | 1,644,100 | 1,853,312 | 1,809,322 | 2,248,097 | 2,241,701 | (6,396) | - |
| Grand Total: \$ | 5,259,671 | \$ 5,829,377 | \$ 6,465,878 | \$ 7,349,991 | \$ 6,853,553 | \$ (496,438) | (7%) |

In fiscal year 2020-21, the budget for the Office of General Counsel is \$6.85 million, which is about \$496 thousand less than the current year amended budget. The decrease is a result of the elimination of two full time positions and a reduction in Contracted Services for outside legal services, based on prior year trends.

Position Summary

| STAFFING | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|----------------------------------|----------------------|----------------------|----------------------|-----------|-----------|-----------|-----------|----------|-----------|--------------|-------------|
| | | | | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| GENERAL COUNSEL | 10 | 11 | 10 | 9 | 9 | 18 | 14 | 3 | 17 | (1) | (3%) |
| POLICY | 4 | 4 | 4 | 2 | 1 | 3 | 2 | - | 2 | (1) | (33%) |
| RISK MANAGEMENT | 5 | 0 | 4 | 4 | - | 4 | 3 | 1 | 4 | - | - |
| Position Summary Total \$ | 19 | 15 | 18 | 15 | 10 | 25 | 19 | 4 | 23 | (2) | (8%) |

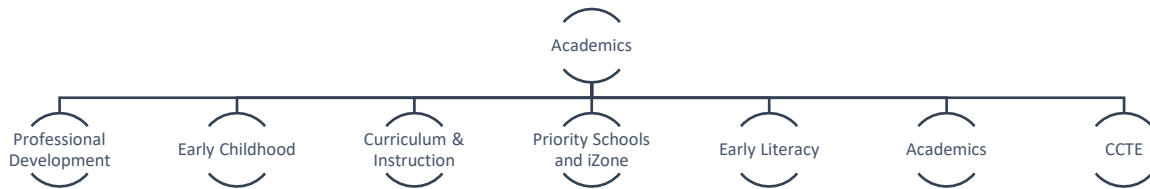
In fiscal year 2020-21, the Office of the General Counsel has a total of 23 budgeted positions. One Legal Secretary and one Administrative Assistant position were removed from the budget as a result of district-wide budget efficiencies in fiscal year 2020-21.



ACADEMICS

Our Vision

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



Our Mission

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

Major Services Provided

- Provide resources and professional development to increase teacher capacity to provide high quality instruction.
- Ensure the highest rated curriculum and materials are available to students
- Accelerate student achievement within the iZone and Priority schools
- Provide high quality Early Childhood experiences that lead to kindergarten readiness
- Increase equity through new programs such as ALPHAS, ACT Playbook, Digital School 1:1 Pilot, Literacy Laureates, and 3rd Grade Commitment



Fiscal Year 2019-20 Performance Highlights

- Professional development: Content Cadres: 96% and 98% completion rates for initial modules
- Curriculum and materials: Implementation of EL and Eureka; 821 Equity walks conducted; use results via case-study approach to teach leaders how to better support their teachers
- iZone and Priority schools: ES ELA formative assessments have increased from 18.9% to 39.84% OTM; ES math formative assessments have increase from 26.74% to 45.46%
- Early Childhood: During the 2018-19 school year, SCS' Head Start program provided Pre-K instruction to over 5,200 students (97% total enrollment, 99% Head Start enrollment. Formative assessment data (iStation) showed 84 percent of Pre-K students meeting literacy benchmarks by the end of



the 2018-19 school year. 44% of students entering kindergarten in 2018-19 who previously participated in Pre-K were considered kindergarten-ready on the fall MAP formative assessment compared to 35% who did not participate in Pre-K.

- Equity Programs: 571 students participated in ALPHAS, 1,578 students participated in ACT workshops, 5,873 9th grade students participated in PSAT; 60% of observed K-2 classrooms implement the three major components of the foundational skills instructional block

Fiscal Year 2020-21 Priorities

- By 2025, 90% of SCS third graders are proficient in English & Language Arts (ELA): By 2021, 47% of SCS third graders are proficient in ELA. Continue Literacy Laureates and 3rd Grade commitment supports and services
- By 2025, 90% of SCS students graduate on time; By 2021, 82% of SCS students graduate on time. Continue ACT Playbook initiatives, ALPHAS program, and Digital School 1:1 Pilot
- By 2025, 60% of students are proficient on TNReady assessments: By 2021, 44.5% of third-eight grade students are proficient on TNReady assessments; By 2021, 36.3% of ninth through twelfth grade students are proficient on TNReady Assessments. Continue Content Cadres, Equity Walks, and adoption of high-quality curriculum materials.

Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|---------------------|------------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | 8,065,269.00 | 11,657,401 | 13,408,001 | 15,836,771 | 16,233,335 | 396,564 | 3% |
| 20000 Employee Benefits | 1,861,848.00 | 2,536,646 | 385,754 | 3,702,945 | 3,935,226 | 232,281 | 6% |
| 30000 Contracted Services | 3,130,201.00 | 17,275,179 | 6,889,102 | 10,591,758 | 9,121,209 | (1,470,549) | (14%) |
| 40000 Supplies and Materials | 2,994,047.00 | 4,111,164 | 13,797,546 | 3,264,232 | 9,744,668 | 6,480,436 | 199% |
| 50000 Other Charges | 220,392.00 | 408,350 | 814,817 | 1,233,666 | 480,697 | (752,969) | (61%) |
| 70000 Capital Outlay | 138,163.00 | 135,231 | 305,371 | 257,501 | 208,050 | (49,451) | (19%) |
| Grand Total: | \$ 16,409,920 | \$ 36,123,971 | \$ 35,600,591 | \$ 34,886,873 | \$ 39,723,185 | \$ 4,836,312 | 14% |

Divisional Budgets

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|---------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|---------------------|------------|
| | | | | | | VARIANCE | % CHANGE |
| ACADEMIC OFFICE | 673,050 | 999,075 | 1,414,799 | 3,264,719 | 5,109,017 | 1,844,298 | 56% |
| ASSISTANT SUPERINTENDENT OF ACADEMICS | 336,930 | 356,652 | 178,241 | - | - | - | 1% |
| CURRICULUM | 1,759,412 | 17,198,018 | 2,817,780 | 8,594,720 | 7,426,841 | (1,167,879) | (14%) |
| RESPONSE TO INTERVENTION (RTI) | 0 | - | 754,794 | 847,354 | 866,265 | 18,911 | 2% |
| STEM | 231,996 | 252,273 | 239,533 | 240,971 | 245,513 | 4,542 | 2% |
| LITERACY | 1,484,829 | 254,619 | 142,861 | 235,833 | 93,311 | (142,522) | (60%) |
| MATHEMATICS | 906,086 | 165,410 | 148,189 | 162,310 | 119,532 | (42,778) | (26%) |
| SCIENCE | 251,804 | 186,749 | 185,671 | 170,543 | 157,418 | (13,125) | (8%) |
| SOCIAL STUDIES | 234,537 | 230,709 | 224,811 | 206,758 | 61,758 | (145,000) | (70%) |
| HEAD START- IN-KIND/MATCH DISTRICT | 31,469 | 362,480 | 462,131 | 16,151 | - | (16,151) | (100%) |
| HEAD START-OTHER/FACILITIES | 278 | - | - | - | - | - | 1% |
| PRE-K | 1,021,042 | 3,013,156 | 5,185,106 | 6,358,795 | 5,225,447 | (1,133,348) | (18%) |
| TEXTBOOKS | 2,103,370 | 3,040,250 | 11,749,453 | 1,851,405 | 8,850,357 | 6,998,952 | 378% |
| WORLD LANGUAGES | 1,305,526 | 1,320,155 | 1,321,539 | 1,386,900 | 1,355,477 | (31,423) | (2%) |
| BAND AND STRINGS | 1,774,270 | 1,907,391 | 2,768,825 | 2,805,416 | 2,499,349 | (306,067) | (11%) |
| LIBRARIANS | 392,165 | 401,318 | 452,945 | 422,220 | 402,225 | (19,995) | (5%) |
| EDUCATIONAL SUPPORT | 453,715 | 335,705 | 292,166 | 306,349 | 300,750 | (5,599) | (2%) |
| IZONE | 1,630,661 | 3,228,142 | 4,263,364 | 4,864,327 | 4,389,955 | (474,372) | (10%) |
| PROFESSIONAL DEVELOPMENT | 1,818,780 | 2,871,869 | 2,998,383 | 3,152,102 | 2,619,970 | (532,132) | (17%) |
| Grand Total: | \$ 16,409,920 | \$ 36,123,971 | \$ 35,600,591 | \$ 34,886,873 | \$ 39,723,185 | \$ 4,836,312 | 14% |

The Office of Academics’ budget is \$39.7 million for fiscal year 2020-21, which is an increase of \$4.8 million above the current fiscal year’s budget. The increase is largely attributed to funding being appropriated for the purchase of textbooks, while the budgets for most of the remaining components of the Office of Academics’ budget decreased as operations are streamlined.



Position Summary

| STAFFING | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|---------------------------------------|----------------------|----------------------|----------------------|------------|-----------|------------|------------|-----------|------------|--------------|-----------|
| | | | | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| ACADEMIC OFFICE | 8 | 8 | 26 | 7 | 12 | 19 | 46 | 4 | 50 | 31 | 163% |
| ASSISTANT SUPERINTENDENT OF ACADEMICS | 3 | 3 | 3 | 1 | 2 | 3 | - | - | - | (3) | (100%) |
| BAND AND STRINGS | 17 | 17 | 18 | 22 | (2) | 21 | 18 | 3 | 21 | 0 | 1% |
| CURRICULUM | 13 | 13 | 16 | 16 | - | 16 | 15 | 1 | 16 | - | - |
| EDUCATIONAL SUPPORT | 5 | 5 | 5 | 4 | - | 4 | 3 | 1 | 4 | - | - |
| HEAD START- IN-KIND/MATCH DISTRICT | 0 | 0 | 0 | 4 | (4) | 0 | - | - | - | (0) | (100%) |
| IZONE | 0 | 0 | 33 | 25 | 5 | 30 | 21 | 3 | 24 | (6) | (20%) |
| LIBRARIANS | 2 | 2 | 2 | 2 | - | 2 | 2 | - | 2 | - | - |
| LITERACY | 0 | 0 | 0 | - | 1 | 1 | - | - | - | (1) | (100%) |
| MATHEMATICS | 1 | 1 | 1 | 1 | - | 1 | 1 | - | 1 | - | - |
| PRE-K | 7 | 6 | 39 | 63 | 9 | 72 | 63 | 4 | 67 | (5) | (7%) |
| PROFESSIONAL DEVELOPMENT | 16 | 15 | 18 | 22 | 2 | 24 | 17 | 4 | 21 | (3) | (13%) |
| RESPONSE TO INTERVENTION (RTI) | 0 | 0 | 0 | 9 | - | 9 | 9 | - | 9 | - | - |
| SCIENCE | 1 | 1 | 1 | 1 | - | 1 | 1 | - | 1 | - | - |
| STEM | 3 | 3 | 2 | 3 | - | 3 | 3 | - | 3 | - | - |
| TEXTBOOKS | 1 | 1 | 1 | 2 | - | 2 | 2 | - | 2 | - | - |
| WORLD LANGUAGES | 28 | 20 | 20 | 19 | 1 | 20 | 18 | 2 | 20 | - | - |
| Position Summary Total \$ | 105 | 95 | 185 | 201 | 27 | 228 | 219 | 22 | 241 | 13 | 6% |

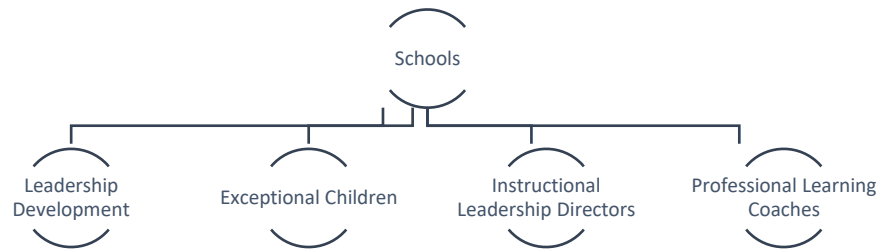
In fiscal year 2020-21, the number of positions in the Office of Academics will increase by a net total of 13 positions. Newly added positions include 17 Senior Reading Advisors transferred from Schools Allocation Budgets, 5 Peer Assistance & and Review Consulting Teachers, and 8 Educational Assistants. Among the positions no longer included in the budget when comparing FY20 to FY21 are: 8 Secondary Classroom teachers (moved to the Student Based Budgeting pool), 4 Instructional Pre-K Advisors and 2 Instructional Support Advisors.



SCHOOLS

Our Vision

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



Our Mission

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

The Office of Schools drives educational excellence across all schools, establishes clear vision and strategic direction for instructional leadership, school culture and school improvement initiatives, ensures significant student achievement gains, and works in close collaboration with Cabinet Chiefs to meet Destination 2025 goals. The Office of Schools supervises, coaches and supports principals and oversees teacher coaching, oversees the functions of schools and school leadership, and Exceptional Children. The Office of Schools and its major divisions work to act strategically, leverage resources effectively, improve individual and system learning, and build capacity to support, accelerate, and sustain significant school improvement district-wide.



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

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

Departmental Goals

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



Major Services Provided

Schools

- Provides direction by establishing departmental standards to effectively select, train, motivate, delegate, monitor and evaluate performance to ensure goals for school improvement are met.

Department of Schools and Leadership

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

The Division of Exceptional Children and Health Services

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

Trends

- **Office of Schools and Leadership**

- There is an increase in the use of academic and non-academic data for one-on-one conferences with principals due to immediate access of data in PowerBi.
- ILDs are using strategies learned from targeted professional development under the guidance of the National Principal Supervisors Academy (Relay/GSE) to coach principals to lead for the improvement of student culture, observation and feedback and data driven instruction.

- **The Division of Exceptional Children**



- Social Emotional Learning: Central Office staff reporting that Pre-K students and students in Grades K-8, with and without disabilities, are coming to school with adverse situations that require intensive support.

- ESSA (Every Student Succeeds Act): ESSA accountability standards will impact schools and the District for students with disabilities. Instruction must be aligned to both standards-based grade level instruction and skill-based IEP goals to increase growth and proficiency.

- RTI2 (Response to Instruction and Intervention): State eligibility requirements for

students with specific learning disabilities have impacted the number of identified students. This has implications for the overall SPED population, staffing and funding. However, ECHS has seen a steady increase in the number of referrals for students with a specific learning disability.

- Functionally Delayed: Functionally Delayed is a State category for students with disabilities, but DEC receives no District funding for these students because it is not a Federal category. DEC is still required by TDOE to provide IDEA services to these 257 students.



- **The Office of Leadership Development**



- There is a need to continue the development of school administrators. Some areas to address include: (1) Establishing a culture for teaching and learning (2) Distribution of Leadership and (3) Principals developing their leadership teams
- Due to the increase in academic and social accountability in school communities, there is a need to develop written protocols to address social and academic progression.
- The department continues to monitor the standards of practice for Shelby County School leaders. This process will inform expectations for effective school leadership and those who are selected to assume the role of principal.

- **College, Career, and Technical Education**



- The department is implementing a new CTE redesign model.
 - Forty teachers have been re-purposed to meet the needs of students and the demands of the programs.
 - There has been an increase of student industry certifications from 352 to 2,765.
- For more information, see the CTE section in the Organization section of this document.

Fiscal Year 2019-20 Performance Highlights

- **Office of Schools and Leadership**

- ILDs and Performance Management have collaborated to build an academic and non-academic dashboard within PowerBI resulting the development of Data Week. Additionally, this resulted in the development of a defined cycle of data analysis for power standards, attendance, chronic absenteeism, RTI, EPSO and other school pertinent data. To date, the Office of Schools has captured 100% of 76 school-observed ILT meetings utilizing the Zoho platform.

- **The Division of Exceptional Children**

- Teacher Support**

- Training opportunities have been made available to all special education teachers and support staff on District provided interventions- Edgenuity and iReady.
- Universal procedures have been implemented for monitoring the progress of students with disabilities using the Illuminate FastBridge Learning platform.
- Behavior consultants on the Reach Team have increased and include best practices for teachers in behavior management in the classroom and knowing how to keep students engaged.
- In November 2019, Exceptional Children and Health Services launched the Scenario Learning/Exceptional Child platform for paraprofessionals. More than 650 paraprofessionals have access to online learning. As of 12.15.19, more than 300 paraprofessionals have completed at least one of the five recommended courses.
- Individualized School Support Plans were written in collaboration with Advisor and Principal/School Admin. Additionally, Individualized School Support Plans were written by School Psychologists.
- The department established a School Psychologists Advisory Board to promote cultural sensitivity in the evaluation and interpretation of assessments in addition to exposing the work of School Psychologists to a broader audience.



Fiscal Year 2020-21 Priorities

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

Exceptional Children and Health Services

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

Departmental Goals

Academics

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

Compliance: IDEA- Discipline

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

Identification: Reevaluation

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



Services to students: IEP

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

Services to students: ECO

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

Services to Students: Transition and Post-Secondary Outcomes

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

Support to Schools: IDEA Compliance

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

Support to Schools: Professional Development

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

Compliance: IDEA- Parental Involvement

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

Major Services Provided

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

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



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

Trends

- *Academics:* Students with Disabilities (SWD) subgroup percentages on state assessments increased from the previous year scoring On Track or Mastered in: elementary for ELA by +7.7, Math +5.3, and Science +3.2; middle for ELA by +3.7, Math +3.8, and Science +0.5; and high school for math by 2.1%. SWD who take the alternate assessment demonstrated significant gains scoring On Track or Mastered from the 2017 to 2018 school year for grades 3-5 showing a 21% increase, grades 6-8 a 16.7% increase, and grades 9-12 a 29% increase.
- *CCEIS:* State will require \$3.8 million in IDEA funds to be reallocated to District funds for Comprehensive Coordinating Early Intervening Services (CCEIS) to address and reduce the disproportionate and discrepant disciplinary practices impacting both general and special education students with a specific focus on SWD African-American and Multi-Racial subgroups.
- *ESSA:* ESSA accountability standards will impact schools and the District for students with disabilities. Instruction must be aligned to both standards-based grade level instruction and skill-based IEP goals to increase growth and proficiency.
- *RTI²:* State eligibility requirements for students with specific learning disabilities have impacted the number of identified students. This has implications for the overall SPED population, staffing and funding.
- *Functionally Delayed:* Functionally Delayed is not a federally recognized disability but does have a federal definition included in the Individuals with Disabilities Education Act (IDEA). While supplemental funding is not received, the Department of Exceptional Children is still required by TDOE to provide services to those students. At this time, the District has approximately 257 students which fit the criterion of Functionally Delayed.
- *Transition Programs:* Students ages 18-22 with mild to moderate intellectual disabilities who have graduated from SCS with a special education diploma can become involved in post-secondary training programs at Avon Lennox School, the College Campus Training Program at the University of Memphis, and Project SEARCH programs at Le Bonheur Children’s Hospital, Methodist North, and Sheraton Hotel Downtown. These programs provide on the job training, employment opportunities, and job placement.
- *CareDox and Immunizations:* CareDox was implemented to monitor and assess student immunization compliance and health services information. The goal of this program is to allow easy access for parents and staff while increasing communication of health procedures and processes.

Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------|-----------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | 86,101,637.00 | 87,146,220 | 83,926,789 | 81,606,869 | 90,653,365 | 9,046,496 | 11% |
| 20000 Employee Benefits | 22,589,807.00 | 22,180,789 | 21,879,926 | 22,610,498 | 23,311,614 | 701,116 | 3% |
| 30000 Contracted Services | 11,671,066.00 | 10,645,174 | 10,248,008 | 12,124,660 | 8,350,637 | (3,774,023) | (31%) |
| 40000 Supplies and Materials | 954,061.00 | 1,813,652 | 1,926,155 | 1,364,913 | 1,093,382 | (271,531) | (20%) |
| 50000 Other Charges | 172,228.00 | 148,027 | 442,357 | 493,167 | 146,132 | (347,035) | (70%) |
| 70000 Capital Outlay | 309,794.00 | 2,416,989 | 3,957,150 | 1,565,017 | 368,913 | (1,196,104) | (76%) |
| Grand Total: | \$ 121,798,593 | \$ 124,350,851 | \$ 122,380,385 | \$ 119,765,124 | \$ 123,924,043 | \$ 4,158,919 | 4% |



Divisional Budgets

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|--|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------|-----------|
| | | | | | | VARIANCE | % CHANGE |
| DEPARTMENT OF SCHOOLS & LEADERSHIP | 242,551 | 1,695,084 | 1,107,808 | 1,459,894 | 1,170,216 | (289,678) | (20%) |
| INSTRUCTIONAL LEADERSHIP DIRECTORS | 1,630,417 | 2,460,695 | 1,611,511 | 2,049,192 | 2,112,664 | 63,472 | 3% |
| LEADERSHIP DEVELOPMENT & CAPACITY BUILDING | 1,572,058 | 1,473,893 | 1,113,369 | 1,739,139 | 1,037,528 | (701,611) | (40%) |
| CAREER AND TECHNICAL EDUCATION | 14,969,123 | 15,560,826 | 22,438,274 | 20,899,099 | 19,522,129 | (1,376,970) | (7%) |
| EXCEPTIONAL CHILDREN | 74,778,993 | 73,494,590 | 72,637,738 | 69,456,649 | 71,521,081 | 2,064,432 | 3% |
| EXCEPTIONAL CHILDREN-ELEMENTARY | 0 | - | - | - | 1,501,513 | 1,501,513 | 1% |
| EXCEPTIONAL CHILDREN-HOMEBOUND & HOSPITAL | 1,375,724 | 1,319,766 | 1,377,716 | 1,398,816 | 1,391,405 | (7,411) | (1%) |
| EXCEPTIONAL CHILDREN-GIFTED | 8,704,781 | 8,730,634 | 8,828,894 | 8,917,425 | 9,013,234 | 95,809 | 1% |
| EXCEPTIONAL CHILDREN SCHOOLS ADMIN | 499,239 | 597,826 | 689,241 | 698,183 | 522,218 | (175,965) | (25%) |
| EXCEPTIONAL CHILDREN ADMINISTRATION | 7,265,283 | 7,329,177 | 7,887,092 | 7,971,556 | 7,437,796 | (533,760) | (7%) |
| INSTRUCTIONAL & DIRECTORS | 3,269 | - | - | - | - | - | 1% |
| COORDINATED SCHOOL HEALTH | 10,752,291 | 4,627,674 | 2,724,545 | 4,808,047 | 4,808,047 | - | - |
| CHIEF OF SCHOOLS | 4,864 | 7,060,686 | 1,964,197 | 367,124 | 3,886,212 | 3,519,088 | 959% |
| Grand Total: \$ | 121,798,593 | \$ 124,350,851 | \$ 122,380,385 | \$ 119,765,124 | \$ 123,924,043 | \$ 4,158,919 | 4% |

The Office of Schools budget increased by \$4.2 million. This increase is a combination of several factors. The Chief of Schools Department supports schools from the Central Office. One of the many areas it lends support is by providing professional development for Principals through various contracts. The Exceptional Children Budget within Schools increased due to a true up to align to the proper maintenance of effort level. Lastly, Career and Technical Education shows a \$1.4M reduction due to a building and improvement one-time cost.

Position Summary

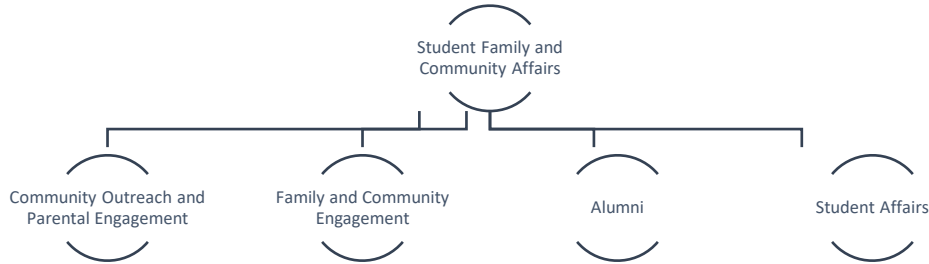
| STAFFING | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|--|----------------------|----------------------|----------------------|--------------|------------|--------------|--------------|------------|--------------|--------------|-----------|
| | | | | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| CAREER AND TECHNICAL EDUCATION | 234 | 211 | 202 | 211 | 22 | 233 | 203 | 36 | 239 | 6 | 3% |
| CHIEF OF SCHOOLS | 0 | 0 | 139 | 4 | 6 | 10 | 7 | - | 7 | (3) | (30%) |
| COORDINATED SCHOOL HEALTH | 171 | 144 | 45 | 23 | 1 | 24 | 20 | 2 | 22 | (2) | (8%) |
| DEPARTMENT OF SCHOOLS & LEADERSHIP | 3 | 2 | 9 | 3 | 3 | 6 | 4 | 2 | 6 | - | - |
| EXCEPTIONAL CHILDREN | 1,236 | 1,188 | 1,077 | 1,052 | 70 | 1,122 | 1,002 | 122 | 1,124 | 2 | 0% |
| EXCEPTIONAL CHILDREN ADMINISTRATION | 85 | 80 | 76 | 78 | 7 | 85 | 77 | 8 | 85 | - | - |
| EXCEPTIONAL CHILDREN SCHOOLS ADMIN | 6 | 6 | 6 | 6 | - | 6 | 6 | - | 6 | - | - |
| EXCEPTIONAL CHILDREN-ELEMENTARY | 0 | 0 | 0 | - | - | - | 22 | 4 | 25 | 25 | - |
| EXCEPTIONAL CHILDREN-GIFTED | 116 | 116 | 115 | 111 | 4 | 115 | 112 | 3 | 115 | - | - |
| EXCEPTIONAL CHILDREN-HOMEBOUND & HOSPITAL | 18 | 18 | 17 | 17 | - | 17 | 17 | - | 17 | - | - |
| INSTRUCTIONAL LEADERSHIP DIRECTORS | 12 | 11 | 18 | 11 | 2 | 13 | 13 | - | 13 | - | - |
| LEADERSHIP DEVELOPMENT & CAPACITY BUILDING | 6 | 6 | 5 | 5 | 2 | 7 | 7 | - | 7 | - | - |
| Position Summary Total | 1,887 | 1,782 | 1,709 | 1,521 | 117 | 1,638 | 1,489 | 177 | 1,666 | 28 | 2% |

The Office of Schools has 1,666 positions budgeted in fiscal year 2020-21, which is 28 positions more than the prior fiscal year. The increase in budgeted positions is a result of shifting school-based positions from Federal funded programs to the General Fund within Exceptional Children.



STUDENT FAMILY AND COMMUNITY AFFAIRS

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



Departmental Goals

- Build the capacity of schools to authentically engage families and community partners in ways that build trust and positively impact student learning by implementing district level school support programs and initiatives for the 2020-21 SY (school year).
- Implement components of the community school model in two identified hub schools that will serve as a prototype to decrease non-school factors that negatively impact student performance and attendance for 2020-21 SY.
- Foster community confidence to a 90% positive perception rate for the 2020-21 SY.
- Provide optimal opportunities for students to partner in shaping their foundational experiences in education through capturing student voice for the 2020-21 SY.
- Ensure the community is aware of school needs (adopters and partners)
- Align partnerships with services and schools
- Remove the bottleneck when it comes to partnerships
- Continue to create a non-threatening approach to the volunteer process
- Continue to survey and capture parent voice
- Support the long-term sustainability of SCS by yielding a positive return on investment (ROI) through retaining and reclaiming students



Major Services Provided

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



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

Fiscal Year 2019-20 Performance Highlights

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

Fiscal Year 2020-21 Priorities

- Expand family and community engagement opportunities programmatically to meet the goals of Destination 2025 and ESSA by 5 % from 2020-21.
- Broaden strategic community partnerships to serve more schools and/or students.
- Streamlining contracted partners and ensuring accountability in schools through quarterly data reports and a metric with school leader feedback.
- Develop systems and structures to inform and engage families and community partners about district strategies and progress through multi-lingual sources and print media as well as social.
- Increase and redefine parental involvement and create avenues for more parental participation for the disengaged.
- Merge Team Read and Arise to Read with an authentic non-educator approach around kindergarten and first grade literacy that provides a lift and enables tutors to give positive impact towards the third-grade guarantee.
- Enhance district-embedded collaborator roles that provide stakeholders with opportunities to be a part of the strategy design and planning process.



Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|----------------|-----------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | 634,474.00 | 821,272 | 2,073,890 | 3,023,492 | 3,038,488 | 14,996 | - |
| 20000 Employee Benefits | 165,523.00 | 175,656 | 433,778 | 768,449 | 715,696 | (52,753) | (7%) |
| 30000 Contracted Services | 81,971.00 | 190,165 | 480,411 | 977,086 | 1,163,066 | 185,980 | 19% |
| 40000 Supplies and Materials | 28,956.00 | 41,612 | 44,319 | 43,533 | 57,069 | 13,536 | 31% |
| 50000 Other Charges | 15,050.00 | 34,186 | 45,804 | 53,208 | 68,824 | 15,616 | 29% |
| 70000 Capital Outlay | 6,355.00 | 32,494 | 19,717 | 28,000 | 28,000 | - | - |
| Grand Total: \$ | 932,329 \$ | 1,295,385 \$ | 3,097,919 \$ | 4,893,768 \$ | 5,071,143 \$ | 177,375 | 4% |

In fiscal year 2020-21, the budget for the Student Family and Community Affairs department is \$5 million, which is \$177 thousand greater than the current year amended budget. This increase is primarily the result of a 31% increase in the prior fiscal year's budget for supplies and materials and a 29% increase in other charges. The increases are attributed to additional background fingerprinting and an increase for graduation facilities.

Divisional Budget

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|--|----------------------|----------------------|----------------------|----------------------|---------------------|----------------|-----------|
| | | | | | | VARIANCE | % CHANGE |
| FAMILY RESOURCE CENTER | 146,740 | 147,123 | 145,703 | 144,017 | 152,000 | 7,983 | 6% |
| COMMUNITY OUTREACH AND PARENTAL ENGAGEMENT | 785,589 | 498,723 | 481,431 | 513,687 | 526,411 | 12,724 | 2% |
| FAMILY AND COMMUNITY ENGAGEMENT | 0 | 649,539 | 2,470,785 | 4,236,064 | 4,392,732 | 156,668 | 4% |
| Grand Total: \$ | 932,329 \$ | 1,295,385 \$ | 3,097,919 \$ | 4,893,768 \$ | 5,071,143 \$ | 177,375 | 4% |

Position Summary

| STAFFING | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|--|----------------------|----------------------|----------------------|-----------|-----------|-----------|-----------|----------|-----------|--------------|-------------|
| | | | | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| COMMUNITY OUTREACH AND PARENTAL ENGAGEMENT | 7 | 7 | 3 | 5 | 1 | 6 | 6 | - | 6 | - | - |
| FAMILY AND COMMUNITY ENGAGEMENT | 0 | 0 | 34 | 28 | 18 | 46 | 40 | 3 | 43 | (3) | (7%) |
| FAMILY RESOURCE CENTER | 2 | 2 | 2 | 2 | - | 2 | 1 | 1 | 2 | - | - |
| Position Summary Total | 9 | 9 | 39 | 35 | 19 | 54 | 47 | 4 | 51 | (3) | (6%) |

The Student Family and Community Affairs division has 51 positions budgeted in fiscal year 2020-21.



BUSINESS OPERATIONS

The Office of Business Operation’s mission is to provide support services and deliverables in the most efficient and cost-effective manner that enables the District to focus on its core competency of providing the best education possible for students.



Major Services Provided

Facilities Planning and Property Management

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

Custodial and Grounds Services

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

Nutrition Services

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



Transportation Services

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

Procurement Services

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



Departmental Fiscal Year 2020-21 Goals

- Improve meal participation implement across the district by 5%.
- Improve on-time arrivals for scheduled bus transportation to 90%.
- Reduce Procurement turn time to PO creation for goods and services by 10%.
- Improve service level, efficiency, and responsiveness of Facilities Management.
- Complete Reimagining 901 School Location Planning.

Fiscal Year 2019-20 Performance Highlights

- Consolidation of Nutrition Services into the Jackson Ave campus by March 2020.
- Achievement of 88.6% bus transportation on-time arrivals against a target of 85%.
- Construction completion and grand opening of the new Parkway Village (formerly Goodlett) ES, January 2020.
- Execution and completion of 39 approved Fiscal Year 2019 Capital Investment Projects:
 - Four Classroom Additions
 - Four Fire Alarm System Replacements
 - 16 HVAC Systems Equipment Replacements
 - 12 Roof Replacements
 - Three Window Replacements
- Conversion and re-opening of Hamilton MS as the new Hamilton K-8 School
- Data analysis, business case, and recommendations for the Reimagining 901 plan

Fiscal Year 2020-21 Priorities

- Nutrition Services - Manage all food service activities including meals, menu, and inventory.
- Transportation - Manage all transportation service activities including routing logistics.
- Procurement - Purchase all goods and services as well as manage all solicitations.
- Facilities Management - Manage all construction, custodial, facilities and grounds maintenance activities.
- Facility Planning & Property - Manage all property usage, capacity and student enrollment data analysis.

Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | 20,012,266.00 | 20,448,253 | 21,017,602 | 21,657,483 | 21,472,383 | (185,100) | (1%) |
| 20000 Employee Benefits | 5,518,459.00 | 5,023,701 | 4,786,289 | 5,698,871 | 5,474,192 | (224,679) | (4%) |
| 30000 Contracted Services | 41,134,873.00 | 42,305,865 | 54,880,005 | 56,967,398 | 52,715,408 | (4,251,990) | (7%) |
| 40000 Supplies and Materials | 31,057,100.00 | 31,451,933 | 31,712,405 | 24,564,190 | 31,081,179 | 6,516,989 | 27% |
| 50000 Other Charges | 166,041.00 | 181,297 | 126,197 | 224,164 | 183,114 | (41,050) | (18%) |
| 70000 Capital Outlay | 1,183,808.00 | 1,271,357 | 6,829,149 | 6,158,121 | 545,891 | (5,612,230) | (91%) |
| Grand Total: | \$ 99,072,547 | \$ 100,682,406 | \$ 119,351,647 | \$ 115,270,227 | \$ 111,472,167 | \$ (3,798,060) | (3%) |

In fiscal year 2020-21, the budget for the Business Operations division is \$111.5 million, a reduction of \$3.8 million when compared to the prior year's budget. The 27% increase in the Supplies and Materials object category is largely due to the increase in Utilities of \$6.13 million based on prior years' trends. The 91% or \$5.6 million reduction in capital outlay (furniture, fixtures and equipment) is largely due to the costs associated with the building of Parkway Village Elementary in fiscal year 19-20 which will not exist in fiscal year 20-21. Contracted Services is expected to decrease, in part, due to reductions in contract services by \$1.17 million. Salaries and benefits are projected to decrease, by 1% and 4% respectively, due to the proposed reduction of 15 positions.



Divisional Budgets

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|----------------------------------|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------|
| | | | | | | VARIANCE | % CHANGE |
| BUSINESS OPERATIONS ADMIN | 411,077 | 1,040,004 | 9,111,823 | 8,128,933 | 665,828 | (7,463,105) | (92%) |
| TRANSPORTATION | 12,035,069 | 12,740,854 | 15,185,936 | 15,233,716 | 15,729,852 | 496,136 | 3% |
| SPECIAL EDUCATION TRANSPORTATION | 8,460,523 | 9,516,865 | 10,780,276 | 10,365,672 | 10,365,672 | - | - |
| PROCUREMENT | 706,854 | 910,020 | 1,146,151 | 1,418,475 | 1,054,565 | (363,910) | (26%) |
| ASSET MANAGEMENT | 138,943 | 316,809 | 349,359 | 378,078 | 392,371 | 14,293 | 4% |
| FACILITIES | 26,250,916 | 23,927,361 | 16,075,839 | 15,759,535 | 14,727,822 | (1,031,713) | (7%) |
| CUSTODIAL AND GROUNDS | 20,109,087 | 19,297,471 | 34,563,728 | 36,086,510 | 36,283,748 | 197,238 | 1% |
| UTILITIES | 24,240,707 | 25,117,882 | 25,377,056 | 19,691,861 | 25,825,273 | 6,133,412 | 31% |
| GENERAL SERVICES | 2,236,581 | 3,877,089 | 3,038,568 | 1,289,614 | 750,000 | (539,614) | (42%) |
| ZONE 4 MAINTENANCE | 154 | 1,197 | - | - | 850,000 | 850,000 | 1% |
| ZONE 2 MAINTENANCE | 1,388,222 | 55,099 | 3,524 | 1,500,973 | 895,000 | (605,973) | (40%) |
| ZONE 1 MAINTENANCE | 1,175,169 | 1,072,293 | 875,521 | 1,571,961 | 850,000 | (721,961) | (46%) |
| ZONE 3 MAINTENANCE | 1,455,079 | 2,443,923 | 2,403,989 | 1,373,115 | 850,000 | (523,115) | (38%) |
| PLANT SERVICES | 0 | - | 25,485 | 1,760,091 | 1,560,091 | (200,000) | (11%) |
| FACILITIES PLANNING AND PROPERTY | 380,802 | 361,881 | 414,392 | 711,693 | 671,945 | (39,748) | (6%) |
| WAREHOUSING | 83,364 | 3,658 | - | - | - | - | 1% |
| Grand Total: \$ | 99,072,547 | \$ 100,682,406 | \$ 119,351,647 | \$ 115,270,227 | \$ 111,472,167 | \$ (3,798,060) | (3%) |

Position Summary

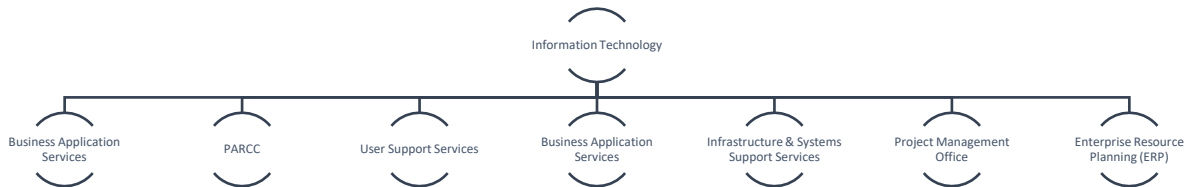
| STAFFING | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|----------------------------------|----------------------|----------------------|----------------------|------------|-----------|------------|------------|-----------|------------|--------------|-------------|
| | | | | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| ASSET MANAGEMENT | 0 | 0 | 4 | 4 | - | 4 | 4 | - | 4 | - | - |
| BUSINESS OPERATIONS ADMIN | 3 | 2 | 2 | 4 | 1 | 5 | 1 | 3 | 4 | (1) | (20%) |
| CUSTODIAL AND GROUNDS | 0 | 0 | 0 | 194 | 5 | 199 | 191 | 6 | 197 | (2) | (1%) |
| FACILITIES | 393 | 367 | 359 | 148 | 30 | 178 | 138 | 33 | 171 | (7) | (4%) |
| FACILITIES PLANNING AND PROPERTY | 4 | 3 | 3 | 4 | 2 | 6 | 5 | - | 5 | (1) | (17%) |
| PROCUREMENT | 12 | 13 | 11 | 10 | 5 | 15 | 10 | 1 | 11 | (4) | (27%) |
| TRANSPORTATION | 14 | 11 | 10 | 9 | - | 9 | 8 | 1 | 9 | - | - |
| Position Summary Total \$ | 426 | 396 | 389 | 373 | 43 | 416 | 357 | 44 | 401 | (15) | (4%) |

Business Operations has 401 positions budgeted for fiscal year 2020-21, which is 15 positions less than those in fiscal year 2019-20. The largest reductions are projected to be taken in the Facilities Department and in Procurement.



INFORMATION TECHNOLOGY

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 Fiscal Year 2020-21 Goals

- Implement Oracle Fusion as the new ERP System which will replace APECS system and will result in an Organizational culture to utilize the fullest utilization of Oracle Cloud investment.
- Implement EndPoint Security which will prevent attacks from malware, detect malicious activity and prevent data loss and will use data encryption services to secure data at rest on endpoint devices.
- Evaluate and assess enterprise and operational risk management technology applications which will provide recommendations for creation of Technology framework, controls and processes.

Fiscal Year 2019-20 Performance Highlights

- Implementation of ClearPass Access Management Solution- Location-based access, remediate network issues as the result of non-SCS issued and/or approved devices accessing the district’s wireless network.
- Completion of the Spanish translation for report cards.
- District wide implementation of individual Active Directory user authentication for all students.
- Creation of the ACT Workshop Registration System
- Completion of the RFP process to procure an endpoint security solution

Fiscal Year 2020-21 Priorities

- Provide the district with administration and support of underlying technology, voice, data networks, security and information protection.
- Technology assistance through IT service desk and field support to schools, administration locations.
- Application support, customization and development of data integrations, and reporting for school systems and back office systems.
- Monitoring and proactive maintenance of full life cycle of infrastructure operations including application modernization, server remediation, consolidation and vulnerability management.

Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|--------------------|--------------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | 6,002,427.00 | 6,732,803 | 6,966,559 | 7,943,380 | 7,721,575 | (221,805) | (3%) |
| 20000 Employee Benefits | 1,526,012.00 | 1,539,014 | 1,527,093 | 1,935,357 | 1,856,950 | (78,407) | (4%) |
| 30000 Contracted Services | 16,395,677.00 | 10,159,839 | 13,472,628 | 10,264,262 | 13,238,683 | 2,974,421 | 29% |
| 40000 Supplies and Materials | 42,500.00 | 23,594 | 44,164 | 29,500 | 53,000 | 23,500 | 80% |
| 50000 Other Charges | 35,863.00 | 82,171 | 41,445 | 24,000 | 34,500 | 10,500 | 44% |
| 70000 Capital Outlay | 3,744,865.00 | 10,847,914 | (397,149) | 8,482,850 | 1,745,000 | (6,737,850) | (79%) |
| Grand Total: \$ | 27,747,344 \$ | 29,385,335 \$ | 21,654,740 \$ | 28,679,349 \$ | 24,649,708 \$ | (4,029,641) | (14%) |



Divisional Budgets

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|--------------------|--------------|
| | | | | | | VARIANCE | % CHANGE |
| INFORMATION TECHNOLOGY | 13,770,574 | 3,273,584 | 7,311,685 | 5,212,093 | 7,771,055 | 2,558,962 | 49% |
| USER SUPPORT SERVICES | 4,331,069 | 4,900,002 | 4,917,507 | 5,180,878 | 5,130,189 | (50,689) | (1%) |
| BUSINESS APPLICATION SERVICES | 11,315 | - | - | - | - | - | 1% |
| INFRASTRUCTURE AND SYSTEMS SUPPORT SERVICES | 9,272,769 | 8,696,246 | 8,227,519 | 8,357,985 | 6,668,089 | (1,689,896) | (20%) |
| PROJECT MANAGEMENT OFFICE | 361,617 | 453,666 | 501,324 | 601,856 | 455,955 | (145,901) | (24%) |
| ERP | 0 | 12,061,837 | 294,535 | 8,518,365 | 3,802,368 | (4,715,997) | (55%) |
| ENTERPRISE RESOURCE PLANNING | 0 | - | 402,170 | 808,172 | 822,052 | 13,880 | 2% |
| Grand Total: \$ | 27,747,344 \$ | 29,385,335 \$ | 21,654,740 \$ | 28,679,349 \$ | 24,649,708 \$ | (4,029,641) | (14%) |

In fiscal year 2020-21, the IT Department’s budget is \$24.6 million, which is \$4 million less than the prior year’s budget. The budget decline is mainly driven by a \$4.7 million difference in the Enterprise Resource Planning implementation costs and a general budget reduction. Infrastructure and Systems Support Services show decreased because of a different method of funding utilized for ENA services. Lastly, Information Technology shows and increase due to prior year trends.

Position Summary

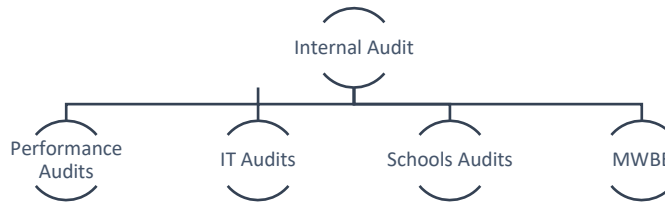
| STAFFING | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|---|----------------------|----------------------|----------------------|------------|-----------|------------|------------|----------|------------|--------------|-------------|
| | | | | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| ENTERPRISE RESOURCE PLANNING | 0 | 0 | 0 | 7 | 2 | 9 | 9 | - | 9 | - | - |
| ERP | 0 | 0 | 0 | - | - | - | - | 3 | 3 | 3 | - |
| INFORMATION TECHNOLOGY | 3 | 3 | 3 | 3 | - | 3 | 2 | 1 | 3 | - | - |
| INFRASTRUCTURE AND SYSTEMS SUPPORT SERVICES | 35 | 35 | 35 | 27 | 7 | 34 | 27 | 2 | 29 | (5) | (15%) |
| PROJECT MANAGEMENT OFFICE | 10 | 8 | 6 | 5 | 2 | 7 | 5 | - | 5 | (2) | (29%) |
| USER SUPPORT SERVICES | 74 | 74 | 76 | 66 | 4 | 70 | 68 | - | 68 | (2) | (3%) |
| Position Summary Total | 122 | 120 | 120 | 108 | 15 | 123 | 111 | 6 | 117 | (6) | (5%) |

In fiscal year 2020-21, the IT Department has budgeted 117 positions, which is six less than the prior fiscal year. Of the 117 budgeted positions, six are unfilled. Overall the IT Department will lose six positions. The breakdown by department: Infrastructure and System Support will lose five positions, the Project Management Office will lose two positions, User Support Services will lose two positions and ERP will gain three positions which will assist in implementing and managing the new ERP system.



INTERNAL AUDIT

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



Division Goals

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

Major Services Provided

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

Fiscal Year 2018-19 Accomplishments

- Completed the quality control review of 100% of school audit prior to November 1st.
- Provided fraud, waste, and abuse training to individual schools and the majority of the SCIAA fall, winter, and spring coaches.
- Reorganized the MWBE Office to acceleration the implementation of the District MWBE program.
- 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 2020-21 Priorities

- Automated audit software up for renewal which
- Internal Audit function reorganized to enhance the investigative function
- Expand the MWBE reach into the MWBE community with aggressive outreach
- Creatively provide 40 continuing professional education training hours to compliance with standard and to maintain a highly competent professional audit staff



Minority Women Business Enterprises (MWBE)

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

Major Services Provided

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

District MWBE Services

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

Community Services

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



Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|---------------------|--------------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | 751,758.00 | 826,206 | 1,026,580 | 1,201,408 | 1,062,706 | (138,702) | (12%) |
| 20000 Employee Benefits | 197,328.00 | 193,693 | 232,357 | 283,628 | 244,162 | (39,466) | (14%) |
| 30000 Contracted Services | 227,297.00 | 21,959 | 92,632 | 105,327 | 98,489 | (6,838) | (6%) |
| 40000 Supplies and Materials | 2,485.00 | 1,578 | 10,953 | 11,000 | 11,000 | - | - |
| 50000 Other Charges | 27,850.00 | 17,736 | 40,208 | 120,623 | 58,092 | (62,531) | (52%) |
| 70000 Capital Outlay | 692.00 | 5,907 | 13,820 | 10,000 | - | (10,000) | (100%) |
| Grand Total: | \$ 1,207,410 | \$ 1,067,079 | \$ 1,416,550 | \$ 1,731,986 | \$ 1,474,449 | \$ (257,537) | (15%) |

Divisional Summary

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|---------------------|----------------------|----------------------|----------------------|----------------------|---------------------|---------------------|--------------|
| | | | | | | VARIANCE | % CHANGE |
| MWBE DEPARTMENT | 0 | - | 154,236 | 428,593 | 338,259 | (90,334) | (21%) |
| INTERNAL AUDIT | 1,207,410 | 1,067,079 | 1,262,314 | 1,303,393 | 1,136,190 | (167,203) | (13%) |
| Grand Total: | \$ 1,207,410 | \$ 1,067,079 | \$ 1,416,550 | \$ 1,731,986 | \$ 1,474,449 | \$ (257,537) | (15%) |

In fiscal year 2020-21, the combined budget for the Internal Audit and MWBE departments is \$1.5 million, which is \$258 thousand less than the current year amended budget. The budget decrease is a result of the elimination of a Senior Auditor Investigator position and a MWBE Specialist position. Also, the budget for Other Charges – in this case, In-Service Staff Development, will decrease by 52% based on prior year trends.

Position Summary

| STAFFING | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|-------------------------------|----------------------|----------------------|----------------------|-----------|----------|-----------|-----------|----------|-----------|--------------|--------------|
| | | | | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| INTERNAL AUDIT | 9 | 13 | 13 | 14 | - | 14 | 11 | 1 | 12 | (2) | (14%) |
| MWBE DEPARTMENT | 0 | 0 | 0 | 1 | 3 | 4 | 3 | - | 3 | (1) | (25%) |
| Position Summary Total | 9 | 13 | 13 | 15 | 3 | 18 | 14 | 1 | 15 | (3) | (17%) |

Internal Audit and MWBE have a total of 15 budgeted positions in fiscal year 2020-21. A Senior Auditor Investigator position and MWBE Specialist position were removed from the budget as a result of district-wide budget efficiencies in fiscal year 2020-21.



COMMUNICATIONS

The Department of Communications and Broadcast Services provides strategic and creative support for all schools and District departments in alignment with the goals and priorities of Destination 2025. We strive to inform and engage internal and external stakeholders, while promoting the accomplishments of our teachers, students and staff to build trust in the District and support for student success.



Major Services Provided

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

Fiscal Year 2019-20 Performance Highlights

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

Fiscal Year 2020-21 Priorities

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





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

Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|---------------------|-------------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | 1,478,679.00 | 1,783,695 | 2,020,636 | 2,170,876 | 2,263,722 | 92,846 | 4% |
| 20000 Employee Benefits | 369,573.00 | 404,502 | 429,806 | 530,604 | 587,730 | 57,126 | 11% |
| 30000 Contracted Services | 284,972.00 | 693,324 | 502,204 | 383,980 | 176,314 | (207,666) | (54%) |
| 40000 Supplies and Materials | 65,303.00 | 15,282 | 34,903 | 12,405 | 6,405 | (6,000) | (48%) |
| 50000 Other Charges | 103,684.00 | 354,091 | 100,214 | 227,573 | 214,573 | (13,000) | (6%) |
| 70000 Capital Outlay | 5,853.00 | 101,201 | 81,470 | 108,868 | 77,568 | (31,300) | (29%) |
| Grand Total: \$ | 2,308,064 | \$ 3,352,095 | \$ 3,169,233 | \$ 3,434,306 | \$ 3,326,312 | \$ (107,994) | (3%) |

Divisional Budgets

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|-----------------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|---------------------|-------------|
| | | | | | | VARIANCE | % CHANGE |
| COMMUNICATIONS | 1,848,454 | 2,863,179 | 2,252,434 | 1,992,473 | 2,043,730 | 51,260 | 3% |
| INSTRUCTIONAL TELEVISION (GHS TV) | 459,610 | 488,021 | 477,730 | 529,313 | 535,482 | 6,169 | 1% |
| VOICE OF SCS | 0 | 895 | 439,069 | 912,520 | 747,100 | (165,420) | (18%) |
| Grand Total: \$ | 2,308,064 | \$ 3,352,095 | \$ 3,169,233 | \$ 3,434,306 | \$ 3,326,312 | \$ (107,994) | (3%) |

In fiscal year 2020-21, the Office of Communications has a \$3.3 million budget, which is \$108 thousand less than the prior year’s budget. These reductions are the results of reducing marketing, advertisement (billboards, radio promotions, etc.) and contracted printing services.

Position Summary

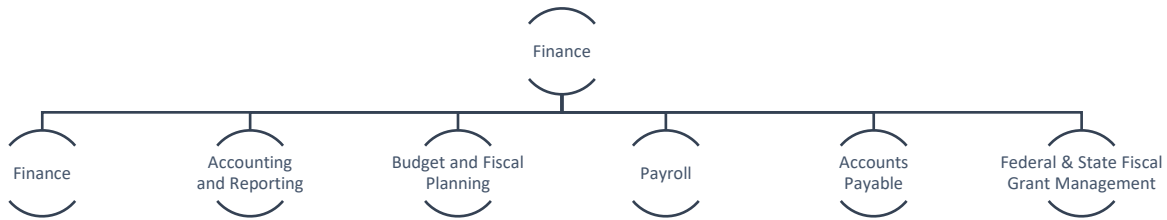
| STAFFING | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|-----------------------------------|----------------------|----------------------|----------------------|-----------|----------|-----------|-----------|----------|-----------|--------------|----------|
| | | | | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| COMMUNICATIONS | 20 | 20 | 22 | 14 | 3 | 17 | 15 | 2 | 17 | - | - |
| INSTRUCTIONAL TELEVISION (GHS TV) | 7 | 7 | 7 | 6 | - | 6 | 6 | - | 6 | - | - |
| VOICE OF SCS | 0 | 0 | 0 | 10 | - | 10 | 10 | - | 10 | - | - |
| Position Summary Total \$ | 27 | 27 | 29 | 30 | 3 | 33 | 31 | 2 | 33 | - | - |

The Office of Communications has 33 budgeted positions in fiscal year 2020-21.



FINANCE

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



Major Services Provided

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

Fiscal Year 2019-20 Accomplishments

- Obtained an unmodified “clean” opinion on the FY2018-19 external audit
- No significant deficiencies or material weaknesses for the FY 2018-19 audit of the major federal award programs
- Expanded student-based budgeting for FY2020-2021 to additional schools to continue addressing inequities and to provide greater budget autonomy to principals.

Fiscal Year 2020-21 Priorities

- Successfully transition to the new ERP system by ensuring a smooth conversion for cash, financials, grants and payroll
- Develop a long-term financial plan with the impact of the District transformation effort outlining the District’s pathway to fiscal sustainability
- Increase internal customer satisfaction rating with the Financial Department across the District
- Develop an onboarding financial series for new employees, implement a management training program, and conduct quarterly professional development meetings for fiscal employees to expand financial knowledge and reduce errors
- Improve efficiency and better utilization of resources within the Department



Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|-----------------------|--------------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | 2,282,546.00 | 2,926,547 | 3,116,507 | 4,108,440 | 3,746,022 | (362,418) | (9%) |
| 20000 Employee Benefits | 514,454.00 | 581,045 | 592,844 | 914,035 | 871,269 | (42,766) | (5%) |
| 30000 Contracted Services | 351,378.00 | 131,023 | 187,994 | 941,975 | 339,821 | (602,154) | (64%) |
| 40000 Supplies and Materials | 24,416.00 | 30,686 | 15,256 | 32,689 | 23,500 | (9,189) | (28%) |
| 50000 Other Charges | 46,233.00 | 50,935 | 77,037 | 103,882 | 99,915 | (3,967) | (4%) |
| 70000 Capital Outlay | 23,435.00 | 23,084 | 11,318 | 14,000 | 9,800 | (4,200) | (30%) |
| Grand Total: \$ | 3,242,462 | \$ 3,743,320 | \$ 4,000,956 | \$ 6,115,021 | \$ 5,090,327 | \$ (1,024,694) | (17%) |

Divisional Budgets

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|----------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|-----------------------|--------------|
| | | | | | | VARIANCE | % CHANGE |
| FINANCE | 429,102 | 859,563 | 1,051,203 | 2,142,512 | 1,198,432 | (944,080) | (44%) |
| ACCOUNTING AND REPORTING | 896,361 | 713,166 | 777,158 | 1,121,477 | 1,060,147 | (61,330) | (5%) |
| BUDGET AND FISCAL PLANNING | 525,762 | 773,654 | 814,119 | 1,202,660 | 1,307,177 | 104,517 | 9% |
| PAYROLL | 872,458 | 866,871 | 845,238 | 976,658 | 819,132 | (157,526) | (16%) |
| ACCOUNTS PAYABLE | 518,779 | 530,066 | 513,238 | 671,714 | 705,439 | 33,725 | 5% |
| Grand Total: \$ | 3,242,462 | \$ 3,743,320 | \$ 4,000,956 | \$ 6,115,021 | \$ 5,090,327 | \$ (1,024,694) | (17%) |

In fiscal year 2020-21, the budget for the Office of Finance is \$5.1 million, which is \$1 million less than the prior year. The primary reason for the reduction is the removal of the ERS contract for Student Based Budgeting (SBB). This work has transitioned to the budget team with the assistance from a specialized advisor on staff. Finance has also reduced the number of part time position dollars for fiscal year 2020-21.

Position Summary

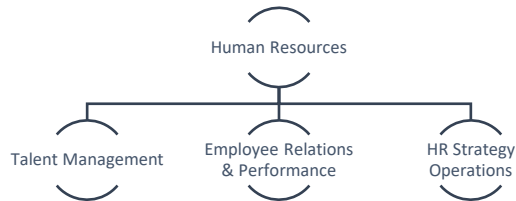
| STAFFING | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|-------------------------------|----------------------|----------------------|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|----------|
| | | | | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| ACCOUNTING AND REPORTING | 11 | 9 | 9 | 8 | 3 | 11 | 7 | 3 | 10 | (1) | (9%) |
| ACCOUNTS PAYABLE | 8 | 7 | 7 | 7 | 1 | 8 | 9 | - | 9 | 1 | 13% |
| BUDGET AND FISCAL PLANNING | 6 | 5 | 6 | 7 | 3 | 10 | 8 | 4 | 12 | 2 | 20% |
| FINANCE | 1 | 3 | 3 | 5 | 3 | 8 | 3 | 5 | 8 | - | - |
| PAYROLL | 9 | 9 | 10 | 9 | 3 | 12 | 10 | - | 10 | (2) | (17%) |
| Position Summary Total | 35 | 33 | 35 | 36 | 13 | 49 | 37 | 12 | 49 | - | - |

The Office of Finance has 49 budgeted positions in fiscal year 2020-21.



HUMAN CAPITAL AND TALENT MANAGEMENT

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



Departmental Goals

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

Major Services Provided

• Talent Management

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

• Employee Relations and Employee Performance Support

Employee Relations supports collaborative relationships between management, employees, and employee organizations, by ensuring fair and consistent treatment of all employees, aiding in resolving work place conflicts, providing guidance on managing performance and conduct issues, and cultivating a work environment of employee engagement. Employee Performance Support designs and implements the evaluation of frameworks for instructional and non-instructional employees; support the development of initiatives related to the performance evaluation system including, training and employee development.



• Strategy and Operations

Human Resources Strategy & Operations team provides comprehensive and flexible benefits package to our employees, retirees and eligible dependents (includes medical, dental, vision and life insurance); employee benefits also include a wellness program and total rewards; maintains and administers a compensation and classification program that attracts, rewards, and retains a well-qualified workforce.

Fiscal Year 2019-20 Performance Highlights

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

Fiscal Year 2020-21 Priorities

- Implement Human Resource best practices to attract qualified applicants, motivate the existing workforce, inspire long-term commitment resulting in 99% of vacancies (100% by the first day of school).
- SCS Human Resources will improve diversity of the candidate pool every year by 5% to reflect and align with student population (Latino and African American Male).
- Provide high-quality customer service resulting in an overall 90% customer satisfaction rating based on accuracy, timeliness and courtesy measures on an ongoing basis.
- Create a Data Team to streamline HR data collection, management, analytics and reporting.
- Develop programs specifically to address culture, climate, diversity and inclusion throughout the District.

Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|------------------|------------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | 12,152,488.00 | 11,526,923 | 11,267,526 | 11,210,848 | 12,748,523 | 1,537,675 | 14% |
| 20000 Employee Benefits | 1,557,055.00 | 1,498,424 | 1,374,166 | 2,056,279 | 2,552,239 | 495,960 | 24% |
| 30000 Contracted Services | 65,120.00 | 1,661,309 | 2,345,634 | 1,957,159 | 1,781,093 | (176,066) | (9%) |
| 40000 Supplies and Materials | 26,972.00 | 25,712 | 24,616 | 17,500 | 60,000 | 42,500 | 243% |
| 50000 Other Charges | 138,867.00 | 184,311 | 164,947 | 119,931 | 185,500 | 65,569 | 55% |
| 70000 Capital Outlay | 8,705.00 | 6,622 | 21,695 | 18,000 | 155,000 | 137,000 | 761% |
| Grand Total: \$ | 13,949,207 \$ | 14,903,301 \$ | 15,198,584 \$ | 15,379,717 \$ | 17,482,355 \$ | 2,102,638 | 14% |

Divisional Budgets

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|------------------|------------|
| | | | | | | VARIANCE | % CHANGE |
| LABOR RELATIONS | 425,248 | 447,121 | 460,721 | 863,412 | 911,668 | 48,256 | 6% |
| TEACHER LEADER EFFECTIVENESS & EVALUATION | 264,187 | 1,031,751 | 1,353,896 | 1,814,022 | 1,643,308 | (170,714) | (9%) |
| SUBSTITUTES | 8,142,626 | 6,995,255 | 6,966,249 | 5,843,483 | 6,900,586 | 1,057,103 | 18% |
| CAREER LADDER | 1,569,934 | 1,299,401 | 1,142,538 | 1,664,053 | 1,664,053 | - | - |
| RECRUITMENT AND STAFFING | 2,214,527 | 2,623,571 | 2,254,904 | 2,569,906 | 3,788,636 | 1,218,730 | 47% |
| EMPLOYEE SERVICES | 1,159,599 | 1,251,408 | 1,201,291 | 1,119,777 | 1,268,135 | 148,358 | 13% |
| COMPENSATION | 173,086 | 1,254,794 | 1,818,985 | 1,505,064 | 1,305,969 | (199,095) | (13%) |
| Grand Total: \$ | 13,949,207 \$ | 14,903,301 \$ | 15,198,584 \$ | 15,379,717 \$ | 17,482,355 \$ | 2,102,638 | 14% |

Office of Human Capital and Talent Management’s budget is \$17.5 million in fiscal year 2020-21, which is an increase of \$2,102,638 over the prior year’s budget. About \$1 million of the increase is due to an increase in salaries and benefits in the Substitutes department to more closely resemble historical spend. The increase can also be attributed to a realignment of stipends for National Board being moved from District Initiatives/Other Uses to the HR Recruitment and Staffing Department.



Position Summary

| STAFFING | FY2016-17 | FY2017-18 | FY2018-19 | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|-------------|
| | ACTUALS | ACTUALS | ACTUALS | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| COMPENSATION | 0 | 1 | 0 | 4 | 3 | 7 | 4 | 3 | 7 | - | - |
| EMPLOYEE SERVICES | 16 | 14 | 19 | 11 | 4 | 15 | 15 | 1 | 16 | 1 | 7% |
| LABOR RELATIONS | 2 | 4 | 4 | 4 | 3 | 7 | 5 | 2 | 7 | - | - |
| RECRUITMENT AND STAFFING | 42 | 31 | 28 | 21 | 6 | 27 | 13 | 10 | 23 | (4) | (15%) |
| SUBSTITUTES | 7 | 0 | 0 | 3 | (0) | 3 | - | 2 | 2 | (1) | (26%) |
| TEACHER LEADER EFFECTIVENESS & EVALUATION | 4 | 2 | 15 | 8 | 1 | 9 | 8 | 1 | 9 | - | - |
| Position Summary Total | 71 | 52 | 66 | 51 | 17 | 68 | 45 | 19 | 64 | (4) | (5%) |

The Human Capital and Talent Management Office has 64 budgeted positions, or 4 positions less than the previous fiscal year. The positions eliminated are two (2) part-time Talent Acquisition Recruiters, one (1) Administrative Assistant and one (1) Compliance Associate. The decrease is for an elimination of unfilled positions.



STRATEGY & PERFORMANCE MANAGEMENT

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



Departmental Goals

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

Major Services Provided

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



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

Fiscal Year 2019-20 Performance Highlights

- Creation and implementation of the Operations Scorecard (2019-2020) to include weighted indicators, that impact students the most.
- Building the Office of Charter Schools Team
- Strategy & Performance Management completed the District’s first Strategic Regional Analysis this year.
- Continuous improvement with the utility of the District’s student information system, PowerSchool
- Full implementation of the state data validation suite
- Progress report and report card improvements (in collaboration with IT)
- Meeting federal and state reporting requirements
- Student Information Management Process Improvements:
- Monthly training/workshops with school and district staff
- Opened SIM Lab in Coe Building
- Timeliness and integrity of State reporting data (PowerSchool/EIS)
- Monitoring of grades, report cards, and transcript edits (in collaboration with Academics & School Operations)
- Implementation of the District's new formative assessment system, MasteryConnect
- Analysis and summary of MasteryConnect data for Academics
- Continued success implementing changing state assessment logistics

Fiscal Year 2020-21 Priorities

- Investigate emerging data trends and research systems
- Design and execute valid, reliable data collection processes and program evaluations
- Drive District-wide continuous improvement processes
- Develop interactive dashboards and informative reports
- Implement Mandatory state assessments and district-sponsored formative assessments
- Oversee and support the District-authorized charter school sector
- Implementation of a new formative assessment system.

Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|--------------------|--------------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | 4,757,586 | 3,027,710 | 3,794,513 | 4,461,813 | 4,625,079 | 163,266 | 4% |
| 20000 Employee Benefits | 1,027,085 | 670,938 | 784,395 | 1,055,933 | 1,062,960 | 7,027 | 1% |
| 30000 Contracted Services | 57,628 | 352,786 | 1,128,293 | 2,297,509 | 1,104,393 | (1,193,116) | (52%) |
| 40000 Supplies and Materials | 40,867 | 28,713 | 64,140 | 42,679 | 43,022 | 343 | 1% |
| 50000 Other Charges | 1,323,185 | 1,036,286 | 1,069,456 | 955,025 | 955,025 | - | - |
| 70000 Capital Outlay | 5,112 | 10,431 | 46,930 | 15,686 | 15,857 | 171 | 1% |
| Grand Total: \$ | 7,211,463 \$ | 5,126,864 \$ | 6,887,727 \$ | 8,828,645 \$ | 7,806,336 \$ | (1,022,309) | (12%) |



Divisional Budgets

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|-------------------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|--------------------|--------------|
| | | | | | | VARIANCE | % CHANGE |
| STRATEGY AND PERFORMANCE MANAGEMENT | 2,859,349 | 423,450 | 477,179 | 351,241 | 372,231 | 20,990 | 6% |
| CHARTER SCHOOL ADMIN | 218,074 | 466,024 | 913,052 | 2,103,966 | 1,668,371 | (435,595) | (21%) |
| PLANNING AND ACCOUNTABILITY | 170,725 | 206,678 | 171,929 | 172,496 | 175,535 | 3,039 | 2% |
| STUDENT INFO MANAGEMENT | 1,298,419 | 1,337,422 | 1,643,642 | 1,766,460 | 1,775,853 | 9,393 | 1% |
| ASSESSMENT AND ACCOUNTABILITY | 1,962,561 | 1,922,184 | 1,928,805 | 1,876,025 | 1,806,760 | (69,265) | (4%) |
| RESEARCH PLANNING AND IMPROVEMENT | 112,088 | 123,160 | 124,215 | 124,064 | 218,159 | 94,095 | 76% |
| PERFORMANCE MANAGEMENT | 590,247 | 647,946 | 1,628,905 | 2,434,393 | 1,789,427 | (644,966) | (26%) |
| Grand Total: \$ | 7,211,463 \$ | 5,126,864 \$ | 6,887,727 \$ | 8,828,645 \$ | 7,806,336 \$ | (1,022,309) | (12%) |

In fiscal year 2020-21, the budget of the Strategy and Performance Management Department is \$7.8 million, which is \$1.02 million less than the prior year budget. The primary reason of this reduction is due to a decrease in Contracted Services, for grade audits performed by outside vendors.

Position Summary

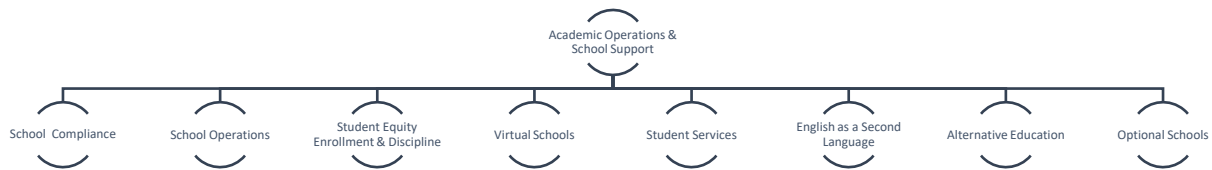
| STAFFING | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|-------------------------------------|----------------------|----------------------|----------------------|-----------|----------|-----------|-----------|----------|-----------|--------------|-----------|
| | | | | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| ASSESSMENT AND ACCOUNTABILITY | 7 | 7 | 8 | 8 | - | 8 | 7 | - | 7 | (1) | (13%) |
| CHARTER SCHOOL ADMIN | 0 | 0 | 6 | 11 | 6 | 17 | 16 | 3 | 19 | 2 | 12% |
| PERFORMANCE MANAGEMENT | 6 | 6 | 6 | 13 | - | 13 | 11 | 2 | 13 | - | - |
| PLANNING AND ACCOUNTABILITY | 2 | 2 | 2 | 1 | - | 1 | 1 | - | 1 | - | - |
| RESEARCH PLANNING AND IMPROVEMENT | 1 | 1 | 1 | 1 | - | 1 | 2 | - | 2 | 1 | 100% |
| STRATEGY AND PERFORMANCE MANAGEMENT | 43 | 41 | 3 | 3 | - | 3 | 3 | - | 3 | - | - |
| STUDENT INFO MANAGEMENT | 17 | 17 | 17 | 22 | - | 22 | 21 | - | 21 | (1) | (5%) |
| Position Summary Total | 76 | 74 | 43 | 59 | 6 | 65 | 61 | 5 | 66 | 1 | 2% |

The Strategy and Performance Management Department has 66 budgeted positions in fiscal 2020-21; one position more than in the prior fiscal year. The Strategy and Performance Management division is reorganizing to increase capacity in the Charter School department to oversee the rapidly growing charter school sector.



ACADEMIC OPERATIONS AND SCHOOL SUPPORT

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



Departmental Goals

- To improve district-wide culture, climate, and operational performance, AOSS staff will provide training and ongoing support to school administrators regarding SCS protocols and procedures.
- Increase the enrollment of traditionally under-represented students enrolled in Advanced Academics (Honors, AP, IB, Dual Enrollment) coursework.
- Improve learning outcomes and supports for English Learners and their families
- To provide leadership and a high degree of ingenuity, creativity, resourcefulness, and competency in developing and implementing appropriate Social Emotional Learning and behavioral support plans to meet the identified needs of schools and students.

Major Services Provided

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

Issues & Trends

- Increased scrutiny of on-time school and district compliance with federal, state and local polices and laws (EX: Fire Marshall, Emergency Management Drills, Immunizations, Transcripts & etc.)
- Growing need for Operational Professional Development for current & prospective principals.
- Required placement in alternative school setting through new state law for students in grades 7th through 12th who are legally required to be remanded to an alternative school.
- Need for online collaboration between EL and content area teachers to mass develop and update ILPs.
- Implement state requirements for ACEs, progressive discipline and trauma-informed best practices for students.



Fiscal Year 2019-20 Performance Highlights

- SCS-managed high schools had a 95% Dual Enrollment pass rate.
- EPSOs are offered at 100% of SCS-managed high schools.
- Academic Support provided for the first time a learning program during intersession days, fall break and half-days
- Restructured ELOP department and decreased tuition site revenue from current and former sites
- Decrease of 25% in district wide audit memos over the past three years.
- ELs earned SCS Advancing status as the top student growth rating (Level 5 TVAAS) for this priority group
- Gordon Achievement Academy was recognized as an exemplary alternative education school by the State of Tennessee
- Opened Pursuit Center in collaboration with Shelby County Government to support students who have interacted with Shelby County juvenile system
- Provided ACT online prep course for 29,000 high school students.
- Increased immunization tracking in CareDox monitoring system and compliance to 99%
- Conducted 144,465 free health screenings for students by Health Promotions team.
- Trained in person over 9,000 SCS staff in Adverse Childhood Experiences (ACEs)
- Decreased exclusionary consequences for students through a decrease in out-of-school suspensions, expulsions and remands to alternative school placements

Fiscal Year 2020-21 Priorities

- Continue to expand access to early postsecondary opportunities (AP, Dual Enrollment, Statewide Dual Credit) to meet state requirements.
- Increase enrollment in advanced academic programs, particularly for underrepresented populations.
- SEL Priorities include implementing strategic plan and supports for alternatives to suspension for students in Early Childhood, grades K-2, African-American male, chronically-absent and students with disabilities
- Implement academic and online supports for students as a result of COVID-19 school closures and assist with district planning for school reopening/opening for the 2020-21 school year
- Collaborate with various departments to create an electronic approach to customer service tracking and analytics to better understand and resolve systematic problems.
- Decrease student absences and chronically absent students through professional development, implementation of attendance best practices, and collaboration with school and community resources

Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|--------------------|-------------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | 43,766,537.00 | 57,450,823 | 63,951,854 | 59,838,759 | 57,639,962 | (2,198,797) | (4%) |
| 20000 Employee Benefits | 10,611,987.00 | 13,168,031 | 14,700,511 | 13,520,318 | 13,301,483 | (218,835) | (2%) |
| 30000 Contracted Services | 2,416,981.00 | 3,281,243 | 3,704,409 | 3,904,938 | 2,460,619 | (1,444,319) | (37%) |
| 40000 Supplies and Materials | 1,103,106.00 | 1,302,417 | 2,189,763 | 2,603,421 | 853,874 | (1,749,547) | (67%) |
| 50000 Other Charges | 810,584.00 | 1,441,134 | 548,585 | 1,164,595 | 399,973 | (764,622) | (66%) |
| 70000 Capital Outlay | 4,238,672.00 | 602,680 | 1,073,924 | 577,910 | 282,481 | (295,429) | (51%) |
| Grand Total: \$ | 62,947,867 \$ | 77,246,328 \$ | 86,169,046 \$ | 81,609,941 \$ | 74,938,392 \$ | (6,671,549) | (8%) |



Divisional Budgets

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|--------------------|-------------|
| | | | | | | VARIANCE | % CHANGE |
| ASSISTANT SUPERINTENDENT OF OPERATIONS | 1,457,199 | 7,873,210 | 12,447,974 | 7,687,597 | 4,752,994 | (2,934,603) | (38%) |
| SCHOOL CULTURE & CLIMATE | 665,709 | 620,181 | 585,989 | 482,755 | 493,665 | 10,910 | 2% |
| NEW COMERS PROGRAM | 0 | 767,900 | 883,426 | 940,970 | 943,027 | 2,057 | - |
| ENGLISH SECOND LANGUAGE | 1,564,421 | 1,300,930 | 1,438,912 | 1,643,304 | 1,868,311 | 225,007 | 14% |
| ENGLISH SECOND LANGUAGE ELEMENTARY | 12,179,997 | 12,544,444 | 12,510,327 | 13,064,987 | 12,319,816 | (745,171) | (6%) |
| ENGLISH SECOND LANGUAGE MIDDLE | 2,235,588 | 2,309,269 | 2,464,762 | 2,537,952 | 2,404,842 | (133,110) | (5%) |
| ENGLISH SECOND LANGUAGE K8 | 370,386 | 486,633 | 421,247 | 403,029 | 431,213 | 28,184 | 7% |
| ENGLISH SECOND LANGUAGE HIGH | 1,758,599 | 2,074,194 | 2,386,836 | 2,554,260 | 2,766,816 | 212,556 | 8% |
| SUMMER SCHOOL | 2,015,410 | 2,579,537 | 2,292,833 | 1,327,130 | 2,325,000 | 997,870 | 75% |
| PROJECT GRADUATION | 711,949 | 473,915 | 924,334 | 1,087,720 | 911,447 | (176,273) | (16%) |
| OPTIONAL SCHOOLS | 6,322,803 | 6,569,044 | 6,921,412 | 6,722,356 | 6,083,741 | (638,615) | (9%) |
| ALTERNATIVE SCHOOLS | 5,125,440 | 5,904,190 | 6,355,942 | 7,022,641 | 6,895,177 | (127,464) | (2%) |
| ADOLESCENT PARENTING | 1,273,481 | 1,298,633 | 1,339,013 | 1,299,605 | 1,265,982 | (33,623) | (3%) |
| MCS PREP NORTHWEST | 2,117,268 | 2,252,378 | 2,164,143 | 2,049,446 | 2,210,413 | 160,967 | 8% |
| MCS PREP NORTHEAST | 1,827,301 | 1,725,505 | 1,840,688 | 1,846,459 | 1,886,931 | 40,472 | 2% |
| G.W. CARVER COLLEGE & CAREER ACADEMY | 1,522,433 | 1,587,710 | 1,747,287 | 1,746,026 | 1,748,527 | 2,501 | - |
| IDA B WELLS ACADEMY | 1,584,388 | 1,579,796 | 1,595,192 | 1,580,346 | 1,534,301 | (46,045) | (3%) |
| GENERAL EDUCATION - OTHER | 188,996 | 271,692 | 361,044 | 500,000 | 400,000 | (100,000) | (20%) |
| ATTENDANCE & DISCIPLINE | 3,597,105 | 4,331,537 | 5,982,843 | 5,979,203 | 6,202,226 | 223,023 | 4% |
| STUDENT SUPPORT | 3,993,334 | 5,032,404 | 4,896,168 | 3,731,485 | 1,801,941 | (1,929,544) | (52%) |
| ATHLETICS | 3,054,601 | 3,174,258 | 3,153,788 | 3,080,169 | 2,771,320 | (308,849) | (10%) |
| JROTC | 2,927,812 | 3,064,196 | 2,754,173 | 3,153,053 | 2,979,723 | (173,330) | (5%) |
| GUIDANCE COUNSELING | 533,219 | 333,748 | 341,280 | 333,625 | 340,257 | 6,632 | 2% |
| BEHAVIOR & MENTAL HEALTH SERVICES | 0 | 6,721,321 | 8,161,146 | 8,759,913 | 7,769,604 | (990,309) | (11%) |
| VIRTUAL SCHOOLS | 5,920,428 | 2,369,703 | 2,198,287 | 2,075,910 | 1,831,118 | (244,792) | (12%) |
| Grand Total: \$ | 62,947,867 \$ | 77,246,328 \$ | 86,169,046 \$ | 81,609,941 \$ | 74,938,392 \$ | (6,671,549) | (8%) |

The Academic Operations and School Support’s budget totals \$74.9 million for fiscal year 2020-21, which is approximately \$6.7 million less than fiscal year 2019-20. The reduction in budget is largely due to the streamlining of operations for all associated departments and because of departmental reorganizations. Some of the reductions included \$1.5 million for the Summer Learning Academy; \$1.9 million for staffing that was shifted to school-based, \$1.7 million for supplies & materials; and \$200 thousand for printing & binding.





Position Summary

| STAFFING | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|--|----------------------|----------------------|----------------------|------------|-----------|------------|------------|-----------|------------|--------------|-------------|
| | | | | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| ADOLESCENT PARENTING | 21 | 21 | 21 | 21 | - | 21 | 19 | 2 | 21 | - | - |
| ALTERNATIVE SCHOOLS | 77 | 66 | 77 | 77 | 6 | 83 | 76 | 8 | 84 | 1 | 1% |
| ASSISTANT SUPERINTENDENT OF OPERATIONS | 18 | 21 | 24 | 19 | 5 | 24 | 25 | - | 25 | 1 | 4% |
| ATHLETICS | 4 | 4 | 5 | 4 | - | 4 | 4 | - | 4 | - | - |
| ATTENDANCE & DISCIPLINE | 52 | 46 | 52 | 64 | - | 64 | 72 | 2 | 74 | 10 | 16% |
| BEHAVIOR & MENTAL HEALTH SERVICES | 0 | 0 | 92 | 106 | 6 | 112 | 96 | 2 | 98 | (14) | (13%) |
| ENGLISH SECOND LANGUAGE | 62 | 9 | 6 | 13 | 15 | 28 | 14 | 19 | 33 | 5 | 18% |
| ENGLISH SECOND LANGUAGE ELEMENTARY | 184 | 185 | 184 | 186 | 3 | 189 | 160 | 12 | 172 | (17) | (9%) |
| ENGLISH SECOND LANGUAGE HIGH | 29 | 28 | 27 | 35 | 4 | 39 | 39 | 3 | 42 | 3 | 8% |
| ENGLISH SECOND LANGUAGE K8 | 9 | 9 | 8 | 5 | - | 5 | 6 | - | 6 | 1 | 20% |
| ENGLISH SECOND LANGUAGE MIDDLE | 37 | 37 | 37 | 40 | (1) | 40 | 33 | 5 | 38 | (2) | (5%) |
| G.W. CARVER COLLEGE & CAREER ACADEMY | 25 | 25 | 25 | 23 | 1 | 24 | 22 | 2 | 24 | - | - |
| GUIDANCE COUNSELING | 10 | 10 | 3 | 3 | - | 3 | 3 | - | 3 | - | - |
| IDA B WELLS ACADEMY | 22 | 22 | 23 | 20 | 1 | 21 | 19 | 1 | 20 | (1) | (5%) |
| JROTC | 57 | 48 | 47 | 37 | 9 | 46 | 33 | 10 | 43 | (3) | (7%) |
| MCS PREP NORTHEAST | 27 | 25 | 25 | 24 | - | 24 | 23 | 1 | 24 | - | - |
| MCS PREP NORTHWEST | 26 | 26 | 26 | 26 | 1 | 27 | 22 | 12 | 34 | 7 | 26% |
| NEW COMERS PROGRAM | 0 | 0 | 11 | 13 | 2 | 15 | 12 | 2 | 14 | (1) | (7%) |
| OPTIONAL SCHOOLS | 79 | 74 | 74 | 71 | - | 71 | 66 | 2 | 68 | (3) | (4%) |
| PROJECT GRADUATION | 7 | 0 | 32 | 3 | 1 | 4 | 3 | - | 3 | (1) | (25%) |
| SCHOOL CULTURE & CLIMATE | 8 | 7 | 7 | 5 | - | 5 | 5 | - | 5 | - | - |
| STUDENT SUPPORT | 105 | 95 | 97 | 74 | 12 | 86 | 5 | 1 | 6 | (80) | (93%) |
| VIRTUAL SCHOOLS | 8 | 10 | 13 | 11 | 3 | 14 | 9 | 10 | 19 | 5 | 36% |
| Position Summary Total \$ | 867 | 768 | 916 | 880 | 69 | 949 | 766 | 94 | 860 | (89) | (9%) |

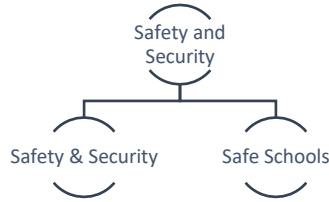
The Academic Operations and School Support division has 860 budgeted positions for fiscal year 2020-21 which is 89 positions less than in fiscal year 2019-20. The decrease in positions includes 11 bilingual mentors that were transferred to Title I. Campus monitors were reduced by 80 positions with each individual school having the option to fund the position in their Student Based Budget allocations. There is also a reduction in 14 behavioral specialists which were moved to the CCEIS Budget under Exceptional Children. The position reductions are offset by the addition of 4 case advocates and other miscellaneous positions. The adjustment in positions are all a part of the district's efforts to enhance and better serve students, families, and the community and to make greater strides towards total student success.



SAFETY AND SECURITY

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

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



Departmental Fiscal Year 2020-21 Goals



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

- Continue to provide routine patrols, surveillance and timely response to calls for services on all properties when schools are in session, when schools are not in session and on weekends and holidays.
- Provide cost effective security surveillance technology to provide enhanced interior and exterior camera coverage.
- Continue district-wide surveillance upgrades to unify district on the Milestone system.
- Continue to provide concise, effective information between SCS and other agencies (i.e. law enforcement and fire department) as needed to maintain a safe learning environment.
- Continue to ensure Shelby County Schools is complying with Tennessee Code Annotated (49-5-413) regarding background checks.
- Continue to provide Gang Reduction Assistance for Saving Society’s Youth (GRASSY) outreach workers with training in Trauma-Informed Decision Making Skills and Adverse Childhood Experiences (ACES).
- Decrease the number of truant students needing referrals to Juvenile Court.
- Increase the number of parents attending Student Attendance Review Board Meetings (SARB).
- Reduce the number of students being expelled for gang-related infractions in the Research Triangle International (RTI) Grant Middle Schools.
- Increase the number of Principals participating in the Trust Pays Program.
- Increase the number of schools participating in the School Based Probation Officer Liaison Program.
- Increase the number of Lawyers volunteering to work with the Youth Court Program.
- Hire and train 15 additional Safety and Security Guards.
- Maintain 100% compliance of all SCS Schools through continued monitoring of the Online Emergency Management plans and drill logs as required by State Law.

Major Services Provided

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

- Gang Reduction Assistance for Saving Society’s Youth (GRASSY), gang intervention and prevention program in identified schools.
- Fingerprinting/ Background Check and Analysis as required by State Law.
- CCTV (Cameras, Card Access, and Airphone installation – Central Offices/All Schools
- Intrusion Alarms.
- 24-hour Dispatch service/7 days a week, including holidays).
- SCS Officers in Schools (128 officers).



- Emergency Management.
- School House Adjustment Program. Enterprise (SHAPE).
- School Based Probation Liaison (SBPL).
- Trust Pays.
- Youth Court. (Intervention).
- Project Prevent.
- Comprehensive School Safety Initiative Program.
- Raptor System.

Fiscal Year 2019-20 Performance Highlights

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

Fiscal Year 2020-21 Priorities

- Provide for students and schools a safe, secure and nurturing learning environment district-wide that is conducive to education.
- Provide cost effective security surveillance technology to provide enhanced interior and exterior camera coverage.
- Continue district-wide surveillance upgrades to unify district on the Milestone system.
- Continue to provide concise, effective information between SCS and other agencies (i.e. law enforcement and fire department) as needed to maintain a safe learning environment.

Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|--------------------|--------------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | 8,047,850 | 8,621,253 | 9,717,453 | 9,330,100 | 9,309,733 | (20,367) | - |
| 20000 Employee Benefits | 2,032,789 | 1,979,724 | 2,074,106 | 2,339,183 | 2,519,315 | 180,132 | 8% |
| 30000 Contracted Services | 993,046 | 1,272,583 | 1,669,334 | 2,136,543 | 691,588 | (1,444,955) | (68%) |
| 40000 Supplies and Materials | 310,931 | 267,215 | 572,796 | 587,365 | 546,268 | (41,097) | (7%) |
| 50000 Other Charges | 449,431 | 524,250 | 519,346 | 382,154 | 130,506 | (251,648) | (66%) |
| 70000 Capital Outlay | 1,062,769 | 1,615,151 | 6,171,923 | 4,422,941 | 3,528,686 | (894,255) | (20%) |
| Grand Total: \$ | 12,896,816 \$ | 14,280,176 \$ | 20,724,958 \$ | 19,198,286 \$ | 16,726,096 \$ | (2,472,190) | (13%) |

Divisional Budgets

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|---------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|--------------------|--------------|
| | | | | | | VARIANCE | % CHANGE |
| STUDENT SERVICES ADMINISTRATION | 276,196 | 275,322 | 288,310 | 270,064 | 274,979 | 4,915 | 2% |
| SAFETY & SECURITY | 12,014,134 | 13,555,474 | 17,912,127 | 14,177,420 | 12,372,223 | (1,805,197) | (13%) |
| SAFE SCHOOLS | 606,486 | 449,380 | 934,408 | 3,043,630 | 4,078,894 | 1,035,264 | 34% |
| SAFE SCHOOLS NON-RECURRING | 0 | - | 1,590,113 | 1,707,172 | - | (1,707,172) | (100%) |
| Grand Total: \$ | 12,896,816 \$ | 14,280,176 \$ | 20,724,958 \$ | 19,198,286 \$ | 16,726,096 \$ | (2,472,190) | (13%) |

In fiscal year 2020-21, the Safety and Security Department’s budget is \$16.7 million, which is approximately a \$2.5 million decrease as compared to fiscal year 2019-20. The largest budget declines include a \$700 thousand reduction in overtime and also a decrease in maintenance and equipment. Contracted Services are projected to



decrease due to a reduction in security being used outside the district. There is a \$1.7 million decrease in the Safe Schools Non-recurring Grant as it is not available for fiscal year 2020-21. The decreases are offset by a \$1 million increase in the Safe School's recurring grant.

Position Summary

| STAFFING | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|----------------------------------|----------------------|----------------------|----------------------|------------|-----------|------------|------------|----------|------------|--------------|--------------|
| | | | | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| SAFE SCHOOLS | 2 | 3 | 1 | 1 | 1 | 2 | - | - | - | (2) | (100%) |
| SAFE SCHOOLS NON-RECURRING | 0 | 0 | 0 | 26 | 4 | 30 | - | - | - | (30) | (100%) |
| SAFETY & SECURITY | 144 | 144 | 146 | 147 | 31 | 178 | 183 | 6 | 189 | 11 | 6% |
| STUDENT SERVICES ADMINISTRATION | 2 | 2 | 2 | 2 | - | 2 | 2 | - | 2 | - | - |
| Position Summary Total \$ | 148 | 149 | 149 | 176 | 36 | 212 | 185 | 6 | 191 | (21) | (10%) |

The Safety and Security Department has 191 budgeted positions in fiscal year 2020-21, which reflects a net reduction of 21 positions. Some of the positions reduced includes 4 case advocates, 6 records clerks to the Truancy Manager due to a realignment to another department, 3 mobile security officers, and 3 truancy teachers. The decrease in positions is largely due to decreased funding in the Safe Schools Non-Recurring Grant.



ACADEMICS – SCHOOL BASED BUDGET

Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|-------------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | 301,588,809.00 | 305,334,755 | 319,875,979 | 330,656,745 | 313,904,116 | (16,752,629) | (5%) |
| 20000 Employee Benefits | 79,814,557.00 | 79,724,554 | 84,508,023 | 85,506,346 | 82,307,002 | (3,199,344) | (4%) |
| 30000 Contracted Services | 2,360,524.00 | 2,783,194 | 2,776,741 | 2,837,594 | 2,170,543 | (667,051) | (24%) |
| 40000 Supplies and Materials | 2,944,334.00 | 2,944,123 | 3,358,369 | 4,266,951 | 2,511,203 | (1,755,748) | (41%) |
| 50000 Other Charges | 520,594.00 | 548,207 | 1,009,696 | 805,258 | 249,753 | (555,505) | (69%) |
| 70000 Capital Outlay | 894,132.00 | 2,043,955 | 3,785,127 | 2,771,638 | 904,500 | (1,867,138) | (67%) |
| Grand Total: | \$ 388,122,950 | \$ 393,378,788 | \$ 415,313,935 | \$ 426,844,532 | \$ 402,047,117 | \$ (24,797,415) | (6%) |

Divisional Budgets

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|-------------|
| | | | | | | VARIANCE | % CHANGE |
| EAST HIGH SCHOOL REDESIGN | 0 | 301 | 13,006 | - | - | - | 1% |
| ELEMENTARY MUSIC AND ART | 14,997,910 | 15,498,790 | 15,315,821 | 15,840,956 | 14,534,762 | (1,306,194) | (8%) |
| ELEMENTARY PHYSICAL EDUCATION | 9,389,424 | 9,572,103 | 9,822,893 | 9,648,302 | 8,849,839 | (798,463) | (8%) |
| LIBRARIANS-ELEMENTARY | 6,642,695 | 6,525,801 | 6,390,302 | 6,296,457 | 5,862,277 | (434,180) | (7%) |
| LIBRARIANS-MIDDLE | 2,672,130 | 2,541,560 | 2,225,293 | 2,184,178 | 2,373,657 | 189,479 | 9% |
| LIBRARIANS-K8 | 2,347,889 | 2,298,398 | 2,275,137 | 2,165,345 | 2,176,244 | 10,899 | 1% |
| LIBRARIANS-HIGH | 1,002,586 | 1,069,570 | 1,225,953 | 1,070,334 | 1,173,572 | 103,238 | 10% |
| SCHOOL LEADERSHIP | 0 | 269 | 2,009 | - | - | - | 1% |
| SCHOOL LEADERSHIP-ELEMENTARY | 23,326,817 | 24,075,511 | 26,169,928 | 26,445,397 | 24,313,469 | (2,131,928) | (8%) |
| SCHOOL LEADERSHIP-MIDDLE | 11,040,262 | 11,219,653 | 11,809,095 | 12,282,144 | 12,178,227 | (103,917) | (1%) |
| SCHOOL LEADERSHIP-K8 | 14,268,854 | 14,365,819 | 13,813,867 | 13,956,157 | 12,372,492 | (1,583,665) | (11%) |
| SCHOOL LEADERSHIP-HIGH | 2,988,157 | 3,784,537 | 5,805,764 | 5,747,861 | 5,653,268 | (94,593) | (2%) |
| GENERAL EDUCATION - ELEMENTARY | 151,379,437 | 151,158,977 | 153,739,037 | 156,615,596 | 150,563,109 | (6,052,487) | (4%) |
| GENERAL EDUCATION - MIDDLE | 47,023,876 | 47,382,622 | 52,923,419 | 55,951,553 | 52,941,348 | (3,010,205) | (5%) |
| GENERAL EDUCATION - K8 | 13,040,516 | 14,428,568 | 14,348,036 | 14,151,379 | 13,629,226 | (522,153) | (4%) |
| GENERAL EDUCATION - HIGH | 66,830,988 | 67,989,250 | 72,561,779 | 77,008,057 | 69,034,981 | (7,973,076) | (10%) |
| HOLLIS F PRICE | 1,553,636 | 1,533,053 | 1,489,476 | 1,607,093 | 1,577,730 | (29,363) | (2%) |
| MIDDLE COLLEGE | 1,719,322 | 1,783,482 | 1,726,766 | 1,733,107 | 1,775,582 | 42,475 | 2% |
| STUDENT SUPPORT-ELEMENTARY | 0 | - | - | 1,875,085 | - | (1,875,085) | (100%) |
| STUDENT SUPPORT SBB | 0 | - | 631,853 | 991,612 | 2,531,612 | 1,540,000 | 155% |
| GUIDANCE COUNSELING-ELEMENTARY | 6,741,485 | 6,613,147 | 8,917,798 | 8,824,362 | 8,252,905 | (571,457) | (6%) |
| GUIDANCE COUNSELING-MIDDLE | 3,201,581 | 3,132,624 | 4,691,227 | 4,344,522 | 4,517,110 | 172,588 | 4% |
| GUIDANCE COUNSELING-K8 | 6,369,695 | 5,918,680 | 5,411,995 | 4,633,442 | 4,255,010 | (378,432) | (8%) |
| GUIDANCE COUNSELING-HIGH | 1,585,690 | 2,486,073 | 4,003,481 | 3,471,593 | 3,480,697 | 9,104 | - |
| Grand Total: | \$ 388,122,950 | \$ 393,378,788 | \$ 415,313,935 | \$ 426,844,532 | \$ 402,047,117 | \$ (24,797,415) | (6%) |

The total school level allocation budget stands at \$402 million in fiscal year 2020-21. The school level allocation budget is \$24.8 million less than the prior year's budget primarily due to the reduction of the SBB pool in fiscal year 2020-21. There were also several Senior Reading Advisor positions and dollars tied to the ALPHA (Advanced Learning Program for High Achieving Students) program moved from the schools' budget into the Academics budget.



Position Summary

The school level budget allocation includes 5,702 positions for fiscal year 2020-21, which is 268 positions less than in fiscal year 2019-20. The reduction in positions is tied to declining enrollment, and a reduction to the SBB pool in fiscal year 2020-21. The positions eliminated were primarily vacant positions and other positions were transferred to alternative funding sources.

| STAFFING | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|--------------------------------|----------------------|----------------------|----------------------|--------------|------------|--------------|--------------|------------|--------------|--------------|-------------|
| | | | | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| ELEMENTARY MUSIC AND ART | 225 | 221 | 215 | 212 | (13) | 199 | 178 | - | 178 | (21) | (10%) |
| ELEMENTARY PHYSICAL EDUCATION | 140 | 134 | 131 | 129 | (1) | 128 | 113 | - | 113 | (15) | (12%) |
| GENERAL EDUCATION - ELEMENTARY | 2,360 | 2,276 | 2,275 | 2,141 | 194 | 2,335 | 1,896 | 318 | 2,214 | (121) | (5%) |
| GENERAL EDUCATION - HIGH | 1,019 | 982 | 994 | 946 | 98 | 1,044 | 850 | 124 | 974 | (70) | (7%) |
| GENERAL EDUCATION - K8 | 187 | 184 | 189 | 186 | 9 | 195 | 166 | 21 | 187 | (8) | (4%) |
| GENERAL EDUCATION - MIDDLE | 752 | 685 | 668 | 709 | 86 | 795 | 652 | 149 | 801 | 6 | 1% |
| GUIDANCE COUNSELING-ELEMENTARY | 92 | 89 | 86 | 114 | 3 | 117 | 102 | 4 | 106 | (11) | (9%) |
| GUIDANCE COUNSELING-HIGH | 32 | 89 | 29 | 39 | 1 | 40 | 38 | 3 | 41 | 1 | 3% |
| GUIDANCE COUNSELING-K8 | 80 | 20 | 75 | 54 | - | 54 | 46 | 3 | 49 | (5) | (9%) |
| GUIDANCE COUNSELING-MIDDLE | 39 | 39 | 39 | 55 | - | 55 | 53 | 3 | 56 | 1 | 2% |
| HOLLIS F PRICE | 18 | 18 | 18 | 16 | 1 | 17 | 14 | 3 | 17 | 1 | 3% |
| LIBRARIANS-ELEMENTARY | 87 | 84 | 83 | 72 | 5 | 77 | 65 | 6 | 71 | (6) | (8%) |
| LIBRARIANS-HIGH | 11 | 12 | 11 | 11 | - | 11 | 11 | 1 | 12 | 1 | 9% |
| LIBRARIANS-K8 | 36 | 31 | 28 | 25 | - | 25 | 24 | 1 | 25 | - | - |
| LIBRARIANS-MIDDLE | 35 | 33 | 32 | 25 | 1 | 26 | 27 | 1 | 28 | 2 | 8% |
| MIDDLE COLLEGE | 22 | 22 | 22 | 22 | (1) | 22 | 21 | 1 | 22 | 1 | 2% |
| SCHOOL LEADERSHIP-ELEMENTARY | 322 | 307 | 313 | 314 | 13 | 327 | 296 | 12 | 308 | (19) | (6%) |
| SCHOOL LEADERSHIP-HIGH | 48 | 196 | 47 | 73 | 6 | 79 | 98 | 6 | 104 | 25 | 32% |
| SCHOOL LEADERSHIP-K8 | 199 | 33 | 187 | 166 | 7 | 173 | 142 | 7 | 149 | (24) | (14%) |
| SCHOOL LEADERSHIP-MIDDLE | 160 | 145 | 147 | 143 | 11 | 154 | 152 | 4 | 156 | 3 | 2% |
| STUDENT SUPPORT-ELEMENTARY | 0 | 0 | 0 | 61 | 3 | 64 | - | - | - | (64) | (100%) |
| STUDENT SUPPORT SBB | 0 | 0 | 0 | 22 | 13 | 35 | 74 | 17 | 91 | 56 | 160% |
| Position Summary Total | 5,864 | 5,600 | 5,589 | 5,535 | 435 | 5,970 | 5,018 | 684 | 5,702 | (268) | (4%) |



OTHER USES

BENEFITS – RETIREES

Retired employee Health and Life insurance is responsible for providing the best care to retired employees at the best cost possible to the District and the retired employee. This provides the District contribution (cost) towards retired employees’ health and life insurance.

CHARTER SCHOOLS

This function records the local and state revenue allocations transferred to the 57 charter schools approved by the SCS Board Members in accordance with T.C.A. §49-13-106 through 130. Allocations are generated based on the Weighted Full-Time Equivalent Average Daily Membership (WFTEADM) of students reported in 2nd, 3rd, 6th, and 7th twenty-day periods.

MONEY DUE BOARD (SCHOOL REIMBURSEMENT)

The Money Due Board account is used as a line of credit to the SCS schools. The schools reimburse Shelby County Schools with money received from fundraisers and/or donations for supplies, equipment, and after school activities.

TRUSTEE COMMISSIONS

T. C. A. § 8-11-104 mandates that the Trustee accounts for, allocates, and disburses funds received by the county. The Trustee is required to adopt a system of bookkeeping and accounting that meets the standards outlined in the TCA. State law also specifies that the Trustee reports and makes settlements for all taxes collected during the preceding month by the tenth day of the new month. According to Shelby County Government adopted FY-2019 budget, schools receive approximately 48.4 percent of every dollar of the Tax Rate Distribution set by the Shelby County Board of Commissioners (using the 2018 Tax Rate). The amount is further allocated based upon the Weighted Full Time Equivalent Average Daily Attendance (WFTEADA). The WFTEADA is calculated by the State of Tennessee Department of Education and certified by the Superintendent of Shelby County Schools. The WFTEADA is certified annually in March or April. The Trustee collects a commission of 1% for Local Sales Taxes and 2% for Property Taxes.

DISTRICT INITIATIVES

This function accounts for the District’s contribution to teacher salary increases; Other Post-Employment Benefits (OPEB); adjustments to the retirement rate and lapse time (vacancy) savings.

Financial Summary

| CATEGORY | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|------------|
| | | | | | | VARIANCE | % CHANGE |
| 10000 Salaries | 3,223,374.00 | 7,770,217 | 9,068,939 | (17,228,375) | (11,766,982) | 5,461,393 | (32%) |
| 20000 Employee Benefits | 37,524,503.00 | 31,751,773 | 30,417,001 | 31,332,945 | 31,383,193 | 50,248 | - |
| 30000 Contracted Services | 125,449,565.00 | 134,254,941 | 151,660,142 | 158,944,273 | 179,476,731 | 20,532,458 | 13% |
| 40000 Supplies and Materials | 11,207,659.00 | 1,737,326 | 813,311 | 200,000 | - | (200,000) | (100%) |
| 50000 Other Charges | 8,010,642.00 | 7,932,132 | 7,511,611 | 8,508,728 | 7,441,578 | (1,067,150) | (13%) |
| 60000 Other | 72,614.00 | - | - | - | - | - | 1% |
| 70000 Capital Outlay | 3,093,724.00 | 551,349 | 3,262,946 | 2,572,087 | 400,000 | (2,172,087) | (84%) |
| Grand Total: | \$ 188,582,081 | \$ 183,997,738 | \$ 202,733,950 | \$ 184,329,658 | \$ 206,934,520 | \$ 22,604,862 | 12% |



Divisional Budgets

| DIVISION | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 AMENDED | FY2020-21 BUDGET | 2020 vs 2021 | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|------------|
| | | | | | | VARIANCE | % CHANGE |
| TRUSTEE COMMISSIONS | 7,257,289 | 7,452,688 | 7,439,979 | 7,420,741 | 7,441,578 | 20,837 | - |
| SCHOOLS | 377,545 | 422,107 | 675,257 | 5,330,368 | 5,324,162 | (6,206) | - |
| MONEY DUE BOARD (SCHOOL REIMBURSEMENT) | 1,400,667 | 1,206,514 | 983,152 | 1,655,451 | 1,545,616 | (109,835) | (7%) |
| CHARTER SCHOOLS | 111,283,036 | 128,231,865 | 143,041,477 | 161,170,764 | 173,293,941 | 12,123,177 | 8% |
| BENEFITS - RETIREES | 34,595,674 | 28,830,403 | 28,599,681 | 32,889,091 | 28,830,403 | (4,058,688) | (12%) |
| DEBT SERVICE | 72,614 | - | - | - | - | - | 1% |
| OTHER POTENTIAL USES | 6,465,718 | 17,934,608 | 21,982,519 | 2,528,606 | (9,501,180) | (12,029,786) | (476%) |
| ACADEMICS INVESTMENT | 16,026,220 | (113,211) | 99 | - | - | - | 1% |
| COMMUNICATIONS INVESTMENT | 336,989 | (1,535) | - | - | - | - | 1% |
| CHIEF OF SCHOOLS INVESTMENT | 2,560,433 | (29,767) | - | - | - | - | 1% |
| CHIEF OF STAFF INVESTMENT | 1,450,497 | 15,425 | 11,786 | - | - | - | 1% |
| FINANCE INVESTMENT | 99,000 | - | - | (26,665,363) | - | 26,665,363 | (100%) |
| HR INVESTMENT | 1,081,826 | 48,294 | - | - | - | - | 1% |
| IT INVESTMENT | 2,998,026 | - | - | - | - | - | 1% |
| STRATEGY INVESTMENT | 6,042 | - | - | - | - | - | 1% |
| OPERATIONS INVESTMENT | 1,490,238 | 99 | - | - | - | - | 1% |
| STUDENT SERVICES INVESTMENT | 1,080,267 | 248 | - | - | - | - | 1% |
| SUPERINTENDENT INVESTMENT | 0 | - | - | - | - | - | 1% |
| INTERNAL AUDIT INVESTMENT | 0 | - | - | - | - | - | 1% |
| SAFETY & SECURITY INVESTMENT | 0 | - | - | - | - | - | 1% |
| GENERAL COUNSEL INVESTMENT | 0 | - | - | - | - | - | 1% |
| Grand Total: | \$ 188,582,081 | \$ 183,997,738 | \$ 202,733,950 | \$ 184,329,658 | \$ 206,934,520 | \$ 22,604,862 | 12% |

The total budget for Other Uses is \$206.9 million, resulting in a \$22.6 million budget increase when compared with the prior year amount. This increase is partly due to an increase of \$12.1 million for Charter Schools resulting from increased projected charter school enrollment. Attrition Savings was reduced because several unfilled positions were eliminated from the budget for efficiencies across the entire district, while Retiree benefits decreased by \$4 million based on historical trends in fiscal year 2020-21.

Position Summary

| STAFFING | FY2016-17 ACTUALS | FY2017-18 ACTUALS | FY2018-19 ACTUALS | FY2019-20 | | | FY2020-21 | | | 2020 vs 2021 | |
|--|----------------------|----------------------|----------------------|-----------|----------|----------|-----------|----------|----------|--------------|---------------|
| | | | | Filled | Unfilled | Total | Filled | Unfilled | Total | Variance | % Change |
| MONEY DUE BOARD (SCHOOL REIMBURSEMENT) | 0 | 0 | 0 | 6 | - | 6 | - | - | - | (6) | (100%) |
| Position Summary Total | - | - | - | 6 | - | 6 | - | - | - | (6) | (100%) |

Other Uses has no budgeted positions in fiscal year 2020-21. This reflects a reduction in part-time Certified Tutor positions in fiscal year 2020-21.

CAPITAL PROJECTS FUND



FY 2021 District Budget



iii. CAPITAL PROJECTS FUND

This section includes the following information:

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

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

Shelby County Schools ensures that students have the appropriate learning environment to excel by maintaining and repairing 176 school buildings. With appropriate and timely capital investments, disruptions to student learning can be prevented and a culture of excellence and care can be reinforced. The District is dedicated to examining our portfolio of school buildings in ensuring our footprint promotes quality education, efficiency, and equity. During FY 2018-19, the Shelby County Commission and SCS Administration met to provide greater transparency on budgets, capital projects, spending and funding needs.

The collaboration led to better clarity around the operating practices for capital and guidelines for capital projects:

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

BUDGET FOR CAPITAL PROJECTS FUND

In fiscal year 2020-21, the Capital Projects adopted budget totals approximately \$53.8 million, which is a decrease of \$54 million over the prior year. The budget includes the carryover of unfinished fiscal year 2019-20 projects and new County appropriations for building renovations and critical deferred maintenance projects.

The highlights of the new allocation include the following projects:

- Alcy Elementary \$10.4 million
- Kingsbury HS Gym \$4.5 million
- Cummings Construction \$3.8 million
- Winchester ES Boiler/Pumps \$3.5 million
- Kingsbury ES Construction \$2.8 million
- Goodlett Elementary \$2.5 million
- Kingsbury MS/HS HVAC \$2.2 million
- Newberry ES Construction \$2.1 million



Capital Projects Fund



Below is the Capital Projects Fund budget by function for fiscal year 2020-21.

FISCAL YEAR 2020-21 CAPITAL PROJECTS FUND BY FUNCTION

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Adopted Budget | Variance | % Change |
|--|----------------------|----------------------|----------------------|--------------------------------|-----------------------------|-----------------------|----------------|
| Revenues | | | | | | | |
| City of Memphis | | 3,611,333 | 113,862 | | | - | |
| Shelby County | 21,070,908 | 47,689,237 | 54,932,413 | 105,888,532 | 53,800,470 | (52,088,062) | -49.19% |
| Other local sources | 244,853 | 335,704 | 286,313 | - | - | - | - |
| Total Revenues | \$ 21,315,761 | \$ 51,636,274 | \$ 55,332,588 | \$105,888,532 | \$ 53,800,470 | \$(52,088,062) | -49.19% |
| Expenditures | | | | | | | |
| Capital Outlay | 16,846,062 | 67,226,251 | 75,560,959 | 107,888,532 | 53,800,470 | (54,088,062) | -50.13% |
| Total Expenditures | \$ 16,846,062 | \$ 67,226,251 | \$ 75,560,959 | \$107,888,532 | \$ 53,800,470 | \$(54,088,062) | -50.13% |
| Excess (deficiency) of revenues | | | | | | | |
| over Expenditures | \$ 4,469,699 | (\$ 15,589,977) | (\$ 20,228,371) | (\$ 2,000,000) | | - | |
| Approved use of fund balance | | \$ 15,589,977 | \$ 20,228,371 | | | | |
| Beginning Fund Balance | | | | | | | |
| | 8,417,957 | 6,218,216 | 1,665,284 | 2,154,042 | 154,042 | | |
| Increase (decrease) in revenue for encumbrance | (3,041,753) | (4,640,827) | (655,257) | - | - | | |
| Transfers To/(From)Other Funds | - | - | - | - | - | | |
| Insurance Recovery | - | - | 546,785 | - | - | | |
| Sale of Capital Assets | 842,012 | 87,895 | 597,230 | - | - | | |
| Ending Fund Balance | \$ 6,218,216 | \$ 1,665,284 | \$ 2,154,042 | \$ 154,042 | \$ 154,042 | | |



Capital Projects Fund

Below is the Capital Projects Fund budget by object for fiscal year 2020-21.

FISCAL YEAR 2020-21 CAPITAL PROJECTS FUND BY OBJECT

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Adopted Budget | Variance | % Change |
|--|----------------------|----------------------|----------------------|-----------------------------|--------------------------------|------------------------|----------------|
| Revenues | | | | | | | |
| City of Memphis | | 3,611,333 | 113,862 | | | | |
| Shelby County | 21,070,908 | 47,689,237 | 54,932,413 | 105,888,532 | 53,800,470 | (52,088,062) | -49.19% |
| Other local sources | 244,853 | 335,704 | 286,313 | - | - | - | - |
| Total Revenues | \$ 21,315,761 | \$ 51,636,274 | \$ 55,332,588 | \$ 105,888,532 | \$ 53,800,470 | \$ (52,088,062) | -49.19% |
| Expenditures | | | | | | | |
| Contracted Services | - | 5,840,471 | 5,260,320 | 4,126,345 | - | (4,126,345) | -100.00% |
| Supplies and Materials | 161,805 | (2,480) | 64,450 | - | - | - | - |
| Project Management Fees | | | | - | - | - | - |
| Capital Outlay | 16,684,257 | 61,388,260 | 70,236,189 | 103,762,187 | 53,800,470 | (49,961,717) | -48.15% |
| Total Expenditures | \$ 16,846,062 | \$ 67,226,251 | \$ 75,560,959 | \$ 107,888,532 | \$ 53,800,470 | \$ (54,088,062) | -50.13% |
| Excess (deficiency) of revenues | | | | | | | |
| Debt service | \$ 4,469,699 | \$ (15,589,977) | \$ (20,228,371) | \$ (2,000,000) | - | | |
| Approved use of fund balance | | \$ 15,589,977 | \$ 20,228,371 | | | | |
| Beginning Fund Balance | | | | | | | |
| Beginning Fund Balance | 8,417,957 | 6,218,216 | 1,665,284 | 2,154,042 | 154,042 | | |
| Increase (decrease) in revenue for encumbrance | (3,041,753) | (4,640,827) | (655,257) | - | - | | |
| Transfers To/(From)Other Funds | - | - | - | - | - | | |
| Insurance Recovery | | | 546,785 | | | | |
| Sale of Capital Assets | 842,012 | 87,895 | 597,230 | - | - | | |
| Ending Fund Balance | 6,218,216 | \$ 1,665,284 | \$ 2,154,042 | \$ 154,042 | \$ 154,042 | | |



Capital Projects Fund

Below is the Capital Project Fund budget by project for fiscal year 2020-21:

| PROJECT | 2019-20 | 2020-21 | 2020 vs 2021 | |
|---|----------------|----------------|--------------|----------|
| | Amended Budget | Adopted Budget | Variance | % Change |
| 6904 Unforeseen Emergencies | 2,000,000 | - | (2,000,000) | -100.00% |
| C734 New Construction Alcy ES | 30,552,295 | 10,380,065 | (20,172,230) | -66.03% |
| C735 New Construction Goodlett ES | 9,659,559 | 2,490,136 | (7,169,423) | -74.22% |
| C810 Bellevue MS Mechanical | 2,091,581 | - | (2,091,581) | -100.00% |
| C823 Bayer Building/Associated Capital Expenses | 739,139 | - | (739,139) | -100.00% |
| C901 Alton ES Roofing | 579,833 | - | (579,833) | -100.00% |
| C902 B. T. Washington HS HVAC | 3,026,347 | - | (3,026,347) | -100.00% |
| C903 Barret's Chapel K-8 HVAC | 1,027,982 | - | (1,027,982) | -100.00% |
| C904 Barret's Chapel K-8 Roofing | 253,525 | - | (253,525) | -100.00% |
| C905 Chickasaw MS Roofing | 2,041,448 | 162,121 | (1,879,327) | -92.06% |
| C906 Dexter ES HVAC | 2,551,030 | - | (2,551,030) | -100.00% |
| C907 Douglass K-8 Roofing | 1,265,602 | - | (1,265,602) | -100.00% |
| C908 E. E. Jeter K-8 HVAC | 1,027,495 | - | (1,027,495) | -100.00% |
| C909 Germantown ES HVAC | 985,950 | - | (985,950) | -100.00% |
| C910 Grahamwood ES HVAC | 446,297 | - | (446,297) | -100.00% |
| C911 Hickory Ridge ES Fire Alarm Sys | 43,234 | - | (43,234) | -100.00% |
| C912 Hickory Ridge ES HVAC | 18,922 | - | (18,922) | -100.00% |
| C913 Highland Oaks ES HVAC | 2,227,838 | - | (2,227,838) | -100.00% |
| C914 Holmes Rd ES HVAC | 1,099,982 | - | (1,099,982) | -100.00% |
| C915 Jackson ES Elevator | 30,456 | - | (30,456) | -100.00% |
| C916 Jackson ES Roofing | 362,670 | - | (362,670) | -100.00% |
| C917 Lowrance K-8 HVAC | 1,731,689 | - | (1,731,689) | -100.00% |
| C918 Lowrance K-8 Roofing | 349,045 | - | (349,045) | -100.00% |
| C919 Macon Hall ES Construction | 45,918 | - | (45,918) | -100.00% |
| C920 Maxine Smith Academy HVAC | 1,132,388 | - | (1,132,388) | -100.00% |
| C921 Oakhaven ES HVAC | 345,506 | - | (345,506) | -100.00% |
| C922 Oakhaven ES Roofing | 157,303 | - | (157,303) | -100.00% |
| C924 Raleigh-Bartlett Meadows ES HVAC | 315,895 | - | (315,895) | -100.00% |
| C925 Robert R. Church ES HVAC | 792,354 | - | (792,354) | -100.00% |
| C926 Shelby Oaks ES Windows | 225,512 | - | (225,512) | -100.00% |
| C927 Shrine/Sheffield ES HVAC | 2,137,067 | 570,980 | (1,566,087) | -73.28% |
| C928 Snowden K-8 Windows | 1,586,272 | 150,000 | (1,436,272) | -90.54% |
| C929 White Station ES Roofing | 869,684 | - | (869,684) | -100.00% |
| C930 White Station HS Roofing | 47,321 | - | (47,321) | -100.00% |
| C931 White Station MS Fire Alarm Sys | 37,547 | - | (37,547) | -100.00% |
| C932 Whitehaven HS Fire Alarm Sys | 146,618 | - | (146,618) | -100.00% |
| C933 Whitehaven HS HVAC | 1,249,293 | - | (1,249,293) | -100.00% |
| C934 Whitehaven HS Windows | 813,185 | - | (813,185) | -100.00% |
| C935 Whitney ES Roofing (ASD) | 1,462,799 | - | (1,462,799) | -100.00% |
| C936 Cummings Construction | 41,897 | 3,772,000 | 3,730,103 | 8903.03% |
| C937 Douglas K-8 Construction | 41,897 | - | (41,897) | -100.00% |
| C938 Germantown ES Construction | 5,188,982 | 125,141 | (5,063,841) | -97.59% |
| C939 Jackson ES Construction | 2,271,237 | 1,172,148 | (1,099,089) | -48.39% |
| C940 Kingsbury ES Construction | 4,365,253 | 2,778,591 | (1,586,662) | -36.35% |
| C941 Macon Hall ES Construction | 5,028,185 | - | (5,028,185) | -100.00% |
| C942 Newberry ES Construction | 2,860,716 | 2,081,315 | (779,401) | -27.24% |
| C950 Richland ES Richland ES Gymnasium | 32,627 | - | (32,627) | -100.00% |
| C951 Grahamwood ES Gynasium | 88,847 | - | (88,847) | -100.00% |
| C952 Delano ES Gynasium | 47,144 | - | (47,144) | -100.00% |



Capital Projects Fund

| PROJECT | 2019-20 | 2020-21 | 2020 vs 2021 | |
|--|-----------------------|----------------------|------------------------|----------------|
| | Amended Budget | Adopted Budget | Variance | % Change |
| C953 Brookemeade/Libertas ES (ASD) | 249,562 | - | (249,562) | -100.00% |
| C954 Macon Hall Foundation Repair | 2,464,000 | 633,611 | (1,830,389) | -74.29% |
| C955 Crump Stadium Turf Replacement | 612,637 | 626,466 | 13,829 | 2.26% |
| C956 Double Tree ES Roofing | 1,281,796 | 996,133 | (285,663) | -22.29% |
| C957 Frayser ES (ASD) HVAC | 1,508,366 | 1,036,850 | (471,516) | -31.26% |
| C958 Frayser ES (ASD) Roofing | 559,052 | 547,960 | (11,092) | -1.98% |
| C959 Hamilton MS HVAC | 232,429 | 212,710 | (19,719) | -8.48% |
| C960 Hanley ES (ASD) Structural | 966,079 | 470,815 | (495,264) | -51.27% |
| C961 Keystone ES HVAC | 220,000 | 194,878 | (25,122) | -11.42% |
| C962 Kingsbury CTC Roofing | 1,250,272 | 826,547 | (423,725) | -33.89% |
| C963 Vollentine ES Roofing | 1,396,381 | 1,282,251 | (114,130) | -8.17% |
| C964 Vollentine ES Windows | 1,704,592 | 872,285 | (832,307) | -48.83% |
| C966 New Rozelle Project | - | 651,443 | 651,443 | 100.00% |
| C967 Riverview MS Cooling Tower Replacement | - | 430,000 | 430,000 | 100.00% |
| C968 Kingsbury HS New Gym Safe Building | - | 4,500,000 | 4,500,000 | 100.00% |
| C969 Kingsbury MS/HS HVAC Replacement | - | 2,200,000 | 2,200,000 | 100.00% |
| C970 Kingsbury MS/HS Int/Ext Campus Improv AE Services | - | 500,000 | 500,000 | 100.00% |
| C971 Willow Oaks ES Annex Boiler/Chiller | - | 775,000 | 775,000 | 100.00% |
| C972 Germantown HS Chiller/Boiler | - | 1,600,000 | 1,600,000 | 100.00% |
| C973 Belle Forest ES K-8 Gym/Safe Building | - | 1,000,000 | 1,000,000 | 100.00% |
| C974 Kate Bond ES Driveway Repaving | - | 200,000 | 200,000 | 100.00% |
| C975 Sherwood ES Boilers/Pumps | - | 625,000 | 625,000 | 100.00% |
| C976 Winchester ES Boiler/Pumps | - | 3,450,000 | 3,450,000 | 100.00% |
| C977 Egypt ES Roof Replacement | - | 1,500,000 | 1,500,000 | 100.00% |
| C978 Fairgrounds Complex Athletic | - | 756,024 | 756,024 | 100.00% |
| C979 Germantown MS Multipurpose Fields | - | 1,400,000 | 1,400,000 | 100.00% |
| C980 Alton ES Chiller Replacement | - | 480,000 | 480,000 | 100.00% |
| C981 Germantown HS Intercom Replacement | - | 500,000 | 500,000 | 100.00% |
| C982 Southwind HS Track Replacement | - | 450,000 | 450,000 | 100.00% |
| C983 Traffic Control Sign Installation | - | 400,000 | 400,000 | 100.00% |
| C984 Whitehaven HS Stem Building Addition | - | 1,000,000 | 1,000,000 | 100.00% |
| Total | \$ 107,888,532 | \$ 53,800,470 | \$ (54,088,062) | -50.13% |



Capital Projects Fund

New Construction of 21st Century Schools

The new 21st Century Alcy Elementary School design has been completed and construction began spring of 2019, with an estimated completion of August 2020. The details for this new school are listed below.

| | |
|-----------------------------------|--|
| Project Number: | C734 |
| Project Name: | New Alcy Elementary School |
| Start Date: | February 2017 |
| Estimated Completion Date: | August 2020 |
| Description: | New Construction |
| FY2020-21 Project Costs: | \$10,380,065 |
| Operating Budget Impact: | The District estimates \$0 impact to the District's operating budget |



This school will be 21st Century Schools designed to be creative, flexible, sustainable and cost effective. Also, it will provide students with access to outdoor learning environments and advanced technology. The 21st Century School interchangeable systems will accommodate a variety of learning that includes large or small work groups, peer to peer learning, and individual exploration.



Curriculum design for 21st Century schools

As schools move into the 21st century, they are casting off the traditional model paradigm. 21st Century curriculum must be designed with more of an emphasis on skills needed for real-life without abandoning the core content of education. Now, the academic curriculum for 21st Century schools must be designed with a focus on what is now referred to as the 4-C's (creativity, critical thinking, communication and collaboration). Project Based Learning is a common 21st Century model. Specifically, students are working in

teams to experience and explore relevant, real-world problems, questions, issues and challenges and then creating presentations and products to share what they have learned.

Building design for 21st Century schools



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



Capital Projects Fund

The following list highlights the estimated start date, completion date, and annual project costs for the fiscal year 2020-21 Shelby County Schools' adopted capital projects.

Project Number: C735
Project Name: Goodlett Elementary School
Start Date: February 2017
Estimated Completion Date: September 2020
Description: New Construction
FY20-21 Project Costs: \$2,490,136
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C905
Project Name: Chickasaw Middle School
Start Date: February 2019
Estimated Completion Date: September 2020
Description: Roofing
FY20-21 Project Costs: \$162,121
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C928
Project Name: Snowden K-8
Start Date: February 2019
Estimated Completion Date: September 2020
Description: Windows
FY20-21 Project Costs: \$150,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C927
Project Name: Shrine/Sheffield Elementary School
Start Date: February 2019
Estimated Completion Date: September 2020
Description: HVAC
FY20-21 Project Costs: \$570,980
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C936
Project Name: Cummings K-8
Start Date: August 2020
Estimated Completion Date: June 2021
Description: Gym/Safe Building
FY20-21 Project Costs: \$3,772,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget



Capital Projects Fund

Project Number: C938
Project Name: Germantown Elementary School
Start Date: August 2018
Estimated Completion Date: TBD
FY20-21 Project Costs: \$125,141
Description: New Addition
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C939
Project Name: Jackson Elementary School
Start Date: August 2018
Estimated Completion Date: September 2020
Description: New Addition
FY20-21 Project Costs: \$1,172,148
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C940
Project Name: Kingsbury Elementary School
Start Date: August 2018
Estimated Completion Date: September 2020
Description: New Addition
FY20-21 Project Costs: \$2,778,591
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C942
Project Name: Newberry Elementary School
Start Date: August 2018
Estimated Completion Date: September 2020
Description: New Addition
FY20-21 Project Costs: \$2,081,315
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C954
Project Name: Macon Hall Elementary School
Start Date: February 2020
Estimated Completion Date: August 2020
Description: Construction Foundation
FY20-21 Project Costs: \$633,611
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget



Capital Projects Fund

Project Number: C955
Project Name: Central High School
Start Date: December 2019
Estimated Completion Date: September 2020
Description: Turf Replacement
FY20-21 Project Costs: \$626,466
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C956
Project Name: Double Tree Elementary School
Start Date: December 2019
Estimated Completion Date: September 2020
Description: Roofing
FY20-21 Project Costs: \$996,133
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C957
Project Name: Frayser Elementary School
Start Date: December 2019
Estimated Completion Date: September 2020
Description: HVAC
FY20-21 Project Costs: \$1,036,850
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C958
Project Name: Frayser Elementary School
Start Date: December 2019
Estimated Completion Date: September 2020
Description: Roofing
FY20-21 Project Costs: \$547,960
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C959
Project Name: Hamilton Middle School
Start Date: December 2019
Estimated Completion Date: September 2020
Description: HVAC
FY20-21 Project Costs: \$212,710
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget



Capital Projects Fund

Project Number: C960
Project Name: Hanley Middle School
Start Date: December 2019
Estimated Completion Date: September 2020
Description: Construction
FY20-21 Project Costs: \$470,815
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C961
Project Name: Keystone Elementary School
Start Date: December 2019
Estimated Completion Date: September 2020
Description: HVAC
FY20-21 Project Costs: \$194,878
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C962
Project Name: Kingsbury CTC
Start Date: December 2019
Estimated Completion Date: September 2020
Description: Roofing
FY20-21 Project Costs: \$826,547
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C963
Project Name: Vollentine Elementary School
Start Date: December 2019
Estimated Completion Date: September 2020
Description: Roofing
FY20-21 Project Costs: \$1,282,251
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C964
Project Name: Vollentine Elementary School
Start Date: December 2019
Estimated Completion Date: September 2020
Description: Windows
FY20-21 Project Costs: \$872,285



Capital Projects Fund

Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C966
Project Name: Rozelle
Start Date: February 2020
Estimated Completion Date: September 2020
Description: Kitchen Restoration
FY20-21 Project Costs: \$651,443
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C967
Project Name: Riverview Middle School
Start Date: July 2020
Estimated Completion Date: June 2021
Description: Cooling Tower Replacement
FY20-21 Project Costs: \$430,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C968
Project Name: Kingsbury High School
Start Date: August 2020
Estimated Completion Date: June 2021
Description: New Gyn/Safe Building
FY20-21 Project Costs: \$4,500,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C969
Project Name: Kingsbury Middle/High School
Start Date: August 2020
Estimated Completion Date: June 2021
Description: HVAC Replacement
FY20-21 Project Costs: \$2,200,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget



Capital Projects Fund

Project Number: C970
Project Name: Kingsbury Middle/High School
Start Date: August 2020
Estimated Completion Date: June 2021
Description: Int/Ext Campus Improvements
FY20-21 Project Costs: \$500,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C971
Project Name: Willow Oaks Elementary School
Start Date: August 2020
Estimated Completion Date: June 2021
Description: Annex Boiler/Chiller Replacement
FY20-21 Project Costs: \$775,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C972
Project Name: Germantown High School
Start Date: August 2020
Estimated Completion Date: June 2021
Description: (4) AHU/120-T Chiller/(3) Boilers
FY20-21 Project Costs: \$1,600,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C973
Project Name: Belle Forest Elementary School
Start Date: August 2020
Estimated Completion Date: June 2021
Description: K-8 Gym/Safe Building
FY20-21 Project Costs: \$1,000,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget



Capital Projects Fund

Project Number: C974
Project Name: Kate Bond Elementary School
Start Date: August 2020
Estimated Completion Date: June 2021
Description: Drive Repaving
FY20-21 Project Costs: \$200,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C975
Project Name: Sherwood Elementary School
Start Date: August 2020
Estimated Completion Date: June 2021
Description: (3) Boilers/(4) Pumps
FY20-21 Project Costs: \$625,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C976
Project Name: Winchester Elementary School
Start Date: August 2020
Estimated Completion Date: June 2021
Description: G-Bldg. Boiler/Heat Pumps/SCUV Replacement
FY20-21 Project Costs: \$3,450,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C977
Project Name: Egypt Elementary School
Start Date: August 2020
Estimated Completion Date: June 2021
Description: Roof Replacement
FY20-21 Project Costs: \$1,500,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget



Capital Projects Fund

Project Number: C978
Project Name: Fairgrounds Complex
Start Date: August 2020
Estimated Completion Date: June 2021
Description: Athletic Complex
FY20-21 Project Costs: \$756,024
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C979
Project Name: Germantown Middle School
Start Date: August 2020
Estimated Completion Date: June 2021
Description: Vehicular Stacking/Multipurpose Fields
FY20-21 Project Costs: \$1,400,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C980
Project Name: Alton Elementary School
Start Date: August 2020
Estimated Completion Date: June 2021
Description: Chiller Replacement
FY20-21 Project Costs: \$480,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C981
Project Name: Germantown High School
Start Date: August 2020
Estimated Completion Date: June 2021
Description: Intercom Replacement
FY20-21 Project Costs: \$500,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget



Capital Projects Fund

Project Number: C982
Project Name: Southwind High School
Start Date: August 2020
Estimated Completion Date: June 2021
Description: Track Replacement
FY20-21 Project Costs: \$450,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C983
Project Name: Multiple Schools
Start Date: August 2020
Estimated Completion Date: June 2021
Description: Traffic Control Sign Installation
FY20-21 Project Costs: \$400,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget

Project Number: C984
Project Name: Whitehaven High School
Start Date: August 2020
Estimated Completion Date: June 2021
Description: STEM Building Addition
FY20-21 Project Costs: \$1,000,000
Operating Budget Impact: The District estimates \$0 impact to the District's operating budget



Capital Projects Fund

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FEDERAL PROGRAMS



FY 2020 District Budget



iv. FEDERAL PROGRAMS

This section includes the following information:

Budget Summary of the Federal Programs Fund
Summary of Major Federal Grants

BUDGET SUMMARY OF THE FEDERAL PROGRAMS FUND

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

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Budget | Variance | % Change |
|---------------------------|-----------------------|-----------------------|-----------------------|--------------------------------|-----------------------|----------------------|------------|
| Revenues | | | | | | | |
| Federal Government | 152,813,433 | 151,566,681 | 136,057,758 | 159,562,262 | 213,248,462 | 53,686,201 | 34% |
| Other local sources | - | - | - | 0 | - | - | - |
| Total Revenues | \$ 152,813,433 | \$ 151,566,681 | \$ 136,057,758 | \$ 159,562,262 | \$ 213,248,462 | \$ 53,686,201 | 34% |
| Expenditures | | | | | | | |
| Instruction | 70,299,528 | 69,872,046 | 48,604,364 | 60,300,355 | 78,255,250 | 17,954,895 | 30% |
| Instructional Support | 31,238,079 | 34,088,799 | 39,363,619 | 52,149,850 | 51,258,523 | (891,327) | (2%) |
| Student Support | 11,190,797 | 8,531,561 | 7,046,750 | 10,489,190 | 12,048,792 | 1,559,601 | 15% |
| General administration | - | - | - | 49 | - | (49) | (100%) |
| Education Technology | - | - | - | - | 27,703,303 | 27,703,303 | 100% |
| Student transportation | 2,971,333 | 3,091,058 | 2,190,802 | 2,601,718 | 2,616,000 | 14,282 | 1% |
| Plant Services | (214) | - | - | - | 3,693,774 | 3,693,774 | 100% |
| Community services | 30,527,796 | 29,782,133 | 31,353,325 | 25,877,849 | 26,021,153 | 143,304 | 1% |
| Charter Schools | 6,586,115 | 6,201,084 | 7,498,092 | 8,142,191 | 11,651,668 | 3,509,477 | 43% |
| Food Service | - | - | 807 | 1,060 | - | (1,060) | (100%) |
| Total Expenditures | 152,813,433 | 151,566,681 | 136,057,758 | 159,562,262 | 213,248,462 | 53,686,201 | 34% |

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 \$213.2 million for fiscal year 2020-21, which represents approximately a 34% budget increase compared to the prior fiscal year’s budget. The primary factors for this increase include the awarding of Elementary and Secondary School Emergency Relief Funds (ESSER) – (as part of the CARES Act or the Coronavirus Aid, Relief and Economic Security Act), increases in positions in Title I for four (4) Bilingual Cultural Coaches, seven (7) Bilingual Cultural Mentors, one (1) PLC Coach Advisor, two (2) Instructional Support Advisors and four (4) Family Engagement Specialists. These new positions show increases to the Instruction and Student Support functional areas. There are also increases in positions in these functional areas to comply with Comprehensive Coordinated Early Intervening Services (CCEIS) in IDEA and an increase in positions English Language Learners in Title I.





Federal Programs

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

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Budget | Variance | % Change |
|-------------------------------|-----------------------|-----------------------|-----------------------|--------------------------------|-----------------------|----------------------|------------|
| Revenues | | | | | | | |
| Federal Government | 152,813,433 | 151,566,681 | 136,057,758 | 159,562,262 | 213,248,462 | 53,686,201 | 34% |
| Other local sources | - | - | - | - | - | - | (100%) |
| Total Revenues | \$ 152,813,433 | \$ 151,566,681 | \$ 136,057,758 | \$ 159,562,262 | \$ 213,248,462 | \$ 53,686,200 | 34% |
| Expenditures | | | | | | | |
| Salaries | 65,239,468 | 65,245,969 | 62,583,604 | 65,994,392 | 69,050,625 | 3,056,233 | 5% |
| Benefits | 16,344,861 | 15,734,344 | 15,171,009 | 17,440,321 | 19,174,071 | 1,733,750 | 10% |
| Contracted Services | 32,690,295 | 32,402,630 | 34,246,108 | 36,791,810 | 87,427,274 | 50,635,464 | 138% |
| Professional Services | 8,721 | 9,869 | 16,500 | 16,950 | 6,250 | (10,700) | (63%) |
| Property Maintenance Services | 876,549 | 634,352 | 831,561 | 1,396,300 | 1,243,000 | (153,300) | (11%) |
| Travel | 447,040 | 393,096 | 339,199 | 453,062 | 424,164 | (28,898) | (6%) |
| Supplies and Materials | 12,511,257 | 7,361,984 | 8,167,642 | 10,751,901 | 15,569,010 | 4,817,109 | 45% |
| Capital Outlay | 15,748,757 | 22,328,750 | 5,348,355 | 8,210,361 | 5,815,465 | (2,394,895) | (29%) |
| Other Charges | 8,946,485 | 7,450,719 | 9,353,780 | 18,507,165 | 14,538,603 | (3,968,562) | (21%) |
| Debt Service | - | 4,968 | - | - | - | - | - |
| Charter Schools | - | - | - | - | - | - | - |
| Total | \$ 152,813,433 | \$ 151,566,681 | \$ 136,057,758 | \$ 159,562,262 | \$ 213,248,462 | \$ 53,686,200 | 34% |

IDEA Part B has an increase in positions resulting from compliance with Comprehensive Coordinated Early Intervening Services. Funds will target district-wide professional development in Adverse Childhood Experiences (ACEs), Trauma Informed Schools, and other trainings to increase staff awareness of social and emotional conditions that impact behavior and to reduce exclusionary disciplinary practices. Secondly, there are additions for English Language Learner positions and Family Engagement Specialists. These positions are to help in schools with an increasing population of English as a second language students and to support the district initiative for social and emotional needs. There is also an increase in benefits to go along with these positions. The District received ESSER funds (also known as the CARES Act) to assist with closing the digital divide and academic gaps due to the COVID-19 pandemic and the closing of schools from Spring Break through the end of the school year. The \$50 million increase in Contracted Services reflects agreements by SCS' schools, non-public, and charter schools with vendors to procure items such as personal protective equipment, cleaning services and signage etc. In addition, the increase in Contracted Services will be used to address the loss in instruction. There is a projected increase in supplies and materials in FY2020-21 based on prior years spending. Specifically, a carryover in funds is projected to increase due to the early closings of Schools for COVID-19. Additionally, some expenditures will be utilized to purchase digital devices and internet access for students and teachers. Lastly, there are projected decreases in capital outlay and other charges due to one-time non-recurring expenses in each category.





Federal Programs

SUMMARY OF MAJOR FEDERAL GRANTS

Below is the Federal Programs budget by project, for fiscal year 2020-21.

| Project | Project Name | FY2019-20 Amended | FY2020-21 Budget | FY2020-21 Position |
|--------------|---|-----------------------|-----------------------|--------------------|
| 1005 | Title I, Part A, Improving Academic Achieveme | 66,844,788 | 70,567,043 | 556 |
| 9983 | CARES Act | - | 48,633,665 | - |
| 9005 | IDEA, Part B | 30,066,222 | 33,153,010 | 655 |
| 9420 | Head Start Jan-Dec 2020 | 11,706,716 | 24,521,522 | 183 |
| 5011 | Title IV, Part A-Student Support & Academic E | 6,417,652 | 7,094,609 | 12 |
| 2005 | Title II, Part A, Training & Recruiting | 6,577,005 | 6,444,951 | 34 |
| 9118 | Priority School Improvement Grant-Regular | 5,737,139 | 5,737,139 | 32 |
| 0016 | Consolidated Administration | 2,891,602 | 2,990,736 | 32 |
| 8005 | Carl Perkins | 2,730,622 | 2,730,622 | 12 |
| 3005 | Title III, Part A, English Language Acquisition | 1,209,425 | 1,239,077 | 25 |
| 5515 | STEM in the Library | 1,045,772 | 1,125,635 | 1 |
| 0135 | ATSI 2019 Designation | 1,125,000 | 1,125,000 | - |
| 9917 | Comprehensive School Safety Initiative | 1,198,616 | 1,069,585 | - |
| 5013 | 21st Century Community Learning GrantFY19 | 799,362 | 799,362 | 115 |
| 1110 | Adaptive Learning Technology Grant | 798,470 | 798,470 | - |
| 8810 | WIN IN SCHOOL GRANT | 794,079 | 794,079 | 5 |
| 9908 | Priority School Exit Grant | 621,480 | 621,484 | - |
| 1006 | Title 1 A, Neglected | 617,883 | 617,663 | 15 |
| 0130 | ATSI 2018 Designation | 600,000 | 600,000 | - |
| 5023 | FY19-20 21st Century Community Learning Ce | 446,785 | 446,785 | 116 |
| 9105 | IDEA, Preschool | 383,407 | 384,386 | 5 |
| 9708 | CDCP HIV/STD PREVENTION (FY 2020) | 360,000 | 331,684 | 3 |
| 5022 | 21st CCLC MASE Charter Schools | 212,980 | 212,980 | - |
| 1505 | Title I, Part D, Subpart 1, Neglected/Delinquen | 183,103 | 168,274 | 4 |
| 8710 | STOP Sch Violence Prev and Mental Health Ti | 140,569 | 140,569 | 1 |
| 9027 | Transition School to Work Program | - | 138,695 | 2 |
| D398 | Gear Up 3.0 | 177,417 | 138,383 | 1 |
| 8709 | STOP Sch Violence Threat Assess | 135,892 | 135,892 | 1 |
| 7006 | Title IX Homeless | 108,372 | 108,373 | 1 |
| 9017 | Substance Abuse Prevention & Treatment | 75,600 | 75,600 | - |
| 9709 | CDCP HIV/STD Prevention (FY 2021) | - | 60,000 | - |
| 4402 | 21st Century Primetime 6- Cohort 2 | - | 52,193 | - |
| D396 | Gear Up at the River | 157,003 | 50,000 | - |
| D399 | Gear Up 3.0 2019 | 178,976 | 50,000 | - |
| 9920 | SCS SEED Grant | 244,597 | 37,429 | - |
| 3006 | Title III Immigrant Grant | 35,972 | 35,972 | - |
| 4326 | Title IV- 21st Century Primetime 7 | - | 17,398 | - |
| 4335 | Title IV, Part B, CCLC Primetime 6 | - | 200 | - |
| 1306 | Title I, School Improvement Grant, Cohort IV | 351,431 | - | - |
| 4337 | Title IV Part B Trauma Informed Schools | 42,000 | - | - |
| 5008 | Principal Pipeline Grant | 67,865 | - | - |
| 5010 | IDEA Discretionary Supplemental Grant | 42,735 | - | - |
| 8108 | CTE Perkins Reserve FY19 | 130,000 | - | - |
| 8305 | Workforce Investment Network Out of School | 281,824 | - | - |
| 8803 | Read to be Ready Coaching Network | 10,000 | - | - |
| 8806 | Read to Be Ready Summer Literacy 2019 | 162,980 | - | - |
| 9028 | Transition School to Work (FY19) | 135,614 | - | - |
| 9108 | IDEA, Preschool Discretionary FY19 | 60,000 | - | - |
| 9215 | Memphis Virtual STEM Academy - East High | 311,941 | - | - |
| 9409 | Head Start 2019 | 396,625 | - | - |
| 9419 | Head Start July-Dec 2019 | 12,802,572 | - | - |
| 9506 | Pre-K Expansion (PDG) | 7,130 | - | - |
| 9706 | CDCP HIV/STD PREVENTION (FY 2019) | 68,713 | - | - |
| 9806 | Project Prevent | 11,516 | - | - |
| 9907 | Project Stand | 56,808 | - | - |
| TOTAL | | \$ 159,562,262 | \$ 213,248,463 | 1,810 |



Federal Programs

Below are details for federal grants with a budget of \$1 million or greater in the fiscal year 2021-21 budget.

Every Student Succeeds Act (ESSA) Title I, Part A, Improving Academic Achievement: Title I Part A grants provide financial assistance to local educational agencies and schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Title I Part A funds are also used for activities designed to increase the achievement of low-achieving students and ensure all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I Part A funds also support teacher professional development by providing an Instructional Support Advisor team dedicated to support teachers in core content areas.

Title I Part A funds supplement state and local funds and are allocated through statutory formulas based on census poverty estimates and the cost of education in Tennessee. Each school conducts a comprehensive needs assessment and implements a school plan. Additional details regarding Title I Part A can be found on the website: <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

- *Participating Schools in FY2019-20:* All, except for six 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 FY2019-20:* 104,704

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

- *Participating Schools in FY2019-20:* 219 Schools
- *Estimated number of students served in FY2019-20:* 14,429

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

- *Participating Schools in FY2019-20:* All SCS District run schools, charter schools, and participating non-public/private schools
- *Estimated number of teachers and school leaders affected:* All teachers and school leaders in District run SCS schools, charter schools, and participating private schools

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

- *Participating Schools in FY2019-20:* 50 schools
- *Estimated number of students served in FY2019-20:* 17,654



Federal Programs

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

- *Participating Schools in FY2019-20:* Not Applicable
- *Estimated number of students served in FY2019-20:* Not Applicable

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

- *Participating Schools in FY2019-20:* 105 Schools
- *Estimated number of students served in FY2019-20:* 10,746

Comprehensive School Safety Initiative: The Comprehensive School Safety Initiative (CSSI) is a program under the U.S. Department of Justice (DOJ), Office of Justice Programs (OJP) and the National Institute of Justice (NIJ). The CSSI program funds rigorous research to produce practical knowledge that can improve the safety of schools and students. Projects funded under the CSSI are designed to produce knowledge that can be applied to schools and school districts across the nation for years to come. RTI International (formerly Research Triangle Institute), in collaboration with SCS's Safety and Security division, has designed a research study to expand the program Gang Reduction Assistance and Saving Society's Youth (GRASSY), Shaping Health as Partners in Education (SHAPE), Positive Behavioral Interventions and Supports (PBIS), and other promising SCS practices and introduce new Safe Corridor policing. Two-thirds of grant funds are set aside for SCS programmatic expenses. There are twenty-four middle schools that participate in the grant. Additional details can be found on the website:

<https://www.nij.gov/topics/crime/school-crime/Pages/school-safety-initiative.aspx>

- *Participating Schools in FY2019-20:* A. Maceo Walker, Colonial, Geeter, Georgian Hills, Lowrance, Oakhaven, Snowden, White Station, American Way, Chickasaw, Cordova, Cummings, Germanton, J.P. Freeman, Kate Bond, Kingsbury, Bellevue Middle, Dexter Middle, Douglass School, Grandview Heights, Havenview, Hickory Ridge, Maxine Smith STEAM, Ida B. Wells Academy
- *Estimated number of students served in FY2019-20:* 12,518

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

- *Participating Schools in FY2019-20:* 54 school-based sites, 10 center-based sites (Porter Leath)
- *Estimated number of students served in FY2019-20:* 3,200

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

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



Federal Programs

- *Participating Schools in FY2019-20:* All District managed schools and participating non-public/private schools
- *Estimated number of students served in FY2019-20:* 104,704

Priority School Improvement Grant: Priority School Improvement Grant provides resources to enable districts with the greatest capacity to turnaround the state's lowest-performing schools. The grant is designed to support a set of common high-leverage school improvement strategies across all Priority schools.

- *Participating Schools in FY2019-20:* Hawkins Mills ES, Magnolia ES, Sheffield ES, Winchester ES, Woodstock MS, American Way MS, Craigmont MS, Geeter MS, Georgian Hill MS, Hamilton HS, Sheffield HS, Trezevant HS, Westwood HS, Wooddale HS, MCS Northwest Prep, City University Girls Charter, Granville T. Woods Academy of Innovation Charter, Memphis Delta Preparatory Charter.
- *Estimated number of students served in FY2019-20:* 9,445

Additional Targeted Support and Improvement 2019 (ATSI): ATSI grants are designed to support district and school level strategies aimed at improving student outcomes. These funds are used to prioritize equitable outcomes and success for all students. Additionally, funds are used to build long-term capacity in districts and schools to address the needs of identified student groups at schools designated by TDOE as requiring additional targeted support.

- *Participating Schools in FY2019-20:* Craigmont High, Cummings School, Kingsbury High, Kirby High, Larose Elementary, Memphis Academy of Health Sciences, Overton High, Snowden School, and Southwind High School
- *Estimated number of students served in FY2019-20:* 7,920

STEM in the Library: This grant is designed to bring together school librarians and STEM teachers from the District's most fragile schools as well as its most innovative STEM schools to ensure students have access to up-to-date and engaging literacy materials that expand their understanding of their options within a STEM-driven future.

- *Participating Schools in FY2019-20:* A.B. Hill, Getwell, Hawkins Mill, Knight Road, La Rose, Magnolia, Raleigh-Bartlett Meadows, Robert R. Church, Sheffield, Springdale, Westside, and Winchester, American Way, Georgian Hills, Grandview Heights, Hamilton, Havenview, and Woodstock, Geeter, Riverview, Cordova Elem, Cordova Middle, Delano Elem, Ridgeway Middle, Sherwood Middle, White Station Middle, and Whitehaven Elem.
- *Estimated number of students served in FY2019-20:* 14,000

Elementary and Secondary School Emergency Relief Fund (ESSER): Congress set aside approximately \$13.2 billion of the \$30.75 billion allotted to the Education Stabilization Fund through the CARES Act for the Elementary and Secondary School Emergency Relief Fund (ESSER Fund). The United States Department of Education awarded these grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, 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. The ESSER Fund has six areas of focus: Purchasing Education Technology, Providing Summer Learning and After School Programs, Planning Long-Term Closures, Providing Mental Health Supports, and Conducting Other Necessary Activities to Maintain the Operations of Services. (CARES stands for the Coronavirus Aid, Relief, and Economic Security Act, also known as the CARES Act, and is a law intended to address the economic fallout of the COVID-19 pandemic in the United States.)

- *Participating Schools in FY2019-20:* Not Applicable
- *Estimated number of students served in FY2019-20:* Not Applicable

NON- FEDERAL PROGRAMS



FY 2021 District Budget



Non-Federal Programs

v. NON-FEDERAL PROGRAMS

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

Approximately \$27 million of the Non-Federal Programs Fund revenues are budgeted for fiscal year 2020-21. In fiscal year 2020-21, the Non-Federal Programs expenditures budget is about \$31.3 million, which is \$2.8 million (or 8%) less than the prior year's amended budget.

Below is the Non-Federal Programs Fund adopted budget for fiscal year 2020-21 by state function.

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Adopted Budget | Variance | % Change |
|--|----------------------|----------------------|----------------------|--------------------------------|-----------------------------|-----------------------|---------------|
| Revenues | | | | | | | |
| State of Tennessee | 13,553,306 | 11,967,407 | 13,412,272 | 14,009,746 | 13,640,729 | (369,017) | -2.63% |
| Federal Government | - | - | - | - | - | - | - |
| Other local sources | 18,656,914 | 11,124,715 | 10,507,615 | 14,234,778 | 13,339,451 | (895,327) | -6.29% |
| Total Revenues | \$ 32,210,220 | \$ 23,092,122 | \$ 23,919,887 | \$ 28,244,524 | \$ 26,980,180 | \$ (1,264,344) | -4.48% |
| Expenditures | | | | | | | |
| Instruction | 933,544 | 1,393,444 | 1,464,912 | 1,698,943 | 1,925,271 | 226,328 | 13.32% |
| Instructional Support | 816,470 | 1,112,794 | 823,414 | 1,108,202 | 346,131 | (762,071) | -68.77% |
| Student Support | 29,650 | 34,910 | 32,168 | 226,885 | 176,965 | (49,920) | -22.00% |
| Office of the Principal | 10,676 | 41,196 | 40,015 | 52,814 | - | (52,814) | -100.00% |
| General administration | 5,838,652 | 197,007 | - | - | - | - | 0.00% |
| Fiscal Services | 67,069 | 116,446 | - | - | - | - | 0.00% |
| Other support services | 126,735 | - | - | - | - | - | 0.00% |
| Plant Services | 501,708 | 703,857 | 549,820 | 1,350,995 | 814,467 | (536,528) | -39.71% |
| Community services | 20,019,564 | 19,435,405 | 20,703,754 | 29,674,328 | 28,064,344 | (1,609,984) | -5.43% |
| Total Expenditures | \$ 28,344,068 | \$ 23,035,059 | \$ 23,614,083 | \$ 34,112,167 | \$ 31,327,178 | \$ (2,784,989) | -8.16% |
| Excess (deficiency) of revenues | | | | | | | |
| Debt service | \$ 3,866,152 | \$ 57,064 | \$ 305,804 | (\$ 5,867,643) | (\$ 4,346,998) | | |
| Approved use of fund balance | | | | | | | |
| Beginning Fund Balance | | | | | | | |
| | 6,578,574 | 9,863,161 | 10,266,411 | 10,214,640 | 4,346,998 | | |
| Increase (decrease) in revenue for encumbrance | 3,253,829 | 368,606 | (51,771) | - | - | | |
| Transfers To/(From)Other Funds | - | - | - | - | - | | |
| Sale of Capital Assets | \$ 30,758 | 34,644 | - | - | - | | |
| Ending Fund Balance | \$ 9,863,161 | \$ 10,266,411 | \$ 10,214,640 | \$ 4,346,997 | - | | |



Non-Federal Programs

Below is the Non-Federal Programs Fund adopted budget for fiscal year 2020-21 by major object.

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Adopted Budget | Variance | % Change |
|--|----------------------|----------------------|----------------------|--------------------------------|--------------------------------|-----------------------|---------------|
| Revenues | | | | | | | |
| State of Tennessee | 13,553,306 | 11,967,407 | 13,412,272 | 14,009,746 | 13,640,729 | (369,017) | -2.63% |
| Federal Government | - | - | - | - | - | - | 0.00% |
| Other local sources | 18,656,914 | 11,124,715 | 10,507,615 | 14,234,778 | 13,339,451 | (895,327) | -6.29% |
| Total Revenues | \$ 32,210,220 | \$ 23,092,122 | \$ 23,919,887 | \$ 28,244,524 | \$ 26,980,180 | \$ (1,264,344) | -4.48% |
| Expenditures | | | | | | | |
| Salaries | 11,634,298 | 10,711,150 | 11,716,416 | 13,976,066 | 17,273,146 | 3,297,080 | 23.59% |
| Benefits | 2,732,695 | 2,431,108 | 2,563,899 | 3,812,573 | 4,185,805 | 373,232 | 9.79% |
| Contracted Services | 10,912,351 | 6,260,091 | 6,453,807 | 9,188,894 | 7,040,240 | (2,148,654) | -23.38% |
| Professional Services | 710,759 | 905,205 | 416,522 | 266,266 | 164,676 | (101,590) | -38.15% |
| Property Maintenance Services | 4,900 | 8,151 | 2,960 | 49,920 | 22,920 | (27,000) | -54.09% |
| Travel | 59,480 | 65,561 | 36,949 | 311,936 | 132,343 | (179,593) | -57.57% |
| Supplies and Materials | 640,861 | 669,657 | 832,139 | 1,817,281 | 892,633 | (924,648) | -50.88% |
| Capital Outlay | 504,444 | 631,557 | 716,563 | 3,489,834 | 425,221 | (3,064,613) | -87.82% |
| Other Charges | 1,144,280 | 1,352,578 | 874,829 | 1,199,398 | 1,190,193 | (9,205) | -0.77% |
| Total | \$ 28,344,068 | \$ 23,035,059 | \$ 23,614,082 | \$ 34,112,167 | \$ 31,327,178 | \$ (2,784,992) | -8.16% |
| Excess (deficiency) of revenues | | | | | | | |
| Debt service | \$ 3,866,152 | \$ 57,064 | \$ 305,805 | \$ (5,867,643) | \$ (4,346,998) | | |
| Approved use of fund balance | | | | | | | |
| Beginning Fund Balance | | | | | | | |
| Increase (decrease) in revenue for encumbrance | 3,253,829 | 368,606 | (51,771) | - | - | | |
| Transfers To/(From)Other Funds | - | - | - | - | - | | |
| Sale of Capital Assets | 30,758 | 34,644 | - | - | - | | |
| Ending Fund Balance | \$ 9,863,161 | \$ 10,266,411 | \$ 10,214,640 | \$ 4,346,997 | - | | |



Non-Federal Programs

The Non-Federal Funds' expenditure budget will decrease by \$2.8 million largely due to a decrease in the After-School Childcare (ELOP) program enrollment and the ending of the following grant programs: the Ridgeway School Grant, the Trauma Intensive Parent (TIP) Grant, the Transition School to Work Grant, the Bolton High School Grant and the Tennessee State University AgriSTEM Program - all one-time grants in fiscal year 2019-20. The local YMCA has taken over some of the formerly SCS-managed ELOP sites, which is causing enrollment and administrative fees to decrease for the Do85 After-School Childcare Program. Families now have other options to choose from for after-school care programs.

SUMMARY OF THE NON-FEDERAL PROGRAMS REVENUE SOURCES

The chart below provides a comparison of the amended 2019-20 budgets compared to the 2020-21 budgets for each project, including the number of fiscal year 2020-21 position counts.

| Project | Project Name | 2019-20 Amended Budget | 2020-21 Budget | Positions | 2020 vs 2021 | |
|---------|--|------------------------------|-------------------|---------------|--------------------|---------------|
| | | | | | Variance | % Change |
| D025 | School Age Childcare (ELOP) | 1,290,390 | 1,775,569 | 22.50 | 485,178 | 37.60% |
| D045 | Security-Ancillary Services | 200,375 | 199,467 | | (908) | -0.45% |
| D065 | TVA ENERNOC Demand Response Program | 300,000 | 150,000 | | (150,000) | -50.00% |
| D075 | Facility Rental | 465,000 | 465,000 | | 0 | 0.00% |
| D085 | After-School Childcare (ELOP) | 8,634,703 | 6,714,457 | 368.00 | (1,920,246) | -22.24% |
| D095 | Very Special Arts Festival | 11,000 | 11,000 | | 0 | 0.00% |
| D125 | Telecommunications Center Ubs | 23,227 | 23,227 | | 0 | 0.00% |
| D225 | After-School Snacks | 2,897,244 | 2,730,811 | | (166,433) | -5.74% |
| D240 | Class Piano Program | 20,000 | 1,949 | | (18,051) | -90.25% |
| D310 | Work-Based Learning Grant | 25,000 | 2,000 | | (23,001) | -92.00% |
| D415 | Homeless Children & Youth Program | 16,500 | 1,359 | | (15,141) | -91.76% |
| D465 | Mental Health Records | 40,000 | 40,000 | | 0 | 0.00% |
| D485 | SCIAA Dues & Fines | 380,255 | 382,755 | | 2,500 | 0.66% |
| D525 | Pre-K | 10,517,759 | 10,541,483 | 93.50 | 23,724 | 0.23% |
| D526 | Pre-K Expansion (PDG) | 4,560,000 | 4,798,916 | 82.00 | 238,916 | 5.24% |
| D555 | Research & Evaluation | 80,438 | 78,877 | | (1,561) | -1.94% |
| D570 | Colonial Hearing & Vision Center | 11,000 | 11,000 | | 0 | 0.00% |
| D670 | Adolescent Parenting Program | 10,000 | 10,000 | | 0 | 0.00% |
| D672 | Ridgeway School Grant | 385,620 | 0 | | (385,620) | -100.00% |
| D730 | SOTA Music Program Support Grant | 51,500 | 28,089 | | (23,411) | -45.46% |
| D766 | Shelby County Government Pre-K | 1,430,000 | 1,261,702 | 23.00 | (168,298) | -11.77% |
| D770 | Memphis Education Fund | 454,488 | 619,052 | 8.00 | 164,563 | 36.21% |
| D777 | Evening Reporting Center | 309,000 | 309,000 | 2.00 | (0) | 0.00% |
| D795 | SPED Medicaid Reimbursement | 618,125 | 207,207 | 2.00 | (410,918) | -66.48% |
| D956 | Bolton College Trust | 25,000 | 25,000 | | 0 | 0.00% |
| D957 | Project Graduation | 60,048 | 60,048 | | 0 | 0.00% |
| D958 | Verizon Innovative Award | 18,000 | 0 | | (18,000) | -100.00% |
| D960 | Lottery for Education Afterschool Programs (LEAPS) | 422,500 | 422,500 | 86.04 | 1 | 0.00% |
| D961 | Urban Strategies | 319,293 | 321,695 | 4.00 | 2,402 | 0.75% |
| D962 | Teacher Leader Network Grant | 1,244 | 0 | | (1,244) | -100.00% |
| D963 | Sponsorships and Donations | 40,000 | 0 | | (40,000) | -100.00% |
| D964 | Tennessee SCORE | 69,265 | 0 | | (69,265) | -100.00% |
| D965 | Robotics Education & Competition Foundation (REC) | 21,583 | 0 | | (21,583) | -100.00% |
| D966 | Bolton High School & TN State Univ Agri STEM Grant | 114,000 | 0 | | (114,000) | -100.00% |
| D967 | Transition School to Work Grant | 143,612 | 0 | | (143,612) | -100.00% |
| D968 | Trauma Intensive Parent (TIP) Grant | 146,000 | 135,016 | 2.00 | (10,984) | -7.52% |
| | Total | 34,112,167 | 31,327,177 | 693.04 | (2,784,991) | -8.16% |



Non-Federal Programs

The second chart categorizes the fiscal year 2020-21 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 | FY 2019-20 AMENDED BUDGET | FY 2020-21 BUDGET | FY2020-21 POSITIONS | BUDGET VARIANCE | BUDGET VARIANCE PERCENTAGE CHANGE |
|---|---------------------------------|--|---------------------------|-------------------|---------------------|--------------------|-----------------------------------|
| Cognitive Social Emotional Support | D025 | School Age Childcare (ELOP) | 1,290,390 | 1,775,569 | 22.5 | 485,178 | 38% |
| | D085 | After-School Childcare (ELOP) | 8,634,703 | 6,714,457 | 368 | (1,920,246) | -22% |
| | D095 | Very Special Arts Festival | 11,000 | 11,000 | 0 | - | 0% |
| | D225 | After-School Snacks | 2,897,244 | 2,730,811 | 0 | (166,433) | -6% |
| | D240 | Class Piano Program | 20,000 | 1,949 | 0 | (18,051) | -90% |
| | D485 | SCIAA Dues & Fines | 380,255 | 382,755 | 0 | 2,500 | 1% |
| | D525 | Pre-K | 10,517,759 | 10,541,483 | 93.5 | 23,724 | 0% |
| | D526 | First 8.1-Pre-K Expansion | 4,560,000 | 4,798,916 | 82 | 238,916 | 5% |
| | D766 | First 8.2-Shelby County Government Pre-K | 1,430,000 | 1,261,702 | 23 | (168,298) | -12% |
| | D960 | Lottery for Education Afterschool Programs (LEAPS) | 422,500 | 422,500 | 86.04 | - | 0% |
| D961 | Urban Strategies | 319,293 | 321,695 | 4 | 2,402 | 1% | |
| Cognitive Social Emotional Support | | | 30,483,144 | 28,962,836 | 679 | (1,520,307) | -5% |
| Operational Support | D045 | Security-Ancillary Services | 200,375 | 199,467 | 0 | (908) | 0% |
| | D065 | TVA ENERNOC Demand Response Program | 300,000 | 150,000 | 0 | (150,000) | -50% |
| | D075 | Facility Rental | 465,000 | 465,000 | 0 | - | 0% |
| | D125 | Telecommunications Center Ubs | 23,227 | 23,227 | 0 | - | 0% |
| | D672 | Ridgeway School Grant | 385,620 | - | 0 | (385,620) | -100% |
| | D956 | Bolton College Trust | 25,000 | 25,000 | 0 | - | 0% |
| Operational Support | | | 1,399,221 | 862,693 | 0 | (536,528) | -38% |
| Student Achievement/Instructional Support | D770 | Memphis Education Fund | 454,488 | 619,052 | 8 | 164,564 | 36% |
| | D555 | Research & Evaluation | 80,438 | 78,877 | 0 | (1,561) | -2% |
| | D730 | SOTA Music Program Support Grant | 51,500 | 28,089 | 0 | (23,411) | -45% |
| | D957 | Project Graduation | 60,048 | 60,048 | 0 | - | 0% |
| | D958 | Verizon Innovative Award | 18,000 | - | 0 | (18,000) | -100% |
| | D964 | Tennessee SCORE | 69,265 | - | 0 | (69,265) | -100% |
| | D965 | Robotics Education & Competition Foundation (REC) | 21,583 | - | 0 | (21,583) | -100% |
| | D966 | Bolton High School & TN State Univ Agri STEM Grant | 114,000 | - | 0 | (114,000) | -100% |
| D967 | Transition School to Work Grant | 143,612 | - | 0 | (143,612) | -100% | |
| Student Achievement/Instructional Support | | | 1,012,934 | 786,065 | 8 | (226,868) | -22% |
| Student Support Services | D310 | Work-Based Learning Grant | 25,000 | 2,000 | 0 | (23,001) | -92% |
| | D415 | Homeless Children & Youth Program | 16,500 | 1,359 | 0 | (15,141) | -92% |
| | D465 | Mental Health Records | 40,000 | 40,000 | 0 | - | 0% |
| | D570 | Colonial Hearing & Vision Center | 11,000 | 11,000 | 0 | - | 0% |
| | D670 | Adolescent Parenting Program | 10,000 | 10,000 | 0 | - | 0% |
| | D777 | Evening Reporting Center | 309,000 | 309,000 | 2 | - | 0% |
| | D795 | SPED Medicaid Reimbursement | 618,125 | 207,207 | 2 | (410,918) | -66% |
| | D962 | Teacher Leader Network Grant | 1,244 | - | 0 | (1,244) | -100% |
| | D963 | Sponsorships and Donations | 40,000 | - | 0 | (40,000) | -100% |
| | D968 | Trauma Intensive Parent (TIP) Grant | 146,000 | 135,016 | 2 | (10,984) | -8% |
| Student Support Services | | | 1,216,869 | 715,581 | 6 | (501,287) | -41% |
| Grand Total | | | 34,112,167 | 31,327,177 | 693 | (2,784,991) | -8% |



Non-Federal Programs

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NUTRITION SERVICES



FY 2021 District Budget



vi. NUTRITION SERVICES

INTRODUCTION

Shelby County Schools places healthy children in front of educators ready-to-learn with nutritious meals that support healthy minds and bodies. The District seeks to maximize the number of nutritious meals served to children throughout the year, while operating as a self-supporting operation that relies almost exclusively on US Department of Agriculture (USDA) funds. The District prepares healthy meals not only for our schools, but also for private schools, charter schools, and Achievement School District (ASD) schools.

OVERVIEW OF NUTRITION SERVICES DEPARTMENT

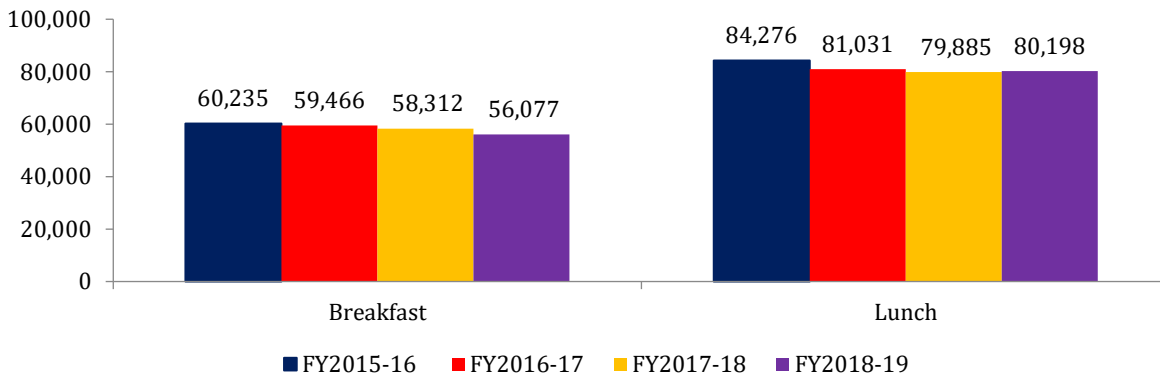
Shelby County Schools has provided breakfast and lunches to students under the Community Eligibility Provision (CEP) since school year 2014-15. CEP is a provision from the Healthy, Hunger-Free Kids Act of 2010 that allows schools and local educational agencies with high poverty rates to provide free breakfast and lunch to all students. CEP eliminates the burden of collecting household applications to determine eligibility for school meals and relies instead on information that meets one of several eligibility criteria:

- Families who participate in the Supplemental Nutrition Assistance Program (SNAP);
- Families who participate in Temporary Assistance for Needy Families (TANF);
- Students who are foster children or homeless; or
- Students who participate in Head Start.

The US Department of Agriculture (USDA) through the Tennessee Department of Education School Nutrition Program reimburses fully the free meal rate for each eligible meal. CEP has significantly contributed to simplifying program administration and eliminating the stigma associated with free meals for our students. USDA National School Lunch Program (NSLP) and School Breakfast Program (SBP) are our key weapons in the fight against childhood hunger and for improved childhood nutrition. These two meal programs are the heart of Nutrition Services' operations, directly and indirectly providing approximately 95% of the division's revenue in the form of per meal reimbursements, USDA foods, and state matching funds that originate with the USDA.

SCS Nutrition Services operations provides approximately 56,000 free reimbursable breakfast meals and 80,198 free reimbursable lunches daily across the District. The ratio of about two breakfast meals to three lunch meals is aligned with the national goal promulgated by the Food Research & Action Center, a national anti-hunger organization. The chart below highlights 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 2020-21, the primary focus will be continuous improvement of both menu offerings and food presentation to increase student satisfaction and participation. The Nutrition Services Department will enhance operating efficiencies, quality, and service to students and schools through the following goals:

- Improve menu choices and minimize substitutions;
- Improve efficiencies and accountability in inventory management, and
- Improve cafeteria surrounding and equipment.



FINANCIAL SUMMARY OF THE NUTRITION SERVICES FUND

The Nutrition Services Fund receives limited state or local governmental funding for nutrition services, except for USDA flow-through funds and payments for services rendered to private schools. The Nutrition Services Fund resembles an enterprise fund in which revenues are volume generated and expenses are optimized to maintain appropriate contingency funds and quality customer satisfaction.

Revenues for Nutrition Services are budgeted to decrease by \$4.4 million (or 5%) to \$82 million in fiscal year 2020-21. Additionally, the expenditures are projected to decrease by \$3.9 million (or 4%) to \$92.1 million, as compared to fiscal year 2019-20. The primary reason for the decreases in projected revenues and expenditures are due to lower participation rates. The \$10 million Planned Use of Fund Balance is for freezer expansion and for Nutrition Services program enhancements.

The below chart is the Nutrition Services Fund budget for fiscal year 2020-21 by program activity.

Fiscal Year 2020-2021 Budget
Nutrition Services

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Budget | Variance | % Change |
|--|----------------------|----------------------|----------------------|-----------------------------|----------------------|--------------------|---------------|
| Revenues | | | | | | | |
| City of Memphis | - | - | - | - | - | - | - |
| State of Tennessee | 653,697 | 631,027 | 635,501 | 630,000 | 630,000 | - | 0.00% |
| Federal Government | 77,384,101 | 79,334,712 | 81,596,399 | 83,506,966 | 78,883,399 | (4,623,567) | -5.54% |
| Other local sources | 3,682,632 | 3,552,568 | 4,013,397 | 2,340,542 | 2,575,173 | 234,631 | 10.02% |
| Total Revenues | \$ 81,720,430 | \$ 83,518,307 | \$ 86,245,297 | \$ 86,477,508 | \$ 82,088,572 | (4,388,936) | -5.08% |
| Expenditures | | | | | | | |
| Instruction | - | - | - | - | - | - | - |
| Food Service | 86,092,200 | 72,114,566 | 78,685,187 | 96,090,640 | 92,158,276 | (3,932,364) | -4.09% |
| Total Expenditures | \$ 86,092,200 | \$ 72,114,566 | \$ 78,685,187 | \$ 96,090,640 | \$ 92,158,276 | (3,932,364) | -4.09% |
| Excess (deficiency) of revenues | | | | | | | |
| Debt service | (4,371,770) | 11,403,741 | 7,560,110 | (9,613,132) | (10,069,704) | | |
| Approved use of fund balance | 4,371,770 | - | - | 9,613,132 | 10,069,704 | | |
| Net Change | \$ - | \$ 11,403,741 | \$ 7,560,110 | \$ - | \$ - | | |
| Beginning Fund Balance | | | | | | | |
| Beginning Fund Balance | 32,516,981 | 26,023,179 | 37,195,739 | 45,757,186 | 36,144,054 | | |
| Increase (decrease) in revenue for encumbrance | (6,609,131) | 11,100,110 | 8,561,447 | - | - | | |
| Transfers To/(From) Other Funds | - | - | - | - | - | | |
| Sale of Capital Assets | 115,329 | 72,450 | - | - | - | | |
| Ending Fund Balance | \$ 26,023,179 | \$ 37,195,739 | \$ 45,757,186 | \$ 36,144,054 | \$ 26,074,350 | | |



Nutrition Services

The below chart is the Nutrition Services Fund budget for fiscal year 2020-21 by object category.

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Budget | Variance | % Change |
|--|----------------------|----------------------|----------------------|--------------------------------|----------------------|--------------------|---------------|
| Revenues | | | | | | | |
| City of Memphis | - | - | - | - | - | - | - |
| State of Tennessee | 653,697 | 631,027 | 635,501 | 630,000 | 630,000 | - | 0.00% |
| Federal Government | 77,384,101 | 79,334,712 | 81,596,399 | 83,506,966 | 78,883,399 | (4,623,567) | -5.54% |
| Other local sources | 3,682,632 | 3,552,568 | 4,013,397 | 2,340,542 | 2,575,173 | 234,631 | 10.02% |
| Total Revenues | \$ 81,720,430 | \$ 83,518,307 | \$ 86,245,297 | \$ 86,477,508 | \$ 82,088,572 | (4,388,936) | -5.08% |
| Expenditures | | | | | | | |
| Salaries | 26,180,756 | 25,483,959 | 25,782,883 | 33,077,470 | 34,473,851 | 1,396,381 | 4.22% |
| Benefits | 5,277,633 | 4,794,857 | 4,645,432 | 8,453,373 | 8,182,913 | (270,460) | -3.20% |
| Contracted Services | 6,547,706 | 2,237,244 | 3,885,708 | 4,455,251 | 2,615,754 | (1,839,497) | -41.29% |
| Professional Services | 22,510 | 28,922 | 24,072 | 40,473 | 47,450 | 6,977 | 17.24% |
| Property Maintenance Services | 333,007 | 428,615 | 384,481 | 530,000 | 724,500 | 194,500 | 36.70% |
| Travel | 66,377 | 90,022 | 67,264 | 59,150 | 60,950 | 1,800 | 3.04% |
| Supplies and Materials | 38,199,708 | 36,881,560 | 36,724,225 | 38,402,766 | 38,069,317 | (333,449) | -0.87% |
| Furniture, equipment & building improvements | 1,517,554 | 1,732,022 | 4,269,558 | 6,983,448 | 6,799,700 | (183,748) | -2.63% |
| Other Charges | 7,946,949 | 437,365 | 2,901,566 | 4,088,710 | 1,183,840 | (2,904,870) | -71.05% |
| Total Expenditures | \$ 86,092,200 | \$ 72,114,566 | \$ 78,685,189 | \$ 96,090,641 | \$ 92,158,275 | (3,932,366) | -4.09% |
| Excess (deficiency) of revenues | | | | | | | |
| Debt service | (4,371,770) | 11,403,741 | 7,560,108 | (9,613,133) | (10,069,703) | | |
| Approved use of fund balance | 4,371,770 | - | - | 9,613,133 | 10,069,703 | | |
| Net Change | \$ - | \$ 11,403,741 | \$ 7,560,108 | \$ 0 | \$ - | | |
| Beginning Fund Balance | | | | | | | |
| Beginning Fund Balance | 32,516,981 | 26,023,179 | 37,195,739 | 45,757,186 | 36,144,053 | | |
| Increase (decrease) in revenue for encumbrance | (6,609,131) | 11,100,110 | 8,561,447 | - | - | | |
| Transfers To/(From)Other Funds | - | - | - | - | - | | |
| Sale of Capital Assets | 115,329 | 72,450 | - | - | - | | |
| Ending Fund Balance | \$ 26,023,179 | \$ 37,195,739 | \$ 45,757,186 | \$ 36,144,053 | \$ 26,074,350 | | |

In the above schedule, the largest budget increase for fiscal year 2020-21 occurs in Salaries. In fiscal year 2020-21, the District will be utilizing more SCS substitute part-time employees, which are not benefits-eligible positions. The substitute cafeteria workers will be utilized to fill budgeted positions. The re-classification of some part-time positions to full time positions coupled with additional substitute employees who are not benefits eligible led to the increase in salaries by \$1.4M; total benefits decreased by \$270,460.

The District is planning to continue the replacement of old and inoperable equipment. Serving lines will also be remodeled for various sites in fiscal year 2020-21. The above schedule illustrates a decrease of \$1.8 million in Contracted Services. This decrease is due to a reduction in Contracted Services' rental equipment (Kelly and CII Diversity), fork lift/truck rental, American Cold Storage and other rentals associated with the temporary location at Gray's Creek. Indirect cost could not be calculated and budgeted at this time since Nutrition Services will need to utilize the excess fund balance to improve the operations at the school and department level.



In fiscal year 2020-21, the total number of budgeted positions (including full and part-time) is expected to decrease by less than 1.0 FTE (or 0%), as compared to the adopted PCN budget for fiscal year 2019-20.

| | 2017-18 Actual | 2018-19 Actual | 2019-20 Adopted Budget | 2020-21 Budget | Variance | % Change |
|-----------------|----------------|----------------|------------------------|----------------|----------|----------|
| Positions (FTE) | 1,106.50 | 1,108.50 | 1,232.70 | 1,233.58 | (.88) | 0% |

SUMMARY OF KEY NUTRITION SERVICES FUND GRANTS

Unlike other federal grants, most Nutrition Services grant programs are not awarded an established amount for a particular objective. Instead, the Nutrition Services Division receives a reimbursement for each eligible meal served at an annually adjusted rate. Below are details about Nutrition Services grants that make up the fiscal year 2019-20 budget.

USDA National School Lunch Program (NSLP) and School Breakfast Program (SBP): These are two federally assisted meal programs, which directly and indirectly provide approximately 96% of the department’s revenue in the form of per meal reimbursements, USDA food, and state matching funds which originate with the USDA. More details about USDA NSLP and SBP can be found at: <https://www.fns.usda.gov/nslp/national-school-lunch-program-nslp>

USDA Child and Adult Food Care Program (CACFP) Afterschool Program: Childhood hunger is not restricted to the school day. CACFP Afterschool Program provides suppers and snacks for children participating in eligible afterschool programs. The Nutrition Services Department provides meals to the District’s Extended Learning Opportunity Program (ELOP), charging ELOP for each meal. ELOP in turn receives reimbursement from the USDA through the Tennessee Department of Human Services (DHS). More details about the ELOP program can be found at: <https://www.scselop.org/>

In school year 2014-15, the Nutrition Services Department expanded the number of children served in the CACFP Afterschool program by providing ‘at risk’ meals in community centers, nonprofit organizations and schools and receiving meal reimbursements directly through the Tennessee DHS. The program served an average of 4,872 suppers each day and an average of 1,945 snacks per day for the fiscal year 2018-2019. Also, the Department provided more than 3,401 suppers daily to the District’s ELOP.

USDA Summer Food Service Program: The USDA Summer Food Service Program provides breakfasts, lunches, suppers and snacks in high need communities during the summer. The Nutrition Services Department provides these meals at a wide variety of locations, including community centers, nonprofits and apartment complexes. The Department is reimbursed per meal through the Tennessee DHS.

In the summer of 2019, the District’s Summer Food Service Program served 257,309 breakfasts, 487,903 lunches, 170,710 snacks, and 5,842 suppers. More details about the USDA Summer Food Service Program can be found at: <https://www.govinfo.gov/content/pkg/FR-1999-07-20/pdf/99-18433.pdf>

USDA Fresh Fruit and Vegetable Program (FFVP): Many children in economically disadvantaged communities, especially those in food deserts served only by fast food chains and convenience stores, are not exposed to nutritious foods. USDA FFVP introduces school children to a variety of produce that they otherwise might not have the opportunity to eat. Unlike other Nutrition Services’ programs, FFVP is a grant that principals in eligible schools must apply to participate. For the schools receiving the grant, Nutrition Services provides fruit and vegetable snacks twice per week to their students. USDA through TNSNP reimburses the department for the cost of the food, labor and purchased equipment up to the limit of the grants. In fiscal year 2018-19, FFVP grants amounted to \$1,306,850 and were awarded to 58 schools. More details about the USDA Fresh Fruit and Vegetable Program can be found at: <https://www.fns.usda.gov/ffvp/fresh-fruit-and-vegetable-program>

USDA CACFP Snacks for Head Start: For our youngest students, morning and afternoon snacks enhance their educational experience. Recognizing this, Federal Head Start regulations require that these students receive these snacks. The District’s Nutrition Services Department and Early Childhood Education Division work with the Tennessee School Nutrition Program, Tennessee DHS, and the USDA Southeast Regional Office. In school year 2018-19, the Nutrition Services Department provided afternoon snacks to Head Start



Nutrition Services

students, averaging 2,444 snacks each afternoon. More details about the USDA CACFP Snacks for Head Start Program can be found at: <https://www.fns.usda.gov/cacfp/child-day-care-centers>

USDA Farm to School: SCS is partnering with local, state, regional and national groups to implement and expand Farm-to-School opportunities in Shelby County. Farm-to-School connects schools (K-12) and local farms with the objectives of serving healthy meals in school cafeterias, improving student nutrition, providing agriculture, health and nutrition education opportunities, and supporting local and regional farmers. There are 123 gardens throughout the District. More details about the USDA Farm to School Program can be found at: <https://www.fns.usda.gov/farmtoschool/farm-school-grant-program>

Other Revenue Sources: Programs such as adult meals, a la carte items, meals provided to other school food authorities (12 private and parochial schools), and catering comprise 2% of total revenue.

INTERNAL SERVICES



FY 2021 District Budget



VII. PROPRIETARY FUNDS

i. Internal Service Funds

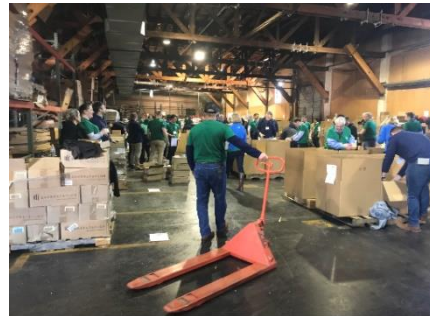
Shelby County Schools has the following three appropriated Internal Service Funds:

- **Printing Services:** Printing Services provide secure confidential and economical printing for the Shelby County School District administrative offices as well as schools and other support divisions.
- **Warehouse (or Supply Chain):** Warehouse Fund provides for planning, implementing, and controlling the operations of the supply chain with the purpose of satisfying customer requirements as efficiently as possible. It encompasses all activities involved in requisitions, receiving, and distribution of needed inventory necessary for the functioning of Shelby County Schools. The supplies and materials purchased and distributed include testing materials; textbooks and workbooks; custodial supplies and chemicals (i.e. toilet paper, hand towels, floor wax); duplicating paper; vehicle fuel; and educational and vocational materials.
- **Achievement School District (ASD):** ASD fund accounts for special education, facilities, security operations (i.e., producing security badges), risk management, and transportation services the District either manages or provides to the ASD. SCS has a Memorandum of Understanding (MOU) with the ASD, which outlines the responsibilities of both SCS and the ASD as it relates to services and district-owned properties.



The ASD Fund is the largest internal services fund with Special Education services – sometimes in the form of Instruction, Instructional Support and medical services - driving the budget. Both Printing and Warehouse Funds operate on a traditional fee and service model.

Budgeting practices for both Printing Services and Warehouse Funds are to ensure that expected revenues and expenditures are balanced for the current year. It is the District's practice for the Printing and Warehouse Funds to have fund balances that include an operating reserve and a designated reserve. The operating reserve provides 90-day cash liquidity to sustain operations in case of an emergency. The designated reserve provides for a specific purpose such as replacing equipment, purchasing vehicles, or completing remodels. After the reserves in each fund are met, a rate is reviewed and adjusted accordingly to ensure funds are self-sustaining.



The combined Internal Services Fund budgeted revenues and expenditures will decrease by 7% from \$3.993 million in fiscal year 2019-20 to \$3.698 million in fiscal year 2020-21. In the Achievement School District Fund, special education personnel coded to Student Support in fiscal year 2019-20 have been properly coded to the Instruction function category in fiscal year 2020-21. As a result, the Instruction function increased by \$69k and the Student Support function decreased by a similar amount. The Plant Services function includes a planned decrease in budget for supplies and materials for the Printing Fund, due to projected decreases in demand.





Internal Services Funds

Below is the fiscal year 2020-21 budget for each of the three Internal Service Funds shown by program activity and functions.

Fiscal Year 2020-21 Budget Internal Service Fund

| | ASD | Printing | Warehouse | Total Internal Service Fund |
|--|---------------------|-------------------|---------------------|--------------------------------|
| Revenues | | | | |
| Other Local Sources | 1,298,706 | 853,371 | 1,545,895 | 3,697,972 |
| Total Revenues | 1,298,706 | 853,371 | 1,545,895 | 3,697,972 |
| Expenditures | | | | |
| Instruction | 784,978 | - | - | 784,978 |
| Instructional Support | - | - | - | - |
| Student Support | - | - | - | - |
| Other support services | - | - | - | - |
| Student transportation | 389,638 | 65,451 | - | 455,089 |
| Plant Services | 124,090 | 787,920 | 1,545,895 | 2,457,905 |
| Total Expenditures | \$ 1,298,706 | \$ 853,371 | \$ 1,545,895 | \$ 3,697,972 |
| Excess (deficiency) of revenues over expenditures | - | - | - | - |
| Approved use of fund balance | - | - | - | - |
| Beginning Fund Balance | 298,837 | 457,411 | 368,570 | 1,124,818 |
| Increase (decrease) in revenue for encumbrance | - | - | - | - |
| Transfers To/(From)Other Funds | - | - | - | - |
| Sale of Capital Assets | - | - | - | - |
| Ending Fund Balance | 298,837 | 457,411 | 368,570 | 1,124,818 |



Internal Services Funds

Below is the fiscal year 2020-21 budget for each of the three Internal Service Funds shown by program activity and objects.

Fiscal Year 2020-21 Budget Internal Service Fund

| | 2016-2017 Actual | 2017-2018 Actual | 2018-2019 Actual | 2019-2020 Amended Budget | 2020-2021 Adopted Budget | Variance | % Change |
|--|---------------------|---------------------|---------------------|-----------------------------|-----------------------------|---------------------|-------------|
| Revenues | | | | | | | |
| Other Local Sources | 4,275,485 | 3,275,251 | 3,076,008 | 3,992,978 | 3,697,972 | (295,006) | (7%) |
| Total Revenues | \$ 4,275,485 | \$ 3,275,251 | \$ 3,076,008 | \$ 3,992,978 | \$ 3,697,972 | \$ (295,006) | (7%) |
| Expenditures | | | | | | | |
| Salaries | 1,760,341 | 1,682,563 | 1,613,482 | 1,840,744 | 1,856,364 | 15,620 | 1% |
| Benefits | 445,551 | 358,530 | 350,828 | 429,983 | 429,712 | (271) | (0%) |
| Contracted Services | 614,125 | 502,687 | 396,461 | 501,689 | 501,689 | - | - |
| Property Maintenance Services | 734 | 1,145 | - | 1,235 | 1,235 | - | - |
| Supplies and Materials | 1,099,777 | 684,851 | 458,197 | 714,383 | 384,029 | (330,354) | (46%) |
| Capital Outlay | 114,660 | 720 | 198,694 | 378,759 | 398,759 | 20,000 | 5% |
| Other Charges | 185,593 | 115,926 | 102,249 | 126,185 | 126,184 | (1) | (0%) |
| Total Expenditures | \$ 4,220,781 | \$ 3,346,422 | \$ 3,119,911 | \$ 3,992,978 | \$ 3,697,972 | \$ (295,006) | (7%) |
| Excess (deficiency) of revenues over expenditures | 54,704 | (71,171) | (43,903) | - | - | | |
| Approved use of fund balance | - | 71,171 | 43,903 | - | - | | |
| Net Change | \$ 54,704 | \$ - | \$ - | \$ - | \$ - | | |
| Beginning Fund Balance | | | | | | | |
| Increase (decrease) in revenue for encumbrance | - | - | - | - | - | | |
| Transfers To/(From) Other Funds | 20,511 | 20,541 | 29,363 | - | - | | |
| Ending Fund Balance | \$ 1,189,988 | \$ 1,139,358 | \$ 1,124,818 | \$ 1,124,818 | \$ 1,124,818 | | |



Internal Services Funds

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INFORMATION

FY2021 District Budget



Information Section

This section includes the following information:

- I. DISTRICT ENROLLMENT TRENDS
 - i. Enrollment History and Projections by School
 - ii. Enrollment Projection Methodology
- II. STAFFING TRENDS
 - i. Staffing Formula
 - ii. Staffing Levels
- III. SCHOOLS
 - i. Student Based Budgeting (SBB)
 - ii. SBB Flexibility
 - iii. Guide on Understanding School Level Information and School Data
School Data
 - Elementary Schools
 - Middle Schools
 - High Schools
- IV. DEBT RETIREMENT SCHEDULE
- V. PROPERTY CLASSIFICATIONS AND ASSESSED PROPERTY VALUE
 - i. Assessed Value and Estimated Actual Value of Taxable Property
 - ii. Impact on Taxpayers
 - iii. Principal Property Taxpayers
- VI. TAX RATE TRENDS
 - i. Property Tax Rates and Levies
 - ii. Tax Rate Trends
- VII. STATISTICAL AND OTHER INFORMATION
 - i. Income per Capita
 - ii. Principal Employers
 - iii. School Lunch Program
 - iv. General Fund Expenditure Per Pupil
- VIII. DISTRICT PERFORMANCE OBJECTIVES
- IX. SURVEYS
 - i. Students' Teacher Ratings
 - ii. Climate Survey
- X. RESOLUTION APPROVING SCS FISCAL YEAR 2020-21 BUDGET
- XI. POSITION CONTROL AT FUND LEVEL
- XII. GLOSSARY OF TERMS
- XIII. HELPFUL LINKS



Information Section

I. DISTRICT ENROLLMENT TRENDS

i. Enrollment History and Projections by School

| School/Building | 2016 | 2017 | 2018 | 2019 | 2020 | 2,021 | 2022 | 2023 |
|----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| A. B. Hill ES (1909) | 296 | 258 | 226 | 226 | 212 | 293 | 289 | 285 |
| A. Maceo Walker MS (2003) | 662 | 661 | 665 | 702 | 716 | 796 | 785 | 774 |
| Alcy ES (1970) | 225 | 225 | 219 | | | 874 | 874 | 874 |
| Alton ES (1969) | 274 | 248 | 254 | 277 | 270 | 320 | 315 | 311 |
| American Way MS (2003) | 674 | 666 | 697 | 711 | 701 | 705 | 695 | 685 |
| B.T. Washington HS (1949) | 562 | 523 | 477 | 463 | 436 | 439 | 433 | 427 |
| Barret's Chapel ES (1960) | 636 | 636 | 587 | 466 | 457 | 403 | 397 | 392 |
| Bellevue MS (1928) | 488 | 503 | 559 | 567 | 560 | 598 | 590 | 581 |
| Belle Forrest ES | 1,078 | 1,084 | 1,169 | 1,138 | 1,144 | 1,017 | 1,003 | 988 |
| Berclair ES (1953) | 562 | 603 | 611 | 608 | 623 | 598 | 590 | 581 |
| Bethel Grove ES (1932) | 234 | 217 | 206 | 214 | 199 | 168 | 165 | 163 |
| Bolton HS (1960) | 1,509 | 1,324 | 1,029 | 889 | 848 | 620 | 611 | 603 |
| Brownsville Rd ES (1966) | 537 | 526 | 563 | 546 | 575 | 516 | 509 | 501 |
| Bruce ES (1999) | 308 | 297 | 432 | 443 | 441 | 522 | 514 | 507 |
| Caldwell-Guthrie ES (1998) | 430 | - | - | | | - | - | - |
| Carnes ES (1905) | 244 | 229 | - | | | - | - | - |
| Carver HS (1956) | 192 | - | - | | | - | - | - |
| Central HS (1915) | 1,594 | 1,604 | 1,512 | 1,484 | 1,432 | 1,431 | 1,411 | 1,391 |
| Charjean ES (1950) | 342 | 341 | 363 | 299 | 307 | | - | - |
| Cherokee ES (1951) | 504 | 527 | 483 | 438 | 436 | 429 | 423 | 417 |
| Chickasaw MS (1970) | 405 | 342 | 296 | 343 | 368 | 361 | 356 | 351 |
| Chimneyrock (2011) | 725 | 712 | 892 | 892 | 939 | 878 | 866 | 853 |
| Colonial MS (1954) | 1,055 | 1,060 | 1,075 | 1,122 | 1,097 | 1,121 | 1,105 | 1,089 |
| Cordova ES (2002) | 638 | 619 | 813 | 789 | 819 | 732 | 722 | 711 |
| Cordova HS (1997) | 2,031 | 2,028 | 2,302 | 2,241 | 2,268 | 2,198 | 2,167 | 2,136 |
| Cordova MS (1993) | 683 | 659 | 719 | 784 | 813 | 788 | 777 | 766 |
| Craigmont HS (1978) | 954 | 936 | 856 | 807 | 840 | 707 | 697 | 687 |
| Craigmont MS (2001) | 640 | 637 | 566 | 559 | 557 | 553 | 545 | 537 |
| Cromwell ES (1963) | 534 | 541 | 500 | 449 | 425 | 457 | 451 | 444 |
| Crump ES (1999) | 671 | 647 | 615 | 558 | 533 | 481 | 474 | 467 |
| Cummings ES (1961) | 480 | 451 | 512 | 519 | 543 | 428 | 422 | 416 |
| Delano ES (1957) | 222 | 221 | 237 | 269 | 273 | 225 | 222 | 219 |
| Dexter ES (2002) | 728 | 843 | 834 | 830 | 820 | 762 | 751 | 741 |
| Dexter MS (2002) | 488 | 363 | 400 | 372 | 378 | 372 | 367 | 362 |
| Double Tree ES (1977) | 295 | 272 | 333 | 378 | 369 | 368 | 363 | 358 |
| Douglass ES (1964) | 394 | 370 | 418 | 452 | 459 | 441 | 435 | 429 |
| Douglass HS (2008) | 491 | 447 | 525 | 540 | 557 | 612 | 603 | 595 |
| Downtown ES (2003) | 531 | 628 | 611 | 608 | 613 | 684 | 675 | 665 |
| Dunbar ES (1955) | 291 | 282 | 241 | 241 | 232 | 207 | 204 | 201 |
| East HS (1948) | 554 | 522 | 363 | 370 | 371 | 387 | 382 | 376 |
| E.E. Jeter (1949) | 347 | 350 | 377 | 408 | 431 | 506 | 499 | 492 |
| Egypt ES (1964) | 524 | 514 | 530 | 505 | 505 | 458 | 451 | 445 |
| Evans ES (1965) | 444 | 450 | 455 | 457 | 420 | 407 | 401 | 395 |
| School/Building | 2016 | 2017 | 2018 | 2019 | 2020 | 2,021 | 2022 | 2023 |
| Fairley ES (1960) | 518 | - | - | | | - | - | - |
| Ford Road ES (1952) | 558 | 527 | 533 | 502 | 512 | 475 | 468 | 462 |
| Fox Meadows ES (1965) | 578 | 592 | 552 | 572 | 574 | 491 | 484 | 477 |
| Gardenview ES (1967) | 332 | 319 | 249 | 242 | 230 | 298 | 294 | 290 |
| Geeter MS (1961) | 414 | 403 | 265 | 595 | 604 | 657 | 648 | 639 |
| Georgian Hills MS (1959) | 291 | 272 | 249 | 289 | 274 | 309 | 305 | 300 |
| Germanshire ES (2001) | 762 | 758 | 779 | 786 | 766 | 788 | 777 | 766 |
| Germantown ES (1975) | 642 | 648 | 622 | 626 | 611 | 619 | 610 | 601 |
| Germantown HS (1964) | 2,092 | 2,086 | 1,992 | 1,939 | 1,883 | 1,971 | 1,943 | 1,915 |
| Germantown MS (1979) | 648 | 674 | 717 | 705 | 710 | 799 | 788 | 776 |



Information Section

| School/Building | 2016 | 2017 | 2018 | 2019 | 2020 | 2,021 | 2022 | 2023 |
|---------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Getwell ES (2001) | 344 | 332 | 305 | 334 | 438 | 411 | 405 | 399 |
| Goodlett ES (1964) | 460 | 458 | 453 | 420 | 900 | 808 | 797 | 785 |
| Grahamwood ES (1953) | 1,016 | 1,008 | 985 | 982 | 995 | 972 | 958 | 945 |
| Grandview Hts. ES (1953) | 593 | 564 | 445 | 464 | 486 | 358 | 353 | 348 |
| Hamilton ES (1964) | 480 | 463 | 290 | 320 | 310 | - | - | - |
| Hamilton HS (1972) | 666 | 627 | 602 | 620 | 611 | 578 | 570 | 562 |
| Hamilton MS (1946) | 416 | 383 | 257 | 232 | 202 | 498 | 491 | 484 |
| Havenview MS (1960) | 704 | 664 | 718 | 668 | 714 | 768 | 757 | 746 |
| Hawkins Mill ES (1965) | 319 | 309 | 321 | 327 | 311 | 302 | 298 | 293 |
| Hickory Ridge ES (2001) | 826 | 831 | 759 | 673 | 619 | 695 | 685 | 675 |
| Hickory Ridge MS (2001) | 884 | 854 | 828 | 870 | 876 | 852 | 840 | 828 |
| Highland Oaks ES (1993) | 873 | 829 | 847 | 776 | 825 | 817 | 805 | 794 |
| Highland Oaks MS (2009) | 742 | 692 | 687 | 725 | 715 | 589 | 581 | 572 |
| Hillcrest HS (1962) | 513 | - | - | - | - | - | - | - |
| Holmes Road ES (2001) | 546 | 562 | 646 | 570 | 584 | 620 | 611 | 602 |
| Idlewild ES (1903) | 485 | 493 | 491 | 488 | 497 | 515 | 508 | 500 |
| Jackson ES (1957) | 351 | 346 | 327 | 300 | 274 | 303 | 299 | 294 |
| John P. Freeman MS (1973) | 552 | 567 | 590 | 622 | 662 | 630 | 621 | 612 |
| Kate Bond ES (1993) | 1,101 | 1,095 | 830 | 821 | 801 | 778 | 767 | 756 |
| Kate Bond MS (2012) | 1,152 | 1,167 | 1,123 | 1,156 | 1,090 | 1,122 | 1,106 | 1,090 |
| Keystone ES (1991) | 373 | 459 | 473 | 430 | 405 | 336 | 331 | 327 |
| Kingsbury ES (1959) | 569 | 582 | 546 | 496 | 453 | 517 | 510 | 502 |
| Kingsbury MS (1955) | 617 | 609 | 601 | 642 | 639 | 673 | 663 | 654 |
| Kingsbury HS (1950) | 1,181 | 1,215 | 1,357 | 1,265 | 1,232 | 1,332 | 1,313 | 1,294 |
| Kirby HS (1980) | 1,015 | 967 | 876 | 821 | 780 | 895 | 882 | 870 |
| Kirby MS (1987) | 543 | - | - | - | - | - | - | - |
| Knight Road ES (1959) | 454 | 470 | 501 | 497 | - | - | - | - |
| Larose ES (1963) | 368 | 337 | 296 | 282 | 275 | 232 | 229 | 225 |

| School/Building | 2016 | 2017 | 2018 | 2019 | 2020 | 2,021 | 2022 | 2023 |
|---------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Levi ES (1992) | 490 | 480 | 440 | 430 | 412 | 406 | 400 | 395 |
| Lowrance K-8 (1995) | 804 | 786 | 829 | 796 | 807 | 841 | 829 | 817 |
| Lucie E. Campbell ES (2002) | 510 | 492 | 486 | 514 | 503 | 483 | 476 | 469 |
| Lucy ES (1921) | 462 | 435 | 387 | 382 | 355 | 352 | 347 | 342 |
| Macon Hall ES (1997) | 1,132 | 1,136 | 1,157 | 1,160 | 1,164 | 1,199 | 1,182 | 1,165 |
| Magnolia ES (1950) | 242 | 224 | 282 | 354 | 361 | - | - | - |
| Manassas HS-New (2007) | 364 | 345 | 498 | 438 | 400 | 406 | 400 | 395 |
| Manor Lake ES (1971) | 277 | 248 | 314 | - | - | - | - | - |
| Maxine Smith STEAM Academy (2015) | 253 | 330 | 338 | 357 | 371 | 375 | 369 | 364 |
| Melrose HS (1970) | 647 | 617 | 578 | 569 | 803 | 691 | 681 | 672 |
| Memphis Health Careers Academy (2007) | 73 | - | - | - | - | - | - | - |
| Middle College High | 283 | 321 | 288 | 325 | 326 | 329 | 324 | 320 |
| Mitchell HS (1957,2002) | 540 | 527 | 449 | 445 | 442 | 401 | 395 | 390 |
| Mt. Pisgah Middle (2007) | 497 | 486 | 476 | 487 | 569 | 568 | 560 | 552 |
| Newberry ES (1970) | 365 | 369 | 454 | 454 | 463 | 439 | 433 | 427 |
| Northaven ES (1978) | 301 | 297 | 295 | 303 | 313 | 305 | 301 | 297 |
| Northside HS (1967) | 261 | - | - | - | - | - | - | - |
| Oak Forest ES (1994) | 502 | 482 | 380 | 409 | 408 | 359 | 354 | 349 |
| Oakhaven ES (1957) | 618 | 608 | 628 | 582 | 545 | 530 | 523 | 515 |
| Oakhaven HS (1956) | 378 | 355 | 358 | 339 | 374 | 366 | 360 | 355 |
| Oakhaven MS (1963) | 329 | 379 | 317 | 293 | 313 | 323 | 319 | 314 |
| Oakshire ES (1966) | 430 | 424 | 368 | 347 | 314 | 350 | 345 | 340 |
| Overton HS (1959) | 1,222 | 1,201 | 1,162 | 1,101 | 1,097 | 1,260 | 1,242 | 1,224 |
| Peabody ES (1909) | 379 | 377 | 336 | 368 | 367 | 356 | 351 | 346 |
| Raineshaven ES (1959) | 402 | - | - | - | - | - | - | - |
| Raleigh-Bartlett ES (1976) | 437 | 445 | 453 | 464 | 462 | 477 | 470 | 464 |
| Raleigh-Egypt HS (1969) | 745 | 742 | 1,006 | 960 | 986 | 548 | 540 | 533 |



Information Section

| School/Building | 2016 | 2017 | 2018 | 2019 | 2020 | 2,021 | 2022 | 2023 |
|----------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Raleigh-Egypt MS (1969) | 479 | - | - | | | 464 | 464 | 464 |
| Richland ES (1957) | 797 | 797 | 798 | 835 | 836 | 866 | 854 | 841 |
| Ridgeway/Balmoral ES (1970) | 331 | 307 | 317 | 324 | 334 | 308 | 304 | 299 |
| Ridgeway HS (1970) | 1,195 | 1,188 | 1,273 | 1,161 | 1,124 | 938 | 925 | 912 |
| Ridgeway MS (2001) | 652 | 623 | 696 | 750 | 762 | 785 | 774 | 763 |
| Riverview MS (1967) | 495 | 443 | 411 | 403 | 368 | 404 | 399 | 393 |
| Riverwood ES (2011) | 1,018 | 1,011 | 939 | 948 | 949 | 844 | 832 | 820 |
| Robert R. Church ES (2001) | 620 | 600 | 726 | 707 | 668 | 643 | 634 | 625 |
| Ross ES (1976) | 842 | 829 | 702 | 659 | 608 | 537 | 529 | 522 |
| Rozelle ES (1914) | 272 | 268 | 238 | 239 | 232 | 234 | 231 | 228 |
| Scenic Hills ES (1957) | 291 | 281 | 316 | 279 | 280 | 207 | 204 | 202 |
| Sea Isle ES (1955) | 459 | 455 | 448 | 421 | 398 | 433 | 427 | 421 |
| Shady Grove ES (1962) | 413 | 415 | 392 | 376 | 379 | 386 | 381 | 375 |
| Sharpe ES (1954) | 433 | 399 | 292 | 298 | 264 | 289 | 285 | 281 |
| Sheffield ES (1970) | 372 | 636 | 576 | 574 | 437 | 536 | 528 | 521 |
| Sheffield HS (1966) | 768 | 765 | 745 | 661 | 604 | 511 | 504 | 497 |
| Shelby Oaks ES (1990) | 809 | 793 | 910 | 840 | 825 | 824 | 812 | 801 |
| Sherwood ES (1950) | 645 | 640 | 691 | 594 | 530 | 554 | 546 | 538 |
| Sherwood MS (1957) | 896 | 835 | 789 | 772 | 728 | 773 | 762 | 751 |
| School/Building | 2016 | 2017 | 2018 | 2019 | 2020 | 2,021 | 2022 | 2023 |
| Snowden ES (1909) | 1,466 | 1,446 | 1,369 | 1,288 | 1,255 | 1,226 | 1,209 | 1,191 |
| South Park ES (1998) | 511 | 516 | 565 | 490 | 468 | 453 | 447 | 440 |
| Southwind ES (1990) | 760 | 735 | 726 | 706 | 623 | 616 | 607 | 599 |
| Southwind HS (2007) | 1,535 | 1,507 | 1,501 | 1,610 | 1,667 | 1,549 | 1,527 | 1,506 |
| Spring Hill ES (1956) | 158 | - | - | | | - | - | - |
| Springdale ES (1940) | 262 | 259 | 259 | 243 | 242 | 266 | 262 | 258 |
| Treadwell ES (1985) | 638 | 614 | 693 | 690 | 691 | 774 | 763 | 752 |
| Treadwell MS (1948) | 389 | 383 | 456 | 464 | 477 | 602 | 593 | 585 |
| Trezevant HS (1960) | 668 | 633 | 530 | 530 | 514 | 445 | 439 | 433 |
| Vollentine ES (1930) | 221 | 210 | 298 | 293 | 278 | 268 | 264 | 260 |
| Wells Station ES (1954) | 738 | 733 | 736 | 730 | 734 | 710 | 700 | 690 |
| Westhaven ES (1956) | - | 923 | 746 | 753 | 756 | 748 | 737 | 727 |
| Westside ES (1952) | 334 | 320 | 323 | 312 | 309 | 337 | 332 | 327 |
| Westwood HS (1958) | 392 | 385 | 346 | 348 | 333 | 345 | 340 | 336 |
| White Station ES (1933) | 654 | 655 | 626 | 618 | 617 | 646 | 637 | 628 |
| White Station HS (1952) | 2,199 | 2,203 | 2,199 | 2,135 | 1,836 | 2,035 | 2,006 | 1,978 |
| White Station MS (1960,2007) | 1,291 | 1,286 | 1,273 | 1,264 | 1,228 | 1,259 | 1,241 | 1,224 |
| Whitehaven ES (1949) | 452 | 439 | 427 | 470 | 459 | 418 | 412 | 406 |
| Whitehaven HS (1931) | 1,855 | 1,779 | 1,683 | 1,663 | 1,692 | 1,616 | 1,593 | 1,570 |
| William H. Brewster ES (2006) | 392 | 379 | 416 | 401 | 430 | 451 | 445 | 438 |
| Willow Oaks ES (1951) | 680 | 681 | 682 | 726 | 738 | 688 | 678 | 669 |
| Winchester ES (1960) | 596 | 616 | 546 | 606 | 599 | 544 | 536 | 529 |
| Winridge ES (2001) | 548 | 538 | 485 | 485 | 464 | 476 | 469 | 463 |
| Wooddale HS (1967) | 1,062 | 962 | 759 | 590 | 485 | 606 | 597 | 589 |
| Woodstock Middle (1956) | 335 | 331 | 260 | 292 | 301 | 325 | 320 | 316 |
| Total | 93,320 | 89,452 | 88,076 | 86,446 | 85,522 | 85,172 | 83,981 | 82,808 |
| Schools on non-District Property | 2016 | 2017 | 2018 | 2019 | 2020 | 2,021 | 2022 | 2023 |
| Campus Elementary | 329 | 326 | 329 | 332 | 353 | 394 | 388 | 383 |
| Hollis F. Price Middle College | 110 | 106 | 120 | 109 | 93 | 92 | 90 | 89 |
| University Middle | - | - | - | - | | 150 | 162 | 162 |
| Total | 517 | 432 | 449 | 441 | 446 | 636 | 641 | 634 |



Information Section

| Charter Schools | 2016 | 2017 | 2018 | 2019 | 2020 | 2,021 | 2022 | 2023 |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Arrow Academy | 81 | 81 | 84 | 75 | 73 | 89 | 95 | 101 |
| Aspire College Prep Academy | - | 120 | 185 | 294 | 375 | 426 | 453 | 482 |
| Aster College Prep | | | | | 120 | - | - | - |
| Aurora Collegiate Academy | 202 | 270 | 337 | 335 | 343 | 327 | 348 | 370 |
| Beacon College Prep | | | | | | 116 | 116 | 116 |
| Believe Memphis Academy | | | | 110 | 167 | 247 | 263 | 279 |
| Circles of Success Learning Academy | 242 | 231 | 212 | 238 | 246 | 229 | 244 | 259 |
| City Boys Prep | 56 | 56 | 66 | 88 | 66 | - | - | - |
| City Girls Prep | 82 | 83 | 97 | 100 | 110 | 141 | 150 | 160 |
| City University School of Independence | 22 | 22 | 17 | 16 | 16 | 14 | 15 | 16 |
| City University School of Liberal Arts | 300 | 300 | 273 | 269 | 282 | 244 | 260 | 276 |
| Compass Binghampton | | | | | 180 | 175 | 186 | 198 |
| Compass Berclair | | | | | 180 | 172 | 183 | 195 |
| Compass Frayser | | | | | 180 | 162 | 172 | 183 |
| Compass Hickory Hill | | | | | 233 | 237 | 252 | 268 |
| Compass Midtown | | | | | 250 | 240 | 255 | 271 |
| Compass Orange Mound | | | | | 160 | 177 | 188 | 200 |
| Crosstown High | | | | 149 | 294 | 399 | 424 | 451 |
| Dubois Elem for Entrepreneurship | 244 | 265 | 306 | 237 | 233 | 331 | 352 | 374 |
| Dubois Middle for Entrepreneurship | 148 | - | - | | | - | - | - |
| Dubois High for Entrepreneurship | 23 | - | - | | | - | - | - |
| Dubois Elem Arts & Technology | 276 | 274 | 244 | 206 | 195 | - | - | - |
| Dubois High Arts & Technology | 160 | 300 | 192 | | | - | - | - |
| Dubois Middle Arts & Technology | 208 | 205 | 160 | 128 | 135 | - | - | - |
| Dubois High Leadership/Public Policy | 22 | 200 | 143 | | | - | - | - |
| Dubois Middle Leadership/Public Policy | 142 | 125 | 190 | 127 | 132 | - | - | - |
| The Excel Center | - | - | 349 | 450 | 244 | - | - | - |
| Freedom Prep Academy | 608 | 695 | 793 | 656 | 869 | 1,054 | 1,121 | 1,192 |
| Freedom Prep Elementary | - | 168 | 239 | 353 | 394 | 493 | 524 | 558 |
| Freedom Prep Academy Sherwood | | | | 171 | 288 | 341 | 363 | 386 |
| Gateway University | - | - | 115 | 158 | 229 | - | - | - |
| Granville T. Woods Academy of Innovation | 290 | 314 | 475 | 413 | 419 | 405 | 431 | 458 |
| Grizzlies Academy | 259 | 251 | 326 | 345 | 344 | 341 | 363 | 386 |
| KIPP Academy at Cypress | 887 | 891 | 881 | 1,578 | 1,682 | 1,531 | 1,628 | 1,732 |
| KIPP Diamond (est. 2009) | 549 | 658 | 846 | | | - | - | - |
| Kaleidoscope School of Memphis | - | - | 44 | 71 | 96 | 74 | 79 | 84 |
| Leadership Prep Charter School | 84 | 150 | 197 | 265 | 254 | 346 | 368 | 391 |
| Legacy Leadership Academy | - | - | 37 | | | - | - | - |
| Memphis Academy of Health Sciences MS | 267 | 265 | 283 | 309 | 296 | 278 | 296 | 314 |
| Memphis Academy of Health Sciences HS | 388 | 386 | 439 | 423 | 435 | 448 | 476 | 507 |
| Memphis Academy of Science & Engineering | 409 | 401 | 503 | 605 | 622 | 550 | 585 | 622 |
| Memphis Business Academy ES | 335 | 333 | 406 | 305 | 272 | 304 | 323 | 344 |
| Memphis Business Academy MS | 314 | 317 | 452 | 479 | 483 | 480 | 511 | 543 |
| Memphis Business Academy HS | 382 | 377 | 460 | 468 | 510 | 523 | 556 | 592 |
| Memphis Business Academy Hickory Hill ES | | | | 70 | 88 | 135 | 144 | 153 |
| Memphis Business Academy Hickory Hill MS | | | | 26 | 54 | 89 | 95 | 101 |
| Memphis College Preparatory | 316 | 309 | 266 | 253 | 245 | 265 | 282 | 300 |
| Memphis Delta Preparatory | - | 300 | 286 | 334 | 341 | 409 | 435 | 463 |
| Memphis Goodwill Excel Center | - | 136 | - | | | - | - | - |
| Memphis Merit Academy | | | | | 120 | 191 | 203 | 216 |
| Memphis Rise Academy | 208 | 324 | 438 | 559 | 669 | 750 | 798 | 848 |
| Memphis School of Excellence | 456 | 453 | 618 | 689 | 742 | 1,001 | 1,065 | 1,132 |
| Memphis Stem Elementary | - | 68 | 122 | 185 | 231 | 198 | 211 | 224 |
| Moving Ahead School of Scholars | 100 | 150 | - | | | - | - | - |
| Nexus STEM Academy | - | 145 | 300 | | | - | - | - |
| New Consortium of Business Law | 188 | - | - | | | - | - | - |
| Omni Prep Academy - North Pointe Lower | 138 | - | - | | | - | - | - |
| Omni Prep Academy - North Pointe Middle | 149 | - | - | | | - | - | - |
| Perea Elementary | | | | 76 | 142 | 195 | 207 | 221 |
| Power Center Academy | 1,259 | 1,448 | 1,640 | 2,001 | 2,228 | 2,253 | 2,396 | 2,549 |
| Promise Academy | 432 | 422 | 392 | 366 | 372 | 322 | 342 | 364 |
| Soulsville Academy | 641 | 639 | 647 | 658 | 690 | 662 | 704 | 749 |
| Southern Avenue Elementary | 647 | 436 | 437 | 364 | 346 | 375 | 399 | 424 |
| Southwest Early College High | - | - | 102 | 179 | 273 | - | - | - |
| Star Academy | 244 | 238 | 229 | 280 | 307 | 348 | 370 | 394 |
| Veritas College Preparatory | 173 | 134 | 147 | 142 | 150 | 178 | 189 | 201 |
| Vision Prep | 161 | 240 | 287 | 363 | 397 | 388 | 413 | 439 |
| Unknown from Closing Schools | - | 247 | - | | | - | - | - |
| Total Charter School Enrollments | 12,092 | 13,427 | 15,262 | 15,966 | 18,802 | 18,653 | 19,832 | 21,086 |
| District Total Enrollment | 105,929 | 103,311 | 103,787 | 102,853 | 104,770 | 104,460 | 104,454 | 104,528 |

2021 Fiscal Year

DISTRICT BUDGET



ii. Enrollment Projection Methodology

Enrollment projections are conducted using a cohort survival methodology. This method involves moving students up from one grade to the next and applying survival ratios to capture an approximate rate of change. Survival ratios are developed using recent trend data to estimate the rate at which a full grade cohort will move from one grade to the next over the course of future years.

Live birth data is used to project kindergarten classes for future years. Birth data, provided by the Memphis and Shelby County Health Department, is available to Shelby County Schools by zip code. As with other grades, a survival ratio called the birth-to-kindergarten ratio is developed. Birth-to-kindergarten ratios capture the rate to which births in a given zip code will matriculate to kindergarten five years later. Trend data of births versus kindergarten enrollment over the course of several years assists with developing the birth-to-kindergarten ratio.

Classes entering new schools (for example, 6th grade for middle and 9th grade for high) are estimated by multiplying the total students from zones of feeder schools by a survival ratio developed by examining the likelihood that students from one feeder school will attend the next school in the feeder pattern and the average change in class size from one year to the next for each feeder school. Finally, a percentage of students who may attend from outside of the feeder school boundaries are added to the total to account for transfers.

Cohort survival enrollment projection methodology is the most common process for forecasting future school enrollment. This method is used by many school districts across the country, including some of the largest. New York City, Los Angeles, Chicago and Broward County, Florida are examples of school districts that employ this method. In fact, it is recommended for use by the New York State Education Department.

Use of the cohort analysis model began in the 1950s. However, in the 1970s, school districts began to commonly use this method. Many municipalities and regional governments use cohort survival analysis to forecast population for their respective political geographies.

Benefits to using cohort survival methodology are:

- It is relatively easy to use.
- The method can account for numerous factors (such as migration, retention, population flux, dropouts, failures, etc.).
- It normally demonstrates a high degree of short-term accuracy.

Drawbacks of the methodology are:

- Accuracy is lessened in areas of instability since it assumes that the future will be similar to the past.
- It does not account for single, critical events (e.g., a major employer closing).
- Forecasts beyond roughly five years are less reliable than more short-term periods of time.



II. STAFFING TRENDS

i. Staffing Formula

Below and on the following page are the District’s school staffing formulas for school year 2020-21. These staffing formulas are adhered to closely with the exception of smaller schools that may need additional staffing for scheduling and otherwise as deemed necessary for academic progress.

Classroom Teacher Allocations

| Grade Level | Teacher/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

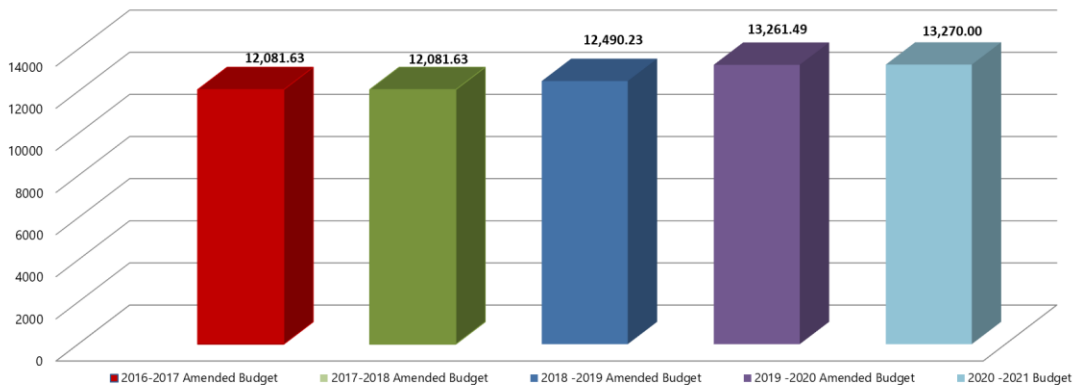
| | 2016-2017 | 2017-2018 | 2018 -2019 | 2019 -2020 | 2020 -2021 | Change from 2020 | Percentage |
|--|------------------|------------------|------------------|------------------|------------------|-------------------------------|-------------------------------|
| | Amended Budget | Amended Budget | Amended Budget | Amended Budget | Budget | Amended Budget to 2021 Budget | Amended Budget to 2021 Budget |
| Full-Time Employees | | | | | | | |
| Officials/Administrators | 215.00 | 215.00 | 215.00 | 256.05 | 254.00 | (2.05) | -0.80% |
| Principals | 160.00 | 160.00 | 157.00 | 157.00 | 154.00 | (3.00) | -1.91% |
| Asst Principals, Non-Teaching | 172.00 | 172.00 | 194.00 | 203.00 | 196.00 | (7.00) | -3.45% |
| Elementary Teachers | 2,472.50 | 2,472.50 | 2,472.16 | 2,368.00 | 2,296.00 | (72.00) | -3.04% |
| Secondary Teachers | 1,860.00 | 1,860.00 | 1,911.65 | 1,892.85 | 1,818.00 | (74.85) | -3.95% |
| Other Teachers | 2,166.95 | 2,166.95 | 2,168.50 | 2,197.12 | 2,137.10 | (60.02) | -2.73% |
| Guidance | 262.00 | 262.00 | 313.00 | 299.00 | 277.00 | (22.00) | -7.36% |
| Psychological | 76.00 | 76.00 | 76.00 | 79.00 | 76.00 | (3.00) | -3.80% |
| Librarians/Av Staff | 166.00 | 166.00 | 166.00 | 145.00 | 138.00 | (7.00) | -4.83% |
| Consultants & Supervisors Of Instruction | 108.00 | 108.00 | 120.00 | 153.00 | 141.00 | (12.00) | -7.84% |
| Other Professional Staff | 538.00 | 538.00 | 600.08 | 747.20 | 746.00 | (1.20) | -0.16% |
| Teacher Aides | 1,600.55 | 1,600.55 | 1,674.89 | 1,749.00 | 1,791.26 | 42.26 | 2.42% |
| Technicians | 131.15 | 131.15 | 134.00 | 171.00 | 158.00 | (13.00) | -7.60% |
| Clerical/Secretarial Staff | 665.50 | 665.50 | 729.20 | 688.64 | 674.00 | (14.64) | -2.13% |
| Service Workers | 1,002.98 | 1,002.98 | 1,062.75 | 639.24 | 672.79 | 33.55 | 5.25% |
| Skilled Crafts | 119.00 | 119.00 | 119.00 | 111.00 | 110.00 | (1.00) | -0.90% |
| Laborers And Helpers | 258.00 | 258.00 | 258.00 | 260.00 | 273.00 | 13.00 | 5.00% |
| Professional Instructional | 42.00 | 42.00 | 53.00 | 5.00 | 1.00 | (4.00) | -80.00% |
| Total | 12,015.63 | 12,015.63 | 12,424.23 | 12,104.10 | 11,913.15 | (190.95) | -1.58% |
| Part-Time Staff Employees | | | | | | | |
| All Other | 59.00 | 59.00 | 59.00 | 17.00 | 22.00 | 5.00 | 29.41% |
| Part-Time | 7.00 | 7.00 | 7.00 | 1,140.39 | 1,334.85 | 194.46 | 17.05% |
| Total | 66.00 | 66.00 | 66.00 | 1,157.39 | 1,356.85 | 199.46 | 17.23% |
| Total Full-Time & Part-Time Staff | 12,081.63 | 12,081.63 | 12,490.23 | 13,261.49 | 13,270.00 | 8.51 | 0.06% |

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

For Fiscal Year 2020-21, the District budgeted for 13,270 positions. School staffing needs are determined by the uses of a staffing formula, which bases these needs upon changes in enrollment/ADM, the opening/closing of schools and other relevant factors.

Personnel costs account for 60.3% of the District’s expenditures for all funds and 67.1% of the District’s General Fund. The District has had a net increase of 8.51 positions (decrease of 190.95 full-time and increase of 199.46 part-time) in the Fiscal Year 2020-21 budget. This increase is attributed to an increase in enrollment and strategic investments for a major reorganization of operations within the District to gain efficiencies and improve academic effectiveness.

The chart below shows staffing levels for Fiscal Years 2017 through 2021. The District does not budget all part-time positions, but does budget an amount for part-time salaries, particularly in the Nutrition Services Fund staffing. Budget Center Managers are responsible for restricting expenditures to remain within the allocated part-time budget.





III. SCHOOLS

This section includes the following information:

- i. Student Based Budgeting (SBB)
- ii. SBB Flexibility
- iii. Guide on Understanding School Level Information and School Data

Conventional practices tend to be focused on the District, compliance, and program fidelity. Conversely, strategic budgeting practices link resources to academic goals, ensure resources are used to improve student learning, and meet students' needs. Strategic budgeting practices track whether and how resources are used to improve academic achievement. Shelby County Schools is providing school leaders with strategic budgeting practices and tools to improve student learning and meet students' needs. These practices are critical to achieving the District's Destination 2025 goals and strategic priorities. These practices will equip school leaders with the decision-making guidance to achieve high academic achievement with greater school decision flexibility and will enable school leaders to produce high-quality options throughout the District. SCS Vision serves as our north star. Destination 2025 Strategic Goals and Priorities outline what is needed to realize our vision. Our Theory of Action (Managed Performance Empowerment) establishes a method to fulfill our Destination 2025 strategic goals and priorities.



As an enabler of our Theory of Action, SCS launched Student Based Budgeting (SBB) to provide funding equity to students regardless of their ZIP codes, provide proven school leaders with greater flexibility for their academic goals, and foster high levels of innovation and continued success across the District in school year 2017-18. To learn more about SBB, you can access the SBB Principal Handbook on the website back2students.com.

i. Student Based Budgeting (SBB)

In the school year 2018-19, SCS implemented two initiatives – Strategic School Design and Student Based Budgeting (SBB). Both initiatives will serve as a mechanism to create more equity, transparency and flexibility. Student Based Budgeting and school redesign are major levers to transform the District into a nationally recognized model for educational innovation and effectiveness. Student Based Budgeting provides the equitable distribution of funds based upon student enrollment and need.

SBB is a funding model that allocates dollars (instead of staff) to schools based on the number of students enrolled. The model is weighted using objective, measurable facts about each individual student that drives education costs. In simpler terms, with SBB, dollars follow the student and are based on each student's needs. Furthermore, schools may be able to earn more flexibility in deciding what to do with those funds once they reach the school. We believe that schools, alongside their Instructional Leadership Directors (ILDs), will work from similar starting points to build increasingly diverse and customized plans. The purpose of a school's budget, then, is to support and reflect its academic plan.



SBB Methodology & Policies

In one sense, Student Based Budgeting is very simple: the money follows the student, period. But while this basic principle drives almost every aspect of our new school funding system, there are a handful of other details needed to fully understand how SBB works. In this section, a complete explanation of how Student Based Budgeting works in Shelby County Schools will be provided.

SBB Pool vs. Non-SBB Pool (a.k.a. Locked and Special Fund Allocations)

SBB is the District’s primary mechanism for allocating resources to schools, but it is not the only method. Each school will receive most of its dollars through Student Based Budgeting; empowered schools will have discretion to spend those dollars within a set of boundaries and non-empowered schools will use those dollars to purchase their staffing allocations dictated by district staffing ratios. In addition, as in the past, each school will also receive an additional set of staff Full Time Equivalents (FTEs) and supplies according to the District’s objectives (a.k.a. Locked Allocations) and may receive certain grant dollars (e.g. Title I, SIG Grant) according to the terms of the grant (a.k.a. Special Fund Allocations).

SBB Pool: The total dollar sum that goes directly through Student-Based Budgeting is known as the **SBB Pool**. How big is the pool? It’s the sum total of all the resources that schools are responsible for budgeting.

For example, if schools were only responsible for budgeting for teachers, secretaries, and pencils, and the total cost of teacher compensation was \$150M, secretaries \$15M, and pencils \$100K, the size of the SBB Pool would be \$150M + \$15M + \$100K = \$161.1M.

Based on the set of resources that schools will budget in school year 2020-21, the size of the pool is \$386 million. Later in this section, more details on which resources are allocated and managed by schools and what makes up the SBB will be shared.

Special Fund Allocations: As in previous years, schools will continue to receive some dollars from state and federal grants (e.g. Title I Allocations, SIG Grants, etc.). These dollars are considered “outside of the pool” and do not “follow the student,” but schools often do have control over spending them, depending on the terms of the grant. Schools have the flexibility to seek additional grants.

Locked Allocations: As in previous years, schools will receive certain staff FTEs, equipment, and materials according to the District’s support plan (e.g. social workers, custodians, special education staff, etc.). Those staff, equipment, and materials that schools are not responsible for budgeting will be allocated to buildings according to the decisions made by their department.

| Type of Resource | In the SBB Pool? | SBB 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

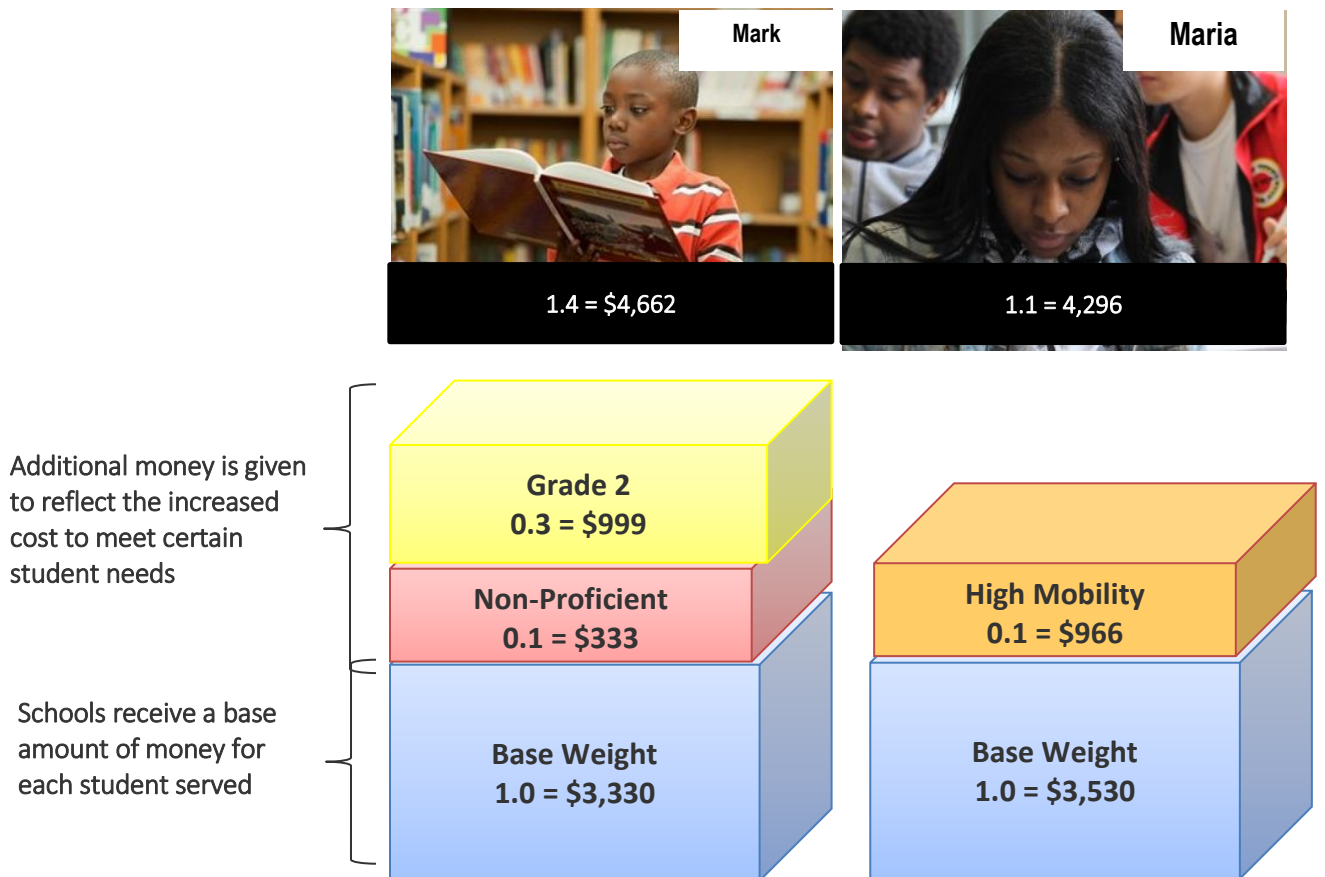
The dollars in the SBB Pool “follow the student.” At its most basic level, this would mean taking the \$386 million in the SBB Pool, dividing by 84,983 students, and sending \$4,542 to each school for every single student on its roster. But a key piece of our strategy is the belief that it costs a different amount of money to provide an



Information Section

appropriate education for different types of students. Accordingly, the same \$4,542 is not allocated for every student. Instead, objective measurable criteria are used to target more resources for certain students who may need more help to learn. Therefore, more resources are provided to the schools with the neediest populations. These dollars are assigned as *categorical weights*.

The money a school receives on behalf of each student is the sum of the “base weight”—an amount that each student receives—plus special categorical weights for which each student qualifies. In the example below, both students receive the base weight, and each receives a different set of need weights according to their respective attributes.



A set of student characteristics are recommended that the District should prioritize in directing extra resources to the highest need schools. SCS looks for characteristics that were:

- **Relevant:** The characteristic must represent a real student need that demands more resources to educate.
- **Measurable:** The characteristic must be indisputably and objectively measurable, so we can all agree on which students qualify for it.
- **Student-Based:** The characteristic must be linked to an individual student, not a school’s decisions, such that any student will trigger the same funding level regardless of which school he or she attends. For this reason, the District chose “incoming” student characteristics (e.g. 8th grade performance for HS students) when possible.



Information Section

Here are the characteristics chosen for the District's SBB formula in 2019-20:

| Student Need | Rationale |
|--|---|
| Base Weight | <ul style="list-style-type: none"> • Base Weight-- \$3,330 for all K12 General Education Setting Students • Students with Disabilities (SWD) Increment-- \$825 or 0.24 for all SWD self-contained students -- These students do not receive the full base weight because their instructional resources are locked. This means that schools will continue to receive Special Ed teachers/TAs from the Special Ed department, and these students only need an "incremental" amount to cover their share of the school's administrative, operational, and other schoolwide services. |
| Grade Weight: K-5 with emphasis on K-2 | <ul style="list-style-type: none"> • Grade Level-- \$999 or 0.3 for K-2, \$666 or 0.2 for 3-5 • Based on the resources that have been unlocked to schools, ES need a slightly higher weight to cover their lower-class size requirements. Additionally, many of the locked resources (i.e., athletics, CTE, security, custodial, etc.) are places where Secondary schools are likely to get a higher share than Elementary schools. • K-2 is weighted more because literacy is critical district focus area and highly predictive of future outcomes. • <u>DATA USED</u>: 20-21 Projected enrollments by grade |
| Incoming Student Performance (High and Low) | <ul style="list-style-type: none"> • <i>Incoming</i> student performance (high and low) – \$333 or 0.1 • Student performance is one of the most important indicators of student need at a school. • Note that this will be calculated as incoming student performance (i.e., in MS/HS, we will look at the TNReady performance of its incoming 6th graders and 9th graders when they were 5th graders and 8th graders respectively, and use those %s to determine need) <p><u>DATA USED</u>:</p> <p>ES/K-8 – Because incoming performance data is not available,</p> <ul style="list-style-type: none"> • Low Performance: 18-19 TNReady Below/Approaching Proficient % of 4th graders in 19-20 enrollment year • High Performance: 18-19 TNReady Advanced % of 4th graders in 19-20 enrollment year <p>MS/HS/6-12</p> <ul style="list-style-type: none"> • Low Performance: 18-19 TNReady Below/Approaching Proficient % of Incoming 6th/9th graders in 19-20 enrollment year • High Performance: 18-19 TNReady Advanced % of Incoming 6th/9th graders in 19-20 enrollment year |
| Stand Mobility | <ul style="list-style-type: none"> • Mobility – \$966 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. • <u>DATA USED</u>: Mobility rate (defined by number of students who transferred into the school after 20th day divided by number of students who ever attended the school, excluding students who attended for less than 1 week) calculated using year-end SY18-19 data. |



Information Section

Poverty

- Direct Certified - \$333 or .10
- ELL (English language learners)- \$83 or .03 (please note that you will continue to receive ELL resources (e.g. ESL or English as a Second Language Teachers) outside of SBB. This small weight is meant to alleviate imperfections in the measurement of poverty for the poverty weight).
- DATA USED: The number of students eligible for the Poverty weight is calculated using the 2019-20 Direct Certified %

Enrollment Projections and Fall Adjustments

Since school-by-school enrollment cannot be measured until the beginning of the school year but budget planning must begin the previous winter, we rely on *projected* enrollment figures to apply the aforementioned student weights and generate school budgets. The District puts a high premium on accurate projection numbers in order to give schools accurate preliminary budgets and enable targeted planning. But since it is nearly impossible to project school enrollments perfectly many months in advance, the District has also developed a policy for adjusting school budgets in a similar manner to how adjustments currently occur in the fall.

Baseline Services and Baseline Supplement

Pursuant to the resource flexibility guidelines listed in this document, empowered schools have significant flexibility over what resources they choose to purchase. Outside of the guidelines outlined in the resource flexibility section, the District will not instruct empowered schools what to buy. Nonetheless, the District is committed to ensuring that, *should they choose*, schools have enough money to purchase a standard set of resources that has traditionally been present in most SCS schools. We refer to that standard set of resources as “baseline services.” It is the minimum set of services that the SBB allocation will provide for all schools, regardless of their size and student characteristics. If a school’s initial SBB allocation (i.e. student enrollment multiplied by student weights) is not sufficient to pay for these services, the District will add money to the school’s allocation, bringing it up to the baseline. The Finance Department will hold a reserve from the SBB Pool sufficient to cover this “baseline supplement.” Very small schools are those most likely to fall short of being able to afford “baseline services” on their own, so the resources listed below should be considered appropriate in the context of a small school (<300 students). Resources that schools are not responsible for paying for are not included in “baseline services;” see resource flexibility section for more detail on which resources schools are responsible for paying. Note that in the charts below, FTE means Full Time Equivalent or one position.

| 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 | TN Basic Education Program (BEP) funding formula |
| Art & Music Teachers | K-6th: 525:1 7th-8th: N/A | N/A | TN BEP |
| Assistant Principals | 1 FTE: 550 to 1099 1.5 FTE: 1100 to 1319 2 FTE: 1320+ | 1 FTE: 1 to 649 2 FTE: 650 to 1249 3 FTE: 1250 to 1499 4 FTE: 1500 to 1749 5 FTE: 1750+ | K-8th: BEP + SCS Hybrid* 9th-12th: SCS Staffing Formula** |



Information Section

| | | | |
|-------------------------------|---|--|-------------------------------|
| Librarians | 0.5 FTE: 1 to 264 1 FTE: 265+ | 0.5 FTE: 1 to 299 1 FTE: 300 to 999 2 FTE: 1000 to 2249 3 FTE: 2250 to 3000 | TN BEP |
| Clerical Assistants | 0.5 FTE: 1 to 224 1 FTE: 225 to 374 + 1 FTE: for every add'l 375 students | | TN BEP |
| Financial Secretaries | 1 per school | | District Requirement |
| Substitute Teachers | \$45.78 per pupil (pp) | | FY19 Short-term sub budget pp |
| Instructional Supplies | \$200 per teacher | | District Requirement |
| Guidance Counselor | K-5th: 1:500 6th-12th: 1:350 | | TN SBOE Requirement |

SCS Staffing Supplement

To ease the transition to Student Based Budgeting, in the first year of implementation (School Year or SY2018-19, SCS ensured that all schools received the amount of funds equivalent to what they would have received under SY18-19 Staffing Ratios. If a school's initial SBB allocation AND baseline supplement were not sufficient to pay for these services, the District added additional money to the school's allocation, bringing it up to the amount required to repurchase SCS SY17-18 staffing allocations associated with the SBB Pool. The Finance department held a reserve from the SBB Pool sufficient to cover this "SCS Staffing Supplement." Again, outside of the guidelines outlined in the resource flexibility section, the District will not instruct empowered schools on what to buy.

Transition Hold Harmless Policy

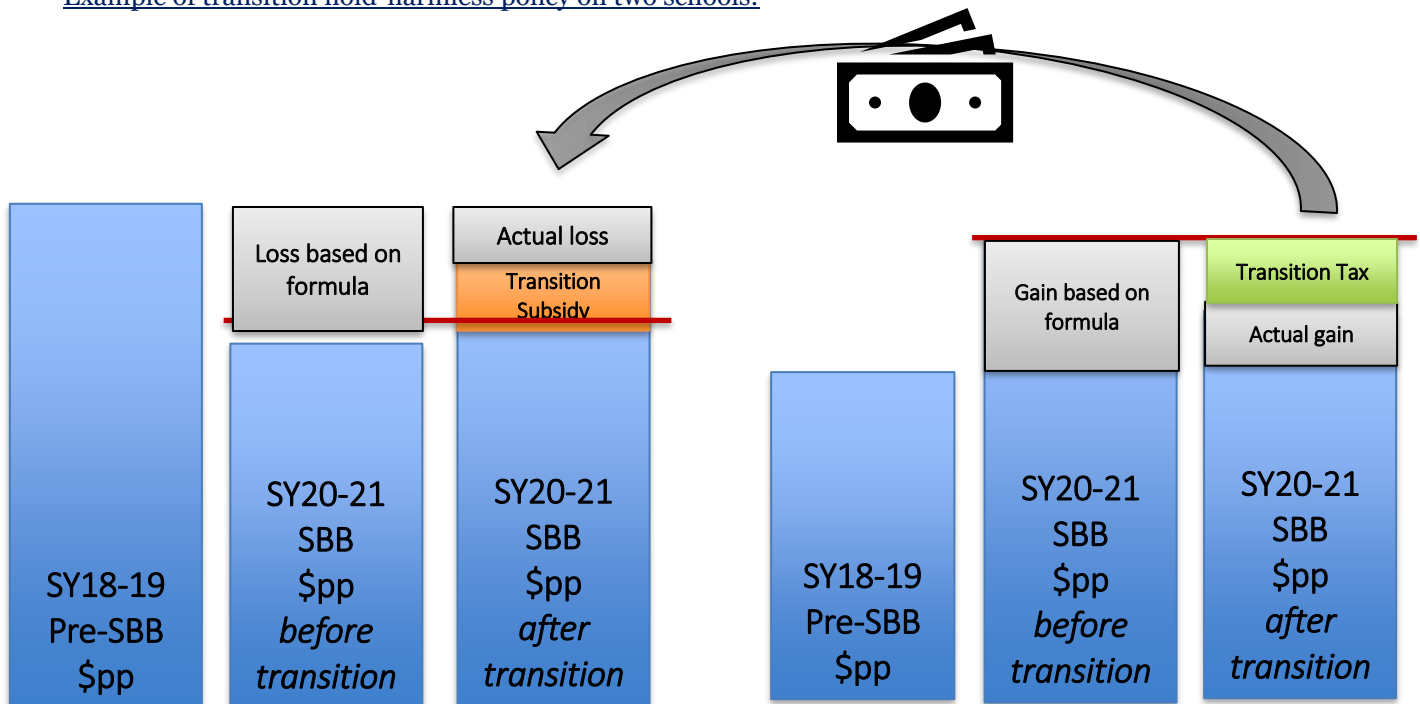
Student Based Budgeting is a very different method of allocating resources than the staffing allocation-based method that SCS used in prior years. Prior to SBB, there was significant unplanned variation among different schools' per-pupil levels of funding. Small schools tended to receive more (per-pupil) than large schools; underutilized schools tended to receive more than those filled to capacity; and some schools simply received more because of years-old staffing decisions. Excluding temporary SIG grants, schools with higher student need did not necessarily receive more. Under SBB, a more equitable distribution of resources will see all schools funded at a more similar level to one another (on a per-pupil basis), with remaining differences directly tied to differences in student need.

This equitable distribution means, of course, that some schools will receive more than they did in prior years, while others will receive less. In the long term, the District is confident that this new method of apportioning resources will be effective and fair. In the short term, the District will take caution to ensure that schools don't experience swings in funding so dramatic as to disrupt the learning environments that teachers and staff build upon each year. SCS's transition into SBB includes a **soft-landing** policy by which no school can gain more than 9% or lose more than 8%.

For example, a school may receive a "transition subsidy" to ease the transition to SBB. Alternatively, a school may be charged a "transition tax" levied so that the District may temporarily subsidize schools losing funds under SBB.



Example of transition hold-harmless policy on two schools:



School A was overfunded relative to its enrollment/student need profile, so it will lose money in shift to SBB.

In SY20-21, it will receive a “transition subsidy” to limit its loss is not greater than 8%

School B was underfunded relative to its enrollment/student need profile, so it will gain money in shift to SBB.

In SY20-21, it will only experience a maximum gain of 9.0% because it will need to pay a “transition tax” to allow the District to subsidize all the “transition awards” at losing schools.

Note: The transition hold-harmless policy applies to losses due to the SBB formula ONLY and does not apply to loss in funds due to declining enrollment.

Q&A: Enrollment and Transition Policy under SBB

How does enrollment impact my budget?

SCS is anticipating declining enrollment next year. Because overall enrollment is declining, the District’s overall funding is decreasing and as a result, schools with declining enrollment will see a decrease in their funding. **This has nothing to do with the transition to SBB.** Even if the District were not moving to SBB, schools with declining enrollment would also be seeing a decrease in their funding.

KEY TAKEAWAY: Schools with declining enrollment will see a decrease in their funding that has nothing to do with the transition to SBB. They are losing this money due to enrollment changes NOT due to SBB funding changes.

But what about the Transition Policy? Isn’t there a loss limit or gain limit?

Yes, but SCS is only capping the losses and gains that come from the transition to SBB. SCS is not capping gains and losses due to changes in a school’s enrollment. The -8%/+9.0% caps are calculated on a dollar per pupil (\$pp basis) and not on a total \$ basis, to isolate the change due to transition to SBB.



Information Section

| | |
|--------------------------------|---|
| SBB Transition Gain Cap | +9.0% on a \$pp basis |
| SBB Transition Loss Cap | Lesser of -8% or 4 Teacher FTEs on a \$pp basis |

So, for example, in School A who is losing money under the new SBB formula:

| | |
|--|--|
| Total Enrollment | 500 |
| SY17-18 Unlocked Comparison \$pp | \$5,000pp |
| SY18-19 SBB Allocations \$pp | \$4,500pp |
| If no loss limit existed, School A would experience a loss due to the transition to SBB of | -\$500pp or -10% loss on \$pp basis |
| But with the SCS transition policy, School A's loss is limited to 2.5% | School A will receive a "transition subsidy" of \$175,000 to limit its losses to just -\$150pp or -3% loss on \$pp basis |

In School B who is gaining money under the new SBB formula:

| | |
|--|---|
| Total Enrollment | 500 |
| SY17-18 Unlocked Comparison \$pp | \$5,000pp |
| SY18-19 SBB Allocations \$pp | \$5,500pp |
| If no gain limit existed, School A would experience a gain due to the transition to SBB of | +\$500pp or +10% gain on \$pp basis |
| But with the SCS 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. |

There are two exceptions to the gain limit cap:

- Cohort schools are exempt. If they are slated to gain money in the transition to SBB, they will be exempt from the gain limit and be allowed to experience their full gain in Year 1.
- Six traditional schools are exempt in Year 1 because if the gain limit is imposed, they will be unable to meet the staffing formula requirements that is being applied to all traditional schools this year. This is a temporary exemption that will be revisited in Year 2.

Why am I paying a "transition tax" or receiving a "transition subsidy"?

The transition policy is another policy to ensure stability in the transition to SBB. Under the transition policy, schools will not gain or lose more than a certain % on a \$pp basis in Year 1. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.

If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.

If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools to limit their losses.

How does this all come together?

There are a few potential scenarios that your school could fall into:

School A: Increasing enrollment + gaining under SBB



Information Section

| | | |
|--|-------------|--|
| 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's lower than the average salary. Similarly, schools will not recoup any portion of a position's benefits including employees not receiving benefits.

| <i>Position Title (SBB Pool Only)</i> | <i>Avg. Compensation used for Budgeting*</i> |
|--|---|
|--|---|



Information Section

| | |
|------------------------------------|-----------|
| Classroom Teacher (General Ed) | \$72,058 |
| Assistant Principal | \$102,977 |
| Librarian | \$82,099 |
| Educational Assistant (General Ed) | \$28,488 |
| Financial Secretary | \$51,746 |
| Clerical Assistant | \$36,594 |
| In-School Suspension Assistant | \$27,875 |
| Interventionist | \$76,452 |
| Instructional Facilitator | \$82,097 |
| Graduation Coach | \$81,630 |
| Study Hall Monitor | \$29,590 |

*Note: The District will continue to budget Title I allocations with actual salaries and benefits.

ii. SBB Flexibility

During school year 2019-20, SCS instituted school-based flexibility. All schools began making decisions around their Strategic School Design Plans to meet the needs of their students. SCS will phase-in flexibility for school leaders. Schools have been categorized into three groups: Cohorts, Early Adopters, and Traditional Schools. The level of flexibility school leaders receive will depend upon their group. Cohorts and Early Adopters will receive enhanced autonomy. Traditional schools will receive limited or restricted autonomy.

Guardrails (or Basic Expectations)

Regardless of the level of flexibility received, all schools must first demonstrate evidence that they are implementing the curriculum with 100% fidelity. School plans should firstly be based on resource decisions aligned with building an Instructional Leadership Team (ILT) whose members have proven expertise in the content area they support and ensuring that teachers have sufficient time for shared content and grade teams to learn and collaborate. Principals must utilize the ILT to develop effective collaborative lesson plans and to participate in the development of Cycles of Professional Learning. In addition, principals should utilize Instructional Practice Guides during informal observations to provide richer feedback and plan development for teachers.

In addition to these baseline guardrails, Early adopters and Cohort principals with their Instructional Leadership Directors (ILDs) are expected to focus on securing expert support for Cycles of Professional Learning and Cycles of Observation and Coaching. They are also expected to ensure sufficient time exists for collaborative planning in PLCs (90 minutes per grade or content area weekly).

Traditional School Flexibility

Traditional schools will have baseline flexibilities within the goal of implementing the curriculum with full fidelity. Traditional schools may make cost neutral trades in positions (e.g. an extra teacher in lieu of a librarian). These changes should be proposed during their Strategic Budget Session and discussed and approved by the Budget Manager and their respective Instructional Leadership Director (ILD). If extra funds remain above the school's staffing plan, principals must provide justifications and alignment to their 60-day plan in order to apply their resources to the following list.



Information Section

| 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.

Early Adopter & Cohort Flexibility



Information Section

Early Adopter and Cohort schools must use their flexibilities to improve expert support and to expand collaborative planning time to 90 minutes per grade or content area weekly. Since Early Adopter and Cohort principals and ILDs have participated in almost a year of Strategic School Design (SSD) professional learning, they have full discretion to use their flexibility to align with their SSD plans as previously developed with their school teams.

In keeping with the strategic focus of the District and expressed in the design sessions, schools can use their flexibility to improve expert support and to expand collaborative planning time to 90 minutes per grade or content area weekly. In the next chart are examples of the flexibility available to the principal of Early Adopter and Cohort schools if additional resources are available.

| Level 2 | Cohorts | Early Adopters |
|--------------------------|--|--|
| Trade-Offs | <ul style="list-style-type: none"> Teachers Librarians Study Hall Monitors In-School Suspension Educational Assistants | <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 | <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 | <ul style="list-style-type: none"> Substitute Budget |
| 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) |
| Level 2 | Cohorts | Early Adopters |
| Personnel | <ul style="list-style-type: none"> Create new positions | <ul style="list-style-type: none"> None |
| 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 | <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 | <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 |



Cohort and Early Adopters must also meet baseline guardrail guidelines and must show evidence of securing expert support for Cycles of PLC of Observation and Coaching and ensuring sufficient time for collaborative planning in PLCs.

Examples of resource options that support expert support and collaborative planning time are as follows:

Expert support

- School purchases a literacy specialist position to coach teachers and facilitate ELA PLCs (the ILT previously had an AP with science experience and a PLC coach with math experience; there were no other coaches)
- School exchanges current Assistant Principal position for an instructional leadership position that is targeted to address ELA or math needs.
- School purchases an additional math teaching position to provide two math lead teachers release time to coach teachers, model lessons, and support PLC meeting, planning and facilitation.

Collaborative planning time

- School purchases additional instructional aide positions to cover lunch so that recess time can be added adjacent to weekly collaborative planning time. Additionally, instructional aides can be used to provide support at other times during day, provided that instructional time is preserved, to free teachers for planning.
- School purchases additional support position(s) to double supports one day per week for all or targeted grades or content areas so that teachers have a double planning block.
- School purchases time for substitutes to cover classes for two grades or content areas on Fridays every three weeks for 160 consecutive minutes. This time, which teams receive on a rotating basis, added to the 45 minutes per week of regular collaborative planning time equals an average of 90 minutes per week for deep collaborative planning time.
- One of the PLC coaches, Assistant Principals, or other full-time non-teaching position is transformed to a half-time teaching position, thereby enabling changes to the schedule.

iii. Guide on Understanding School Level Information and School Data

In an effort to provide greater transparency of school level spending, the District is providing detailed information of how funds are allocated to individual schools. The District has expanded the level of detailed information provided for school level budgets. This is a continuation of the process started in previous fiscal years. The following pages contain school level information for each school such as academic progress measures, facility details, socio-economic indicators of our students, budgeted school-based position allocations, General Fund and Federal Fund grant allocations.

The school-level information provided is intended to provide an overview of the trajectory of individual schools over the past three years and provide details for projected budgets for the coming year. When reviewing school level details, it is important to note that the information provided includes actual results and data from school years 2017-2018 and 2018-2019, budget data from school year 2019-2020, as well as the proposed budgets for the upcoming 2020-2021 school year. Actual staffing, enrollment and spending at the school level for the actual 2019-20 school year may vary from the budget based upon demographics, enrollment, and staffing changes. The variance between school years 2018-2019 and 2019-2020 is not the actual year-over-year impact of financials or staffing by school. In future years, the District will continue to provide actual data as it becomes available.



Information Section

Below are definitions and details for school level data.

Staffing Laws

Teachers - TN State Board of Education has established rules related to class size for K-12 grades in Chapter 0520-01-03 Minimum Requirements for the Approval of Public Schools (0520-01-03-03 Administration of Schools, Requirement B (3)). According to these rules, local boards of education shall have policies providing for class sizes in grades kindergarten through twelve (K-12) as follows:

| | Average | Maximum |
|--------------------------------|---------|---------|
| Grades K-3 | 20 | 25 |
| Grades 4-6 | 25 | 30 |
| Grades 7-12 | 30 | 35 |
| Career and Technical Education | 20 | 25 |

The average class size for a grade-level unit (e.g. K-3) shall not exceed the stated average, although individual classes within that grade-level unit may exceed the average. No class shall exceed the prescribed maximum size. Class size limits may be exceeded in such areas as typewriting, instrumental, and vocal music classes, provided that the effectiveness of the instructional program in these areas is not impaired.

H.B. 1569 enables any local education agency in the state to use the career academy or smaller learning community model to extend CTE class sizes in grades 9-12 through a waiver from the commissioner of education. Even with the waiver, CTE class sizes will not exceed the maximum class size set for general education classes in grades 7-12.

Librarians – the TN State Board of Education has established rules about Library Information Center personnel in Chapter 0520-01-03 Minimum Requirements for the Approval of Public Schools (0520-01-03-.07 Library Information Center, Requirement E (2)). According to the rules, schools including grades kindergarten through eight (K-8) or any combination thereof shall provide library information personnel as follows:

| | |
|------------|--|
| < 400 | None, faculty member shall serve as a library information coordinator. |
| 0 – 549 | 0.5 |
| = or > 500 | 1 |

For high schools, the following library information personnel shall be provided as follows:
Enrollment Librarian Allocation

| | |
|--------------|-----|
| < 300 | 0.5 |
| 300 – 1,500 | 1 |
| = or > 1,500 | 2 |



Information Section

Guidance Counselors – for school year 2020-21, the TN State Board of Education’s School Counseling Model & Standards Policy (5.103) will be effective. TN State Board of Education has recommended current student-to-counselor ratios as calculated in the Basic Education Program (BEP) formula as follows:

- Elementary (grades K – 5): 500:1
- Secondary (grades 6 – 12): 350:1

Recognizing the need for school counseling support, SCS will use these ratios for guidance counselors.

SCS Staffing Formulas

Below are the District’s school staffing formulas for school year 2020-21. These staffing formulas are adhered to closely with the exception of smaller schools that may need additional staffing for scheduling and otherwise as deemed necessary for academic progress.

Classroom Teacher Allocations

| Grade Level | Teacher: 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 | Allocation |
|------------|---|
| < 400 | None faculty member shall serve as a library information coordinator. |
| 400-549 | 0.5 |
| = or > 500 | 1 |

High Schools

| Enrollment | Allocation |
|--------------|------------|
| < 300 | 0.5 |
| 300 – 1,500 | 1 |
| = or > 1,500 | 2 |

Clerical Staff Allocations

Elementary Schools

| Enrollment | Allocation |
|--------------|------------|
| 1 – 749 | 2 |
| 750 – 1,099 | 3 |
| = or > 1,100 | 4 |

Middle and High Schools

| Enrollment | 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 |



Information Section

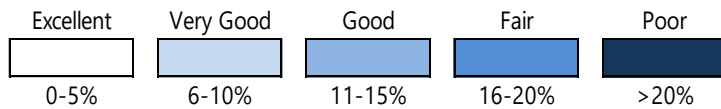
School Information

Grade Level – indicates the grade specific published objectives for learning skill proficiency. Grade-level proficiency refers to reading, writing, math, oral communication, and group-process skills.

School Type – specifies the school type such as Alternative, CTE, Traditional, Early Adopter, Cohort, iZone, Optional and Empowerment.

Facility Measures

Facility Condition Index (FCI) – a measure of a building’s condition. A higher index indicates worsening conditions of a building. This calculation is equal to “Total Dollars of Building Repair + Upgrades + Renewal Needs / Current Replacement of the Facility”. A FCI of 0 - 5% indicates a building in excellent condition; a 6-10% FCI indicates a building in very good condition; an 11-15% FCI indicates a building in good condition; a 16-20% FCI indicates a building in fair condition; and a FCI percentage greater than 20% indicates a building that is in poor condition. The following firms were used to determine FCI for all buildings: OT Marshall Architects, Fleming & Associates Architects, Self-Tucker Architects and AllWorld Project Management.



Utilization – rate calculated by dividing the Baseline Enrollment by the Programmatic Capacity. Baseline enrollment includes Pre-K. The capacity utilization rate is a metric used to measure the rate at which potential output levels are being met or used. Displayed as a percentage, the capacity utilization level provides insight into the overall slack that exist in schools at a given point in time. If a school is operating at a 70% capacity utilization rate, it has room to increase production up to a 100% utilization rate without incurring the expensive costs of building a new plant or facility.

Square Footage – a measure of the length and width of the building only, including the boiler room and other usable space. This does not include portables and outside lands.

Student Capacity – refers to programmatic capacity, which is a measure of how many general education K-12

students will fit in a building. It includes all space utilized as SPED classrooms, Pre-K classrooms, art rooms, music rooms, PE rooms, computer labs, administrative uses, health professional uses, optional program uses, etc. If a building has a design capacity of 1,000, the assumption is that 1,000 students can fit into that building. However, it’s not the case. There are various uses that take up classroom space that cannot be used by general K-12 enrollment (baseline enrollment). This measures how many general-education students can fit into a school comfortably with all academic programs operating at their best. Comprehensive Development Classes (CDC) and Pre-K are included in the capacity formula due to differing class sizes, funding, and enrollment reporting methods. CDC and Pre-K are zoned in sections, not by address.

Student Demographics

Economically Disadvantaged Students – for Tennessee school districts participating in Community Eligibility Provision, an alternate definition of “Economically Disadvantaged” (ED) was needed; only students who are direct certified are counted. Based on USDA guidelines, students are considered direct certified through any of the following measures: Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance to Needy Families (TANF), Homeless, Migrants, Runaways, certified foster children and students enrolled in Head Start or Even Start programs (those operated by the school system).



Using the state Accountability and BEP Funding definition, 58.6% of the District's student population are considered as Economically Disadvantaged.

Students with Disabilities – students who have, have had or are currently regarded as having a physical or mental impairment which substantially impacts one or more major life activities including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, or performing manual tasks.

English Language Learners – Tennessee students speak more than 140 languages. For most of these students, English is not the first language they learned to speak, but it is the first language in which they have learned to read and write. ESL classes vary from district to district and from school to school, and are designed to address such challenges.

Achievement & Proficiency

ACT 21% - percentage of students scoring 21 or above on the ACT test.

Attendance Rate – student attendance is measured and reported by the department as a rate and is based on a comparison of the number of school days attended to the total possible days attended.

Average ACT Composite Score – the ACT composite score or overall ACT score is the average of scores for each test (English, mathematics, reading and science) rounded to the nearest whole number. It ranges from 1 (low) to 36 (high).

Graduation Rate – percentage of students who graduated from high school within four years, including a summer for those students who entered the ninth grade four years earlier. The District's graduation rate was 79.1% in school year 2017-18

TEM (Teacher Effective Measure) – teacher evaluation system implemented in the District during the 2015-16 school year. The purpose of the TEM evaluation system is to ensure that all educators receive honest feedback about their practice that will enable them to continue to improve their practice and ultimately better serve our students.

- TEM 1: Significantly Below Expectations
- TEM 2: Below Expectations
- TEM 3: Meeting Expectations
- TEM 4: Above Expectations
- TEM 5: Significantly Above Expectations

TNReady – state student achievement assessment for reading, writing, and math in grades 3 – 11 designed to assess what is being taught in Tennessee's classrooms. TNReady was developed by Tennessee educators to better assess student knowledge, as well as critical thinking and problem solving skills – in other words, all of the things a student will need to succeed following high school.

TVAAS (Tennessee Value-Added Assessment System) – measures the impact schools and teachers have on their students' academic progress. For the 2017-18 school year, TVAAS components do **NOT** include grades 4-8 due to the suspension of testing in grades 3-8.

- TVAAS 1 (least effective) – schools whose students are making substantially less progress than the standard for academic growth (the school's index is less than -2).
- TVAAS 2 (approaching average effectiveness) – schools whose students are making less progress than the standard for academic growth (the school's index is equal to or greater than -2 but less than -1).
- TVAAS 3 (average effectiveness) – schools whose students are making the same amount of progress as the standard for academic growth (the school's index is equal to or greater than -1 but less than 1)



Information Section

- TVAAS 4 (above average effectiveness) – schools whose students are making more progress than the standard for academic growth (the school's index is equal to or greater than 1 but less than 2)
- TVAAS 5 (most effective) – schools whose students are making substantially more progress than the standard for academic growth (the school's index is 2 or greater)

Enrollment Data

Enrollment – the number of students enrolled at a school based on the 20th day attendance period.

Pre-Kindergarten enrollment – the number of pre-kindergarten students enrolled at a school based on the 20th day attendance period.

K-12 enrollment – the number of K-12 students enrolled at a school based on the 20th day attendance period.

School Staff Position Allocations

Assistant/Vice Principals – responsible for the supervision, discipline, and monitoring of students. Under the direction of the Principal, the assistant/vice principal is responsible for executing and enforcing school board policies, administrative rules and regulations. There is no distinct difference between an assistant principal and a vice principal; the title is based upon the position HR has assigned to each school in the past.

Classroom Teachers – the role of the classroom teacher is to manage the classroom in a manner that meets the individual needs of each student in the class. This includes promoting learning and supplementing activities, coordinating and collaborating with support staff, using a variety of teaching approaches, and adapting instruction to include all students. The classroom teacher is responsible for each student's overall academic program. Additionally, ESL, CTE and ROTC teachers are included as classroom teachers. The only teachers not included are those teachers not assigned to a classroom.

Counselors – renders services to individuals or groups of students by applying the principles, techniques, methods or procedures of the counseling profession, including appraisal activities (as defined by law), counseling, consulting and referral activities.

Education Assistants – provides additional instructional support in the classroom for teachers.

Instructional Facilitators – performs as an instructional specialist in selected schools to increase the effectiveness of onsite programs and to improve utilization of instructional materials. Additionally, the instructional facilitator promotes development, implementation and coordination of the school's instructional goals.

Librarians – works professionally in the school's library to provide access to information. Also provides social or technical programming and instruction for information literacy. Librarians are allocated based upon rules established by the TN State Board of Education for Library Information Center personnel in Chapter 0520-01-03 Minimum Requirements for the Approval of Public Schools (0520-01-03-.07 Library Information Center, Requirement E (2)).

Nutrition – includes cafeteria nutrition technicians and managers that work in the school cafeteria.

Other – clerical and other student support personnel such as In-School Suspension and Study Hall Monitors.

Principal – each school has one principal position. Principals are responsible for implementing and enforcing school board policies and administrative rules.



Special Skills – teachers for Optional Schools; World Languages; Elementary Music, Art and Physical Education (MAPS); and Band & Strings.

Student/Teacher Ratio – the number of students assigned to a school divided by the number of teachers assigned to the school regardless of the funding source.

Financial Information

General Fund Expenditures – the primary expenditure fund of the district which reflects discretionary salaries and other expenses.

IDEA, Part B Federal Allocation – Since the enactment of the original legislation – Individuals with Disabilities Education Act (<http://idea.ed.gov/>) in 1975, children and youth (ages 3-22) receive special education and related services under Part B of IDEA. Part B is so named because it is the second part of the law itself. Part B is Assistance for Education of All Children with Disabilities. <http://www.parentcenterhub.org/repository/partb/>

Other Special Revenue & Federal Funds – Other local and federal grants (Pre-K, Leap Program, Title III, etc.)

Title I Allocation – Federal Funds that supplement state and local funding for low-achieving children, especially in high-poverty schools. The program finances the additional academic support and learning opportunities that are often required to help disadvantaged students progress along with their classmates.

Additional Considerations in Analyzing the Data

Again, there are several considerations in reviewing the data, which are as follows:

- District budgets are prepared using actual salaries and benefits. Therefore, there may be significant variances in dollar amounts with little or no changes in positions.
- Not all IDEA and Pre-K federal funds are allocated to schools due to centralized programmatic decisions. Some funds are retained centrally to be used for all students across the District.
- Federal grants (e.g., Title I and IDEA Part B) allocation amounts reflect the amount in fiscal year 2019-20. The grant amounts for fiscal year 2020-21 are pending the final grant awards, which is determined in the early summer.
- Some schools such as E.E. Jeter receive additional teachers and school staffing to provide a full academic schedule. Some position decreases may not be directly linked to enrollment; they may be due to programs moved from one school to another school.



Information Section

Elementary School Summary

| | SCHOOL NAME | SCHOOL TYPE | FY 2020-21 STUDENT DEMOGRAPHICS | | | | FY 2020-21 FINANCIAL BUDGET | | | | | |
|----|-------------------------------------|-------------|---------------------------------|----------------------------|----------------------------|---------------------------|-----------------------------|---------|---------|---------|-----------|-----------------------|
| | | | FY 2020-21 K-12 ENROLLMENT | ECONOMICALLY DISADVANTAGED | STUDENTS WITH DISABILITIES | ENGLISH LANGUAGE LEARNERS | GENERAL FUND | TITLE I | IDEA | OTHER | TOTAL | PER PUPIL EXPENDITURE |
| 1 | A B Hill Elementary School | iZone | 293 | 88% | 25% | - | 2,722,127 | 177,905 | 166,055 | 376,197 | 3,442,284 | 11,748 |
| 2 | Alton Elementary School | Traditional | 320 | 85% | 6% | - | 2,265,051 | 167,790 | - | 255,141 | 2,687,982 | 8,400 |
| 3 | Balmoral-Ridgeway Elementary School | Optional | 308 | 47% | 4% | 6% | 2,028,803 | 112,455 | 24,067 | - | 2,165,325 | 7,030 |
| 4 | Belle Forest Elementary School | Traditional | 1,017 | 71% | 7% | 7% | 5,780,790 | - | 60,951 | 170,855 | 6,012,596 | 5,912 |
| 5 | Berclair Elementary School | Traditional | 598 | 63% | 11% | 36% | 3,684,858 | 332,010 | 103,370 | 281,127 | 4,401,365 | 7,360 |
| 6 | Bethel Grove Elementary School | Traditional | 168 | 84% | 18% | 0% | 1,756,421 | 150,535 | 91,039 | 224,499 | 2,222,494 | 13,229 |
| 7 | Brownsville Road Elementary | Optional | 516 | 64% | 8% | 3% | 3,331,009 | 249,305 | 60,533 | 30,596 | 3,671,443 | 7,115 |
| 8 | Bruce Elementary School | Traditional | 522 | 77% | 10% | 7% | 3,285,579 | 260,015 | 110,741 | 322,569 | 3,978,904 | 7,622 |
| 9 | Charjean Elementary School | Traditional | - | 86% | 6% | 21% | 1,925,991 | 218,365 | - | 63,173 | 2,207,529 | 2,207,529 |
| 10 | Cherokee Elementary School | iZone | 429 | 86% | 8% | 1% | 2,287,814 | 304,045 | - | 257,124 | 2,848,983 | 6,641 |
| 11 | Chimneyrock Elementary School | Traditional | 878 | 42% | 8% | 11% | 5,279,049 | 269,535 | 103,052 | 211,266 | 5,862,901 | 6,678 |
| 12 | Cordova Elementary School | Optional | 732 | 43% | 10% | 9% | 4,939,449 | 243,950 | 115,247 | 122,159 | 5,420,806 | 7,405 |
| 13 | Cromwell Elementary School | Traditional | 457 | 78% | 14% | 11% | 3,238,369 | 264,775 | 100,874 | 31,496 | 3,635,513 | 7,955 |
| 14 | Crump Elementary School | Traditional | 481 | 73% | 8% | 11% | 3,536,250 | 342,720 | 24,277 | 199,003 | 4,102,249 | 8,529 |
| 15 | Delano Elementary School | Optional | 225 | 66% | 2% | - | 1,804,491 | 101,745 | - | - | 1,906,236 | 8,472 |
| 16 | Dexter Elementary School | Traditional | 762 | 48% | 10% | 8% | 5,075,038 | 312,970 | 330,848 | 293,079 | 6,011,934 | 7,890 |
| 17 | Double Tree Elementary School | Optional | 368 | 72% | 8% | - | 2,294,988 | 186,830 | - | 306,625 | 2,788,443 | 7,577 |
| 18 | Downtown Elementary School | Optional | 684 | 54% | 6% | 1% | 3,680,040 | 253,470 | - | 168,272 | 4,101,782 | 5,997 |
| 19 | Dunbar Elementary School | Traditional | 207 | 80% | 6% | - | 1,671,122 | 164,815 | - | 473,946 | 2,309,883 | 11,159 |
| 20 | Egypt Central Elementary School | Traditional | 458 | 80% | 4% | 13% | 2,697,344 | 312,970 | - | 278,905 | 3,289,219 | 7,182 |
| 21 | Evans Elementary School | Traditional | 407 | 76% | 5% | 19% | 2,656,488 | 301,070 | - | 291,585 | 3,249,143 | 7,983 |
| 22 | Ford Road Elementary School | iZone | 475 | 86% | 12% | 0% | 3,076,238 | 329,630 | 165,984 | 270,078 | 3,841,930 | 8,088 |
| 23 | Fox Meadows Elementary School | Traditional | 491 | 74% | 14% | 5% | 3,552,017 | 328,440 | 156,407 | 295,362 | 4,332,226 | 8,823 |
| 24 | Gardenview Elementary School | Traditional | 298 | 82% | 17% | 0% | 2,290,624 | 161,840 | 141,811 | 255,383 | 2,849,659 | 9,563 |
| 25 | Germanshire Elementary School | Traditional | 788 | 54% | 11% | 10% | 4,505,759 | 317,730 | 79,060 | 212,796 | 5,115,344 | 6,492 |
| 26 | Germantown Elementary School | Optional | 619 | 35% | 10% | 6% | 4,031,753 | 139,230 | 145,178 | - | 4,316,161 | 6,973 |
| 27 | Getwell Elementary School | Traditional | 411 | 79% | 13% | 4% | 2,906,976 | 205,870 | 194,948 | 715,300 | 4,023,094 | 9,789 |
| 28 | Goodlett Elementary School | Traditional | 808 | 73% | 7% | 24% | 4,549,367 | 277,270 | - | 195,169 | 5,021,806 | 6,215 |
| 29 | Grahamwood Elementary School | Optional | 972 | 38% | 9% | 17% | 6,799,843 | 268,345 | 97,312 | 30,963 | 7,196,463 | 7,404 |
| 30 | Hamilton Elementary School | Traditional | 310 | 88% | 13% | 3% | 250,319 | 188,615 | 58,696 | 139,026 | 636,656 | 2,054 |
| 31 | Hawkins Mill Elementary School | Traditional | 302 | 88% | 10% | - | 1,988,840 | 197,540 | 67,130 | 24,277 | 2,277,787 | 7,542 |
| 32 | Hickory Ridge Elementary School | Traditional | 695 | 76% | 7% | 18% | 4,393,032 | 433,755 | 111,568 | 272,201 | 5,210,557 | 7,497 |
| 33 | Highland Oaks Elementary School | Traditional | 817 | 54% | 7% | 10% | 4,698,328 | 318,920 | 39,331 | 202,869 | 5,259,448 | 6,438 |
| 34 | Holmes Road Elementary School | Empowerment | 620 | 73% | 10% | 1% | 4,062,438 | 380,800 | 115,901 | 464,564 | 5,023,702 | 8,103 |
| 35 | Idlewild Elementary School | Optional | 515 | 25% | 5% | 0% | 3,049,561 | - | 29,627 | 40,913 | 3,120,101 | 6,058 |
| 36 | Jackson Elementary School | Traditional | 303 | 69% | 6% | 34% | 2,150,282 | 183,855 | - | 112,599 | 2,446,736 | 8,075 |
| 37 | Kate Bond Elementary School | Traditional | 778 | 45% | 11% | 29% | 5,131,835 | 282,030 | 169,874 | 139,028 | 5,722,768 | 7,356 |
| 38 | Keystone Elementary School | Optional | 336 | 79% | 20% | 0% | 2,810,578 | 282,625 | 146,695 | 184,820 | 3,424,717 | 10,193 |
| 39 | Kingsbury Elementary School | Traditional | 517 | 66% | 16% | 39% | 3,524,225 | 336,770 | 206,147 | 335,641 | 4,402,783 | 8,516 |
| 40 | Knight Road Elementary School | Traditional | 506 | 75% | 10% | 39% | 2,561,728 | 326,655 | - | 290,024 | 3,178,407 | 6,281 |



Information Section

Elementary School Summary

| | SCHOOL NAME | SCHOOL TYPE | FY 2020-21 STUDENT DEMOGRAPHICS | | | | | FY 2020-21 FINANCIAL BUDGET | | | | |
|----|------------------------------------|-------------|---------------------------------|----------------------------|----------------------------|---------------------------|--------------|-----------------------------|---------|---------|-----------|-----------------------|
| | | | FY 2020-21 K-12 ENROLLMENT | ECONOMICALLY DISADVANTAGED | STUDENTS WITH DISABILITIES | ENGLISH LANGUAGE LEARNERS | GENERAL FUND | TITLE I | IDEA | OTHER | TOTAL | PER PUPIL EXPENDITURE |
| 41 | LaRose Elementary School | Traditional | 232 | 90% | 9% | 0% | 1,638,855 | 189,805 | - | 134,195 | 1,962,855 | 8,461 |
| 42 | Levi Elementary School | Traditional | 443 | 88% | 8% | 0% | 2,526,343 | 292,145 | 27,053 | 270,002 | 3,115,543 | 7,033 |
| 43 | Lowrance K-8 School | Traditional | 841 | 50% | 9% | 5% | (996,251) | 282,030 | 55,789 | 508,233 | (150,199) | (179) |
| 44 | Lucie E. Campbell Elementary | iZone | 483 | 84% | 16% | - | 3,476,701 | 353,430 | 261,183 | 299,281 | 4,390,595 | 9,090 |
| 45 | Lucy Elementary School | Traditional | 352 | 70% | 11% | 5% | 2,214,523 | 180,880 | 56,487 | 116,561 | 2,568,452 | 7,297 |
| 46 | Macon-Hall Elementary School | Traditional | 1,199 | 31% | 7% | 6% | 6,729,221 | - | 53,798 | - | 6,783,018 | 5,657 |
| 47 | Magnolia Elementary School | iZone | - | 84% | 9% | 1% | 2,062,705 | 177,905 | 91,901 | 342,721 | 2,675,231 | 2,675,231 |
| 48 | Newberry Elementary School | Traditional | 439 | 76% | 8% | 9% | 2,568,021 | 268,345 | 88,950 | - | 2,925,316 | 6,664 |
| 49 | Northaven Elementary School | Traditional | 305 | 83% | 11% | 1% | 2,516,326 | 188,615 | 85,538 | 87,327 | 2,877,806 | 9,435 |
| 50 | Oak Forest School | Optional | 359 | 53% | 11% | 11% | 2,728,605 | 145,775 | 132,443 | 259,245 | 3,266,069 | 9,098 |
| 51 | Oakhaven Elementary School | Traditional | 530 | 78% | 8% | 14% | 3,221,868 | 351,050 | - | 104,224 | 3,677,142 | 6,938 |
| 52 | Oakshire Elementary School | Traditional | 350 | 80% | 7% | 1% | 2,588,125 | 226,695 | 31,513 | 238,597 | 3,084,930 | 8,814 |
| 53 | Peabody Elementary School | Optional | 356 | 57% | 5% | 1% | 2,261,385 | 147,560 | - | 124,427 | 2,533,372 | 7,116 |
| 54 | Raleigh-Bartlett Meadows School | Traditional | 477 | 74% | 8% | 4% | 2,804,555 | 605,710 | - | 185,339 | 3,595,604 | 7,538 |
| 55 | Richland Elementary School | Traditional | 866 | 14% | 12% | 4% | 5,422,517 | - | 51,330 | - | 5,473,846 | 6,321 |
| 56 | Riverwood Elementary School | Optional | 844 | 31% | 8% | 6% | 5,745,760 | - | 54,255 | - | 5,800,015 | 6,872 |
| 57 | Robert R. Church Elementary School | Traditional | 643 | 83% | 8% | 5% | 3,979,363 | 427,210 | 60,808 | 287,698 | 4,755,079 | 7,395 |
| 58 | Ross Elementary School | Traditional | 537 | 66% | 9% | 7% | 3,777,733 | 427,210 | - | 90,338 | 4,295,281 | 7,999 |
| 59 | Rozelle Elementary School | Optional | 234 | 66% | 9% | 1% | 1,957,208 | 135,065 | - | 43,145 | 2,135,418 | 9,126 |
| 60 | Scenic Hills Elementary School | Traditional | 207 | 76% | 10% | 2% | 1,919,757 | 213,010 | 83,597 | 418,468 | 2,634,831 | 12,729 |
| 61 | Sea Isle Elementary School | Traditional | 433 | 45% | 17% | 9% | 3,797,361 | 146,370 | 140,861 | 96,960 | 4,181,552 | 9,657 |
| 62 | Shady Grove Elementary School | Traditional | 386 | 56% | 8% | 20% | 2,479,227 | 163,625 | 33,120 | - | 2,675,972 | 6,933 |
| 63 | Sharpe Elementary School | Traditional | 289 | 75% | 5% | 28% | 2,484,851 | 201,705 | - | 330,600 | 3,017,156 | 10,440 |
| 64 | Sheffield Elementary School | Traditional | 536 | 69% | 4% | 34% | 3,890,662 | 304,640 | - | 300,934 | 4,496,236 | 8,389 |
| 65 | Shelby Oaks Elementary School | Traditional | 824 | 65% | 8% | 12% | 5,137,299 | 403,410 | 27,135 | 233,927 | 5,801,770 | 7,041 |
| 66 | Sherwood Elementary School | Optional | 554 | 77% | 6% | 10% | 3,531,465 | 429,590 | 54,648 | 287,601 | 4,303,303 | 7,768 |
| 67 | Shrine School | Specialty | 127 | 45% | 90% | 1% | 1,860,727 | - | 950,086 | - | 2,810,813 | 22,132 |
| 68 | South Park Elementary School | Traditional | 453 | 76% | 9% | 33% | 3,641,952 | 363,545 | 87,597 | 385,084 | 4,478,178 | 9,886 |
| 69 | Southwind Elementary School | Traditional | 616 | 49% | 9% | 5% | 3,783,604 | 262,990 | 108,514 | 335,285 | 4,490,394 | 7,290 |
| 70 | Springdale Elementary School | Optional | 266 | 87% | 7% | 1% | 1,924,174 | 177,310 | - | 272,575 | 2,374,059 | 8,925 |
| 71 | Treadwell Elementary School | Optional | 774 | 75% | 5% | 23% | 4,618,019 | 445,655 | - | 95,209 | 5,158,884 | 6,665 |
| 72 | Vollentine Elementary School | Optional | 268 | 84% | 20% | 1% | 2,582,108 | 189,210 | 307,650 | 146,876 | 3,225,844 | 12,037 |
| 73 | Wells Station Elementary School | Traditional | 710 | 61% | 7% | 45% | 5,311,455 | 387,345 | 119,976 | 335,635 | 6,154,410 | 8,668 |
| 74 | Westhaven Elementary School | iZone | 748 | 81% | 1% | 0% | 5,075,400 | 496,230 | 230,433 | 252,781 | 6,054,844 | 8,095 |



Information Section

Elementary School Summary

| SCHOOL NAME | SCHOOL TYPE | FY 2020-21 STUDENT DEMOGRAPHICS | | | | FY 2020-21 FINANCIAL BUDGET | | | | | PER PUPIL EXPENDITURE |
|---|-------------|---------------------------------|----------------------------|----------------------------|---------------------------|-----------------------------|----------------------|---------------------|----------------------|-----------------------|-----------------------|
| | | FY 2020-21 K-12 ENROLLMENT | ECONOMICALLY DISADVANTAGED | STUDENTS WITH DISABILITIES | ENGLISH LANGUAGE LEARNERS | GENERAL FUND | TITLE I | IDEA | OTHER | TOTAL | |
| 75 Westside Elementary School | Traditional | 337 | 88% | 6% | 2% | 2,145,603 | 201,705 | - | 55,965 | 2,403,273 | 7,131 |
| 76 White Station Elementary School | Traditional | 646 | 36% | 13% | 8% | 4,355,159 | 173,145 | 145,329 | - | 4,673,632 | 7,235 |
| 77 Whitehaven Elementary STEM School | Optional | 418 | 70% | 6% | 3% | 2,892,464 | 206,465 | - | 203,672 | 3,302,602 | 7,901 |
| 78 William H Brewster Elementary School | Optional | 451 | 72% | 13% | 16% | 2,959,252 | 274,890 | 87,965 | 31,869 | 3,353,976 | 7,437 |
| 79 Willow Oaks Elementary School | Optional | 688 | 70% | 7% | 26% | 4,129,490 | 398,055 | - | 252,298 | 4,779,843 | 6,947 |
| 80 Winchester Elementary School | Traditional | 544 | 83% | 5% | 7% | 3,485,182 | 341,530 | - | 317,454 | 4,144,167 | 7,618 |
| 81 Winridge Elementary School | Traditional | 476 | 77% | 13% | 9% | 3,234,641 | 280,840 | 102,891 | 83,944 | 3,702,316 | 7,778 |
| Elementary School Totals | | 40,632 | 64% | 9% | 11% | \$ 264,738,225 | \$ 20,147,890 | \$ 6,747,571 | \$ 16,067,101 | \$ 307,700,787 | \$ 7,573 |



Information Section

Elementary School Summary

| FY 2020-21 STAFFING | | | | | | | | | | | | | |
|---------------------------------------|-------------|----------------------------|--------------------------------|----------------|--------------------------------|------------------|--------------------------|-------------------------|------------------|--------------|----------------|--------------------------|------------------------------|
| SCHOOL NAME | SCHOOL TYPE | FY 2020-21 K-12 ENROLLMENT | GENERAL ED. CLASSROOM TEACHERS | SPED. TEACHERS | CAREER AND TECHNOLOGY TEACHERS | TITLE I TEACHERS | OPTIONAL SCHOOL TEACHERS | WORLD LANGUAGE TEACHERS | BAND AND STRINGS | ESL TEACHERS | TOTAL TEACHERS | TEACHER TO STUDENT RATIO | TEACHERS WITH TEM 3 OR ABOVE |
| 1 A B Hill Elementary School | iZone | 293 | 16 | 7 | - | - | - | - | - | - | 23 | 1:12 | 100% |
| 2 Alton Elementary School | Traditional | 320 | 16 | 2 | - | - | - | - | - | - | 18 | 1:15 | 100% |
| 3 Balmoral-Ridgeway Elementary School | Optional | 308 | 15 | 1 | - | - | 1 | 1 | - | 1 | 19 | 1:16 | 96% |
| 4 Belle Forest Elementary School | Traditional | 1,017 | 47 | 4 | - | - | - | - | - | 3 | 54 | 1:18 | 100% |
| 5 Berclair Elementary School | Traditional | 598 | 28 | 4 | - | - | - | - | - | 8 | 40 | 1:14 | 100% |
| 6 Bethel Grove Elementary School | Traditional | 168 | 9 | 4 | - | - | - | - | - | - | 13 | 1:14 | 100% |
| 7 Brownsville Road Elementary | Optional | 516 | 24 | 4 | - | - | 1 | - | - | 1 | 30 | 1:17 | 89% |
| 8 Bruce Elementary School | Traditional | 522 | 24 | 4 | - | - | - | - | - | 2 | 30 | 1:13 | 100% |
| 9 Charjean Elementary School | Traditional | - | - | 1 | - | - | - | - | - | 2 | 3 | 1:16 | 100% |
| 10 Cherokee Elementary School | iZone | 429 | 21 | 2 | - | - | - | - | - | 1 | 24 | 1:22 | 91% |
| 11 Chimneyrock Elementary School | Traditional | 878 | 42 | 6 | - | - | - | - | - | 3 | 51 | 1:18 | 88% |
| 12 Cordova Elementary School | Optional | 732 | 35 | 6 | - | - | 1 | - | - | 2 | 44 | 1:18 | 100% |
| 13 Cromwell Elementary School | Traditional | 457 | 22 | 5 | - | - | - | - | - | 2 | 29 | 1:17 | 100% |
| 14 Crump Elementary School | Traditional | 481 | 23 | 2 | - | - | - | - | - | 3 | 28 | 1:16 | 100% |
| 15 Delano Elementary School | Optional | 225 | 11 | - | - | - | 1 | - | - | - | 12 | 1:18 | 95% |
| 16 Dexter Elementary School | Traditional | 762 | 36 | 10 | - | - | - | - | - | 3 | 49 | 1:16 | 95% |
| 17 Double Tree Elementary School | Optional | 368 | 18 | 2 | - | - | 1 | - | - | - | 21 | 1:18 | 100% |
| 18 Downtown Elementary School | Optional | 684 | 33 | 2 | - | 1 | 1 | - | - | - | 36 | 1:18 | 100% |
| 19 Dunbar Elementary School | Traditional | 207 | 12 | 2 | - | - | - | - | - | - | 14 | 1:18 | 100% |
| 20 Egypt Central Elementary School | Traditional | 458 | 23 | 1 | - | - | - | - | - | 3 | 27 | 1:16 | 78% |
| 21 Evans Elementary School | Traditional | 407 | 19 | 2 | - | - | - | - | - | 3 | 24 | 1:17 | 97% |
| 22 Ford Road Elementary School | iZone | 475 | 23 | 5 | - | - | - | - | - | - | 28 | 1:18 | 100% |
| 23 Fox Meadows Elementary School | Traditional | 491 | 23 | 5 | - | - | - | - | - | 2 | 30 | 1:16 | 100% |
| 24 Gardenew Elementary School | Traditional | 298 | 16 | 5 | - | - | - | - | - | - | 21 | 1:14 | 95% |
| 25 Germanshire Elementary School | Traditional | 788 | 37 | 4 | - | - | - | - | - | 2 | 43 | 1:18 | 98% |
| 26 Germantown Elementary School | Optional | 619 | 29 | 5 | - | - | 1 | 1 | - | 1 | 37 | 1:16 | 100% |
| 27 Getwell Elementary School | Traditional | 411 | 20 | 6 | - | - | - | - | - | 1 | 27 | 1:14 | 96% |
| 28 Goodlett Elementary School | Traditional | 808 | 39 | - | - | - | - | - | - | 4 | 43 | 1:14 | 100% |
| 29 Grahamwood Elementary School | Optional | 972 | 46 | 5 | - | - | 2 | - | - | 6 | 59 | 1:15 | 100% |
| 30 Hamilton Elementary School | Traditional | 310 | - | 3 | - | - | - | - | - | - | 3 | 1:16 | 56% |
| 31 Hawkins Mill Elementary School | Traditional | 302 | 16 | 2 | - | - | - | - | - | - | 18 | 1:17 | 96% |
| 32 Hickory Ridge Elementary School | Traditional | 695 | 32 | 4 | - | - | - | - | - | 4 | 40 | 1:17 | 98% |
| 33 Highland Oaks Elementary School | Traditional | 817 | 38 | 4 | - | - | - | - | - | 3 | 45 | 1:19 | 100% |
| 34 Holmes Road Elementary School | Empowerment | 620 | 30 | 5 | - | - | - | - | - | 1 | 36 | 1:16 | 98% |
| 35 Idlewild Elementary School | Optional | 515 | 22 | 1 | - | - | 2 | - | - | - | 25 | 1:18 | 100% |
| 36 Jackson Elementary School | Traditional | 303 | 14 | 1 | - | - | - | - | - | 5 | 20 | 1:14 | 95% |
| 37 Kate Bond Elementary School | Traditional | 778 | 36 | 5 | - | - | - | - | - | 9 | 50 | 1:16 | 97% |
| 38 Keystone Elementary School | Optional | 336 | 17 | 7 | - | - | 1 | - | - | - | 25 | 1:16 | 100% |
| 39 Kingsbury Elementary School | Traditional | 517 | 25 | 5 | - | 1 | - | - | - | 7 | 38 | 1:13 | 98% |
| 40 Knight Road Elementary School | Traditional | 506 | - | - | - | - | - | - | - | 6 | 6 | 1:14 | 95% |
| 41 LaRose Elementary School | Traditional | 232 | 12 | 1 | - | - | - | - | - | - | 13 | 1:15 | 96% |



Information Section

Elementary School Summary

| SCHOOL NAME | SCHOOL TYPE | FY 2020-21 STAFFING | | | | | | | | | | | TEACHER TO STUDENT RATIO | TEACHERS WITH TEM 3 OR ABOVE |
|---|-------------|----------------------------|--------------------------------|----------------|--------------------------------|------------------|--------------------------|-------------------------|------------------|--------------|----------------|----------------|--------------------------|------------------------------|
| | | FY 2020-21 K-12 ENROLLMENT | GENERAL ED. CLASSROOM TEACHERS | SPED. TEACHERS | CAREER AND TECHNOLOGY TEACHERS | TITLE I TEACHERS | OPTIONAL SCHOOL TEACHERS | WORLD LANGUAGE TEACHERS | BAND AND STRINGS | ESL TEACHERS | TOTAL TEACHERS | | | |
| 42 Levi Elementary School | Traditional | 443 | 20 | 2 | - | - | - | - | - | 1 | - | 23 | 1:17 | 89% |
| 43 Lowrance K-8 School | Traditional | 841 | 35 | 5 | 1 | 2 | - | - | - | 2 | 2 | 46 | 1:18 | 94% |
| 44 Lucie E. Campbell Elementary | iZone | 483 | 23 | 8 | - | - | - | - | - | - | - | 31 | 1:15 | 100% |
| 45 Lucy Elementary School | Traditional | 352 | 16 | 4 | - | - | - | - | - | - | - | 20 | 1:14 | 94% |
| 46 Macon-Hall Elementary School | Traditional | 1,199 | 56 | 6 | - | - | - | - | - | - | 2 | 64 | 1:18 | 100% |
| 47 Magnolia Elementary School | iZone | - | - | 4 | - | - | - | - | - | - | - | 4 | 1:13 | 100% |
| 48 Newberry Elementary School | Traditional | 439 | 21 | 3 | - | - | - | - | - | - | 2 | 26 | 1:18 | 97% |
| 49 Northaven Elementary School | Traditional | 305 | 15 | 5 | - | - | - | - | - | - | - | 20 | 1:15 | 80% |
| 50 Oak Forest School | Optional | 359 | 18 | 3 | - | - | 1 | 1 | - | - | 2 | 25 | 1:16 | 97% |
| 51 Oakhaven Elementary School | Traditional | 530 | 25 | 2 | - | - | - | - | - | - | 3 | 30 | 1:17 | 93% |
| 52 Oakshire Elementary School | Traditional | 350 | 17 | 2 | - | - | - | - | - | - | - | 19 | 1:18 | 92% |
| 53 Peabody Elementary School | Optional | 356 | 15 | 1 | - | - | 2 | 1 | - | - | - | 19 | 1:17 | 96% |
| 54 Raleigh-Bartlett Meadows School | Traditional | 477 | 23 | 1 | - | - | - | - | - | - | 1 | 25 | 1:18 | 97% |
| 55 Richland Elementary School | Traditional | 866 | 41 | 6 | - | - | - | - | - | - | 1 | 48 | 1:17 | 100% |
| 56 Riverwood Elementary School | Optional | 844 | 40 | 5 | - | - | 1 | - | - | - | 3 | 49 | 1:17 | 100% |
| 57 Robert R. Church Elementary School | Traditional | 643 | 30 | 4 | - | - | - | - | - | - | 2 | 36 | 1:17 | 100% |
| 58 Ross Elementary School | Traditional | 537 | 26 | 4 | - | - | - | - | - | - | 3 | 33 | 1:17 | 98% |
| 59 Rozelle Elementary School | Optional | 234 | 12 | 1 | - | - | 2 | - | - | - | - | 15 | 1:16 | 100% |
| 60 Scenic Hills Elementary School | Traditional | 207 | 11 | 3 | - | - | - | - | - | - | - | 14 | 1:14 | 87% |
| 61 Sea Isle Elementary School | Traditional | 433 | 21 | 10 | - | - | - | - | - | - | 1 | 32 | 1:13 | 100% |
| 62 Shady Grove Elementary School | Traditional | 386 | 17 | 1 | - | - | - | - | - | 1 | 3 | 22 | 1:15 | 100% |
| 63 Sharpe Elementary School | Traditional | 289 | 16 | 3 | - | - | - | - | - | - | 3 | 22 | 1:14 | 100% |
| 64 Sheffield Elementary School | Traditional | 536 | 25 | 1 | - | - | - | - | - | - | 4 | 30 | 1:17 | 32% |
| 65 Shelby Oaks Elementary School | Traditional | 824 | 40 | 4 | - | - | - | - | - | - | 5 | 49 | 1:17 | 88% |
| 66 Sherwood Elementary School | Optional | 554 | 24 | 3 | - | - | 1 | - | - | - | 3 | 31 | 1:17 | 96% |
| 67 Shrine School | Specialty | 127 | - | 17 | 1 | - | - | - | - | - | - | 17 | 1:7 | 95% |
| 68 South Park Elementary School | Traditional | 453 | 21 | 6 | - | - | - | - | - | - | 6 | 33 | 1:13 | 81% |
| 69 Southwind Elementary School | Traditional | 616 | 30 | 4 | - | - | - | - | - | - | 2 | 36 | 1:17 | 100% |
| 70 Springdale Elementary School | Optional | 266 | 13 | 2 | - | - | 1 | - | - | - | - | 16 | 1:14 | 100% |
| 71 Treadwell Elementary School | Optional | 774 | 35 | 2 | - | - | 1 | - | - | - | 6 | 44 | 1:15 | 100% |
| 72 Vollentine Elementary School | Optional | 268 | 13 | 7 | - | - | 1 | - | - | - | - | 21 | 1:12 | 100% |
| 73 Wells Station Elementary School | Traditional | 710 | 33 | 5 | - | - | - | - | - | - | 13 | 51 | 1:13 | 100% |
| 74 Westhaven Elementary School | iZone | 748 | 66 | 18 | - | - | - | - | - | - | - | 84 | 1:17 | 98% |
| 75 Westside Elementary School | Traditional | 337 | 16 | 2 | - | - | - | - | - | - | 1 | 19 | 1:15 | 100% |
| 76 White Station Elementary School | Traditional | 646 | 30 | 8 | - | - | - | - | - | - | 2 | 40 | 1:15 | 100% |
| 77 Whitehaven Elementary STEM School | Optional | 418 | 19 | 2 | - | - | 1 | - | - | - | 0 | 22 | 1:18 | 97% |
| 78 William H Brewster Elementary School | Optional | 451 | 21 | 3 | - | - | 1 | - | - | - | 2 | 27 | 1:14 | 100% |
| 79 Willow Oaks Elementary School | Optional | 688 | 32 | 2 | - | - | 1 | - | - | - | 5 | 40 | 1:16 | 95% |
| 80 Winchester Elementary School | Traditional | 544 | 26 | 2 | - | - | - | - | - | - | 1 | 29 | 1:16 | 90% |
| 81 Winchester Elementary School | Traditional | 544 | 26 | 2 | - | - | - | - | - | - | 1 | 29 | 1:16 | 95% |
| 82 Winridge Elementary School | Traditional | 476 | 22 | 5 | - | - | - | - | - | - | 2 | 29 | 1:15 | 97% |
| Elementary School Totals | | 41,176 | 1,939 | 322 | 2 | 4 | 25 | 4 | 3 | 165 | 2,461 | 1:17.00 | | |



Information Section

Elementary School Summary

| | SCHOOL NAME | SCHOOL TYPE | FY 2020-21 K-12 | | | | PRINCIPALS | ASSISTANT/ VICE- PRINCIPALS | GUIDANCE COUNSELORS | EDUCATIONAL ASSTANTS | LIBRARIANS | INSTRUCTIONAL FACILITATOR |
|----|-------------------------------------|-------------|-----------------|----------|----------------|-------|------------|-----------------------------|---------------------|----------------------|------------|---------------------------|
| | | | ENROLLMENT | TEACHERS | SPECIAL SKILLS | OTHER | | | | | | |
| 1 | A B Hill Elementary School | iZone | 293 | 16 | 2 | 7 | 1 | - | 1 | 18 | - | 2 |
| 2 | Alton Elementary School | Traditional | 320 | 16 | 2 | 20 | 1 | - | 1 | 5 | - | 2 |
| 3 | Balmoral-Ridgeway Elementary School | Optional | 308 | 15 | 5 | 5 | 1 | - | 1 | 3 | - | 1 |
| 4 | Belle Forest Elementary School | Traditional | 1,017 | 47 | 5 | 24 | 1 | 2 | 3 | 12 | 1 | 2 |
| 5 | Berclair Elementary School | Traditional | 598 | 28 | 4 | 16 | 1 | 1 | 2 | 10 | 1 | 3 |
| 6 | Bethel Grove Elementary School | Traditional | 168 | 9 | 2 | 5 | 1 | - | 1 | 9 | 1 | 1 |
| 7 | Brownsville Road Elementary | Optional | 516 | 24 | 5 | 7 | 1 | 1 | 1 | 7 | 1 | 2 |
| 8 | Bruce Elementary School | Traditional | 522 | 25 | 3 | 12 | 1 | 1 | 2 | 11 | 1 | 1 |
| 9 | Charjean Elementary School | Traditional | - | - | - | 14 | - | - | - | - | - | 1 |
| 10 | Cherokee Elementary School | iZone | 429 | 21 | 3 | 20 | 1 | - | 1 | 7 | 1 | 2 |
| 11 | Chimneyrock Elementary School | Traditional | 878 | 42 | 5 | 14 | 1 | 2 | 2 | 11 | 1 | 2 |
| 12 | Cordova Elementary School | Optional | 732 | 35 | 6 | 8 | 1 | 1 | 2 | 8 | 1 | 2 |
| 13 | Cromwell Elementary School | Traditional | 457 | 22 | 3 | 18 | 1 | 1 | 1 | 10 | 1 | 2 |
| 14 | Crump Elementary School | Traditional | 481 | 23 | 4 | 11 | 1 | - | 2 | 7 | 1 | 2 |
| 15 | Delano Elementary School | Optional | 225 | 11 | 3 | 5 | 1 | - | 1 | 2 | 1 | 1 |
| 16 | Dexter Elementary School | Traditional | 762 | 36 | 6 | 11 | 1 | 1 | 2 | 23 | 1 | 2 |
| 17 | Double Tree Elementary School | Optional | 368 | 18 | 4 | 8 | 1 | - | 1 | 6 | 1 | 1 |
| 18 | Downtown Elementary School | Optional | 684 | 33 | 5 | 10 | 1 | 1 | 2 | 8 | 1 | 2 |
| 19 | Dunbar Elementary School | Traditional | 207 | 12 | 3 | 16 | 1 | - | 1 | 5 | - | 1 |
| 20 | Egypt Central Elementary School | Traditional | 458 | 23 | 3 | 25 | 1 | - | 1 | 7 | 1 | 1 |
| 21 | Evans Elementary School | Traditional | 407 | 19 | 2 | 11 | 1 | - | 1 | 8 | 1 | 2 |
| 22 | Ford Road Elementary School | iZone | 475 | 23 | 3 | 13 | 1 | - | 2 | 9 | 1 | 2 |
| 23 | Fox Meadows Elementary School | Traditional | 491 | 23 | 4 | 8 | 1 | - | 1 | 14 | 1 | 2 |
| 24 | Gardenview Elementary School | Traditional | 298 | 16 | 3 | 7 | 1 | - | 1 | 9 | - | 1 |
| 25 | Germanshire Elementary School | Traditional | 788 | 37 | 4 | 10 | 1 | 1 | 2 | 12 | 1 | 2 |
| 26 | Germantown Elementary School | Optional | 619 | 29 | 7 | 6 | 1 | 1 | 2 | 13 | 1 | 1 |
| 27 | Getwell Elementary School | Traditional | 411 | 20 | 2 | 21 | 1 | - | 1 | 17 | 1 | 2 |
| 28 | Goodlett Elementary School | Traditional | 808 | 39 | 3 | 27 | 2 | 2 | 2 | 5 | 1 | 2 |
| 29 | Grahamwood Elementary School | Optional | 972 | 46 | 8 | 12 | 1 | 1 | 2 | 12 | 1 | 1 |
| 30 | Hamilton Elementary School | Traditional | 310 | - | - | 6 | - | - | - | 5 | - | - |
| 31 | Hawkins Mill Elementary School | Traditional | 302 | 16 | 2 | 5 | 1 | - | 1 | 8 | - | 1 |
| 32 | Hickory Ridge Elementary School | Traditional | 695 | 32 | 5 | 25 | 1 | 1 | 2 | 9 | 1 | 3 |
| 33 | Highland Oaks Elementary School | Traditional | 817 | 38 | 6 | 13 | 1 | 1 | 2 | 14 | 1 | 1 |
| 34 | Holmes Road Elementary School | Empowerment | 620 | 30 | 5 | 12 | 1 | 2 | 2 | 15 | 1 | 2 |
| 35 | Idlewild Elementary School | Optional | 515 | 22 | 5 | 6 | 1 | - | 1 | 8 | 1 | 3 |
| 36 | Jackson Elementary School | Traditional | 303 | 14 | 3 | 6 | 1 | - | 1 | 3 | 1 | 1 |
| 37 | Kate Bond Elementary School | Traditional | 778 | 36 | 6 | 11 | 1 | 1 | 2 | 13 | 1 | 2 |
| 38 | Keystone Elementary School | Optional | 336 | 17 | 4 | 9 | 1 | 1 | 1 | 15 | 1 | 1 |
| 39 | Kingsbury Elementary School | Traditional | 517 | 26 | 3 | 23 | 1 | 1 | 1 | 11 | 1 | 1 |
| 40 | Knight Road Elementary School | Traditional | 506 | - | - | 21 | - | - | - | 1 | - | 1 |
| 41 | LaRose Elementary School | Traditional | 232 | 12 | 2 | 14 | 1 | - | 1 | 2 | - | 1 |



Information Section

Elementary School Summary

| SCHOOL NAME | SCHOOL TYPE | FY 2020-21 K-12 | | | | | PRINCIPALS | ASSISTANT/ VICE- PRINCIPALS | GUIDANCE COUNSELORS | EDUCATIONAL ASSTANTS | LIBRARIANS | INSTRUCTIONAL FACILITATOR |
|---|-------------|-----------------|--------------|----------------|--------------|-----------|------------|-----------------------------|---------------------|----------------------|------------|---------------------------|
| | | ENROLLMENT | TEACHERS | SPECIAL SKILLS | OTHER | | | | | | | |
| 42 Lev Elementary School | Traditional | 443 | 20 | 4 | 24 | 1 | 1 | 1 | 4 | 1 | 1 | |
| 43 Lowrance K-8 School | Traditional | 841 | 37 | 5 | 16 | 1 | 3 | 2 | 14 | 1 | 1 | |
| 44 Lucie E. Campbell Elementary | iZone | 483 | 23 | 2 | 20 | 1 | 2 | 1 | 18 | 1 | 2 | |
| 45 Lucy Elementary School | Traditional | 352 | 16 | 3 | 6 | 1 | - | 1 | 8 | 1 | 1 | |
| 46 Macon-Hall Elementary School | Traditional | 1,199 | 56 | 8 | 14 | 1 | 2 | 2 | 10 | 1 | 2 | |
| 47 Magnolia Elementary School | iZone | - | - | - | 15 | - | - | - | 9 | - | 1 | |
| 48 Newberry Elementary School | Traditional | 439 | 21 | 3 | 8 | 1 | - | 1 | 9 | 1 | 2 | |
| 49 Northaven Elementary School | Traditional | 305 | 15 | 3 | 5 | 1 | - | 1 | 7 | 1 | 2 | |
| 50 Oak Forest School | Optional | 359 | 18 | 5 | 8 | 1 | - | 1 | 10 | 1 | 1 | |
| 51 Oakhaven Elementary School | Traditional | 530 | 25 | 4 | 8 | 1 | 1 | 1 | 4 | 1 | 2 | |
| 52 Oakshire Elementary School | Traditional | 350 | 17 | 3 | 10 | 1 | 2 | 1 | 6 | 1 | 2 | |
| 53 Peabody Elementary School | Optional | 356 | 15 | 6 | 6 | 1 | 1 | 1 | 4 | 1 | 1 | |
| 54 Raleigh-Bartlett Meadows School | Traditional | 477 | 23 | 3 | 10 | 1 | - | 1 | 6 | 1 | 1 | |
| 55 Richland Elementary School | Traditional | 866 | 41 | 6 | 8 | 1 | 1 | 2 | 13 | 1 | 2 | |
| 56 Riverwood Elementary School | Optional | 844 | 40 | 7 | 10 | 1 | 1 | 2 | 12 | 1 | 2 | |
| 57 Robert R. Church Elementary School | Traditional | 643 | 30 | 6 | 24 | 1 | 2 | 2 | 7 | 1 | 3 | |
| 58 Ross Elementary School | Traditional | 537 | 26 | 5 | 12 | 1 | 1 | 1 | 7 | 1 | 3 | |
| 59 Rozelle Elementary School | Optional | 234 | 12 | 4 | 6 | 1 | - | 1 | 1 | 1 | 1 | |
| 60 Scenic Hills Elementary School | Traditional | 207 | 11 | 2 | 13 | 1 | - | 1 | 11 | - | 1 | |
| 61 Sea Isle Elementary School | Traditional | 433 | 21 | 3 | 8 | 1 | 1 | 1 | 15 | 1 | 1 | |
| 62 Shady Grove Elementary School | Traditional | 386 | 17 | 4 | 6 | 1 | 1 | 1 | 4 | 1 | 1 | |
| 63 Sharpe Elementary School | Traditional | 289 | 16 | 3 | 18 | 1 | - | 1 | 5 | 1 | 1 | |
| 64 Sheffield Elementary School | Traditional | 536 | 25 | 4 | 19 | 1 | 1 | 2 | 4 | 1 | 2 | |
| 65 Shelby Oaks Elementary School | Traditional | 824 | 40 | 6 | 13 | 1 | 1 | 2 | 10 | 1 | 2 | |
| 66 Sherwood Elementary School | Optional | 554 | 24 | 6 | 20 | 1 | 1 | 2 | 7 | 1 | 2 | |
| 67 Shrine School | Specialty | 127 | - | - | 3 | 1 | 1 | 1 | 35 | 1 | - | |
| 68 South Park Elementary School | Traditional | 453 | 21 | 3 | 8 | 1 | 1 | 1 | 16 | 1 | 2 | |
| 69 Southwind Elementary School | Traditional | 616 | 30 | 4 | 11 | 1 | - | 1 | 20 | 1 | 2 | |
| 70 Springdale Elementary School | Optional | 266 | 13 | 4 | 14 | 1 | - | 1 | 4 | 1 | 1 | |
| 71 Treadwell Elementary School | Optional | 774 | 35 | 7 | 18 | 1 | 2 | 2 | 10 | 1 | 2 | |
| 72 Vollentine Elementary School | Optional | 268 | 13 | 4 | 18 | 1 | 1 | 1 | 17 | 1 | 1 | |
| 73 Wells Station Elementary School | Traditional | 710 | 33 | 4 | 21 | 1 | 1 | 2 | 10 | 1 | 2 | |
| 74 Westhaven Elementary School | iZone | 748 | 33 | 3 | 27 | 1 | 1 | 2 | 24 | 2 | 2 | |
| 75 Westside Elementary School | Traditional | 337 | 16 | 3 | 13 | 1 | - | 1 | 5 | 1 | 1 | |
| 76 White Station Elementary School | Traditional | 646 | 30 | 4 | 6 | 1 | 1 | 2 | 11 | 1 | 3 | |
| 77 Whitehaven Elementary STEM School | Optional | 418 | 19 | 4 | 16 | 1 | - | 1 | 9 | 1 | 2 | |
| 78 William H Brewster Elementary School | Optional | 451 | 21 | 4 | 27 | 1 | - | 1 | 9 | 1 | 2 | |
| 79 Willow Oaks Elementary School | Optional | 688 | 32 | 5 | 20 | 1 | 1 | 2 | 7 | 1 | 2 | |
| 80 Winchester Elementary School | Traditional | 544 | 26 | 4 | 25 | 1 | 1 | 1 | 9 | 1 | 2 | |
| 81 Winridge Elementary School | Traditional | 476 | 22 | 3 | 21 | 1 | 1 | 1 | 9 | 1 | 3 | |
| Elementary School Totals | | 40,632 | 1,884 | 302 | 1,075 | 78 | 56 | 108 | 772 | 70 | 132 | |



Information Section

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Middle School Summary

| SCHOOL NAME | SCHOOL TYPE | FY 2020-21 STUDENT DEMOGRAPHICS | | | | | FY 2020-21 FINANCIAL BUDGET | | | | | PER PUPIL EXPENDITURE |
|--|-----------------|---------------------------------|----------------------------|----------------------------|---------------------------|-----------------------|-----------------------------|---------------------|-------------------|-----------------------|-----------------|-----------------------|
| | | FY 2020-21 K-12 ENROLLMENT | ECONOMICALLY DISADVANTAGED | STUDENTS WITH DISABILITIES | ENGLISH LANGUAGE LEARNERS | GENERAL FUND | TITLE I | IDEA | OTHER | TOTAL | | |
| | | | | | | | | | | | | |
| 1 A. Maceo Walker Middle School | Empowerment | 796 | 80% | 16% | 3% | 4,209,200 | 386,750 | 268,440 | - | 4,864,390 | 6,111 | |
| 2 American Way Middle School | Traditional | 705 | 77% | 13% | 15% | 4,091,060 | 417,095 | 106,085 | 88,457 | 4,702,696 | 6,670 | |
| 3 Avon-Lenox | Specialty | 138 | 44% | 99% | 3% | 2,565,735 | - | 444,359 | - | 3,010,095 | 21,812 | |
| 4 Barret's Chapel K-8 School | Traditional | 403 | 43% | 12% | 3% | 3,436,781 | 157,080 | 76,973 | - | 3,670,834 | 9,109 | |
| 5 Bellevue Middle School | Optional | 598 | 44% | 3% | 1% | 3,147,140 | 196,350 | - | - | 3,343,490 | 5,591 | |
| 6 Chickasaw Middle School | iZone | 361 | 85% | 13% | 0% | 1,907,187 | 180,880 | 49,516 | - | 2,137,583 | 5,921 | |
| 7 Colonial Middle School | Optional | 1,121 | 58% | 8% | 9% | 6,426,085 | 526,575 | 66,073 | - | 7,018,733 | 6,261 | |
| 8 Cordova Middle School | Optional | 788 | 36% | 11% | 4% | 3,933,605 | 198,135 | 88,639 | - | 4,220,379 | 5,356 | |
| 9 Craigmont Middle School | Optional | 553 | 68% | 14% | 3% | 3,685,433 | 325,465 | 73,311 | 24,277 | 4,108,486 | 7,429 | |
| 10 Cummings K-8 School | Optional | 428 | 89% | 6% | - | 2,975,058 | 305,830 | - | 229,955 | 3,510,844 | 8,203 | |
| 11 Dexter Middle School | Traditional | 372 | 43% | 10% | 6% | 2,152,129 | 129,710 | 29,112 | - | 2,310,951 | 6,212 | |
| 12 Douglass K-8 School | iZone | 441 | 86% | 9% | 3% | 3,246,501 | 320,110 | 53,420 | 83,900 | 3,703,931 | 8,399 | |
| 13 E. E. Jeter K-8 School | Traditional | 387 | 28% | 11% | 2% | 2,864,528 | - | - | - | 2,864,528 | 7,402 | |
| 14 Geeter Middle School | iZone | 657 | - | - | - | - | - | - | - | - | - | |
| 15 Georgian Hills Middle School | Traditional | 309 | 86% | 22% | - | 2,270,672 | 147,560 | 101,855 | 48,553 | 2,568,639 | 8,313 | |
| 16 Germantown Middle School | Optional | 799 | 33% | 7% | 2% | 4,183,917 | 168,385 | 220,480 | - | 4,572,782 | 5,723 | |
| 17 Grandview Heights Middle School | iZone | 358 | 88% | 16% | 0% | 2,629,589 | 274,295 | 170,858 | - | 3,074,741 | 8,589 | |
| 18 Hamilton Middle School | iZone | 202 | 86% | 13% | 1% | 2,728,213 | 157,080 | 31,513 | - | 2,916,806 | 14,440 | |
| 19 Hamilton School | iZone | 498 | - | - | - | 441,804 | - | 84,897 | - | 526,701 | 1,058 | |
| 20 Havenview Middle School | erment/Optional | 768 | 67% | 12% | 0% | 4,137,745 | 418,880 | 53,347 | - | 4,609,972 | 6,003 | |
| 21 Hickory Ridge Middle School | Traditional | 852 | 71% | 10% | 6% | 4,828,818 | 478,975 | 53,182 | - | 5,360,975 | 6,292 | |
| 22 Highland Oaks Middle School | Traditional | 589 | 47% | 11% | 4% | 3,384,387 | 248,710 | 88,730 | - | 3,721,826 | 6,319 | |
| 23 John P. Freeman K-8 Optional School | Optional | 630 | 42% | 1% | 0% | 4,120,811 | 167,790 | - | - | 4,288,601 | 6,807 | |
| 24 Kate Bond Middle School | Traditional | 1,122 | 45% | 11% | 10% | 6,055,675 | 405,790 | 205,166 | - | 6,666,632 | 5,942 | |
| 25 Kingsbury Middle School | Traditional | 673 | 67% | 12% | 26% | 3,333,326 | 317,730 | 48,553 | 45,942 | 3,745,551 | 5,565 | |
| 26 Maxine Smith STEAM Academy | Optional | 375 | 8% | 1% | 0% | 1,954,026 | - | - | - | 1,954,026 | 5,211 | |
| 27 Mt Pisgah Middle School | Traditional | 568 | 30% | 9% | 2% | 2,852,842 | - | 24,349 | - | 2,877,191 | 5,065 | |
| 28 Oakhaven Middle School | Traditional | 323 | 78% | 10% | 7% | 1,765,078 | 182,665 | 55,789 | - | 2,003,532 | 6,203 | |
| 29 Ridgeway Middle School | Optional | 785 | 53% | 9% | 2% | 3,852,135 | 293,335 | 115,613 | - | 4,261,083 | 5,428 | |
| 30 Riverview K-8 School | iZone | 404 | 86% | 14% | - | 3,062,786 | 255,850 | 118,894 | - | 3,437,530 | 8,509 | |
| 31 Sherwood Middle School | iZone | 773 | 81% | 13% | 8% | 4,473,751 | 481,355 | 225,915 | - | 5,181,021 | 6,702 | |
| 32 Snowden K-8 School | Optional | 1,226 | 49% | 5% | 3% | 6,769,742 | 1,034,110 | - | 92,643 | 7,896,496 | 6,441 | |
| 33 Treadwell Middle School | iZone | 602 | 68% | 16% | 22% | 3,613,213 | 257,040 | 118,390 | 40,564 | 4,029,207 | 6,693 | |
| 34 White Station Middle School | Optional | 1,259 | 26% | 9% | 4% | 7,188,985 | - | 315,451 | - | 7,504,436 | 5,961 | |
| 35 Woodstock Middle School | Traditional | 325 | 78% | 18% | 1% | 2,185,696 | 147,560 | - | - | 2,333,256 | 7,179 | |
| Middle School Totals | | 21,188 | 55% | 10% | 5% | \$ 120,473,650 | \$ 8,581,090 | \$ 3,288,911 | \$ 654,291 | \$ 132,997,941 | \$ 6,277 | |



Information Section

Middle School Summary

| SCHOOL NAME | SCHOOL TYPE | FY 2020-21 K-12 ENROLLMENT | FY 2020-21 STAFFING | | | | | | | | | | TEACHER TO STUDENT RATIO | TEACHERS WITH TEM 3 OR ABOVE |
|--|----------------------|----------------------------|--------------------------------|------------------|--------------------------------|------------------|--------------------------|-------------------------|------------------|--------------|----------------|----------------|--------------------------|------------------------------|
| | | | GENERAL ED. CLASSROOM TEACHERS | SPEDED. TEACHERS | CAREER AND TECHNOLOGY TEACHERS | TITLE I TEACHERS | OPTIONAL SCHOOL TEACHERS | WORLD LANGUAGE TEACHERS | BAND AND STRINGS | ESL TEACHERS | TOTAL TEACHERS | | | |
| 1 A. Maceo Walker Middle School | Empowerment | 796 | 32 | 9 | 1 | - | - | - | - | - | - | 41 | 1:18 | 98% |
| 2 American Way Middle School | Traditional | 705 | 32 | 8 | 1 | - | - | - | - | - | 3 | 43 | 1:17 | 84% |
| 3 Avon-Lenox | Specialty | 138 | - | 18 | - | - | - | - | - | 1 | - | 19 | 1:10 | 100% |
| 4 Barret's Chapel K-8 School | Traditional | 403 | 24 | 4 | 1 | - | - | - | - | - | 1 | 29 | 1:16 | 97% |
| 5 Bellevue Middle School | Optional | 598 | 24 | 2 | 1 | - | - | 1 | 1 | - | 1 | 29 | 1:20 | 97% |
| 6 Chickasaw Middle School | iZone | 361 | 16 | 4 | 1 | - | - | - | - | - | - | 20 | 1:13 | 100% |
| 7 Colonial Middle School | Optional | 1,121 | 48 | 6 | 2 | - | - | 3 | 1 | 1 | 3 | 61 | 1:17 | 91% |
| 8 Cordova Middle School | Optional | 788 | 32 | 6 | 1 | - | - | 1 | - | - | 1 | 40 | 1:18 | 86% |
| 9 Craigmont Middle School | Optional | 553 | 25 | 8 | 1 | - | - | 1 | 1 | 1 | 1 | 37 | 1:15 | 91% |
| 10 Cummings K-8 School | Optional | 428 | 27 | 2 | 1 | - | - | 1 | - | - | - | 30 | 1:12 | 74% |
| 11 Dexter Middle School | Traditional | 372 | 15 | 3 | 2 | - | - | - | - | - | 1 | 19 | 1:16 | 96% |
| 12 Douglass K-8 School | iZone | 441 | 24 | 4 | - | - | - | 1 | - | - | 1 | 30 | 1:10 | 100% |
| 13 E. E. Jeter K-8 School | Traditional | 387 | 23 | 2 | - | - | - | - | - | - | - | 25 | 1:13 | 93% |
| 14 Georgian Hills Middle School | Traditional | 309 | 15 | 6 | 1 | - | - | - | - | - | - | 21 | 1:14 | 72% |
| 15 Germantown Middle School | Optional | 799 | 34 | 6 | 1 | - | - | 1 | 2 | - | 1 | 44 | 1:17 | 98% |
| 16 Grandview Heights Middle School | iZone | 358 | 14 | 9 | - | - | - | - | - | - | - | 23 | 1:12 | 98% |
| 17 Hamilton Middle School | iZone | 202 | 24 | - | - | - | - | - | - | - | 1 | 25 | 1:15 | 70% |
| 18 Havenvue Middle School | empowerment/Optional | 768 | 31 | 6 | 1 | - | - | 1 | - | - | - | 38 | 1:17 | 86% |
| 19 Hickory Ridge Middle School | Traditional | 852 | 35 | 6 | 1 | - | - | - | - | 1 | 2 | 44 | 1:17 | 98% |
| 20 Highland Oaks Middle School | Traditional | 589 | 24 | 6 | 1 | - | - | - | - | - | 1 | 31 | 1:19 | 98% |
| 21 John P. Freeman K-8 Optional School | Optional | 630 | 31 | - | - | 1 | - | 1 | 1 | 1 | - | 35 | 1:17 | 95% |
| 22 Kate Bond Middle School | Traditional | 1,122 | 45 | 10 | 2 | - | - | - | - | 1 | 4 | 60 | 1:16 | 97% |
| 23 Kingsbury Middle School | Traditional | 673 | 29 | 6 | - | - | - | - | - | - | 6 | 41 | 1:16 | 100% |
| 24 Maxine Smith STEAM Academy | Optional | 375 | 15 | - | 1 | - | - | 1 | 1 | - | - | 17 | 1:20 | 84% |
| 25 Mt Pisgah Middle School | Traditional | 568 | 23 | 3 | 1 | - | - | - | - | 1 | - | 27 | 1:19 | 86% |
| 26 Oakhaven Middle School | Traditional | 323 | 12 | 2 | 1 | - | - | - | - | - | 1 | 15 | 1:16 | 61% |
| 27 Ridgeway Middle School | Optional | 785 | 33 | 4 | 1 | - | - | 2 | 1 | - | 1 | 41 | 1:19 | 88% |
| 28 Riverview K-8 School | iZone | 404 | 24 | 5 | - | - | - | - | - | - | - | 29 | 1:14 | 97% |
| 29 Sherwood Middle School | iZone | 773 | 33 | 10 | 1 | - | - | - | - | - | 2 | 45 | 1:16 | 100% |
| 30 Snowden K-8 School | Optional | 1,226 | 55 | 4 | 1 | - | - | 2 | 1 | 1 | 2 | 65 | 1:18 | 100% |
| 31 Treadwell Middle School | iZone | 602 | 25 | 7 | 2 | - | - | - | - | - | 4 | 36 | 1:16 | 100% |
| 32 White Station Middle School | Optional | 1,259 | 53 | 11 | - | - | - | 1 | 3 | 1 | 1 | 70 | 1:17 | 100% |
| 33 Woodstock Middle School | Traditional | 325 | 17 | 4 | 1 | - | - | - | - | - | - | 21 | 1:15 | 78% |
| Middle School Totals | | 20,033 | 894 | 181 | 28 | 1 | 17 | 12 | 8 | 36 | 1,149 | 1:17.00 | | |



Middle School Summary

| SCHOOL NAME | SCHOOL TYPE | FY 2020-21 K-12 | | | | PRINCIPALS | ASSISTANT/ VICE- PRINCIPALS | GUIDANCE COUNSELORS | EDUCATIONAL ASSTANTS | LIBRARIANS | INSTRUCTIONAL FACILITATOR |
|--|-----------------|-----------------|------------|----------------|------------|------------|-----------------------------|---------------------|----------------------|------------|---------------------------|
| | | ENROLLMENT | TEACHERS | SPECIAL SKILLS | OTHER | | | | | | |
| 1 A. Maceo Walker Middle School | mpowerment | 796 | 32 | - | 12 | 1 | 3 | 3 | 14 | 1 | 1 |
| 2 American Way Middle School | Traditional | 705 | 32 | - | 11 | 1 | 2 | 3 | 8 | 1 | 3 |
| 3 Avon-Lenox | Specialty | 138 | - | 1 | 5 | 1 | 1 | 1 | 35 | 1 | - |
| 4 Barret's Chapel K-8 School | Traditional | 403 | 24 | 2 | 7 | 1 | 1 | 2 | 9 | 1 | 1 |
| 5 Bellevue Middle School | Optional | 598 | 24 | 2 | 8 | 1 | 1 | 2 | 2 | 1 | 1 |
| 6 Chickasaw Middle School | iZone | 361 | 16 | - | 7 | 1 | 1 | 1 | 5 | - | 1 |
| 7 Colonial Middle School | Optional | 1,121 | 48 | 5 | 18 | 1 | 2 | 4 | 8 | 1 | 3 |
| 8 Cordova Middle School | Optional | 788 | 32 | 1 | 9 | 1 | 2 | 3 | 6 | 1 | 2 |
| 9 Craigmont Middle School | Optional | 553 | 25 | 3 | 10 | 1 | 1 | 2 | 9 | 1 | 1 |
| 10 Cummings K-8 School | Optional | 428 | 27 | 2 | 11 | 1 | 1 | 2 | 5 | 1 | 2 |
| 11 Dexter Middle School | Traditional | 372 | 15 | - | 6 | 1 | 1 | 2 | 3 | 1 | 1 |
| 12 Douglass K-8 School | iZone | 441 | 24 | 3 | 19 | 1 | 1 | 2 | 13 | - | 1 |
| 13 E. E. Jeter K-8 School | Traditional | 387 | 23 | 2 | 6 | 1 | 1 | 2 | 6 | 1 | - |
| 14 Georgian Hills Middle School | Traditional | 309 | 15 | - | 7 | 1 | 1 | 1 | 11 | - | 1 |
| 15 Germantown Middle School | Optional | 799 | 34 | 3 | 11 | 1 | 2 | 2 | 10 | 1 | 1 |
| 16 Grandview Heights Middle School | iZone | 358 | 14 | - | 12 | 1 | 1 | 1 | 8 | 1 | 2 |
| 17 Hamilton Middle School | iZone | 202 | 24 | 2 | 5 | 1 | 1 | 2 | 3 | 1 | - |
| 18 Hamilton School | iZone | 498 | 2 | - | 9 | - | - | - | 3 | - | 1 |
| 19 Havenview Middle School | rmment/Optional | 768 | 31 | 1 | 12 | 1 | 3 | 3 | 3 | 1 | 5 |
| 20 Hickory Ridge Middle School | Traditional | 852 | 35 | 1 | 13 | 1 | 2 | 4 | 5 | 1 | 3 |
| 21 Highland Oaks Middle School | Traditional | 589 | 24 | - | 11 | 1 | 1 | 2 | 4 | 1 | 1 |
| 22 John P. Freeman K-8 Optional School | Optional | 630 | 32 | 5 | 10 | 1 | 2 | 2 | 2 | 1 | 2 |
| 23 Kate Bond Middle School | Traditional | 1,122 | 45 | 1 | 14 | 1 | 3 | 4 | 16 | 1 | 3 |
| 24 Kingsbury Middle School | Traditional | 673 | 29 | - | 10 | 1 | 1 | 2 | 3 | 1 | 3 |
| 25 Maxine Smith STEAM Academy | Optional | 375 | 15 | 2 | 7 | 1 | 1 | 1 | - | - | 1 |
| 26 Mt Pisgah Middle School | Traditional | 568 | 23 | 1 | 6 | 1 | 1 | 2 | 2 | 1 | 1 |
| 27 Oakhaven Middle School | Traditional | 323 | 12 | - | 6 | 1 | 1 | 1 | 2 | - | 1 |
| 28 Ridgeway Middle School | Optional | 785 | 33 | 3 | 14 | 1 | 2 | 2 | 6 | 1 | 1 |
| 29 Riverview K-8 School | iZone | 404 | 24 | 2 | 8 | 1 | 1 | 2 | 6 | 1 | 2 |
| 30 Sherwood Middle School | iZone | 773 | 33 | - | 15 | 1 | 1 | 3 | 14 | 1 | 2 |
| 31 Snowden K-8 School | Optional | 1,226 | 55 | 9 | 14 | 1 | 3 | 4 | 8 | 2 | 2 |
| 32 Treadwell Middle School | iZone | 602 | 25 | - | 20 | 1 | 2 | 2 | 4 | 1 | 3 |
| 33 White Station Middle School | Optional | 1,259 | 53 | 5 | 11 | 1 | 3 | 4 | 10 | 2 | 2 |
| 34 Woodstock Middle School | Traditional | 325 | 17 | - | 7 | 1 | 1 | 1 | 2 | 1 | 1 |
| Middle School Totals | | 20,531 | 897 | 56 | 349 | 33 | 51 | 74 | 245 | 30 | 55 |



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Information Section

High School Summary

| | SCHOOL NAME | SCHOOL TYPE | FY 2020-21 STUDENT DEMOGRAPHICS | | | | FY 2020-21 FINANCIAL BUDGET | | | | | |
|---------------------------|-------------------------------------|-----------------|---------------------------------|----------------------------|----------------------------|---------------------------|-----------------------------|---------------------|---------------------|-------------------|-----------------------|-----------------------|
| | | | FY 2020-21 K-12 ENROLLMENT | ECONOMICALLY DISADVANTAGED | STUDENTS WITH DISABILITIES | ENGLISH LANGUAGE LEARNERS | GENERAL FUND | TITLE I | IDEA | OTHER | TOTAL | PER PUPIL EXPENDITURE |
| 1 | B T Washington High School | Traditional | 439 | 87% | 16% | - | 3,324,816 | 304,640 | 87,603 | - | 3,717,059 | 8,467 |
| 2 | Bolton High School | Optional | 620 | 41% | 16% | 1% | 4,627,003 | 296,905 | 136,152 | 25,000 | 5,085,060 | 8,202 |
| 3 | Central High School | Optional | 1,431 | 48% | 7% | 4% | 7,520,043 | 571,200 | 82,867 | - | 8,174,111 | 5,712 |
| 4 | Cordova High School | Traditional | 2,198 | 37% | 12% | 8% | 9,996,023 | 604,520 | 175,011 | 29,184 | 10,804,737 | 4,916 |
| 5 | Craigmont High School | Optional | 707 | 64% | 15% | 3% | 4,120,117 | 434,945 | 51,414 | - | 4,606,477 | 6,516 |
| 6 | Douglass High School | iZone | 612 | 78% | 18% | 4% | 3,751,803 | 265,965 | 108,823 | - | 4,126,591 | 6,743 |
| 7 | East High School | Optional | 506 | 47% | 7% | 4% | 3,573,617 | 170,170 | 31,929 | - | 3,775,716 | 7,462 |
| 8 | Germantown High School | Optional | 1,971 | 23% | 9% | 3% | 10,641,240 | - | 256,036 | - | 10,897,276 | 5,529 |
| 9 | Hamilton High School | iZone | 578 | 82% | 23% | 0% | 4,449,960 | 368,305 | 259,632 | 100,382 | 5,178,280 | 8,959 |
| 10 | Hollis F. Price Middle College High | Specialty | 93 | 61% | - | - | 6,213,281 | 58,310 | - | - | 6,271,591 | 67,436 |
| 11 | Kingsbury High School | Optional | 1,332 | 53% | 15% | 25% | 7,213,633 | 527,170 | 204,319 | 289,908 | 8,235,031 | 6,182 |
| 12 | Kirby High School | Traditional | 895 | 64% | 16% | 7% | 5,472,665 | 434,350 | 171,256 | - | 6,078,271 | 6,791 |
| 13 | Manassas High School | Traditional | 406 | 80% | 21% | 1% | 2,934,414 | 290,955 | 185,946 | - | 3,411,315 | 8,402 |
| 14 | Melrose High School | iZone | 691 | 78% | 18% | 1% | 3,810,528 | 332,605 | - | - | 4,143,133 | 5,996 |
| 15 | Middle College High | Specialty | 326 | 27% | 3% | - | 2,163,835 | 60,690 | - | - | 2,224,525 | 6,824 |
| 16 | Mitchell High School | iZone | 401 | 75% | 18% | 1% | 2,777,055 | 261,800 | 56,348 | 24,277 | 3,119,480 | 7,779 |
| 17 | Oakhaven High School | Traditional | 366 | 71% | 14% | 3% | 2,337,862 | 198,135 | - | - | 2,535,997 | 6,929 |
| 18 | Overton High School | Optional | 1,260 | 53% | 10% | 13% | 6,875,747 | 478,975 | 154,075 | - | 7,508,798 | 5,959 |
| 19 | Raleigh Egypt High School | iZone | 548 | 76% | 14% | 3% | 3,923,638 | 253,470 | 78,411 | 50,476 | 4,305,995 | 7,858 |
| 20 | Ridgeway High School | Optional | 938 | 48% | 10% | 1% | 5,652,362 | 430,185 | 205,602 | - | 6,288,149 | 6,704 |
| 21 | Sheffield High School | iZone | 511 | 61% | 14% | 22% | 3,579,923 | 386,750 | 92,554 | 34,589 | 4,093,815 | 8,011 |
| 22 | Southwind High School | Traditional | 1,549 | 41% | 11% | 3% | 7,893,822 | 446,250 | 159,465 | - | 8,499,537 | 5,487 |
| 23 | Trezevant High School | iZone | 445 | 83% | 19% | 1% | 3,295,987 | 311,780 | 140,450 | 3,809 | 3,752,026 | 8,432 |
| 24 | Westwood High School | iZone | 345 | 77% | 24% | 1% | 2,803,279 | 213,010 | 136,920 | - | 3,153,209 | 9,140 |
| 25 | White Station High School | Optional | 2,013 | 26% | 9% | 4% | 10,839,295 | 458,745 | 491,180 | - | 11,789,220 | 5,857 |
| 26 | Whitehaven High School | E-Zone/Optional | 1,616 | 54% | 11% | 1% | 9,028,430 | 668,185 | 31,756 | - | 9,728,371 | 6,020 |
| 27 | Wooddale High School | Optional | 606 | 66% | 16% | 9% | 3,853,231 | 382,585 | 109,521 | - | 4,345,338 | 7,171 |
| High School Totals | | | 23,403 | 53% | 13% | 6% | \$ 142,673,612 | \$ 9,210,600 | \$ 3,407,271 | \$ 557,623 | \$ 155,849,106 | \$ 6,659 |



Information Section

High School Summary

| FY 2020-21 STAFFING | | | | | | | | | | | | | |
|---------------------------|-------------------------------------|----------------------------|--------------------------------|----------------|--------------------------------|------------------|--------------------------|-------------------------|------------------|--------------|----------------|--------------------------|------------------------------|
| SCHOOL NAME | SCHOOL TYPE | FY 2020-21 K-12 ENROLLMENT | GENERAL ED. CLASSROOM TEACHERS | SPED. TEACHERS | CAREER AND TECHNOLOGY TEACHERS | TITLE I TEACHERS | OPTIONAL SCHOOL TEACHERS | WORLD LANGUAGE TEACHERS | BAND AND STRINGS | ESL TEACHERS | TOTAL TEACHERS | TEACHER TO STUDENT RATIO | TEACHERS WITH TEM 3 OR ABOVE |
| 1 | B T Washington High School | Traditional | 439 | 27 | 5 | 2 | - | - | - | - | 32 | 1:14 | 98% |
| 2 | Bolton High School | Optional | 620 | 23 | 9 | 7 | - | 1 | - | - | 34 | 1:19 | 94% |
| 3 | Central High School | Optional | 1,431 | 58 | 7 | 4 | - | 3 | 1 | 1 | 72 | 1:20 | 97% |
| 4 | Cordova High School | Traditional | 2,198 | 88 | 15 | 12 | - | - | - | 1 | 110 | 1:19 | 88% |
| 5 | Craigmont High School | Optional | 707 | 27 | 7 | 5 | - | 1 | - | - | 36 | 1:19 | 77% |
| 6 | Douglass High School | iZone | 612 | 23 | 6 | 4 | - | 1 | - | 1 | 32 | 1:17 | 88% |
| 7 | East High School | Optional | 506 | 31 | 2 | - | - | 1 | - | - | 34 | 1:12 | 95% |
| 8 | Germantown High School | Optional | 1,971 | 78 | 10 | 12 | - | 1 | - | - | 91 | 1:19 | 100% |
| 9 | Hamilton High School | iZone | 578 | 24 | 12 | 7 | - | - | - | - | 36 | 1:17 | 79% |
| 10 | Hollis F. Price Middle College High | Specialty | 93 | - | - | - | - | - | - | - | 0 | 1:9 | 93% |
| 11 | Kingsbury High School | Optional | 1,332 | 52 | 12 | 2 | - | 1 | - | - | 75 | 1:19 | 81% |
| 12 | Kirby High School | Traditional | 895 | 32 | 11 | 6 | - | - | - | - | 45 | 1:18 | 83% |
| 13 | Manassas High School | Traditional | 406 | 16 | 8 | 2 | - | - | - | - | 24 | 1:18 | 72% |
| 14 | Melrose High School | iZone | 691 | 25 | 7 | 6 | - | - | - | - | 32 | 1:18 | 87% |
| 15 | Middle College High | Specialty | 326 | - | 1 | 2 | - | - | - | - | 1 | 1:16 | 100% |
| 16 | Mitchell High School | iZone | 401 | 16 | 6 | 2 | - | - | - | - | 22 | 1:19 | 100% |
| 17 | Oakhaven High School | Traditional | 366 | 17 | 2 | 4 | - | - | - | - | 19 | 1:17 | 72% |
| 18 | Overton High School | Optional | 1,260 | 51 | 9 | 5 | - | 3 | - | 1 | 67 | 1:19 | 95% |
| 19 | Raleigh Egypt High School | iZone | 548 | 22 | 7 | 5 | - | - | - | - | 30 | 1:15 | 90% |
| 20 | Ridgeway High School | Optional | 938 | 37 | 6 | 5 | - | - | - | 1 | 45 | 1:20 | 89% |
| 21 | Sheffield High School | iZone | 511 | 25 | 7 | - | - | - | - | - | 36 | 1:18 | 72% |
| 22 | Southwind High School | Traditional | 1,549 | 59 | 12 | 10 | - | - | - | - | 73 | 1:18 | 86% |
| 23 | Trezevant High School | iZone | 445 | 17 | 8 | - | - | - | - | - | 25 | 1:17 | 61% |
| 24 | Westwood High School | iZone | 345 | 15 | 7 | 2 | - | - | - | - | 22 | 1:11 | 66% |
| 25 | White Station High School | Optional | 2,013 | 82 | 16 | 4 | - | 3 | 2 | 1 | 106 | 1:20 | 98% |
| 26 | Whitehaven High School | E-Zone/Optional | 1,616 | 64 | 10 | 12 | - | 1 | 1 | 1 | 78 | 1:20 | 97% |
| 27 | Wooddale High School | Optional | 606 | 22 | 6 | 4 | - | - | - | - | 30 | 1:17 | 65% |
| High School Totals | | | 23,403 | 931 | 208 | 124 | - | 16 | 4 | 7 | 42 | 1:19.00 | |



Information Section

High School Summary

| | SCHOOL NAME | SCHOOL TYPE | FY 2020-21 K-12 | | | | PRINCIPALS | ASSISTANT/ VICE- PRINCIPALS | GUIDANCE COUNSELORS | EDUCATIONAL ASSTANTS | LIBRARIANS | INSTRUCTIONAL FACILITATOR |
|---------------------------|-------------------------------------|-----------------|-----------------|------------|----------------|------------|------------|-----------------------------|---------------------|----------------------|------------|---------------------------|
| | | | ENROLLMENT | TEACHERS | SPECIAL SKILLS | OTHER | | | | | | |
| 1 | B T Washington High School | Traditional | 439 | 27 | - | 16 | 1 | 1 | 1 | 9 | 1 | 1 |
| 2 | Bolton High School | Optional | 620 | 23 | 1 | 13 | 1 | 2 | 2 | 8 | 1 | 3 |
| 3 | Central High School | Optional | 1,431 | 58 | 5 | 20 | 1 | 3 | 4 | 6 | 2 | 2 |
| 4 | Cordova High School | Traditional | 2,198 | 88 | 1 | 26 | 1 | 6 | 8 | 21 | 2 | 2 |
| 5 | Craigmont High School | Optional | 707 | 27 | 1 | 14 | 1 | 2 | 3 | 8 | 1 | 2 |
| 6 | Douglass High School | iZone | 612 | 23 | 2 | 14 | 1 | 3 | 2 | 6 | 1 | 2 |
| 7 | East High School | Optional | 506 | 31 | 1 | 11 | 1 | 2 | 1 | 1 | 1 | 2 |
| 8 | Germantown High School | Optional | 1,971 | 78 | 1 | 27 | 1 | 5 | 6 | 12 | 2 | 2 |
| 9 | Hamilton High School | iZone | 578 | 24 | - | 17 | 1 | 2 | 1 | 13 | 1 | 1 |
| 10 | Hollis F. Price Middle College High | Specialty | 93 | - | - | 4 | 1 | 1 | 1 | - | - | - |
| 11 | Kingsbury High School | Optional | 1,332 | 52 | 1 | 27 | 1 | 5 | 4 | 12 | 2 | 3 |
| 12 | Kirby High School | Traditional | 895 | 32 | - | 20 | 1 | 4 | 4 | 14 | 1 | 2 |
| 13 | Manassas High School | Traditional | 406 | 16 | - | 11 | 1 | 1 | 1 | 10 | 1 | 1 |
| 14 | Melrose High School | iZone | 691 | 25 | - | 14 | 1 | 3 | 2 | 3 | 1 | 1 |
| 15 | Middle College High | Specialty | 326 | - | - | 4 | 1 | 1 | 1 | 1 | 1 | - |
| 16 | Mitchell High School | iZone | 401 | 16 | - | 11 | 1 | 1 | 2 | 7 | 1 | 1 |
| 17 | Oakhaven High School | Traditional | 366 | 17 | - | 10 | 1 | 1 | 1 | 1 | 1 | 1 |
| 18 | Overton High School | Optional | 1,260 | 51 | 4 | 22 | 1 | 4 | 4 | 6 | 1 | 2 |
| 19 | Raleigh Egypt High School | iZone | 548 | 23 | - | 12 | 1 | 2 | 1 | 6 | 1 | 2 |
| 20 | Ridgeway High School | Optional | 938 | 37 | 1 | 16 | 1 | 3 | 5 | 7 | 1 | 2 |
| 21 | Sheffield High School | iZone | 511 | 25 | - | 14 | 1 | 2 | 2 | 6 | 1 | 2 |
| 22 | Southwind High School | Traditional | 1,549 | 59 | - | 21 | 1 | 5 | 5 | 10 | 2 | 3 |
| 23 | Trezevant High School | iZone | 445 | 17 | - | 17 | 1 | 2 | 2 | 6 | 1 | 1 |
| 24 | Westwood High School | iZone | 345 | 15 | - | 10 | 1 | 1 | 2 | 7 | 1 | 1 |
| 25 | White Station High School | Optional | 2,013 | 82 | 6 | 24 | 1 | 6 | 6 | 13 | 2 | 4 |
| 26 | Whitehaven High School | E-Zone/Optional | 1,616 | 64 | 3 | 34 | - | 6 | 5 | 3 | 2 | 3 |
| 27 | Wooddale High School | Optional | 606 | 22 | - | 26 | 1 | 3 | 3 | 7 | 1 | 1 |
| High School Totals | | | 23,403 | 932 | 27 | 454 | 26 | 77 | 79 | 203 | 33 | 47 |



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ELEMENTARY SCHOOLS DATA





SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

A B Hill Elementary School

345 E. Olive, Memphis, TN 38116
 Phone: (901) 416-7844 Fax: (901) 416-7890

| | | | | | |
|-------------------------------|------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: iZone | Square Footage: 79,293 | Student Capacity: 574 | FY2019-20 Utilization: 40% | FCI: 7 |
|-------------------------------|------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 52 | 51 | 51 | 51 | - |
| K-12 | 207 | 212 | 212 | 293 | 81 |
| Attendance Rate | 93.4% | 93.7% | 93.7% | - | NA |
| Student-Teacher Ratio | 1:12 | 1:12 | 1:12 | 1:12 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 85.2% | 76.6% | 87.5% | - | - |
| Students with Disabilities (%) | 21.1% | 24.1% | 25.3% | - | - |
| English Language Learners (%) | 0% | 0% | 0% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 0 | - | - | - |
| Classroom Teacher | 23 | 22 | - | 25 | 25 |
| Special Skills | 3 | 2 | - | 2 | 2 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 11 | 12 | - | 18 | 18 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | - | - |
| Nutrition | 6 | 3 | - | 1 | 1 |
| Other | 2 | 2 | - | 4 | 4 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,398,785 | \$2,404,057 | \$2,237,535 | \$2,722,127 | \$484,592 |
| Title I | \$132,704 | \$112,387 | \$131,077 | \$176,925 | \$45,847 |
| IDEA, Part B | \$170,623 | \$158,517 | \$150,755 | \$166,055 | \$15,299 |
| Other Special Revenue & Federal Funds | \$60,940 | \$122,068 | \$192,921 | \$376,196 | \$183,275 |
| Total | \$2,763,055 | \$2,797,030 | \$2,712,289 | \$3,441,303 | \$729,014 |

Teacher Quality

| | | | | |
|----------------------------------|-----|------|--|--|
| Teachers with TEM 3 or above (%) | 74% | 100% | | |
| TEM 5 | 5% | 42% | | |
| TEM 4 | 16% | 46% | | |
| TEM 3 | 53% | 12% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 3 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,721,518 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,549,680 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$171,838 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$1,820,124 |
| | This Year (2021) | \$1,721,518 |
| | Total Difference | \$(98,606) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$51,091 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(149,697) |

Detailed Breakdown

1. SBB Allocations \$1,549,680

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 293 | \$975,690 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 54 | \$53,946 |
| Grade 1 | 0.30 | \$999 | 51 | \$50,949 |
| Grade 2 | 0.30 | \$999 | 56 | \$55,944 |
| Grade 3 | 0.20 | \$666 | 42 | \$27,972 |
| Grade 4 | 0.20 | \$666 | 56 | \$37,296 |
| Grade 5 | 0.20 | \$666 | 34 | \$22,644 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 249 | \$87,897 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 112 | \$108,158 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 269 | \$89,577 |
| Incoming High Proficiency | 0.10 | \$333 | 7 | \$2,331 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 27 | \$22,275 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$0 |
| SBB Allocations Total | | | | \$1,549,680 |

2. SBB Transition Supplements \$171,838

| Staffing Supplement | |
|--|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$18,326 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|----------------------------------|
| \$5,289 | 6,386.40 | \$(1,097) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.171832292 | | \$171,838 |
| SBB Total Supplements TOTAL | | \$171,838 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Alton Elementary School

2020 Alton, Memphis, TN 38106

Phone: (901) 416-7430 Fax: (901) 416-7414

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 55,934 | Student Capacity: 399 | FY2019-20 Utilization: 63% | FCI: 25 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 242 | 244 | 270 | 320 | 50 |
| Attendance Rate | 95.4% | 95.3% | 95.3% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:15 | 1:15 | 1:15 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 84.1% | 71.3% | 85.4% | - | - |
| Students with Disabilities (%) | 7% | 5.7% | 6.2% | - | - |
| English Language Learners (%) | 0% | 0% | 0% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 18 | 19 | - | 20 | 20 |
| Special Skills | 3 | 2 | - | 1 | 1 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 1 | 1 | - | 5 | 5 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | - | - |
| Nutrition | 5 | 3 | - | 1 | 1 |
| Other | 6 | 3 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,114,690 | \$2,084,305 | \$2,050,806 | \$2,265,051 | \$214,244 |
| Title I | \$132,099 | \$139,233 | \$155,380 | \$151,725 | -\$3,655 |
| Other Special Revenue & Federal Funds | \$135,407 | \$116,982 | \$157,516 | \$255,140 | \$97,624 |
| Total | \$2,382,196 | \$2,340,521 | \$2,363,703 | \$2,671,917 | \$308,213 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|------|--|--|--|
| Teachers with TEM 3 or above (%) | 95% | 100% | | | |
| TEM 5 | 32% | 9% | | | |
| TEM 4 | 36% | 45% | | | |
| TEM 3 | 27% | 45% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 4 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,763,575 |
|------------------------------------|---|--|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,666,632 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$96,943 |
| How has funding changed under SBB? | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$47,923 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(153,354) |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | | Last Year (1920) \$1,869,006 This Year (2021) \$1,763,575 Total Difference \$(105,431) |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$1,666,632 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 320 | \$1,065,600 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 65 | \$64,935 | |
| Grade 1 | 0.30 | \$999 | 58 | \$57,942 | |
| Grade 2 | 0.30 | \$999 | 51 | \$50,949 | |
| Grade 3 | 0.20 | \$666 | 53 | \$35,298 | |
| Grade 4 | 0.20 | \$666 | 46 | \$30,636 | |
| Grade 5 | 0.20 | \$666 | 47 | \$31,302 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 264 | \$93,192 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 93 | \$89,810 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 279 | \$92,907 | |
| Incoming High Proficiency | 0.10 | \$333 | 11 | \$3,663 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 1 | \$825 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$54,412 |
| SBB Allocations Total | | | | \$1,666,632 | |

2. SBB Transition Supplements \$96,943

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,208 | 5,990.40 | \$(782) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.1305718 | | \$96,943 |
| SBB Total Supplements TOTAL | | \$96,943 |



Balmoral-Ridgeway Elementary School

5905 Grosvenor, 38119
 Phone: (901) 416-2128 Fax: (901) 416-2130

| | | | | | |
|----------------------------|---------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|
| Grade Level: K-5 | School Type: Optional | Square Footage: 38,940 | Student Capacity: 254 | FY2019-20 Utilization: 114% | FCI: 27 |
|----------------------------|---------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|---|----------------------|----------------------|----------------------|---------------------|---------------------------|
| Enrollment | | | | | |
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 279 | 313 | 334 | 308 | -26 |
| Attendance Rate | 96.1% | 96.4% | 96.4% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:16 | 1:16 | 1:16 | - |
| Student Demographics | | | | | |
| Economically Disadvantaged (%) | 41.4% | 73.7% | 47.4% | - | - |
| Students with Disabilities (%) | 7.8% | 4% | 4.2% | - | - |
| English Language Learners (%) | 4.4% | 5.8% | 5.7% | - | - |
| Key School Positions - All Funding Sources | | | | | |
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 19 | 17 | - | 17 | 17 |
| Special Skills | 6 | 5 | - | 4 | 4 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 3 | 3 | - | 3 | 3 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | - | - |
| Nutrition | 5 | 2 | - | 1 | 1 |
| Other | 2 | 2 | - | 3 | 3 |
| School Level Funds | | | | | |
| General Fund | \$2,102,291 | \$2,114,850 | \$2,046,919 | \$2,028,803 | -\$18,116 |
| Title I | \$127,187 | \$124,488 | \$136,953 | \$121,800 | -\$15,153 |
| IDEA, Part B | \$22,566 | \$24,701 | \$22,711 | \$24,066 | \$1,354 |
| Total | \$2,252,046 | \$2,264,040 | \$2,206,585 | \$2,174,669 | -\$31,915 |
| Teacher Quality | | | | | |
| Teachers with TEM 3 or above (%) | 92% | 96% | | | |
| TEM 5 | 13% | 13% | | | |
| TEM 4 | 50% | 63% | | | |
| TEM 3 | 29% | 21% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 4 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 2 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,593,779 |
|------------------------------------|---|--------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,593,779 |
| 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 funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$1,596,292 |
| | This Year (2021) | \$1,593,779 |
| | Total Difference | \$(2,513) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$5,200 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(7,713) |

Detailed Breakdown

| 1. SBB Allocations | | \$1,593,779 | | | |
|--|--------|--------------------|------------|--------------------|--|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 308 | \$1,025,640 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 51 | \$50,949 | |
| Grade 1 | 0.30 | \$999 | 45 | \$44,955 | |
| Grade 2 | 0.30 | \$999 | 49 | \$48,951 | |
| Grade 3 | 0.20 | \$666 | 52 | \$34,632 | |
| Grade 4 | 0.20 | \$666 | 65 | \$43,290 | |
| Grade 5 | 0.20 | \$666 | 46 | \$30,636 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 140 | \$49,420 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 33 | \$31,868 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 180 | \$59,940 | |
| Incoming High Proficiency | 0.10 | \$333 | 22 | \$7,326 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$166,540 | |
| SBB Allocations Total | | | | \$1,593,779 | |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,175 | 5,199.64 | \$(25) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.004815921 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Berclair Elementary School

810 N. Perkins, Memphis, TN 38122

Phone: (901) 416-8800 Fax: (901) 416-8802

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 76,722 | Student Capacity: 636 | FY2019-20 Utilization: 93% | FCI: 28 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 572 | 609 | 623 | 598 | -25 |
| Attendance Rate | 94.5% | 94.7% | 94.7% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:14 | 1:14 | 1:14 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 61.9% | 79.1% | 63.2% | - | - |
| Students with Disabilities (%) | 9.6% | 8.8% | 10.6% | - | - |
| English Language Learners (%) | 37.7% | 37% | 35.8% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 38 | 40 | - | 42 | 42 |
| Special Skills | 5 | 4 | - | 4 | 4 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 4 | 8 | - | 10 | 10 |
| Instructional Facilitator | 1 | 2 | - | 3 | 3 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 4 | - | 1 | 1 |
| Other | 10 | 6 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,856,239 | \$3,825,398 | \$3,819,564 | \$3,684,857 | -\$134,706 |
| Title I | \$358,027 | \$342,433 | \$341,197 | \$280,560 | -\$60,637 |
| IDEA, Part B | \$106,295 | \$83,458 | \$76,175 | \$103,370 | \$27,194 |
| Other Special Revenue & Federal Funds | \$112,483 | \$196,155 | \$167,974 | \$281,126 | \$113,152 |
| Total | \$4,433,046 | \$4,447,445 | \$4,404,911 | \$4,349,914 | -\$54,997 |

Teacher Quality

| | | | | |
|----------------------------------|-----|------|--|--|
| Teachers with TEM 3 or above (%) | 97% | 100% | | |
| TEM 5 | 24% | 57% | | |
| TEM 4 | 55% | 41% | | |
| TEM 3 | 18% | 2% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 4 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,911,888 |
|------------------------------------|---|-----------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,911,888 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$3,106,002 |
| | This Year (2021) | \$2,911,888 |
| | Total Difference | \$(194,114) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$- |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(194,114) |

Detailed Breakdown

1. SBB Allocations \$2,911,888

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|--------------------|-------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 598 | \$1,991,340 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 90 | \$89,910 |
| Grade 1 | 0.30 | \$999 | 105 | \$104,895 |
| Grade 2 | 0.30 | \$999 | 96 | \$95,904 |
| Grade 3 | 0.20 | \$666 | 114 | \$75,924 |
| Grade 4 | 0.20 | \$666 | 97 | \$64,602 |
| Grade 5 | 0.20 | \$666 | 96 | \$63,936 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 326 | \$115,078 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 113 | \$109,124 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 363 | \$120,879 |
| Incoming High Proficiency | 0.10 | \$333 | 86 | \$28,638 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 27 | \$22,275 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$0 |
| SBB Allocations Total | | | \$2,911,888 | |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$15,226

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,869 | 5,193.98 | \$(325) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.062496473 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



Bethel Grove Elementary School

2459 Arlington, Memphis, TN 38114

Phone: (901) 416-5012 Fax: (901) 416-5005

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 54,324 | Student Capacity: 398 | FY2019-20 Utilization: 59% | FCI: 12 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 39 | 40 | 40 | 40 | - |
| K-12 | 233 | 196 | 199 | 168 | -31 |
| Attendance Rate | 94.5% | 94.9% | 94.9% | - | NA |
| Student-Teacher Ratio | 1:14 | 1:14 | 1:14 | 1:14 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 84.1% | 75.4% | 83.6% | - | - |
| Students with Disabilities (%) | 16.3% | 15.9% | 17.9% | - | - |
| English Language Learners (%) | 0.7% | 0.4% | 0.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 16 | 18 | - | 15 | 15 |
| Special Skills | 3 | 2 | - | 1 | 1 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 5 | 5 | - | 9 | 9 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 4 | 2 | - | 1 | 1 |
| Other | 2 | 2 | - | 3 | 3 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$1,865,173 | \$1,942,468 | \$1,861,329 | \$1,756,420 | -\$104,908 |
| Title I | \$140,446 | \$96,675 | \$128,501 | \$103,425 | -\$25,076 |
| IDEA, Part B | \$79,733 | \$71,173 | \$75,689 | \$91,039 | \$15,349 |
| Other Special Revenue & Federal Funds | \$102,256 | \$130,117 | \$154,536 | \$224,499 | \$69,962 |
| Total | \$2,187,610 | \$2,240,434 | \$2,220,056 | \$2,175,384 | -\$44,672 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|------|--|--|--|
| Teachers with TEM 3 or above (%) | 84% | 100% | | | |
| TEM 5 | 16% | 41% | | | |
| TEM 4 | 53% | 55% | | | |
| TEM 3 | 16% | 5% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 2 | 4 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,106,688 |
|------------------------------------|---|-----------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,106,688 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | | Last Year (1920) \$1,193,987 |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) \$1,106,688 |
| | | Total Difference \$(87,299) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(60,711) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(26,587) |

Detailed Breakdown

1. SBB Allocations \$1,106,688

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|--------------------|-----------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 168 | \$559,440 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 39 | \$38,961 |
| Grade 1 | 0.30 | \$999 | 25 | \$24,975 |
| Grade 2 | 0.30 | \$999 | 28 | \$27,972 |
| Grade 3 | 0.20 | \$666 | 27 | \$17,982 |
| Grade 4 | 0.20 | \$666 | 25 | \$16,650 |
| Grade 5 | 0.20 | \$666 | 24 | \$15,984 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 139 | \$49,067 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 42 | \$40,559 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 127 | \$42,291 |
| Incoming High Proficiency | 0.10 | \$333 | 0 | \$- |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 21 | \$17,325 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$0 |
| SBB Allocations Total | | | \$1,106,688 | |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$257,328

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$6,587 | 6,745.68 | \$(158) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.02346064 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Brownsville Road Elementary

5292 Banbury, Memphis, TN 38134

Phone: (901) 416-4300 Fax: (901) 416-4302

| | | | | | |
|----------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: K-5 | School Type: Optional | Square Footage: 66,545 | Student Capacity: 654 | FY2019-20 Utilization: 88% | FCI: 14 |
|----------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 566 | 575 | 575 | 516 | -59 |
| Attendance Rate | 94.9% | 95.8% | 95.8% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|------|-------|-------|---|---|
| Economically Disadvantaged (%) | 64% | 76.7% | 64.1% | - | - |
| Students with Disabilities (%) | 9.3% | 8.7% | 8.3% | - | - |
| English Language Learners (%) | 4.2% | 2.6% | 2.6% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 0 | 1 | - | 1 | 1 |
| Classroom Teacher | 30 | 34 | - | 30 | 30 |
| Special Skills | 7 | 5 | - | 4 | 4 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 5 | 9 | - | 7 | 7 |
| Instructional Facilitator | 1 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 3 | - | 1 | 1 |
| Other | 2 | 2 | - | 3 | 3 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
| General Fund | \$3,197,480 | \$3,346,311 | \$3,245,938 | \$3,331,009 | \$85,071 |
| Title I | \$342,424 | \$278,369 | \$303,354 | \$252,000 | -\$51,354 |
| IDEA, Part B | \$53,583 | \$54,829 | \$51,531 | \$60,532 | \$9,001 |
| Other Special Revenue & Federal Funds | \$30,520 | \$30,834 | \$28,079 | \$30,595 | \$2,516 |
| Total | \$3,624,009 | \$3,710,345 | \$3,628,902 | \$3,674,137 | \$45,235 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 91% | 89% | | | |
| TEM 5 | 9% | 5% | | | |
| TEM 4 | 47% | 34% | | | |
| TEM 3 | 34% | 50% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,445,719 |
|------------------------------------|--|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,445,719 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Last Year (1920) \$2,730,467 Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) This Year (2021) \$2,445,719 Total Difference \$(284,749) Changes to enrollment impact the budget BEFORE SBB applies Estimated change to the budget due to Enrollment changes Change from Enrollment \$(82,119) Estimated changes to the budget due to SBB transition Change from SBB \$(202,630) | |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$2,445,719 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 516 | \$1,718,280 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 82 | \$81,918 | |
| Grade 1 | 0.30 | \$999 | 77 | \$76,923 | |
| Grade 2 | 0.30 | \$999 | 69 | \$68,931 | |
| Grade 3 | 0.20 | \$666 | 106 | \$70,596 | |
| Grade 4 | 0.20 | \$666 | 87 | \$57,942 | |
| Grade 5 | 0.20 | \$666 | 95 | \$63,270 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 281 | \$99,193 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 71 | \$68,565 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 380 | \$126,540 | |
| Incoming High Proficiency | 0.10 | \$333 | 34 | \$11,322 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 7 | \$5,775 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,445,719 | |

| 2. SBB Transition Supplements | | \$0 |
|--|--|-----|
| Staffing Supplement | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,740 | 5,132.45 | \$(393) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.076511658 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



Bruce Elementary School

581 South Bellevue Blvd., Memphis, TN 38104
 Phone: (901) 416-4495 Fax: (901) 416-4494

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 68,491 | Student Capacity: 522 | FY2019-20 Utilization: 68% | FCI: 6 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 33 | 31 | 31 | 31 | - |
| K-12 | 450 | 462 | 441 | 522 | 81 |
| Attendance Rate | 94.8% | 95.2% | 95.2% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:13 | 1:13 | 1:13 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 67.2% | 77.3% | 76.8% | - | - |
| Students with Disabilities (%) | 9.6% | 10.6% | 9.6% | - | - |
| English Language Learners (%) | 12.2% | 9.2% | 7.2% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 0 | 0 | - | 1 | 1 |
| Classroom Teacher | 21 | 25 | - | 33 | 33 |
| Special Skills | 3 | 2 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 4 | 4 | - | 11 | 11 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 3 | - | 1 | 1 |
| Other | 3 | 3 | - | 7 | 7 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,137,858 | \$3,117,129 | \$2,961,955 | \$3,285,578 | \$323,623 |
| Title I | \$181,200 | \$281,533 | \$236,500 | \$255,675 | \$19,174 |
| IDEA, Part B | \$121,964 | \$83,994 | \$78,622 | \$110,741 | \$32,118 |
| Other Special Revenue & Federal Funds | \$94,127 | \$246,293 | \$183,023 | \$322,568 | \$139,544 |
| Total | \$3,535,151 | \$3,728,950 | \$3,460,102 | \$3,974,563 | \$514,461 |

Teacher Quality

| | | | |
|----------------------------------|-----|------|--|
| Teachers with TEM 3 or above (%) | 95% | 100% | |
| TEM 5 | 67% | 60% | |
| TEM 4 | 24% | 37% | |
| TEM 3 | 5% | 3% | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,578,799 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,578,799 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$2,646,256 |
| | This Year (2021) | \$2,578,799 |
| | Total Difference | \$(67,458) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$67,586 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(135,044) |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$2,578,799 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 522 | \$1,738,260 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 80 | \$79,920 | |
| Grade 1 | 0.30 | \$999 | 92 | \$91,908 | |
| Grade 2 | 0.30 | \$999 | 95 | \$94,905 | |
| Grade 3 | 0.20 | \$666 | 78 | \$51,948 | |
| Grade 4 | 0.20 | \$666 | 88 | \$58,608 | |
| Grade 5 | 0.20 | \$666 | 89 | \$59,274 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 351 | \$123,903 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 142 | \$137,129 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 408 | \$135,864 | |
| Incoming High Proficiency | 0.10 | \$333 | 27 | \$8,991 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,578,799 | |

| 2. SBB Transition Supplements | | \$0 |
|--|--|-----|
| Staffing Supplement | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,940 | 5,198.93 | \$(259) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.049761061 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



Cherokee Elementary School

3061 Kimball, Memphis, TN 38114

Phone: (901) 416-5028 Fax: (901) 416-5010

| | | | | | |
|-------------------------------|------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: iZone | Square Footage: 61,286 | Student Capacity: 608 | FY2019-20 Utilization: 78% | FCI: 4 |
|-------------------------------|------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 462 | 478 | 436 | 429 | -7 |
| Attendance Rate | 94.1% | 93.7% | 93.7% | - | NA |
| Student-Teacher Ratio | 1:19 | 1:22 | 1:22 | 1:22 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 85.3% | 86.1% | 85.7% | - | - |
| Students with Disabilities (%) | 6% | 6.3% | 7.9% | - | - |
| English Language Learners (%) | 1.7% | 1.8% | 1.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 25 | 31 | - | 25 | 25 |
| Special Skills | 3 | 3 | - | 3 | 3 |
| Counselor | 0 | 1 | - | 1 | 1 |
| Educational Assistant | 5 | 5 | - | 7 | 7 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 0 | 1 | - | 1 | 1 |
| Nutrition | 7 | 3 | - | 1 | 1 |
| Other | 3 | 3 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,465,187 | \$2,528,157 | \$2,342,751 | \$2,287,814 | -\$54,937 |
| Title I | \$267,321 | \$252,114 | \$244,771 | \$237,300 | -\$7,471 |
| IDEA, Part B | \$0 | \$10,707 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$160,556 | \$238,963 | \$243,323 | \$257,123 | \$13,800 |
| Total | \$2,893,066 | \$3,029,943 | \$2,830,846 | \$2,782,237 | -\$48,608 |

Teacher Quality

| | | | | | |
|----------------------------------|------|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 100% | 91% | | | |
| TEM 5 | 47% | 17% | | | |
| TEM 4 | 40% | 35% | | | |
| TEM 3 | 13% | 39% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,133,665 | | |
|------------------------------------|---|--|------------------------|------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,133,665 | | |
| 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 funding changed under SBB? | Last Year (1920) | \$2,173,144 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$2,133,665 | |
| | Total Difference | \$(39,478) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(78,136) |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$38,657 | |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$2,133,665 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 429 | \$1,428,570 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 79 | \$78,921 | |
| Grade 1 | 0.30 | \$999 | 73 | \$72,927 | |
| Grade 2 | 0.30 | \$999 | 69 | \$68,931 | |
| Grade 3 | 0.20 | \$666 | 70 | \$46,620 | |
| Grade 4 | 0.20 | \$666 | 68 | \$45,288 | |
| Grade 5 | 0.20 | \$666 | 70 | \$46,620 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 353 | \$124,609 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 107 | \$103,330 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 344 | \$114,552 | |
| Incoming High Proficiency | 0.10 | \$333 | 24 | \$7,992 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,133,665 | |

| 2. SBB Transition Supplements | | \$0 |
|-------------------------------|--|-----|
|-------------------------------|--|-----|

| Staffing Supplement | | |
|--|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,974 | 4,883.46 | \$90 |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| 0.018452094 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



Chimneyrock Elementary School

8601 Chimneyrock Blvd., Memphis, TN 38016
 Phone: (901) 416-2067 Fax: (901) 416-3791

| | | | | | |
|-------------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 105,775 | Student Capacity: 861 | FY2019-20 Utilization: 98% | FCI: 11 |
|-------------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 838 | 883 | 939 | 878 | -61 |
| Attendance Rate | 95.4% | 95.9% | 95.9% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 40.7% | 60% | 42% | - | - |
| Students with Disabilities (%) | 12.2% | 12% | 8.2% | - | - |
| English Language Learners (%) | 9.4% | 11.5% | 10.6% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 2 | 2 |
| Classroom Teacher | 44 | 50 | - | 54 | 54 |
| Special Skills | 6 | 5 | - | 4 | 4 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 14 | 14 | - | 11 | 11 |
| Instructional Facilitator | 1 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 0 | 0 | - | 1 | 1 |
| Nutrition | 8 | 5 | - | 3 | 3 |
| Other | 4 | 4 | - | 6 | 6 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$4,808,595 | \$5,044,668 | \$5,428,828 | \$5,279,048 | -\$149,779 |
| Title I | \$283,933 | \$278,010 | \$325,644 | \$262,920 | -\$62,724 |
| IDEA, Part B | \$241,482 | \$151,243 | \$141,313 | \$103,051 | -\$38,262 |
| Other Special Revenue & Federal Funds | \$176,295 | \$183,191 | \$200,048 | \$211,265 | \$11,216 |
| Total | \$5,510,306 | \$5,657,113 | \$6,095,836 | \$5,856,286 | -\$239,550 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 98% | 88% | | |
| TEM 5 | 37% | 5% | | |
| TEM 4 | 49% | 46% | | |
| TEM 3 | 12% | 37% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$4,189,396 | | |
|------------------------------------|---|--|------------------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$4,189,396 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | | |
| How has funding changed under SBB? | Last Year (1920) | \$4,541,423 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$4,189,396 | |
| | | Total Difference | \$(352,027) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(120,836) |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(231,190) | |

Detailed Breakdown

| 1. SBB Allocations | | \$4,189,396 | | | |
|--|--------|--------------------|------------|--------------------|-----|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 878 | \$2,923,740 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 157 | \$156,843 | |
| Grade 1 | 0.30 | \$999 | 146 | \$145,854 | |
| Grade 2 | 0.30 | \$999 | 149 | \$148,851 | |
| Grade 3 | 0.20 | \$666 | 139 | \$92,574 | |
| Grade 4 | 0.20 | \$666 | 146 | \$97,236 | |
| Grade 5 | 0.20 | \$666 | 141 | \$93,906 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 303 | \$106,959 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 183 | \$176,723 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 553 | \$184,149 | |
| Incoming High Proficiency | 0.10 | \$333 | 136 | \$45,288 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 19 | \$15,675 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$4,189,396 | |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,772 | 5,034.83 | \$(263) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.052298595 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Cordova Elementary School

750 Sanga Rd., Cordova, TN 38018

Phone: (901) 416-1700 Fax: (901) 416-1701

| | | | | | |
|-------------------------------|---------------------------------|-----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: Optional | Square Footage: 104,994 | Student Capacity: 837 | FY2019-20 Utilization: 97% | FCI: 3 |
|-------------------------------|---------------------------------|-----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 817 | 787 | 819 | 732 | -87 |
| Attendance Rate | 95.5% | 95.8% | 95.8% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 35.7% | 56.1% | 42.9% | - | - |
| Students with Disabilities (%) | 11.8% | 12% | 10.4% | - | - |
| English Language Learners (%) | 6.4% | 9.3% | 9.3% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 38 | 46 | - | 46 | 46 |
| Special Skills | 7 | 6 | - | 5 | 5 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 12 | 12 | - | 8 | 8 |
| Instructional Facilitator | 1 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 5 | 3 | - | 1 | 1 |
| Other | 2 | 3 | - | 4 | 4 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$4,546,968 | \$4,963,931 | \$5,034,970 | \$4,939,448 | -\$95,521 |
| Title I | \$249,208 | \$275,757 | \$302,203 | \$241,920 | -\$60,283 |
| IDEA, Part B | \$132,010 | \$115,523 | \$98,886 | \$115,247 | \$16,360 |
| Other Special Revenue & Federal Funds | \$105,625 | \$119,180 | \$117,219 | \$122,159 | \$4,939 |
| Total | \$5,033,812 | \$5,474,392 | \$5,553,279 | \$5,418,775 | -\$134,503 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|------|--|--|--|
| Teachers with TEM 3 or above (%) | 98% | 100% | | | |
| TEM 5 | 51% | 43% | | | |
| TEM 4 | 37% | 33% | | | |
| TEM 3 | 10% | 24% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 2 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,447,467 | | |
|------------------------------------|---|--|------------------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,447,467 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | | |
| How has funding changed under SBB? | Last Year (1920) | \$3,970,046 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$3,447,467 | |
| | Total Difference | \$(522,580) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(253,839) |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(268,740) | |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$3,447,467 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 732 | \$2,437,560 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 120 | \$119,880 | |
| Grade 1 | 0.30 | \$999 | 113 | \$112,887 | |
| Grade 2 | 0.30 | \$999 | 129 | \$128,871 | |
| Grade 3 | 0.20 | \$666 | 125 | \$83,250 | |
| Grade 4 | 0.20 | \$666 | 123 | \$81,918 | |
| Grade 5 | 0.20 | \$666 | 122 | \$81,252 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 266 | \$93,898 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 109 | \$105,261 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 439 | \$146,187 | |
| Incoming High Proficiency | 0.10 | \$333 | 97 | \$32,301 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 20 | \$16,500 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$3,447,467 | |

2. SBB Transition Supplements \$0

| Staffing Supplement | | |
|--|--|---------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$6,839 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil | |
|---|---|-----------------------------------|------------|
| \$4,710 | 5,076.78 | \$(367) | |
| % Change in Dollar per Pupil | | Transition Policy Dollars | |
| -0.07231578 | | \$0 | |
| SBB Total Supplements TOTAL | | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Cromwell Elementary School

4989 Cromwell, Memphis, TN 38118

Phone: (901) 416-2500 Fax: (901) 416-2517

| | | | | | |
|----------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: K-5 | School Type: Traditional | Square Footage: 45,580 | Student Capacity: 593 | FY2019-20 Utilization: 86% | FCI: 9 |
|----------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 506 | 521 | 425 | 457 | 32 |
| Attendance Rate | 95.4% | 96.4% | 96.4% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 77.2% | 68.9% | 77.7% | - | - |
| Students with Disabilities (%) | 12.5% | 11.3% | 13.7% | - | - |
| English Language Learners (%) | 11% | 10.6% | 11.1% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 33 | 29 | - | 28 | 28 |
| Special Skills | 6 | 3 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 10 | 9 | - | 10 | 10 |
| Instructional Facilitator | 1 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 4 | - | 1 | 1 |
| Other | 4 | 3 | - | 3 | 3 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,174,346 | \$3,252,736 | \$3,093,857 | \$3,238,368 | \$144,511 |
| Title I | \$289,060 | \$255,109 | \$263,575 | \$241,500 | -\$22,075 |
| IDEA, Part B | \$92,251 | \$93,920 | \$87,641 | \$100,873 | \$13,231 |
| Other Special Revenue & Federal Funds | \$0 | \$0 | \$32,005 | \$31,495 | -\$510 |
| Total | \$3,555,657 | \$3,601,766 | \$3,477,080 | \$3,612,238 | \$135,157 |

Teacher Quality

| | | | |
|----------------------------------|-----|------|--|
| Teachers with TEM 3 or above (%) | 97% | 100% | |
| TEM 5 | 22% | 38% | |
| TEM 4 | 56% | 47% | |
| TEM 3 | 19% | 16% | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 3 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 3 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,267,021 |
|------------------------------------|---|-----------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,267,021 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$2,449,020 |
| | This Year (2021) | \$2,267,021 |
| | Total Difference | \$(181,999) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(42,134) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(139,865) |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$2,267,021 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 457 | \$1,521,810 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 71 | \$70,929 | |
| Grade 1 | 0.30 | \$999 | 75 | \$74,925 | |
| Grade 2 | 0.30 | \$999 | 75 | \$74,925 | |
| Grade 3 | 0.20 | \$666 | 73 | \$48,618 | |
| Grade 4 | 0.20 | \$666 | 80 | \$53,280 | |
| Grade 5 | 0.20 | \$666 | 83 | \$55,278 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 313 | \$110,489 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 111 | \$107,193 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 356 | \$118,548 | |
| Incoming High Proficiency | 0.10 | \$333 | 31 | \$10,323 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 28 | \$23,100 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,267,021 | |

| 2. SBB Transition Supplements | | \$0 |
|-------------------------------|--|-----|
|-------------------------------|--|-----|

| Staffing Supplement | | |
|--|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,961 | 5,266.70 | \$(306) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.058110292 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Crump Elementary School

4405 Crump Rd., Memphis, TN 38141

Phone: (901) 416-1970 Fax: (901) 416-1973

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 60,483 | Student Capacity: 732 | FY2019-20 Utilization: 87% | FCI: 25 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 20 | 20 | 20 | 20 | - |
| K-12 | 584 | 579 | 533 | 481 | -52 |
| Attendance Rate | 94.9% | 95.6% | 95.6% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 69.4% | 82.8% | 72.5% | - | - |
| Students with Disabilities (%) | 8.3% | 8.4% | 7.8% | - | - |
| English Language Learners (%) | 11.7% | 12.2% | 11% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | - | - |
| Classroom Teacher | 40 | 40 | - | 31 | 31 |
| Special Skills | 6 | 4 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 7 | 4 | - | 7 | 7 |
| Instructional Facilitator | 1 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | - | - |
| Nutrition | 11 | 6 | - | 1 | 1 |
| Other | 5 | 5 | - | 6 | 6 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$3,913,458 | \$3,880,686 | \$3,828,412 | \$3,536,249 | -\$292,162 |
| Title I | \$359,903 | \$358,430 | \$290,192 | \$256,200 | -\$33,992 |
| IDEA, Part B | \$31,677 | \$24,269 | \$29,658 | \$24,276 | -\$5,382 |
| Other Special Revenue & Federal Funds | \$117,261 | \$107,014 | \$80,447 | \$199,002 | \$118,555 |
| Total | \$4,422,300 | \$4,370,400 | \$4,228,710 | \$4,015,728 | -\$212,981 |

Teacher Quality

| | | | | |
|----------------------------------|-----|------|--|--|
| Teachers with TEM 3 or above (%) | 98% | 100% | | |
| TEM 5 | 41% | 21% | | |
| TEM 4 | 50% | 57% | | |
| TEM 3 | 7% | 21% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 3 | 4 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,305,840 |
|------------------------------------|---|------------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,305,840 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$2,592,216 |
| | This Year (2021) | \$2,305,840 |
| | Total Difference | \$(286,376) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(108,439) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(177,937) |

Detailed Breakdown

| 1. SBB Allocations | | \$2,305,840 | | | |
|--|--------|--------------------|------------|--------------------|-----|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 481 | \$1,601,730 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 72 | \$71,928 | |
| Grade 1 | 0.30 | \$999 | 76 | \$75,924 | |
| Grade 2 | 0.30 | \$999 | 78 | \$77,922 | |
| Grade 3 | 0.20 | \$666 | 92 | \$61,272 | |
| Grade 4 | 0.20 | \$666 | 79 | \$52,614 | |
| Grade 5 | 0.20 | \$666 | 84 | \$55,944 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 336 | \$118,608 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 63 | \$60,839 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 354 | \$117,882 | |
| Incoming High Proficiency | 0.10 | \$333 | 32 | \$10,656 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,305,840 | |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|---|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,794 | 5,163.77 | \$(370) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.071639571 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Delano Elementary School

1716 Delano Rd., Memphis, TN 38127

Phone: (901) 416-3932 Fax: (901) 416-3934

| | | | | | |
|---------------------|---------------------|------------------------|--------------------------|-------------------------------|-------------|
| Grade Level: | School Type: | Square Footage: | Student Capacity: | FY2019-20 Utilization: | FCI: |
| K-5 | Optional | 34,000 | 234 | 115% | 37 |

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 276 | 297 | 273 | 225 | -48 |
| Attendance Rate | 96.3% | 96.9% | 96.9% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 66.7% | 72.9% | 66.4% | - | - |
| Students with Disabilities (%) | 1.6% | 1.7% | 2% | - | - |
| English Language Learners (%) | 0% | 0% | 0% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 13 | 15 | - | 12 | 12 |
| Special Skills | 4 | 3 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 1 | 1 | - | 2 | 2 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 5 | 2 | - | 1 | 1 |
| Other | 2 | 2 | - | 2 | 2 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$1,924,743 | \$2,146,314 | \$1,954,048 | \$1,804,491 | -\$149,556 |
| Title I | \$131,377 | \$111,685 | \$144,697 | \$102,480 | -\$42,217 |
| Other Special Revenue & Federal Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$2,056,120 | \$2,257,999 | \$2,098,745 | \$1,906,971 | -\$191,774 |

Teacher Quality

| | | | | | |
|----------------------------------|------|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 100% | 95% | | | |
| TEM 5 | 25% | 50% | | | |
| TEM 4 | 75% | 40% | | | |
| TEM 3 | 0% | 5% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 5 | N/A | N/A | N/A |

Total SBB Allocation \$1,253,841

| | | | | | |
|------------------------------------|---|--|------------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$1,253,841 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| How has funding changed under SBB? | | Last Year (1920) | | \$1,342,392 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | | \$1,253,841 | |
| | | Total Difference | | \$(88,552) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | | \$(46,091) |
| | | Estimated changes to the budget due to SBB transition | Change from SBB | | \$(42,461) |

Detailed Breakdown

1. SBB Allocations \$1,253,841

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 225 | \$749,250 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 65 | \$64,935 |
| Grade 1 | 0.30 | \$999 | 25 | \$24,975 |
| Grade 2 | 0.30 | \$999 | 45 | \$44,955 |
| Grade 3 | 0.20 | \$666 | 27 | \$17,982 |
| Grade 4 | 0.20 | \$666 | 36 | \$23,976 |
| Grade 5 | 0.20 | \$666 | 27 | \$17,982 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 128 | \$45,184 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 10 | \$9,657 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 135 | \$44,955 |
| Incoming High Proficiency | 0.10 | \$333 | 15 | \$4,995 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$1,253,841 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$206,710

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,573 | 5,761.34 | \$(189) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.032755452 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Dexter Elementary School

7105 Dexter Rd., Memphis, TN 38016

Phone: (901) 416-0355 Fax: (901) 373-8561

| | | | | | |
|-------------------------------|------------------------------------|-----------------------------------|---------------------------------|---------------------------------------|-------------------|
| Grade Level: PreK-4 | School Type: Traditional | Square Footage: 116,200 | Student Capacity: 801 | FY2019-20 Utilization: 112% | FCI: 11 |
|-------------------------------|------------------------------------|-----------------------------------|---------------------------------|---------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 60 | 60 | 60 | 60 | - |
| K-12 | 904 | 811 | 820 | 762 | -58 |
| Attendance Rate | 95.2% | 95.7% | 95.7% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 45.6% | 66.8% | 48.1% | - | - |
| Students with Disabilities (%) | 11.4% | 10.6% | 10% | - | - |
| English Language Learners (%) | 9.7% | 9.1% | 7.5% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 51 | 60 | - | 54 | 54 |
| Special Skills | 6 | 6 | - | 6 | 6 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 14 | 18 | - | 23 | 23 |
| Instructional Facilitator | 1 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 4 | - | 2 | 2 |
| Other | 3 | 3 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$6,085,893 | \$4,663,039 | \$4,683,679 | \$5,075,037 | \$391,358 |
| Title I | \$370,161 | \$286,114 | \$369,776 | \$314,160 | -\$55,616 |
| IDEA, Part B | \$225,123 | \$281,885 | \$292,156 | \$330,847 | \$38,691 |
| Other Special Revenue & Federal Funds | \$217,774 | \$264,908 | \$260,082 | \$293,078 | \$32,996 |
| Total | \$6,898,953 | \$5,495,947 | \$5,605,694 | \$6,013,124 | \$407,429 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 89% | 95% | | |
| TEM 5 | 22% | 10% | | |
| TEM 4 | 40% | 48% | | |
| TEM 3 | 27% | 36% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 3 | 2 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,609,335 |
|------------------------------------|---|------------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,609,335 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$4,054,737 |
| | This Year (2021) | \$3,609,335 |
| | Total Difference | \$(445,402) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(187,766) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(257,636) |

Detailed Breakdown

1. SBB Allocations \$3,609,335

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 762 | \$2,537,460 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 134 | \$133,866 |
| Grade 1 | 0.30 | \$999 | 118 | \$117,882 |
| Grade 2 | 0.30 | \$999 | 135 | \$134,865 |
| Grade 3 | 0.20 | \$666 | 113 | \$75,258 |
| Grade 4 | 0.20 | \$666 | 126 | \$83,916 |
| Grade 5 | 0.20 | \$666 | 136 | \$90,576 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 335 | \$118,255 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 92 | \$88,844 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 546 | \$181,818 |
| Incoming High Proficiency | 0.10 | \$333 | 28 | \$9,324 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 44 | \$36,300 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$3,609,335 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,737 | 5,074.76 | \$(338) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.066624694 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



Double Tree Elementary School

4560 Double Tree, Memphis, TN 38109
 Phone: (901) 416-8144 Fax: (901) 416-8149

| | | | | | |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Optional | Square Footage: 51,144 | Student Capacity: 463 | FY2019-20 Utilization: 71% | FCI: 15 |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 20 | 20 | 20 | 20 | - |
| K-12 | 316 | 331 | 369 | 368 | -1 |
| Attendance Rate | 95.8% | 95.3% | 95.3% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 64.7% | 68.1% | 71.8% | - | - |
| Students with Disabilities (%) | 7.6% | 8.5% | 7.9% | - | - |
| English Language Learners (%) | 0% | 0% | 0% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 17 | 20 | - | 23 | 23 |
| Special Skills | 4 | 3 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 7 | 7 | - | 6 | 6 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 3 | - | 1 | 1 |
| Other | 2 | 2 | - | 4 | 4 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
| General Fund | \$2,158,129 | \$2,360,860 | \$2,271,931 | \$2,294,988 | \$23,056 |
| Title I | \$177,397 | \$190,083 | \$208,086 | \$196,875 | -\$11,211 |
| IDEA, Part B | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$141,853 | \$246,139 | \$273,084 | \$306,624 | \$33,540 |
| Total | \$2,477,380 | \$2,797,083 | \$2,753,102 | \$2,798,487 | \$45,385 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|------|--|--|--|
| Teachers with TEM 3 or above (%) | 95% | 100% | | | |
| TEM 5 | 10% | 12% | | | |
| TEM 4 | 65% | 36% | | | |
| TEM 3 | 20% | 52% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 3 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,885,559 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,885,559 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$1,873,899 |
| | This Year (2021) | \$1,885,559 |
| | Total Difference | \$11,660 |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$36,336 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(24,676) |

Detailed Breakdown

| 1. SBB Allocations | | \$1,885,559 | | | |
|--|--------|--------------------|------------|--------------------|--|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 368 | \$1,225,440 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 70 | \$69,930 | |
| Grade 1 | 0.30 | \$999 | 72 | \$71,928 | |
| Grade 2 | 0.30 | \$999 | 51 | \$50,949 | |
| Grade 3 | 0.20 | \$666 | 61 | \$40,626 | |
| Grade 4 | 0.20 | \$666 | 72 | \$47,952 | |
| Grade 5 | 0.20 | \$666 | 42 | \$27,972 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 257 | \$90,721 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 61 | \$58,908 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 292 | \$97,236 | |
| Incoming High Proficiency | 0.10 | \$333 | 12 | \$3,996 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$104,024 | |
| SBB Allocations Total | | | | \$1,885,559 | |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|---|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,124 | 5,190.85 | \$(67) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.012917905 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Downtown Elementary School

10 N. Fourth, Memphis, TN 38103
 Phone: (901) 416-8400 Fax: (901) 416-8406

Grade Level: PreK-5 **School Type:** Optional **Square Footage:** 84,070 **Student Capacity:** 702 **FY2019-20 Utilization:** 92% **FCI:** 5

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 40 | 0 | - | - | - |
| K-12 | 686 | 612 | 613 | 684 | 71 |
| Attendance Rate | 96.2% | 96.3% | 96.3% | - | NA |
| Student-Teacher Ratio | 1:20 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 51.1% | 43.2% | 53.9% | - | - |
| Students with Disabilities (%) | 6.3% | 5.8% | 5.5% | - | - |
| English Language Learners (%) | 1.1% | 0.9% | 1.3% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 31 | 33 | - | 39 | 39 |
| Special Skills | 7 | 5 | - | 5 | 5 |
| Counselor | 1 | 0 | - | 2 | 2 |
| Educational Assistant | 4 | 4 | - | 8 | 8 |
| Instructional Facilitator | 2 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 13 | 7 | - | 2 | 2 |
| Other | 2 | 2 | - | 4 | 4 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
| General Fund | \$3,423,949 | \$3,762,281 | \$3,584,468 | \$3,680,039 | \$95,571 |
| Title I | \$254,859 | \$273,825 | \$292,327 | \$257,040 | -\$35,287 |
| Other Special Revenue & Federal Funds | \$148,555 | \$166,146 | \$164,917 | \$168,272 | \$3,354 |
| Total | \$3,827,364 | \$4,202,253 | \$4,041,713 | \$4,105,352 | \$63,638 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|------|--|--|--|
| Teachers with TEM 3 or above (%) | 97% | 100% | | | |
| TEM 5 | 47% | 57% | | | |
| TEM 4 | 44% | 38% | | | |
| TEM 3 | 6% | 5% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 5 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,299,509 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,299,509 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$3,343,229 |
| | This Year (2021) | \$3,299,509 |
| | Total Difference | \$(43,719) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$90,358 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(134,077) |

Detailed Breakdown

| 1. SBB Allocations | | \$3,299,509 | | | |
|--|--------|--------------------|------------|-------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 684 | \$2,277,720 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 121 | \$120,879 | |
| Grade 1 | 0.30 | \$999 | 130 | \$129,870 | |
| Grade 2 | 0.30 | \$999 | 108 | \$107,892 | |
| Grade 3 | 0.20 | \$666 | 122 | \$81,252 | |
| Grade 4 | 0.20 | \$666 | 110 | \$73,260 | |
| Grade 5 | 0.20 | \$666 | 93 | \$61,938 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 312 | \$110,136 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 76 | \$73,393 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 472 | \$157,176 | |
| Incoming High Proficiency | 0.10 | \$333 | 88 | \$29,304 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | |
| | | | | | \$0 |
| SBB Allocations Total | | | | | \$3,299,509 |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|--|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$81,597 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,824 | 5,019.86 | \$(196) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.039048652 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Dunbar Elementary School

2606 Select, Memphis, TN 38114

Phone: (901) 416-5000 Fax: (901) 416-5002

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 56,155 | Student Capacity: 379 | FY2019-20 Utilization: 77% | FCI: 33 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|------|------|------|------|-----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 280 | 228 | 232 | 207 | -25 |
| Attendance Rate | 93% | 94% | 94% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 84.3% | 87.8% | 80.4% | - | - |
| Students with Disabilities (%) | 6.3% | 5.4% | 5.8% | - | - |
| English Language Learners (%) | 0% | 0% | 0% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 16 | 20 | - | 15 | 15 |
| Special Skills | 3 | 2 | - | 1 | 1 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 3 | 3 | - | 5 | 5 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | - | - |
| Nutrition | 6 | 3 | - | 1 | 1 |
| Other | 3 | 3 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
| General Fund | \$1,952,939 | \$1,921,246 | \$1,796,627 | \$1,671,121 | -\$125,506 |
| Title I | \$150,681 | \$192,518 | \$125,955 | \$122,325 | -\$3,630 |
| IDEA, Part B | \$22,952 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$96,287 | \$160,162 | \$267,222 | \$473,946 | \$206,724 |
| Total | \$2,222,861 | \$2,273,927 | \$2,189,805 | \$2,267,393 | \$77,587 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|------|--|--|--|
| Teachers with TEM 3 or above (%) | 94% | 100% | | | |
| TEM 5 | 28% | 21% | | | |
| TEM 4 | 28% | 50% | | | |
| TEM 3 | 39% | 29% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,271,343 | |
|------------------------------------|---|------------------------|------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,271,343 | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | | |
| | Last Year (1920) | \$1,350,362 | |
| | This Year (2021) | \$1,271,343 | |
| | Total Difference | \$(79,019) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(56,265) |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(22,754) |

Detailed Breakdown

1. SBB Allocations \$1,271,343

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 207 | \$689,310 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 39 | \$38,961 |
| Grade 1 | 0.30 | \$999 | 34 | \$33,966 |
| Grade 2 | 0.30 | \$999 | 37 | \$36,963 |
| Grade 3 | 0.20 | \$666 | 30 | \$19,980 |
| Grade 4 | 0.20 | \$666 | 42 | \$27,972 |
| Grade 5 | 0.20 | \$666 | 25 | \$16,650 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 161 | \$56,833 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 38 | \$36,697 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 163 | \$54,279 |
| Incoming High Proficiency | 0.10 | \$333 | 6 | \$1,998 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$4,311 |
| SBB Allocations Total | | | | \$1,271,343 |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|--|-----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$255,186 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$6,142 | 6,251.67 | \$(110) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.017583054 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Egypt Central Elementary School

4160 Karen Cove, Memphis, TN 38128

Phone: (901) 416-4150 Fax: (901) 416-4163

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 57,636 | Student Capacity: 598 | FY2019-20 Utilization: 87% | FCI: 32 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 497 | 535 | 505 | 458 | -47 |
| Attendance Rate | 94.6% | 95.8% | 95.8% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 81.3% | 81.2% | 80.1% | - | - |
| Students with Disabilities (%) | 4.7% | 4.8% | 4.3% | - | - |
| English Language Learners (%) | 16.4% | 15.7% | 12.6% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 0 | - | - | - |
| Classroom Teacher | 32 | 35 | - | 30 | 30 |
| Special Skills | 5 | 3 | - | 2 | 2 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 5 | 5 | - | 7 | 7 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 8 | 4 | - | 1 | 1 |
| Other | 4 | 4 | - | 8 | 8 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
| General Fund | \$2,896,207 | \$3,182,716 | \$2,787,263 | \$2,697,344 | -\$89,919 |
| Title I | \$279,890 | \$230,288 | \$272,253 | \$265,125 | -\$7,128 |
| IDEA, Part B | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$68,528 | \$110,677 | \$148,436 | \$278,904 | \$130,467 |
| Total | \$3,244,626 | \$3,523,681 | \$3,207,953 | \$3,241,373 | \$33,420 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 91% | 78% | | |
| TEM 5 | 0% | 14% | | |
| TEM 4 | 47% | 25% | | |
| TEM 3 | 44% | 39% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 3 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 2 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,243,793 |
|------------------------------------|--|---|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,243,793 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) Changes to enrollment impact the budget BEFORE SBB applies Estimated change to the budget due to Enrollment changes Estimated changes to the budget due to SBB transition | Last Year (1920) \$2,561,984 This Year (2021) \$2,243,793 Total Difference \$(318,190) Change from Enrollment \$(177,048) Change from SBB \$(141,143) |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$2,243,793 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 458 | \$1,525,140 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 75 | \$74,925 | |
| Grade 1 | 0.30 | \$999 | 75 | \$74,925 | |
| Grade 2 | 0.30 | \$999 | 72 | \$71,928 | |
| Grade 3 | 0.20 | \$666 | 74 | \$49,284 | |
| Grade 4 | 0.20 | \$666 | 71 | \$47,286 | |
| Grade 5 | 0.20 | \$666 | 91 | \$60,606 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 332 | \$117,196 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 66 | \$63,736 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 346 | \$115,218 | |
| Incoming High Proficiency | 0.10 | \$333 | 14 | \$4,662 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$38,449 |
| SBB Allocations Total | | | | \$2,243,793 | |

| 2. SBB Transition Supplements | | \$0 |
|-------------------------------|--|-----|
|-------------------------------|--|-----|

| Staffing Supplement | | |
|--|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,899 | 5,207.28 | \$(308) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.059180888 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Evans Elementary School

4949 Cottonwood, Memphis, TN 38118
 Phone: (901) 416-2504 Fax: (901) 416-8475

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 67,246 | Student Capacity: 508 | FY2019-20 Utilization: 88% | FCI: 14 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 450 | 470 | 420 | 407 | -13 |
| Attendance Rate | 95.3% | 96.1% | 96.1% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 77.3% | 82% | 76.2% | - | - |
| Students with Disabilities (%) | 5.3% | 6% | 4.9% | - | - |
| English Language Learners (%) | 24.2% | 18.7% | 19.3% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 28 | 29 | - | 26 | 26 |
| Special Skills | 5 | 5 | - | 2 | 2 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 3 | 3 | - | 8 | 8 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 8 | 4 | - | 1 | 1 |
| Other | 3 | 4 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,641,512 | \$2,715,742 | \$2,641,503 | \$2,656,487 | \$14,983 |
| Title I | \$240,271 | \$260,908 | \$245,668 | \$213,150 | -\$32,518 |
| IDEA, Part B | \$2,523 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$78,604 | \$110,191 | \$114,303 | \$291,585 | \$177,281 |
| Total | \$2,962,911 | \$3,086,842 | \$3,001,476 | \$3,161,222 | \$159,746 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 97% | 97% | | |
| TEM 5 | 10% | 22% | | |
| TEM 4 | 66% | 53% | | |
| TEM 3 | 21% | 22% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 2 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,996,196 |
|------------------------------------|---|-----------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,996,196 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(15,316) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(81,650) |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | | |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$1,996,196 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 407 | \$1,355,310 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 91 | \$90,909 | |
| Grade 1 | 0.30 | \$999 | 66 | \$65,934 | |
| Grade 2 | 0.30 | \$999 | 71 | \$70,929 | |
| Grade 3 | 0.20 | \$666 | 59 | \$39,294 | |
| Grade 4 | 0.20 | \$666 | 53 | \$35,298 | |
| Grade 5 | 0.20 | \$666 | 67 | \$44,622 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 262 | \$92,486 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 48 | \$46,354 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 308 | \$102,564 | |
| Incoming High Proficiency | 0.10 | \$333 | 5 | \$1,665 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$47,398 |
| SBB Allocations Total | | | | \$1,996,196 | |

| 2. SBB Transition Supplements | | \$0 |
|--|--|-----|
| Staffing Supplement | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,905 | 5,105.27 | \$(201) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.039295621 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Ford Road Elementary School

3336 Ford Rd, Memphis, TN 38109

Phone: (901) 416-8150 Fax: (901) 416-8156

| | | | | | |
|-------------------------------|------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: iZone | Square Footage: 78,213 | Student Capacity: 598 | FY2019-20 Utilization: 93% | FCI: 12 |
|-------------------------------|------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 554 | 536 | 512 | 475 | -37 |
| Attendance Rate | 94.8% | 94.5% | 94.5% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 81.3% | 84.3% | 86% | - | - |
| Students with Disabilities (%) | 12.1% | 10.1% | 12.1% | - | - |
| English Language Learners (%) | 0.2% | 0.4% | 0.2% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | - | - |
| Classroom Teacher | 34 | 36 | - | 29 | 29 |
| Special Skills | 5 | 4 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 6 | 6 | - | 9 | 9 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 10 | 6 | - | 1 | 1 |
| Other | 5 | 5 | - | 8 | 8 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$3,234,981 | \$3,311,856 | \$3,247,112 | \$3,076,237 | -\$170,874 |
| Title I | \$330,816 | \$257,697 | \$281,823 | \$266,700 | -\$15,123 |
| IDEA, Part B | \$140,905 | \$132,149 | \$155,572 | \$165,983 | \$10,411 |
| Other Special Revenue & Federal Funds | \$136,120 | \$265,063 | \$274,258 | \$270,078 | -\$4,180 |
| Total | \$3,842,824 | \$3,966,767 | \$3,958,766 | \$3,779,000 | -\$179,766 |

Teacher Quality

| | | | | |
|----------------------------------|-----|------|--|--|
| Teachers with TEM 3 or above (%) | 97% | 100% | | |
| TEM 5 | 24% | 20% | | |
| TEM 4 | 53% | 57% | | |
| TEM 3 | 21% | 23% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,409,963 |
|------------------------------------|--|---|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,409,963 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) Changes to enrollment impact the budget BEFORE SBB applies Estimated change to the budget due to Enrollment changes Estimated changes to the budget due to SBB transition | Last Year (1920) \$2,573,553 This Year (2021) \$2,409,963 Total Difference \$(163,590) Change from Enrollment \$(78,782) Change from SBB \$(84,807) |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$2,409,963 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 475 | \$1,581,750 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 86 | \$85,914 | |
| Grade 1 | 0.30 | \$999 | 71 | \$70,929 | |
| Grade 2 | 0.30 | \$999 | 80 | \$79,920 | |
| Grade 3 | 0.20 | \$666 | 81 | \$53,946 | |
| Grade 4 | 0.20 | \$666 | 82 | \$54,612 | |
| Grade 5 | 0.20 | \$666 | 75 | \$49,950 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 458 | \$161,674 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 124 | \$119,747 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 424 | \$141,192 | |
| Incoming High Proficiency | 0.10 | \$333 | 6 | \$1,998 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 20 | \$16,500 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,409,963 | |

| 2. SBB Transition Supplements | | \$0 |
|-------------------------------|--|-----|
|-------------------------------|--|-----|

| Staffing Supplement | | |
|--|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,074 | 5,252.14 | \$(179) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.033994045 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Fox Meadows Elementary School

2960 Emerald, Memphis, TN 38115

Phone: (901) 416-2530 Fax: (901) 416-2550

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 93,872 | Student Capacity: 698 | FY2019-20 Utilization: 81% | FCI: 5 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 36 | 36 | 36 | 36 | - |
| K-12 | 556 | 538 | 574 | 491 | -83 |
| Attendance Rate | 94.1% | 94.3% | 94.3% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 83.2% | 76.6% | 73.9% | - | - |
| Students with Disabilities (%) | 13.1% | 13.5% | 14.1% | - | - |
| English Language Learners (%) | 6.9% | 5.2% | 5.2% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | - | - |
| Classroom Teacher | 36 | 36 | - | 32 | 32 |
| Special Skills | 6 | 5 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 8 | 9 | - | 14 | 14 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 4 | - | 1 | 1 |
| Other | 2 | 2 | - | 4 | 4 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$3,723,252 | \$3,697,869 | \$3,728,838 | \$3,552,016 | -\$176,821 |
| Title I | \$269,556 | \$315,415 | \$308,464 | \$291,375 | -\$17,089 |
| IDEA, Part B | \$181,041 | \$148,909 | \$171,629 | \$156,407 | -\$15,222 |
| Other Special Revenue & Federal Funds | \$170,295 | \$233,247 | \$269,975 | \$295,361 | \$25,386 |
| Total | \$4,344,144 | \$4,395,442 | \$4,478,907 | \$4,295,160 | -\$183,746 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|------|--|--|--|
| Teachers with TEM 3 or above (%) | 97% | 100% | | | |
| TEM 5 | 34% | 36% | | | |
| TEM 4 | 53% | 54% | | | |
| TEM 3 | 11% | 10% | | | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,455,740 |
|------------------------------------|---|------------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,455,740 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$2,655,325 |
| | This Year (2021) | \$2,455,740 |
| | Total Difference | \$(199,585) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(103,927) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(95,658) |

Detailed Breakdown

| 1. SBB Allocations | | \$2,455,740 | | | |
|--|--------|--------------------|------------|--------------------|-----|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 491 | \$1,635,030 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 105 | \$104,895 | |
| Grade 1 | 0.30 | \$999 | 82 | \$81,918 | |
| Grade 2 | 0.30 | \$999 | 81 | \$80,919 | |
| Grade 3 | 0.20 | \$666 | 73 | \$48,618 | |
| Grade 4 | 0.20 | \$666 | 74 | \$49,284 | |
| Grade 5 | 0.20 | \$666 | 76 | \$50,616 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 333 | \$117,549 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 136 | \$131,335 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 418 | \$139,194 | |
| Incoming High Proficiency | 0.10 | \$333 | 6 | \$1,998 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 21 | \$17,325 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,455,740 | |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|---|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,002 | 5,196.33 | \$(195) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.037492439 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Gardenview Elementary School

4075 Hartz Drive, Memphis, TN 38116

Phone: (901) 416-3068 Fax: (901) 416-6773

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 55,570 | Student Capacity: 419 | FY2019-20 Utilization: 69% | FCI: 29 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 20 | 20 | 20 | 20 | - |
| K-12 | 274 | 223 | 230 | 298 | 68 |
| Attendance Rate | 97.1% | 94.3% | 94.3% | - | NA |
| Student-Teacher Ratio | 1:14 | 1:14 | 1:14 | 1:14 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 78.7% | 76.3% | 82% | - | - |
| Students with Disabilities (%) | 21.6% | 23.4% | 17.1% | - | - |
| English Language Learners (%) | 0.6% | 0.6% | 0.3% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 23 | 22 | - | 25 | 25 |
| Special Skills | 3 | 2 | - | 2 | 2 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 8 | 9 | - | 9 | 9 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | - | - |
| Nutrition | 6 | 3 | - | 1 | 1 |
| Other | 2 | 2 | - | 4 | 4 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$1,723,705 | \$1,668,549 | \$1,751,829 | \$2,290,624 | \$538,795 |
| Title I | \$151,092 | \$160,147 | \$144,654 | \$164,850 | \$20,195 |
| IDEA, Part B | \$205,609 | \$137,887 | \$129,721 | \$141,811 | \$12,089 |
| Other Special Revenue & Federal Funds | \$38,490 | \$117,372 | \$120,203 | \$255,383 | \$135,179 |
| Total | \$2,118,897 | \$2,083,955 | \$2,146,408 | \$2,852,668 | \$706,259 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 77% | 95% | | | |
| TEM 5 | 14% | 10% | | | |
| TEM 4 | 36% | 33% | | | |
| TEM 3 | 27% | 52% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,651,339 |
|------------------------------------|---|--------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,651,339 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$1,665,651 |
| | This Year (2021) | \$1,651,339 |
| | Total Difference | \$(14,312) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$5,608 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(19,920) |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$1,651,339 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 298 | \$992,340 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 55 | \$54,945 | |
| Grade 1 | 0.30 | \$999 | 59 | \$58,941 | |
| Grade 2 | 0.30 | \$999 | 52 | \$51,948 | |
| Grade 3 | 0.20 | \$666 | 57 | \$37,962 | |
| Grade 4 | 0.20 | \$666 | 39 | \$25,974 | |
| Grade 5 | 0.20 | \$666 | 36 | \$23,976 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 246 | \$86,838 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 65 | \$62,771 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 219 | \$72,927 | |
| Incoming High Proficiency | 0.10 | \$333 | 17 | \$5,661 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 29 | \$23,925 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$100,190 |
| SBB Allocations Total | | | | \$1,651,339 | |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|---|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$56,691 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,541 | 5,608.25 | \$(67) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.011919074 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



Germanshire Elementary School

3965 S.Germantown Rd., Memphis, TN 38125
 Phone: (901) 416-3733 Fax: (901) 416-3723

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 89,228 | Student Capacity: 717 | FY2019-20 Utilization: 114% | FCI: 2 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 44 | 44 | 44 | 44 | - |
| K-12 | 823 | 807 | 766 | 788 | 22 |
| Attendance Rate | 95.8% | 96.1% | 96.1% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 53.7% | 67.4% | 53.7% | - | - |
| Students with Disabilities (%) | 11.3% | 10.6% | 10.9% | - | - |
| English Language Learners (%) | 7% | 7.5% | 9.8% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 44 | 46 | - | 46 | 46 |
| Special Skills | 6 | 5 | - | 4 | 4 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 10 | 9 | - | 12 | 12 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 11 | 6 | - | 1 | 1 |
| Other | 4 | 4 | - | 4 | 4 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$4,462,883 | \$4,702,133 | \$4,608,547 | \$4,505,758 | -\$102,788 |
| Title I | \$363,649 | \$348,784 | \$365,102 | \$300,720 | -\$64,382 |
| IDEA, Part B | \$86,565 | \$101,234 | \$105,832 | \$79,059 | -\$26,772 |
| Other Special Revenue & Federal Funds | \$179,583 | \$195,806 | \$203,821 | \$212,796 | \$8,974 |
| Total | \$5,092,682 | \$5,347,957 | \$5,283,303 | \$5,098,334 | -\$184,968 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 96% | 98% | | |
| TEM 5 | 26% | 58% | | |
| TEM 4 | 57% | 33% | | |
| TEM 3 | 13% | 8% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,807,848 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,807,848 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$3,914,020 |
| | This Year (2021) | \$3,807,848 |
| | Total Difference | \$(106,172) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$19,969 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(126,141) |

Detailed Breakdown

| 1. SBB Allocations | | \$3,807,848 | | | |
|--|--------|--------------------|------------|--------------------|--|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 788 | \$2,624,040 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 106 | \$105,894 | |
| Grade 1 | 0.30 | \$999 | 122 | \$121,878 | |
| Grade 2 | 0.30 | \$999 | 121 | \$120,879 | |
| Grade 3 | 0.20 | \$666 | 151 | \$100,566 | |
| Grade 4 | 0.20 | \$666 | 147 | \$97,902 | |
| Grade 5 | 0.20 | \$666 | 141 | \$93,906 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 367 | \$129,551 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 61 | \$58,908 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 550 | \$183,150 | |
| Incoming High Proficiency | 0.10 | \$333 | 44 | \$14,652 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 3 | \$2,475 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$153,774 | |
| SBB Allocations Total | | | | \$3,807,848 | |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,832 | 4,992.37 | \$(160) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.032064482 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Germantown Elementary School

2730 Cross Country Dr., Germantown, TN 38138
 Phone: (901) 416-0945 Fax: (901) 756-2302

| | | | | | |
|---------------------|---------------------|------------------------|--------------------------|-------------------------------|-------------|
| Grade Level: | School Type: | Square Footage: | Student Capacity: | FY2019-20 Utilization: | FCI: |
| K-5 | Optional | 84,584 | 602 | 105% | 13 |

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 632 | 623 | 611 | 619 | 8 |
| Attendance Rate | 96.6% | 96.5% | 96.5% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 29.5% | 44.7% | 34.6% | - | - |
| Students with Disabilities (%) | 9.1% | 9.7% | 10.3% | - | - |
| English Language Learners (%) | 8.2% | 7.6% | 5.5% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 39 | 40 | - | 37 | 37 |
| Special Skills | 10 | 6 | - | 7 | 7 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 9 | 9 | - | 13 | 13 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 5 | 3 | - | 1 | 1 |
| Other | 2 | 2 | - | 2 | 2 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$4,167,852 | \$4,346,009 | \$4,058,054 | \$4,031,752 | -\$26,301 |
| Title I | \$138,056 | \$71,731 | \$180,270 | \$159,600 | -\$20,670 |
| IDEA, Part B | \$136,842 | \$145,345 | \$135,271 | \$145,178 | \$9,907 |
| Other Special Revenue & Federal Funds | \$8,649 | \$0 | \$0 | \$0 | \$0 |
| Total | \$4,451,401 | \$4,563,087 | \$4,373,596 | \$4,336,531 | -\$37,065 |

Teacher Quality

| | | | | |
|----------------------------------|-----|------|--|--|
| Teachers with TEM 3 or above (%) | 89% | 100% | | |
| TEM 5 | 32% | 52% | | |
| TEM 4 | 41% | 38% | | |
| TEM 3 | 16% | 10% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,019,460 |
|------------------------------------|---|-----------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,019,460 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$3,093,593 |
| | This Year (2021) | \$3,019,460 |
| | Total Difference | \$(74,133) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$ (4,990) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(69,144) |

Detailed Breakdown

| 1. SBB Allocations | | \$3,019,460 | | | |
|--|--------|--------------------|------------|-------------|--------------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 619 | \$2,061,270 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 88 | \$87,912 | |
| Grade 1 | 0.30 | \$999 | 78 | \$77,922 | |
| Grade 2 | 0.30 | \$999 | 106 | \$105,894 | |
| Grade 3 | 0.20 | \$666 | 126 | \$83,916 | |
| Grade 4 | 0.20 | \$666 | 106 | \$70,596 | |
| Grade 5 | 0.20 | \$666 | 115 | \$76,590 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 182 | \$64,246 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 64 | \$61,805 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 350 | \$116,550 | |
| Incoming High Proficiency | 0.10 | \$333 | 103 | \$34,299 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 18 | \$14,850 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | |
| | | | | | \$0 |
| SBB Allocations Total | | | | | \$3,019,460 |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|--|-----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$163,152 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,878 | 4,989.66 | \$(112) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.022386663 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Getwell Elementary School

2795 Getwell Rd., Memphis, TN 38118

Phone: (901) 416-0267 Fax: (901) 416-6774

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 87,025 | Student Capacity: 683 | FY2019-20 Utilization: 48% | FCI: 8 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 55 | 55 | 55 | 55 | - |
| K-12 | 304 | 290 | 438 | 411 | -27 |
| Attendance Rate | 95.6% | 95.1% | 95.1% | - | NA |
| Student-Teacher Ratio | 1:14 | 1:14 | 1:14 | 1:14 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 78.9% | 74.3% | 79.4% | - | - |
| Students with Disabilities (%) | 11.3% | 10.3% | 13.2% | - | - |
| English Language Learners (%) | 9.6% | 5.1% | 4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 24 | 27 | - | 30 | 30 |
| Special Skills | 3 | 2 | - | 1 | 1 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 8 | 8 | - | 16 | 16 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 4 | - | 1 | 1 |
| Other | 9 | 5 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,123,395 | \$2,492,501 | \$2,760,387 | \$2,906,976 | \$146,588 |
| Title I | \$171,454 | \$139,492 | \$199,695 | \$228,375 | \$28,679 |
| IDEA, Part B | \$96,278 | \$186,265 | \$177,371 | \$194,948 | \$17,576 |
| Other Special Revenue & Federal Funds | \$249,946 | \$335,479 | \$512,929 | \$715,300 | \$202,370 |
| Total | \$2,641,074 | \$3,153,738 | \$3,650,384 | \$4,045,599 | \$395,214 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 96% | 96% | | |
| TEM 5 | 13% | 8% | | |
| TEM 4 | 46% | 42% | | |
| TEM 3 | 38% | 46% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 3 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 4 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,084,050 |
|------------------------------------|---|---|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,084,050 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$69,855 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(124,448) |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | Last Year (1920) \$2,138,643 This Year (2021) \$2,084,050 Total Difference \$(54,593) |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$2,084,050 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 411 | \$1,368,630 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 74 | \$73,926 | |
| Grade 1 | 0.30 | \$999 | 70 | \$69,930 | |
| Grade 2 | 0.30 | \$999 | 71 | \$70,929 | |
| Grade 3 | 0.20 | \$666 | 61 | \$40,626 | |
| Grade 4 | 0.20 | \$666 | 61 | \$40,626 | |
| Grade 5 | 0.20 | \$666 | 74 | \$49,284 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 306 | \$108,018 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 134 | \$129,404 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 365 | \$121,545 | |
| Incoming High Proficiency | 0.10 | \$333 | 0 | \$- | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 16 | \$13,200 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,084,050 | |

2. SBB Transition Supplements \$0

| Staffing Supplement | | |
|--|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,071 | 5,373.47 | \$(303) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.056349603 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Goodlett Elementary School

3001 Goodlett, Memphis, TN 38118

Phone: (901) 416-2510 Fax: (901) 416-2512

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 51,813 | Student Capacity: 233 | FY2019-20 Utilization: 193% | FCI: 44 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|------|------|------|-----|
| Pre-K | 34 | 34 | 34 | 34 | - |
| K-12 | 455 | 453 | 900 | 808 | -92 |
| Attendance Rate | 94.8% | 95% | 95% | - | NA |
| Student-Teacher Ratio | 1:14 | 1:14 | 1:14 | 1:14 | - |

Student Demographics

| | | | | | |
|--------------------------------|------|-------|-------|---|---|
| Economically Disadvantaged (%) | 78% | 89.1% | 72.6% | - | - |
| Students with Disabilities (%) | 6.7% | 4.5% | 6.5% | - | - |
| English Language Learners (%) | 31% | 26.8% | 24.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 2 | 2 |
| Vice/Assistant Principal | 0 | 0 | - | 2 | 2 |
| Classroom Teacher | 30 | 37 | - | 44 | 44 |
| Special Skills | 4 | 3 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 3 | 3 | - | 5 | 5 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 6 | 3 | - | 2 | 2 |
| Other | 11 | 6 | - | 6 | 6 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|---------------------|
| General Fund | \$2,990,416 | \$3,951,389 | \$6,472,593 | \$4,549,367 | -\$1,923,225 |
| Title I | \$309,460 | \$235,499 | \$227,921 | \$206,640 | -\$21,281 |
| IDEA, Part B | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$217,612 | \$191,138 | \$164,478 | \$195,169 | \$30,690 |
| Total | \$3,517,490 | \$4,378,028 | \$6,864,992 | \$4,951,176 | -\$1,913,816 |

Teacher Quality

| | | | | |
|----------------------------------|-----|------|--|--|
| Teachers with TEM 3 or above (%) | 90% | 100% | | |
| TEM 5 | 3% | 28% | | |
| TEM 4 | 47% | 34% | | |
| TEM 3 | 40% | 38% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 2 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,882,433 |
|------------------------------------|---|------------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,882,433 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$2,056,086 |
| | This Year (2021) | \$3,882,433 |
| | Total Difference | \$1,826,347 |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$2,066,290 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(239,943) |

Detailed Breakdown

1. SBB Allocations \$3,882,433

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 808 | \$2,690,640 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 141 | \$140,859 |
| Grade 1 | 0.30 | \$999 | 115 | \$114,885 |
| Grade 2 | 0.30 | \$999 | 137 | \$136,863 |
| Grade 3 | 0.20 | \$666 | 138 | \$91,908 |
| Grade 4 | 0.20 | \$666 | 135 | \$89,910 |
| Grade 5 | 0.20 | \$666 | 142 | \$94,572 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 510 | \$180,030 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 106 | \$102,364 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 652 | \$217,116 |
| Incoming High Proficiency | 0.10 | \$333 | 29 | \$9,657 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$0 |
| SBB Allocations Total | | | | \$3,882,433 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,805 | 5,101.95 | \$(297) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.058205106 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Grahamwood Elementary School

3950 Summer, Memphis, TN 38122

Phone: (901) 416-5952 Fax: (901) 416-5954

| | | | | | |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|
| Grade Level: PreK-6 | School Type: Optional | Square Footage: 87,612 | Student Capacity: 911 | FY2019-20 Utilization: 108% | FCI: 13 |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 975 | 991 | 995 | 972 | -23 |
| Attendance Rate | 96.3% | 96.1% | 96.1% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:15 | 1:15 | 1:15 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 39.9% | 52.9% | 37.8% | - | - |
| Students with Disabilities (%) | 8.2% | 7.6% | 8.5% | - | - |
| English Language Learners (%) | 18.9% | 19.6% | 16.6% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 62 | 63 | - | 64 | 64 |
| Special Skills | 11 | 8 | - | 8 | 8 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 8 | 8 | - | 12 | 12 |
| Instructional Facilitator | 2 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 4 | - | 2 | 2 |
| Other | 4 | 3 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$6,062,837 | \$6,708,256 | \$6,613,874 | \$6,799,842 | \$185,968 |
| Title I | \$400,041 | \$196,078 | \$359,198 | \$264,600 | -\$94,598 |
| IDEA, Part B | \$42,013 | \$49,886 | \$55,034 | \$97,312 | \$42,278 |
| Other Special Revenue & Federal Funds | \$68,973 | \$31,246 | \$28,397 | \$30,962 | \$2,565 |
| Total | \$6,573,866 | \$6,985,468 | \$7,056,504 | \$7,192,717 | \$136,212 |

Teacher Quality

| | | | | |
|----------------------------------|------|------|--|--|
| Teachers with TEM 3 or above (%) | 100% | 100% | | |
| TEM 5 | 86% | 77% | | |
| TEM 4 | 12% | 20% | | |
| TEM 3 | 2% | 3% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 4 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$4,475,638 |
|------------------------------------|---|-----------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$4,437,075 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$38,562 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$- |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(288,233) |
| | | |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$4,437,075 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 972 | \$3,236,760 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 143 | \$142,857 | |
| Grade 1 | 0.30 | \$999 | 167 | \$166,833 | |
| Grade 2 | 0.30 | \$999 | 171 | \$170,829 | |
| Grade 3 | 0.20 | \$666 | 159 | \$105,894 | |
| Grade 4 | 0.20 | \$666 | 179 | \$119,214 | |
| Grade 5 | 0.20 | \$666 | 153 | \$101,898 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 303 | \$106,959 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 52 | \$50,216 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 506 | \$168,498 | |
| Incoming High Proficiency | 0.10 | \$333 | 170 | \$56,610 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 1 | \$825 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$4,437,075 | |

2. SBB Transition Supplements **\$38,562**

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,565 | 4,901.10 | \$(336) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.068598778 | | \$38,562 |
| SBB Total Supplements TOTAL | | \$38,562 |



Hawkins Mill Elementary School

4295 Mountain Terrace, Memphis, TN 38127
 Phone: (901) 416-3944 Fax: (901) 416-3948

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 67,350 | Student Capacity: 499 | FY2019-20 Utilization: 63% | FCI: 11 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|------|-------|-------|------|----|
| Pre-K | 26 | 26 | 26 | 26 | - |
| K-12 | 299 | 322 | 311 | 302 | -9 |
| Attendance Rate | 94% | 94.9% | 94.9% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|------|---|---|
| Economically Disadvantaged (%) | 86.2% | 82.1% | 88% | - | - |
| Students with Disabilities (%) | 9.1% | 9.5% | 9.8% | - | - |
| English Language Learners (%) | 0% | 0% | 0% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 20 | 20 | - | 18 | 18 |
| Special Skills | 3 | 2 | - | 2 | 2 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 4 | 5 | - | 8 | 8 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | - | - |
| Nutrition | 6 | 3 | - | 1 | 1 |
| Other | 11 | 6 | - | 2 | 2 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
| General Fund | \$2,066,309 | \$2,051,418 | \$1,825,396 | \$1,988,839 | \$163,443 |
| Title I | \$116,227 | \$169,171 | \$177,507 | \$159,600 | -\$17,907 |
| IDEA, Part B | \$54,867 | \$51,884 | \$61,015 | \$67,130 | \$6,114 |
| Other Special Revenue & Federal Funds | \$55,866 | \$114,770 | \$86,810 | \$24,276 | -\$62,533 |
| Total | \$2,293,270 | \$2,387,244 | \$2,150,730 | \$2,239,846 | \$89,116 |

Teacher Quality

| | | | |
|----------------------------------|-----|-----|--|
| Teachers with TEM 3 or above (%) | 88% | 96% | |
| TEM 5 | 18% | 24% | |
| TEM 4 | 47% | 60% | |
| TEM 3 | 24% | 12% | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,593,504 | | |
|------------------------------------|---|--|------------------------|------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,593,504 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | | |
| How has funding changed under SBB? | Last Year (1920) | \$1,620,528 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$1,593,504 | |
| | Total Difference | \$(27,024) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(15,940) |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(11,084) | |

Detailed Breakdown

| 1. SBB Allocations | | \$1,593,504 | | | |
|--|--------|--------------------|------------|--------------------|--|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 302 | \$1,005,660 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 55 | \$54,945 | |
| Grade 1 | 0.30 | \$999 | 50 | \$49,950 | |
| Grade 2 | 0.30 | \$999 | 54 | \$53,946 | |
| Grade 3 | 0.20 | \$666 | 35 | \$23,310 | |
| Grade 4 | 0.20 | \$666 | 55 | \$36,630 | |
| Grade 5 | 0.20 | \$666 | 53 | \$35,298 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 260 | \$91,780 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 80 | \$77,256 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 266 | \$88,578 | |
| Incoming High Proficiency | 0.10 | \$333 | 3 | \$999 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$79,880 | |
| SBB Allocations Total | | | | \$1,593,504 | |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,277 | 5,313.20 | \$(37) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.006907826 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Hickory Ridge Elementary School

3890 Hickory Hill Rd., Memphis, TN 38115
 Phone: (901) 416-1195 Fax: (901) 416-1474

| | | | | | |
|----------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|
| Grade Level: K-5 | School Type: Traditional | Square Footage: 83,060 | Student Capacity: 672 | FY2019-20 Utilization: 123% | FCI: 4 |
|----------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|------|-------|-------|------|----|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 815 | 751 | 619 | 695 | 76 |
| Attendance Rate | 95% | 94.9% | 94.9% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 73.8% | 85.1% | 76.1% | - | - |
| Students with Disabilities (%) | 8.3% | 8.2% | 7.1% | - | - |
| English Language Learners (%) | 17.4% | 18% | 17.9% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 51 | 49 | - | 43 | 43 |
| Special Skills | 5 | 4 | - | 5 | 5 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 11 | 10 | - | 9 | 9 |
| Instructional Facilitator | 1 | 1 | - | 3 | 3 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 11 | 7 | - | 1 | 1 |
| Other | 4 | 4 | - | 7 | 7 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$4,572,824 | \$4,134,953 | \$3,995,891 | \$4,393,032 | \$397,140 |
| Title I | \$395,509 | \$351,511 | \$360,330 | \$376,950 | \$16,619 |
| IDEA, Part B | \$114,224 | \$113,805 | \$115,818 | \$111,568 | -\$4,250 |
| Other Special Revenue & Federal Funds | \$0 | \$0 | \$0 | \$272,201 | \$272,201 |
| Total | \$5,082,558 | \$4,600,270 | \$4,472,040 | \$5,153,751 | \$681,711 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 98% | 98% | | | |
| TEM 5 | 53% | 36% | | | |
| TEM 4 | 37% | 44% | | | |
| TEM 3 | 8% | 18% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

Total SBB Allocation **\$3,327,094**

| | | | | | |
|------------------------------------|---|--|------------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$3,327,094 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| How has funding changed under SBB? | | Last Year (1920) | | \$3,555,019 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | | \$3,327,094 | |
| | | Total Difference | | \$(227,925) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$20,579 | |
| | | Estimated changes to the budget due to SBB transition | Change from SBB | \$(248,504) | |

Detailed Breakdown

1. SBB Allocations **\$3,327,094**

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 695 | \$2,314,350 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 105 | \$104,895 |
| Grade 1 | 0.30 | \$999 | 127 | \$126,873 |
| Grade 2 | 0.30 | \$999 | 108 | \$107,892 |
| Grade 3 | 0.20 | \$666 | 125 | \$83,250 |
| Grade 4 | 0.20 | \$666 | 113 | \$75,258 |
| Grade 5 | 0.20 | \$666 | 117 | \$77,922 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 462 | \$163,086 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 100 | \$96,570 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 470 | \$156,510 |
| Incoming High Proficiency | 0.10 | \$333 | 40 | \$13,320 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 7 | \$5,775 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$3,327,094 |

2. SBB Transition Supplements **\$0**

| | | | | |
|--|--|--|--|-----|
| Staffing Supplement | | | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | | | |
| | | | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,787 | 5,144.74 | \$(358) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.069499918 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Highland Oaks Elementary School

5252 Annandale Dr., Memphis, TN 38125
 Phone: (901) 416-0330 Fax: (901) 756-2304

| | | | | | |
|-------------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 107,971 | Student Capacity: 941 | FY2019-20 Utilization: 89% | FCI: 10 |
|-------------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 802 | 824 | 825 | 817 | -8 |
| Attendance Rate | 94.7% | 96.5% | 96.5% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:19 | 1:19 | 1:19 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 49.2% | 67.7% | 54.3% | - | - |
| Students with Disabilities (%) | 8.3% | 7.2% | 6.9% | - | - |
| English Language Learners (%) | 9.9% | 10.7% | 10% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 49 | 46 | - | 49 | 49 |
| Special Skills | 9 | 7 | - | 6 | 6 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 13 | 9 | - | 14 | 14 |
| Instructional Facilitator | 2 | 2 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 11 | 5 | - | 2 | 2 |
| Other | 5 | 5 | - | 7 | 7 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$4,352,995 | \$4,247,843 | \$4,449,053 | \$4,698,327 | \$249,274 |
| Title I | \$462,022 | \$302,725 | \$365,084 | \$325,920 | -\$39,164 |
| IDEA, Part B | \$21,854 | \$28,587 | \$39,641 | \$39,331 | -\$310 |
| Other Special Revenue & Federal Funds | \$182,438 | \$147,296 | \$174,904 | \$202,869 | \$27,965 |
| Total | \$5,019,311 | \$4,726,453 | \$5,028,683 | \$5,266,448 | \$237,764 |

Teacher Quality

| | | | | |
|----------------------------------|-----|------|--|--|
| Teachers with TEM 3 or above (%) | 80% | 100% | | |
| TEM 5 | 9% | 24% | | |
| TEM 4 | 31% | 46% | | |
| TEM 3 | 40% | 30% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,953,830 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,953,830 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$4,058,425 |
| | This Year (2021) | \$3,953,830 |
| | Total Difference | \$(104,595) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$40,133 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(144,728) |

Detailed Breakdown

| 1. SBB Allocations | | \$3,953,830 | | | |
|--|--------|--------------------|------------|--------------------|--|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 817 | \$2,720,610 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 131 | \$130,869 | |
| Grade 1 | 0.30 | \$999 | 141 | \$140,859 | |
| Grade 2 | 0.30 | \$999 | 131 | \$130,869 | |
| Grade 3 | 0.20 | \$666 | 140 | \$93,240 | |
| Grade 4 | 0.20 | \$666 | 131 | \$87,246 | |
| Grade 5 | 0.20 | \$666 | 143 | \$95,238 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 385 | \$135,905 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 126 | \$121,678 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 570 | \$189,810 | |
| Incoming High Proficiency | 0.10 | \$333 | 59 | \$19,647 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$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 the supplement are already above the "base" set of services. | | | | \$84,862 | |
| SBB Allocations Total | | | | \$3,953,830 | |

| 2. SBB Transition Supplements | | \$0 |
|--|--|-----|
| Staffing Supplement | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,839 | 5,016.59 | \$(177) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.035311858 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



Holmes Road Elementary School

1083 Holmes Rd., Memphis, TN 38116
 Phone: (901) 416-6469 Fax: (901) 416-2469

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: Empowerment | Square Footage: 84,633 | Student Capacity: 642 | FY2019-20 Utilization: 111% | FCI: 4 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 94 | 94 | 94 | 94 | - |
| K-12 | 715 | 681 | 584 | 620 | 36 |
| Attendance Rate | 93.6% | 94.6% | 94.6% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 73.9% | 75.3% | 72.9% | - | - |
| Students with Disabilities (%) | 11.5% | 10.3% | 9.6% | - | - |
| English Language Learners (%) | 1.2% | 0.9% | 1.2% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 2 | 2 |
| Classroom Teacher | 35 | 48 | - | 40 | 40 |
| Special Skills | 4 | 5 | - | 4 | 4 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 9 | 13 | - | 15 | 15 |
| Instructional Facilitator | 2 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 4 | - | 1 | 1 |
| Other | 2 | 1 | - | 6 | 6 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,639,328 | \$3,755,792 | \$3,640,180 | \$4,062,437 | \$422,257 |
| Title I | \$379,698 | \$417,084 | \$305,437 | \$348,075 | \$42,637 |
| IDEA, Part B | \$108,976 | \$133,663 | \$134,808 | \$115,901 | -\$18,907 |
| Other Special Revenue & Federal Funds | \$326,225 | \$402,152 | \$377,687 | \$464,563 | \$86,876 |
| Total | \$4,454,228 | \$4,708,693 | \$4,458,114 | \$4,990,977 | \$532,862 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 91% | 98% | | |
| TEM 5 | 20% | 31% | | |
| TEM 4 | 49% | 44% | | |
| TEM 3 | 23% | 22% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,004,830 |
|------------------------------------|---|----------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,004,830 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$3,232,342 |
| | This Year (2021) | \$3,004,830 |
| | Total Difference | \$(227,513) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(5,205) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(222,307) |

Detailed Breakdown

| 1. SBB Allocations | | \$3,004,830 | | | |
|--|--------|--------------------|------------|--------------------|-----|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 620 | \$2,064,600 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 117 | \$116,883 | |
| Grade 1 | 0.30 | \$999 | 131 | \$130,869 | |
| Grade 2 | 0.30 | \$999 | 102 | \$101,898 | |
| Grade 3 | 0.20 | \$666 | 62 | \$41,292 | |
| Grade 4 | 0.20 | \$666 | 109 | \$72,594 | |
| Grade 5 | 0.20 | \$666 | 99 | \$65,934 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 412 | \$145,436 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 81 | \$78,222 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 501 | \$166,833 | |
| Incoming High Proficiency | 0.10 | \$333 | 28 | \$9,324 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 22 | \$18,150 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$3,004,830 | |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|---|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,846 | 5,205.05 | \$(359) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.068886903 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Idlewild Elementary School

1950 Linden, Memphis, TN 38104

Phone: (901) 416-4566 Fax: (901) 416-4492

| | | | | | |
|----------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: K-5 | School Type: Optional | Square Footage: 65,025 | Student Capacity: 473 | FY2019-20 Utilization: 97% | FCI: 28 |
|----------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 456 | 497 | 497 | 515 | 18 |
| Attendance Rate | 97.2% | 97.3% | 97.3% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 27.7% | 37.3% | 24.7% | - | - |
| Students with Disabilities (%) | 5.4% | 5.1% | 4.7% | - | - |
| English Language Learners (%) | 0.9% | 0.8% | 0.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 27 | 26 | - | 26 | 26 |
| Special Skills | 6 | 5 | - | 5 | 5 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 3 | 4 | - | 8 | 8 |
| Instructional Facilitator | 1 | 1 | - | 3 | 3 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 5 | 2 | - | - | - |
| Other | 2 | 2 | - | 2 | 2 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,897,225 | \$2,990,031 | \$2,832,274 | \$3,049,560 | \$217,285 |
| Title I | \$114,085 | \$726 | \$104,696 | \$0 | - |
| IDEA, Part B | \$23,814 | \$27,609 | \$22,784 | \$29,626 | \$6,842 |
| Other Special Revenue & Federal Funds | \$757 | \$0 | \$40,913 | \$40,913 | \$0 |
| Total | \$3,035,883 | \$3,018,367 | \$3,000,668 | \$3,120,100 | \$119,432 |

Teacher Quality

| | | | | | |
|----------------------------------|------|------|--|--|--|
| Teachers with TEM 3 or above (%) | 100% | 100% | | | |
| TEM 5 | 68% | 24% | | | |
| TEM 4 | 29% | 61% | | | |
| TEM 3 | 4% | 15% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 5 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 4 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,423,958 | | |
|------------------------------------|---|--|------------------------|----------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,423,958 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | | |
| How has funding changed under SBB? | Last Year (1920) | \$2,447,664 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$2,423,958 | |
| | Total Difference | \$(23,706) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$14,342 |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(38,048) | |

Detailed Breakdown

1. SBB Allocations \$2,423,958

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|--------------------|-------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 515 | \$1,714,950 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 90 | \$89,910 |
| Grade 1 | 0.30 | \$999 | 83 | \$82,917 |
| Grade 2 | 0.30 | \$999 | 96 | \$95,904 |
| Grade 3 | 0.20 | \$666 | 90 | \$59,940 |
| Grade 4 | 0.20 | \$666 | 80 | \$53,280 |
| Grade 5 | 0.20 | \$666 | 76 | \$50,616 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 92 | \$32,476 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 18 | \$17,383 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 288 | \$95,904 |
| Incoming High Proficiency | 0.10 | \$333 | 65 | \$21,645 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$76,577 |
| SBB Allocations Total | | | \$2,423,958 | |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|---|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$33,038 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,707 | 4,780.59 | \$(74) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.015453915 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Jackson Elementary School

3925 Wales, Memphis, TN 38108

Phone: (901) 416-4222 Fax: (901) 416-4277

| | | | | | |
|----------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|
| Grade Level: K-5 | School Type: Traditional | Square Footage: 44,568 | Student Capacity: 243 | FY2019-20 Utilization: 139% | FCI: 37 |
|----------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 20 | 20 | 20 | 20 | - |
| K-12 | 336 | 317 | 274 | 303 | 29 |
| Attendance Rate | 95.2% | 95.5% | 95.5% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:14 | 1:14 | 1:14 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 71.9% | 56.3% | 68.7% | - | - |
| Students with Disabilities (%) | 6.9% | 1% | 5.8% | - | - |
| English Language Learners (%) | 35.2% | 0.3% | 34.2% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 26 | 25 | - | 21 | 21 |
| Special Skills | 3 | 2 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 3 | 3 | - | 3 | 3 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 3 | - | 1 | 1 |
| Other | 9 | 5 | - | 2 | 2 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|--------------|
| General Fund | \$2,334,408 | \$2,307,205 | \$2,138,855 | \$2,150,282 | \$11,426 |
| Title I | \$186,324 | \$180,964 | \$158,763 | \$141,960 | -\$16,803 |
| IDEA, Part B | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$70,690 | \$104,435 | \$106,792 | \$112,599 | \$5,806 |
| Total | \$2,591,424 | \$2,592,605 | \$2,404,411 | \$2,404,841 | \$430 |

Teacher Quality

| | | | | |
|----------------------------------|------|-----|--|--|
| Teachers with TEM 3 or above (%) | 100% | 95% | | |
| TEM 5 | 11% | 23% | | |
| TEM 4 | 56% | 45% | | |
| TEM 3 | 33% | 27% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 4 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,521,291 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,521,291 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$1,541,062 |
| | This Year (2021) | \$1,521,291 |
| | Total Difference | \$(19,771) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$25,857 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(45,628) |

Detailed Breakdown

| 1. SBB Allocations | | \$1,521,291 | | | |
|--|--------|--------------------|------------------------------|--------------------|--|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 303 | \$1,008,990 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 47 | \$46,953 | |
| Grade 1 | 0.30 | \$999 | 48 | \$47,952 | |
| Grade 2 | 0.30 | \$999 | 60 | \$59,940 | |
| Grade 3 | 0.20 | \$666 | 45 | \$29,970 | |
| Grade 4 | 0.20 | \$666 | 52 | \$34,632 | |
| Grade 5 | 0.20 | \$666 | 51 | \$33,966 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 168 | \$59,304 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 48 | \$46,354 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 190 | \$63,270 | |
| Incoming High Proficiency | 0.10 | \$333 | 43 | \$14,319 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$68,126 | |
| | | | SBB Allocations Total | \$1,521,291 | |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,021 | 5,171.35 | \$(151) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.029119451 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Kate Bond Elementary School

2727 Kate Bond Rd., Memphis, TN 38133
 Phone: (901) 416-0020 Fax: (901) 416-0021

| | | | | | |
|-------------------------------|------------------------------------|-----------------------------------|---------------------------------|---------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 107,748 | Student Capacity: 811 | FY2019-20 Utilization: 120% | FCI: 9 |
|-------------------------------|------------------------------------|-----------------------------------|---------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 949 | 798 | 801 | 778 | -23 |
| Attendance Rate | 95.5% | 96.1% | 96.1% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 44.4% | 86.9% | 45.1% | - | - |
| Students with Disabilities (%) | 9.8% | 7% | 10.6% | - | - |
| English Language Learners (%) | 32.6% | 36.2% | 28.6% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 1 | - | 1 | 1 |
| Classroom Teacher | 69 | 58 | - | 51 | 51 |
| Special Skills | 7 | 6 | - | 6 | 6 |
| Counselor | 2 | 2 | - | 2 | 2 |
| Educational Assistant | 10 | 10 | - | 13 | 13 |
| Instructional Facilitator | 2 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 9 | 5 | - | 2 | 2 |
| Other | 5 | 4 | - | 4 | 4 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$5,346,882 | \$5,421,974 | \$5,355,346 | \$5,131,834 | -\$223,512 |
| Title I | \$369,720 | \$311,161 | \$321,766 | \$248,640 | -\$73,126 |
| IDEA, Part B | \$88,164 | \$153,428 | \$154,744 | \$169,874 | \$15,129 |
| Other Special Revenue & Federal Funds | \$102,301 | \$135,587 | \$128,359 | \$139,028 | \$10,668 |
| Total | \$5,907,068 | \$6,022,151 | \$5,960,217 | \$5,689,377 | -\$270,839 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 99% | 97% | | |
| TEM 5 | 29% | 19% | | |
| TEM 4 | 44% | 42% | | |
| TEM 3 | 26% | 36% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 5 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 4 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,683,559 |
|------------------------------------|---|------------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,683,559 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$4,056,533 |
| | This Year (2021) | \$3,683,559 |
| | Total Difference | \$(372,974) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(174,635) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(198,338) |

Detailed Breakdown

| 1. SBB Allocations | | \$3,683,559 | | | |
|--|--------|--------------------|------------|-------------|--------------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 778 | \$2,590,740 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 117 | \$116,883 | |
| Grade 1 | 0.30 | \$999 | 139 | \$138,861 | |
| Grade 2 | 0.30 | \$999 | 136 | \$135,864 | |
| Grade 3 | 0.20 | \$666 | 107 | \$71,262 | |
| Grade 4 | 0.20 | \$666 | 154 | \$102,564 | |
| Grade 5 | 0.20 | \$666 | 125 | \$83,250 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 275 | \$97,075 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 66 | \$63,736 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 437 | \$145,521 | |
| Incoming High Proficiency | 0.10 | \$333 | 137 | \$45,621 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 13 | \$10,725 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | |
| | | | | | \$0 |
| SBB Allocations Total | | | | | \$3,683,559 |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|---|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$68,256 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,735 | 4,989.58 | \$(255) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.051093117 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Keystone Elementary School

4301 Old Allen Rd., Memphis, TN 38128
 Phone: (901) 416-3924 Fax: (901) 416-3947

| | | | | | |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Optional | Square Footage: 84,641 | Student Capacity: 522 | FY2019-20 Utilization: 95% | FCI: 20 |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|------|-------|-------|------|-----|
| Pre-K | 38 | 41 | 41 | 41 | - |
| K-12 | 498 | 449 | 405 | 336 | -69 |
| Attendance Rate | 93% | 93.6% | 93.6% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 80.4% | 79.5% | 78.6% | - | - |
| Students with Disabilities (%) | 19.5% | 19% | 19.8% | - | - |
| English Language Learners (%) | 0% | 0.6% | 0.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 27 | 33 | - | 26 | 26 |
| Special Skills | 5 | 4 | - | 4 | 4 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 12 | 12 | - | 15 | 15 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 4 | - | 1 | 1 |
| Other | 2 | 2 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$3,405,174 | \$3,233,824 | \$3,008,117 | \$2,810,577 | -\$197,539 |
| Title I | \$263,393 | \$250,853 | \$256,660 | \$212,625 | -\$44,035 |
| IDEA, Part B | \$145,336 | \$161,020 | \$151,551 | \$146,694 | -\$4,857 |
| Other Special Revenue & Federal Funds | \$93,026 | \$119,987 | \$123,660 | \$184,819 | \$61,159 |
| Total | \$3,906,931 | \$3,765,686 | \$3,539,990 | \$3,354,717 | -\$185,273 |

Teacher Quality

| | | | | |
|----------------------------------|------|------|--|--|
| Teachers with TEM 3 or above (%) | 100% | 100% | | |
| TEM 5 | 53% | 38% | | |
| TEM 4 | 28% | 41% | | |
| TEM 3 | 19% | 21% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 3 | 4 | N/A | N/A | N/A |

Total SBB Allocation \$1,829,810

| | | | | | |
|------------------------------------|---|--|------------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$1,829,810 |
| 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 funding changed under SBB? | | Last Year (1920) | | \$1,968,682 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | | \$1,829,810 | |
| | | Total Difference | | \$(138,871) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | | \$(195,285) |
| | | Estimated changes to the budget due to SBB transition | Change from SBB | | \$56,413 |

Detailed Breakdown

1. SBB Allocations \$1,829,810

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 336 | \$1,118,880 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 59 | \$58,941 |
| Grade 1 | 0.30 | \$999 | 50 | \$49,950 |
| Grade 2 | 0.30 | \$999 | 72 | \$71,928 |
| Grade 3 | 0.20 | \$666 | 70 | \$46,620 |
| Grade 4 | 0.20 | \$666 | 50 | \$33,300 |
| Grade 5 | 0.20 | \$666 | 35 | \$23,310 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 265 | \$93,545 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 76 | \$73,393 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 287 | \$95,571 |
| Incoming High Proficiency | 0.10 | \$333 | 10 | \$3,330 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 29 | \$23,925 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$52,360 |
| SBB Allocations Total | | | | \$1,829,810 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.

\$88,906

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,446 | 5,277.96 | \$168 |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| 0.031810943 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Kingsbury Elementary School

4055 Bayliss, Memphis, TN 38108

Phone: (901) 416-6020 Fax: (901) 416-6041

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|
| Grade Level: PreK-6 | School Type: Traditional | Square Footage: 65,250 | Student Capacity: 358 | FY2019-20 Utilization: 152% | FCI: 10 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 56 | 56 | 56 | 56 | - |
| K-12 | 549 | 554 | 453 | 517 | 64 |
| Attendance Rate | 94.2% | 94.9% | 94.9% | - | NA |
| Student-Teacher Ratio | 1:12 | 1:13 | 1:13 | 1:13 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 70% | 82.8% | 65.8% | - | - |
| Students with Disabilities (%) | 18.4% | 16.3% | 15.6% | - | - |
| English Language Learners (%) | 42.9% | 41.3% | 39.1% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 46 | 45 | - | 39 | 39 |
| Special Skills | 6 | 4 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 16 | 11 | - | 11 | 11 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 3 | - | 1 | 1 |
| Other | 2 | 3 | - | 6 | 6 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,817,723 | \$3,796,596 | \$3,536,200 | \$3,524,224 | -\$11,975 |
| Title I | \$302,003 | \$313,988 | \$279,123 | \$252,840 | -\$26,283 |
| IDEA, Part B | \$202,947 | \$201,581 | \$197,337 | \$206,147 | \$8,809 |
| Other Special Revenue & Federal Funds | \$267,534 | \$305,225 | \$322,603 | \$335,640 | \$13,037 |
| Total | \$4,590,209 | \$4,617,391 | \$4,335,265 | \$4,318,852 | -\$16,412 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 98% | 98% | | | |
| TEM 5 | 46% | 26% | | | |
| TEM 4 | 46% | 49% | | | |
| TEM 3 | 7% | 23% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 3 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,530,428 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,530,428 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$2,653,159 |
| | This Year (2021) | \$2,530,428 |
| | Total Difference | \$(122,731) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$15,485 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(138,216) |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$2,530,428 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 517 | \$1,721,610 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 90 | \$89,910 | |
| Grade 1 | 0.30 | \$999 | 106 | \$105,894 | |
| Grade 2 | 0.30 | \$999 | 67 | \$66,933 | |
| Grade 3 | 0.20 | \$666 | 83 | \$55,278 | |
| Grade 4 | 0.20 | \$666 | 88 | \$58,608 | |
| Grade 5 | 0.20 | \$666 | 83 | \$55,278 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 297 | \$104,841 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 71 | \$68,565 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 394 | \$131,202 | |
| Incoming High Proficiency | 0.10 | \$333 | 30 | \$9,990 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 26 | \$21,450 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,530,428 | |

| 2. SBB Transition Supplements | | \$0 |
|-------------------------------|--|-----|
|-------------------------------|--|-----|

| Staffing Supplement | |
|---|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$27,920 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,894 | 5,161.78 | \$(267) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.051792716 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

LaRose Elementary School

864 S. Wellington Street, Memphis, TN 38126
 Phone: (901) 416-7848 Fax: (901) 416-7850

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 94,426 | Student Capacity: 503 | FY2019-20 Utilization: 73% | FCI: 7 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|---|----------------------|----------------------|----------------------|---------------------|---------------------------|
| Enrollment | | | | | |
| Pre-K | 17 | 20 | 20 | 20 | - |
| K-12 | 340 | 289 | 275 | 232 | -43 |
| Attendance Rate | 93.9% | 94% | 94% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:15 | 1:15 | 1:15 | - |
| Student Demographics | | | | | |
| Economically Disadvantaged (%) | 87% | 86.9% | 90.2% | - | - |
| Students with Disabilities (%) | 6.9% | 8.7% | 8.5% | - | - |
| English Language Learners (%) | 0.3% | 0.3% | 0.3% | - | - |
| Key School Positions - All Funding Sources | | | | | |
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 24 | 26 | - | 14 | 14 |
| Special Skills | 3 | 2 | - | 2 | 2 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 3 | 3 | - | 2 | 2 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | - | - |
| Nutrition | 7 | 3 | - | 1 | 1 |
| Other | 2 | 2 | - | 3 | 3 |
| School Level Funds | | | | | |
| General Fund | \$2,141,491 | \$1,899,877 | \$1,903,773 | \$1,638,855 | -\$264,918 |
| Title I | \$202,553 | \$180,539 | \$147,700 | \$128,100 | -\$19,600 |
| Other Special Revenue & Federal Funds | \$96,434 | \$120,668 | \$102,954 | \$134,194 | \$31,240 |
| Total | \$2,440,479 | \$2,201,085 | \$2,154,429 | \$1,901,150 | -\$253,279 |
| Teacher Quality | | | | | |
| Teachers with TEM 3 or above (%) | 100% | 96% | | | |
| TEM 5 | 56% | 78% | | | |
| TEM 4 | 36% | 13% | | | |
| TEM 3 | 8% | 4% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 5 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,345,839 |
|------------------------------------|--|---|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,345,839 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) Changes to enrollment impact the budget BEFORE SBB applies Estimated change to the budget due to Enrollment changes Estimated changes to the budget due to SBB transition | Last Year (1920) \$1,401,915 This Year (2021) \$1,345,839 Total Difference \$(56,076) Change from Enrollment \$(136,373) Change from SBB \$80,297 |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$1,345,839 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 232 | \$772,560 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 38 | \$37,962 | |
| Grade 1 | 0.30 | \$999 | 26 | \$25,974 | |
| Grade 2 | 0.30 | \$999 | 36 | \$35,964 | |
| Grade 3 | 0.20 | \$666 | 31 | \$20,646 | |
| Grade 4 | 0.20 | \$666 | 42 | \$27,972 | |
| Grade 5 | 0.20 | \$666 | 59 | \$39,294 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 197 | \$69,541 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 60 | \$57,942 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 218 | \$72,594 | |
| Incoming High Proficiency | 0.10 | \$333 | 0 | \$- | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$1,345,839 | |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|--|-----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$188,647 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|----------------------------------|
| \$5,801 | 5,454.92 | \$346 |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| 0.063449108 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Levi Elementary School

135 W. Levi Road, Memphis, TN 38109
 Phone: (901) 416-8166 Fax: (901) 416-8167

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 71,179 | Student Capacity: 413 | FY2019-20 Utilization: 118% | FCI: 16 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|------|-------|-------|------|----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 483 | 422 | 412 | 443 | 31 |
| Attendance Rate | 94% | 94.2% | 94.2% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 86.8% | 80.3% | 88.4% | - | - |
| Students with Disabilities (%) | 10% | 10% | 7.8% | - | - |
| English Language Learners (%) | 0.6% | 0.4% | 0.2% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 0 | 0 | - | 1 | 1 |
| Classroom Teacher | 29 | 32 | - | 24 | 24 |
| Special Skills | 4 | 3 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 1 | 2 | - | 4 | 4 |
| Instructional Facilitator | 2 | 2 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 9 | 4 | - | 1 | 1 |
| Other | 10 | 6 | - | 8 | 8 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
| General Fund | \$2,305,217 | \$2,383,576 | \$2,540,803 | \$2,526,343 | -\$14,460 |
| Title I | \$264,634 | \$257,862 | \$229,725 | \$232,575 | \$2,849 |
| IDEA, Part B | \$0 | \$0 | \$0 | \$27,053 | \$27,053 |
| Other Special Revenue & Federal Funds | \$99,703 | \$218,507 | \$228,502 | \$270,001 | \$41,499 |
| Total | \$2,669,555 | \$2,859,946 | \$2,999,030 | \$3,055,973 | \$56,942 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 96% | 89% | | | |
| TEM 5 | 48% | 4% | | | |
| TEM 4 | 33% | 56% | | | |
| TEM 3 | 15% | 30% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 5 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,173,922 |
|------------------------------------|---|-----------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,173,922 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$2,334,558 |
| | This Year (2021) | \$2,173,922 |
| | Total Difference | \$(160,637) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(15,703) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(144,933) |

Detailed Breakdown

| 1. SBB Allocations | | \$2,173,922 | | | |
|--|--------|--------------------|------------|--------------------|-----|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 443 | \$1,475,190 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 74 | \$73,926 | |
| Grade 1 | 0.30 | \$999 | 78 | \$77,922 | |
| Grade 2 | 0.30 | \$999 | 78 | \$77,922 | |
| Grade 3 | 0.20 | \$666 | 64 | \$42,624 | |
| Grade 4 | 0.20 | \$666 | 85 | \$56,610 | |
| Grade 5 | 0.20 | \$666 | 64 | \$42,624 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 377 | \$133,081 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 74 | \$71,462 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 375 | \$124,875 | |
| Incoming High Proficiency | 0.10 | \$333 | 11 | \$3,663 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 1 | \$825 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,173,922 | |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|--------------------------------|
| \$4,907 | 5,234.43 | \$(327) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.062502066 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Lowrance K-8 School

7740 Lowrance Rd., Memphis, TN 38125

Phone: (901) 416-2330 Fax: (901) 759-3011

| | | | | | |
|---------------------|---------------------|------------------------|--------------------------|-------------------------------|-------------|
| Grade Level: | School Type: | Square Footage: | Student Capacity: | FY2019-20 Utilization: | FCI: |
| K-8 | Traditional | 112,145 | 839 | 97% | 12 |

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|------|-------|-------|------|----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 793 | 830 | 807 | 841 | 34 |
| Attendance Rate | 96% | 95.9% | 95.9% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 48.2% | 71.3% | 49.7% | - | - |
| Students with Disabilities (%) | 21.2% | 11.1% | 8.8% | - | - |
| English Language Learners (%) | 10.8% | 7.2% | 5.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 3 | 3 |
| Classroom Teacher | 46 | 48 | - | 51 | 51 |
| Special Skills | 7 | 5 | - | 5 | 5 |
| Counselor | 4 | 2 | - | 2 | 2 |
| Educational Assistant | 6 | 6 | - | 14 | 14 |
| Instructional Facilitator | 2 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 11 | 6 | - | 1 | 1 |
| Other | 6 | 6 | - | 9 | 9 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|-------------------|---------------------|
| General Fund | \$4,678,416 | \$4,838,686 | \$4,696,033 | \$-996,251 | -\$5,692,284 |
| Title I | \$274,890 | \$258,700 | \$350,444 | \$329,280 | -\$21,164 |
| IDEA, Part B | \$53,100 | \$55,438 | \$55,079 | \$55,789 | \$709 |
| Other Special Revenue & Federal Funds | \$165,643 | \$202,956 | \$206,949 | \$508,233 | \$301,284 |
| Total | \$5,172,050 | \$5,355,781 | \$5,308,506 | \$-102,948 | -\$5,411,455 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 92% | 94% | | |
| TEM 5 | 12% | 13% | | |
| TEM 4 | 64% | 51% | | |
| TEM 3 | 16% | 30% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 2 | N/A | N/A | N/A |

Total SBB Allocation \$3,759,886

| | | | | | |
|------------------------------------|---|--|------------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$3,759,886 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| How has funding changed under SBB? | | Last Year (1920) | | \$3,909,733 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | | \$3,759,886 | |
| | | Total Difference | | \$(149,847) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$42,293 | |
| | | Estimated changes to the budget due to SBB transition | Change from SBB | \$(192,140) | |

Detailed Breakdown

1. SBB Allocations \$3,759,886

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 841 | \$2,800,530 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 90 | \$89,910 |
| Grade 1 | 0.30 | \$999 | 86 | \$85,914 |
| Grade 2 | 0.30 | \$999 | 96 | \$95,904 |
| Grade 3 | 0.20 | \$666 | 86 | \$57,276 |
| Grade 4 | 0.20 | \$666 | 75 | \$49,950 |
| Grade 5 | 0.20 | \$666 | 108 | \$71,928 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 384 | \$135,552 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 129 | \$124,575 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 514 | \$171,162 |
| Incoming High Proficiency | 0.10 | \$333 | 76 | \$25,308 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 17 | \$14,025 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$3,759,886 |

2. SBB Transition Supplements \$0

| | | | | |
|--|--|--|--|----------|
| Staffing Supplement | | | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | | | |
| | | | | \$40,474 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,471 | 4,699.19 | \$(228) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.048618014 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Lucie E. Campbell Elementary

3232 Birchfield, Memphis, TN 38118

Phone: (901) 416-1000 Fax: (901) 416-1001

| | | | | | |
|-------------------------------|------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: iZone | Square Footage: 84,740 | Student Capacity: 573 | FY2019-20 Utilization: 84% | FCI: 6 |
|-------------------------------|------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 42 | 42 | 42 | 42 | - |
| K-12 | 471 | 466 | 503 | 483 | -20 |
| Attendance Rate | 92.1% | 93.8% | 93.8% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:15 | 1:15 | 1:15 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 93.7% | 78.7% | 84% | - | - |
| Students with Disabilities (%) | 15.2% | 16.5% | 15.8% | - | - |
| English Language Learners (%) | 0.2% | 0.3% | 0% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 2 | 2 |
| Classroom Teacher | 33 | 36 | - | 34 | 34 |
| Special Skills | 4 | 3 | - | 2 | 2 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 13 | 11 | - | 18 | 18 |
| Instructional Facilitator | 1 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 4 | - | 1 | 1 |
| Other | 5 | 4 | - | 7 | 7 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,522,792 | \$3,560,959 | \$3,629,718 | \$3,476,701 | -\$153,017 |
| Title I | \$261,683 | \$298,452 | \$306,457 | \$284,025 | -\$22,432 |
| IDEA, Part B | \$208,087 | \$222,393 | \$187,109 | \$261,183 | \$74,073 |
| Other Special Revenue & Federal Funds | \$181,593 | \$260,492 | \$208,860 | \$299,280 | \$90,419 |
| Total | \$4,174,157 | \$4,342,296 | \$4,332,145 | \$4,321,190 | -\$10,955 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|------|--|--|--|
| Teachers with TEM 3 or above (%) | 94% | 100% | | | |
| TEM 5 | 18% | 57% | | | |
| TEM 4 | 42% | 32% | | | |
| TEM 3 | 33% | 11% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,451,687 |
|------------------------------------|---|------------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,451,687 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$2,683,828 |
| | This Year (2021) | \$2,451,687 |
| | Total Difference | \$(232,141) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(142,085) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(90,056) |

| Detailed Breakdown | | | | |
|--|--------|--------------------|------------|--------------------|
| 1. SBB Allocations | | | | \$2,451,687 |
| SBB Weights | Weight | Amount per Student | Enrollment | Total |
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 483 | \$1,608,390 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 79 | \$78,921 |
| Grade 1 | 0.30 | \$999 | 92 | \$91,908 |
| Grade 2 | 0.30 | \$999 | 91 | \$90,909 |
| Grade 3 | 0.20 | \$666 | 74 | \$49,284 |
| Grade 4 | 0.20 | \$666 | 73 | \$48,618 |
| Grade 5 | 0.20 | \$666 | 74 | \$49,284 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 394 | \$139,082 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 128 | \$123,610 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 412 | \$137,196 |
| Incoming High Proficiency | 0.10 | \$333 | 18 | \$5,994 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 43 | \$35,475 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$0 |
| SBB Allocations Total | | | | \$2,451,687 |

| 2. SBB Transition Supplements | | \$0 |
|--|--|-----|
| Staffing Supplement | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,076 | 5,262.40 | \$(186) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.035430867 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Lucy Elementary School

6269 Amherst Rd., Millington, TN 38053
 Phone: (901) 416-2610 Fax: (901) 416-2068

| | | | | | |
|-------------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 102,446 | Student Capacity: 768 | FY2019-20 Utilization: 51% | FCI: 12 |
|-------------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 36 | 36 | 36 | 36 | - |
| K-12 | 338 | 366 | 355 | 352 | -3 |
| Attendance Rate | 94.8% | 95.2% | 95.2% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:14 | 1:14 | 1:14 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 65.8% | 66.4% | 69.8% | - | - |
| Students with Disabilities (%) | 13.5% | 12.4% | 11% | - | - |
| English Language Learners (%) | 3.2% | 3.1% | 4.5% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 27 | 28 | - | 21 | 21 |
| Special Skills | 8 | 2 | - | 2 | 2 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 6 | 4 | - | 8 | 8 |
| Instructional Facilitator | 2 | 2 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 9 | 4 | - | 1 | 1 |
| Other | 2 | 2 | - | 2 | 2 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,770,205 | \$2,471,665 | \$2,287,678 | \$2,214,523 | -\$73,155 |
| Title I | \$219,162 | \$194,665 | \$194,694 | \$181,125 | -\$13,569 |
| IDEA, Part B | \$59,350 | \$63,241 | \$57,489 | \$56,487 | -\$1,002 |
| Other Special Revenue & Federal Funds | \$106,241 | \$110,702 | \$108,111 | \$116,561 | \$8,450 |
| Total | \$3,154,960 | \$2,840,273 | \$2,647,974 | \$2,568,696 | -\$79,277 |

Teacher Quality

| | | | |
|----------------------------------|------|-----|--|
| Teachers with TEM 3 or above (%) | 100% | 94% | |
| TEM 5 | 22% | 12% | |
| TEM 4 | 48% | 52% | |
| TEM 3 | 30% | 30% | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 3 | 4 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,696,721 |
|------------------------------------|--|--|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,696,721 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) Changes to enrollment impact the budget BEFORE SBB applies Estimated change to the budget due to Enrollment changes Estimated changes to the budget due to SBB transition | Last Year (1920) \$1,859,483 This Year (2021) \$1,696,721 Total Difference \$(162,762) Change from Enrollment \$(46,358) Change from SBB \$(116,404) |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$1,696,721 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 352 | \$1,172,160 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 59 | \$58,941 | |
| Grade 1 | 0.30 | \$999 | 60 | \$59,940 | |
| Grade 2 | 0.30 | \$999 | 61 | \$60,939 | |
| Grade 3 | 0.20 | \$666 | 61 | \$40,626 | |
| Grade 4 | 0.20 | \$666 | 54 | \$35,964 | |
| Grade 5 | 0.20 | \$666 | 57 | \$37,962 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 220 | \$77,660 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 59 | \$56,976 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 292 | \$97,236 | |
| Incoming High Proficiency | 0.10 | \$333 | 3 | \$999 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$1,696,721 | |

| 2. SBB Transition Supplements | | \$0 |
|--|--|-----|
| Staffing Supplement | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,820 | 5,150.92 | \$(331) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.064200607 | | \$0 |
| SBB Total Supplements TOTAL | | |
| | | \$0 |



Macon-Hall Elementary School

9800 Macon Rd., Cordova, TN 38018

Phone: (901) 416-2625 Fax: (901) 759-4536

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 93,481 | Student Capacity: 971 | FY2019-20 Utilization: 116% | FCI: 13 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 1136 | 1168 | 1164 | 1199 | 35 |
| Attendance Rate | 96.5% | 96.4% | 96.4% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 24.8% | 47.8% | 30.7% | - | - |
| Students with Disabilities (%) | 8.8% | 7.9% | 6.5% | - | - |
| English Language Learners (%) | 4.8% | 5.2% | 6.1% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 2 | 2 |
| Classroom Teacher | 62 | 63 | - | 66 | 66 |
| Special Skills | 11 | 7 | - | 7 | 7 |
| Counselor | 2 | 2 | - | 2 | 2 |
| Educational Assistant | 9 | 10 | - | 10 | 10 |
| Instructional Facilitator | 1 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 10 | 6 | - | 4 | 4 |
| Other | 4 | 3 | - | 6 | 6 |

School Level Funds

| | | | | | |
|--------------|-------------|-------------|-------------|-------------|-----------|
| General Fund | \$6,135,355 | \$6,517,377 | \$6,365,306 | \$6,729,220 | \$363,913 |
| Title I | \$243,021 | \$222,185 | \$316,973 | \$235,200 | -\$81,773 |
| IDEA, Part B | \$79,347 | \$61,872 | \$54,980 | \$53,797 | -\$1,182 |
| Total | \$6,457,724 | \$6,801,435 | \$6,737,260 | \$7,018,218 | \$280,957 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|------|--|--|--|
| Teachers with TEM 3 or above (%) | 99% | 100% | | | |
| TEM 5 | 66% | 66% | | | |
| TEM 4 | 24% | 27% | | | |
| TEM 3 | 9% | 7% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 5 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 2 | N/A | N/A | N/A |

Total SBB Allocation **\$5,639,242**

| | | | | | |
|------------------------------------|---|--|------------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$5,639,242 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| How has funding changed under SBB? | | Last Year (1920) | | \$5,794,672 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | | \$5,639,242 | |
| | | Total Difference | | \$(155,430) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$53,654 | |
| | | Estimated changes to the budget due to SBB transition | Change from SBB | \$(209,084) | |

Detailed Breakdown

1. SBB Allocations **\$5,639,242**

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 1,199 | \$3,992,670 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 195 | \$194,805 |
| Grade 1 | 0.30 | \$999 | 197 | \$196,803 |
| Grade 2 | 0.30 | \$999 | 220 | \$219,780 |
| Grade 3 | 0.20 | \$666 | 177 | \$117,882 |
| Grade 4 | 0.20 | \$666 | 216 | \$143,856 |
| Grade 5 | 0.20 | \$666 | 194 | \$129,204 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 287 | \$101,311 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 86 | \$83,050 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 698 | \$232,434 |
| Incoming High Proficiency | 0.10 | \$333 | 211 | \$70,263 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$5,639,242 |

2. SBB Transition Supplements **\$0**

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$157,701

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,703 | 4,877.66 | \$(174) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.035751114 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



Newberry Elementary School

5540 Newberry, Memphis, TN 38118
 Phone: (901) 416-2518 Fax: (901) 416-8184

| | | | | | |
|----------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|
| Grade Level: K-5 | School Type: Traditional | Square Footage: 45,170 | Student Capacity: 308 | FY2019-20 Utilization: 143% | FCI: 14 |
|----------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 441 | 463 | 463 | 439 | -24 |
| Attendance Rate | 96.3% | 95.8% | 95.8% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 76.3% | 60.8% | 75.8% | - | - |
| Students with Disabilities (%) | 7.8% | 7.4% | 7.9% | - | - |
| English Language Learners (%) | 10.4% | 9.7% | 9.2% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 25 | 25 | - | 26 | 26 |
| Special Skills | 3 | 3 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 8 | 7 | - | 9 | 9 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 8 | 4 | - | 1 | 1 |
| Other | 3 | 3 | - | 3 | 3 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$2,630,526 | \$2,730,951 | \$2,931,174 | \$2,568,020 | -\$363,153 |
| Title I | \$270,810 | \$276,027 | \$254,485 | \$210,840 | -\$43,645 |
| IDEA, Part B | \$66,211 | \$73,398 | \$68,134 | \$88,950 | \$20,815 |
| Other Special Revenue & Federal Funds | \$0 | \$73,905 | \$70,933 | \$0 | -\$70,933 |
| Total | \$2,967,548 | \$3,154,281 | \$3,324,727 | \$2,867,811 | -\$456,916 |

Teacher Quality

| | | | |
|----------------------------------|------|-----|--|
| Teachers with TEM 3 or above (%) | 100% | 97% | |
| TEM 5 | 29% | 29% | |
| TEM 4 | 58% | 55% | |
| TEM 3 | 13% | 13% | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 5 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 3 | N/A | N/A | N/A |

Total SBB Allocation **\$2,120,520**

| | | | | | |
|------------------------------------|---|--|------------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$2,120,520 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| How has funding changed under SBB? | | Last Year (1920) | | \$2,209,990 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | | \$2,120,520 | |
| | | Total Difference | | \$(89,470) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$35,810 | |
| | | Estimated changes to the budget due to SBB transition | Change from SBB | \$(125,280) | |

Detailed Breakdown

1. SBB Allocations **\$2,120,520**

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 439 | \$1,461,870 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 76 | \$75,924 |
| Grade 1 | 0.30 | \$999 | 87 | \$86,913 |
| Grade 2 | 0.30 | \$999 | 61 | \$60,939 |
| Grade 3 | 0.20 | \$666 | 73 | \$48,618 |
| Grade 4 | 0.20 | \$666 | 80 | \$53,280 |
| Grade 5 | 0.20 | \$666 | 62 | \$41,292 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 260 | \$91,780 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 72 | \$69,530 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 333 | \$110,889 |
| Incoming High Proficiency | 0.10 | \$333 | 31 | \$10,323 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 10 | \$8,250 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$2,120,520 |

2. SBB Transition Supplements **\$0**

| | | | | |
|--|--|--|--|-----|
| Staffing Supplement | | | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | | | |
| | | | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,830 | 5,115.71 | \$(285) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.055784331 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



Northaven Elementary School

5157 North Circle Rd., Memphis, TN 38127
 Phone: (901) 416-2800 Fax: (901) 353-8586

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 70,350 | Student Capacity: 583 | FY2019-20 Utilization: 51% | FCI: 15 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 20 | 20 | 20 | 20 | - |
| K-12 | 284 | 281 | 313 | 305 | -8 |
| Attendance Rate | 93.4% | 94.4% | 94.4% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:15 | 1:15 | 1:15 | - |

Student Demographics

| | | | | | |
|--------------------------------|------|-------|-------|---|---|
| Economically Disadvantaged (%) | 82% | 82.4% | 83.1% | - | - |
| Students with Disabilities (%) | 14% | 13.7% | 11.3% | - | - |
| English Language Learners (%) | 2.3% | 0.9% | 1.2% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 24 | 22 | - | 22 | 22 |
| Special Skills | 3 | 2 | - | 2 | 2 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 5 | 3 | - | 7 | 7 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 8 | 3 | - | 1 | 1 |
| Other | 2 | 2 | - | 2 | 2 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,395,994 | \$2,502,210 | \$2,418,137 | \$2,516,326 | \$98,188 |
| Title I | \$176,270 | \$174,693 | \$166,890 | \$165,900 | -\$990 |
| IDEA, Part B | \$48,424 | \$53,954 | \$50,168 | \$85,537 | \$35,368 |
| Other Special Revenue & Federal Funds | \$57,701 | \$81,177 | \$82,635 | \$87,326 | \$4,691 |
| Total | \$2,678,391 | \$2,812,035 | \$2,717,832 | \$2,855,090 | \$137,258 |

Teacher Quality

| | | | |
|----------------------------------|------|-----|--|
| Teachers with TEM 3 or above (%) | 100% | 80% | |
| TEM 5 | 54% | 0% | |
| TEM 4 | 38% | 60% | |
| TEM 3 | 8% | 20% | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 5 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,611,403 | |
|------------------------------------|---|------------------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,604,651 | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$6,752 | |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | | |
| | Last Year (1920) | \$1,751,525 | |
| | This Year (2021) | \$1,611,403 | |
| | Total Difference | \$(140,122) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$- |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(140,122) |

Detailed Breakdown

1. SBB Allocations **\$1,604,651**

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|--------------------|-------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 305 | \$1,015,650 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 43 | \$42,957 |
| Grade 1 | 0.30 | \$999 | 47 | \$46,953 |
| Grade 2 | 0.30 | \$999 | 53 | \$52,947 |
| Grade 3 | 0.20 | \$666 | 60 | \$39,960 |
| Grade 4 | 0.20 | \$666 | 61 | \$40,626 |
| Grade 5 | 0.20 | \$666 | 41 | \$27,306 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 249 | \$87,897 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 72 | \$69,530 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 288 | \$95,904 |
| Incoming High Proficiency | 0.10 | \$333 | 0 | \$- |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 10 | \$8,250 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$0 |
| SBB Allocations Total | | | \$1,604,651 | |

2. SBB Transition Supplements **\$6,752**

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$80,050

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,261 | 5,742.70 | \$(482) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.083854771 | | \$6,752 |
| SBB Total Supplements TOTAL | | \$6,752 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Oak Forest School

7440 Nonconnah View Cove, Memphis, TN 38119

Phone: (901) 416-2257 Fax: (901) 416-2264

| | | | | | |
|----------------------------|---------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|
| Grade Level: K-5 | School Type: Optional | Square Footage: 87,550 | Student Capacity: 473 | FY2019-20 Utilization: 100% | FCI: 6 |
|----------------------------|---------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 465 | 352 | 408 | 359 | -49 |
| Attendance Rate | 95.9% | 96.3% | 96.3% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 49.8% | 60.8% | 53.4% | - | - |
| Students with Disabilities (%) | 9.4% | 9.2% | 11.2% | - | - |
| English Language Learners (%) | 8.6% | 9.4% | 11.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 31 | 29 | - | 27 | 27 |
| Special Skills | 7 | 5 | - | 5 | 5 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 9 | 10 | - | 10 | 10 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 3 | - | 1 | 1 |
| Other | 2 | 2 | - | 3 | 3 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$2,871,214 | \$2,994,240 | \$2,809,763 | \$2,728,604 | -\$81,158 |
| Title I | \$217,432 | \$157,058 | \$193,537 | \$139,440 | -\$54,097 |
| IDEA, Part B | \$97,378 | \$107,151 | \$133,376 | \$132,443 | -\$932 |
| Other Special Revenue & Federal Funds | \$245,320 | \$263,204 | \$320,616 | \$259,245 | -\$61,371 |
| Total | \$3,431,346 | \$3,521,654 | \$3,457,293 | \$3,259,733 | -\$197,560 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 97% | 97% | | | |
| TEM 5 | 53% | 10% | | | |
| TEM 4 | 29% | 66% | | | |
| TEM 3 | 16% | 21% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 5 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 3 | 2 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,800,294 | | |
|------------------------------------|---|--|------------------------|------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,800,294 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | | |
| How has funding changed under SBB? | Last Year (1920) | \$1,875,702 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$1,800,294 | |
| | Total Difference | \$(75,409) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(30,833) |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(44,575) | |

Detailed Breakdown

| 1. SBB Allocations | | \$1,800,294 | | | |
|--|--------|--------------------|------------|--------------------|--|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 359 | \$1,195,470 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 69 | \$68,931 | |
| Grade 1 | 0.30 | \$999 | 61 | \$60,939 | |
| Grade 2 | 0.30 | \$999 | 56 | \$55,944 | |
| Grade 3 | 0.20 | \$666 | 67 | \$44,622 | |
| Grade 4 | 0.20 | \$666 | 62 | \$41,292 | |
| Grade 5 | 0.20 | \$666 | 44 | \$29,304 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 152 | \$53,656 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 55 | \$53,114 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 240 | \$79,920 | |
| Incoming High Proficiency | 0.10 | \$333 | 39 | \$12,987 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 18 | \$14,850 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$65,620 | |
| SBB Allocations Total | | | | \$1,800,294 | |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|--|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$22,246 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,015 | 5,138.90 | \$(124) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.024161637 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Oakhaven Elementary School

3795 Bishops Bridge, Memphis, TN 38118
 Phone: (901) 416-2320 Fax: (901) 416-2335

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 74,500 | Student Capacity: 562 | FY2019-20 Utilization: 111% | FCI: 7 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 20 | 20 | 20 | 20 | - |
| K-12 | 617 | 642 | 545 | 530 | -15 |
| Attendance Rate | 94.3% | 94.8% | 94.8% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 72.9% | 83.7% | 77.7% | - | - |
| Students with Disabilities (%) | 7.6% | 7% | 7.5% | - | - |
| English Language Learners (%) | 14.5% | 14.9% | 14.1% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 36 | 39 | - | 31 | 31 |
| Special Skills | 5 | 4 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 6 | 7 | - | 4 | 4 |
| Instructional Facilitator | 2 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 8 | 4 | - | 1 | 1 |
| Other | 3 | 1 | - | 3 | 3 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$3,589,882 | \$3,033,085 | \$3,163,783 | \$3,221,867 | \$58,084 |
| Title I | \$330,816 | \$248,707 | \$404,267 | \$287,175 | -\$117,092 |
| IDEA, Part B | \$21,416 | \$23,800 | \$22,711 | \$0 | -\$22,711 |
| Other Special Revenue & Federal Funds | \$103,654 | \$127,309 | \$129,371 | \$104,223 | -\$25,147 |
| Total | \$4,045,769 | \$3,432,901 | \$3,720,133 | \$3,613,266 | -\$106,867 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 94% | 93% | | |
| TEM 5 | 42% | 32% | | |
| TEM 4 | 39% | 27% | | |
| TEM 3 | 12% | 34% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 4 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,604,610 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,604,610 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$2,686,923 |
| | This Year (2021) | \$2,604,610 |
| | Total Difference | \$(82,313) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$51,672 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(133,984) |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$2,604,610 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 530 | \$1,764,900 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 89 | \$88,911 | |
| Grade 1 | 0.30 | \$999 | 88 | \$87,912 | |
| Grade 2 | 0.30 | \$999 | 95 | \$94,905 | |
| Grade 3 | 0.20 | \$666 | 88 | \$58,608 | |
| Grade 4 | 0.20 | \$666 | 78 | \$51,948 | |
| Grade 5 | 0.20 | \$666 | 92 | \$61,272 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 399 | \$140,847 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 105 | \$101,399 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 449 | \$149,517 | |
| Incoming High Proficiency | 0.10 | \$333 | 12 | \$3,996 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,604,610 | |

| 2. SBB Transition Supplements | | \$0 |
|-------------------------------|--|-----|
|-------------------------------|--|-----|

| Staffing Supplement | | |
|--|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,914 | 5,167.15 | \$(253) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.048924544 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Oakshire Elementary School

1765 E. Holmes, Memphis, TN 38116

Phone: (901) 416-3140 Fax: (901) 416-3142

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 51,892 | Student Capacity: 428 | FY2019-20 Utilization: 98% | FCI: 30 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 20 | 20 | 20 | 20 | - |
| K-12 | 413 | 347 | 314 | 350 | 36 |
| Attendance Rate | 97.4% | 96.3% | 96.3% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 78.6% | 78.9% | 79.6% | - | - |
| Students with Disabilities (%) | 9.1% | 9.4% | 6.5% | - | - |
| English Language Learners (%) | 1.4% | 1% | 0.8% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 0 | 0 | - | 2 | 2 |
| Classroom Teacher | 25 | 26 | - | 21 | 21 |
| Special Skills | 4 | 3 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 4 | 4 | - | 6 | 6 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 4 | - | 1 | 1 |
| Other | 2 | 2 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,298,478 | \$2,700,796 | \$2,415,261 | \$2,588,125 | \$172,864 |
| Title I | \$222,300 | \$208,027 | \$192,769 | \$180,075 | -\$12,694 |
| IDEA, Part B | \$0 | \$946 | \$0 | \$31,512 | \$31,512 |
| Other Special Revenue & Federal Funds | \$78,050 | \$125,897 | \$123,390 | \$238,596 | \$115,206 |
| Total | \$2,598,828 | \$3,035,668 | \$2,731,421 | \$3,038,309 | \$306,888 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 88% | 92% | | |
| TEM 5 | 15% | 20% | | |
| TEM 4 | 65% | 48% | | |
| TEM 3 | 8% | 24% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 2 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,740,218 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,740,218 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$1,766,315 |
| | This Year (2021) | \$1,740,218 |
| | Total Difference | \$(26,097) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$20,420 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(46,517) |

Detailed Breakdown

| 1. SBB Allocations | | \$1,740,218 | | | |
|--|--------|--------------------|------------|--------------------|--|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 350 | \$1,165,500 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 66 | \$65,934 | |
| Grade 1 | 0.30 | \$999 | 64 | \$63,936 | |
| Grade 2 | 0.30 | \$999 | 52 | \$51,948 | |
| Grade 3 | 0.20 | \$666 | 53 | \$35,298 | |
| Grade 4 | 0.20 | \$666 | 53 | \$35,298 | |
| Grade 5 | 0.20 | \$666 | 62 | \$41,292 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 266 | \$93,898 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 71 | \$68,565 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 313 | \$104,229 | |
| Incoming High Proficiency | 0.10 | \$333 | 0 | \$- | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$18,746 | |
| SBB Allocations Total | | | | \$1,740,218 | |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|---|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,972 | 5,104.95 | \$(133) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.026034402 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Peabody Elementary School

2086 Young Ave., Memphis, TN 38104

Phone: (901) 416-4606 Fax: (901) 416-4611

| | | | | | |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Optional | Square Footage: 53,997 | Student Capacity: 383 | FY2019-20 Utilization: 97% | FCI: 21 |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|------|------|------|------|-----|
| Pre-K | 20 | 20 | 20 | 20 | - |
| K-12 | 364 | 335 | 367 | 356 | -11 |
| Attendance Rate | 96% | 96% | 96% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 48.6% | 68.6% | 56.9% | - | - |
| Students with Disabilities (%) | 5.6% | 4% | 4.5% | - | - |
| English Language Learners (%) | 0.3% | 0% | 0.5% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 0 | 0 | - | 1 | 1 |
| Classroom Teacher | 22 | 21 | - | 18 | 18 |
| Special Skills | 8 | 6 | - | 5 | 5 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 3 | 3 | - | 4 | 4 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 5 | 1 | - | 1 | 1 |
| Other | 2 | 3 | - | 3 | 3 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,158,416 | \$2,279,985 | \$2,315,597 | \$2,261,384 | -\$54,212 |
| Title I | \$151,524 | \$141,274 | \$182,961 | \$142,800 | -\$40,161 |
| Other Special Revenue & Federal Funds | \$104,066 | \$121,211 | \$119,458 | \$124,427 | \$4,968 |
| Total | \$2,414,007 | \$2,542,471 | \$2,618,018 | \$2,528,611 | -\$89,406 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 86% | 96% | | | |
| TEM 5 | 25% | 35% | | | |
| TEM 4 | 32% | 46% | | | |
| TEM 3 | 29% | 15% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 5 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 4 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,744,363 | | |
|------------------------------------|---|--|------------------------|------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,744,363 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | | |
| How has funding changed under SBB? | Last Year (1920) | \$1,790,509 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$1,744,363 | |
| | Total Difference | \$(46,147) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(24,799) |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(21,347) | |

Detailed Breakdown

1. SBB Allocations \$1,744,363

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 356 | \$1,185,480 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 65 | \$64,935 |
| Grade 1 | 0.30 | \$999 | 71 | \$70,929 |
| Grade 2 | 0.30 | \$999 | 63 | \$62,937 |
| Grade 3 | 0.20 | \$666 | 55 | \$36,630 |
| Grade 4 | 0.20 | \$666 | 53 | \$35,298 |
| Grade 5 | 0.20 | \$666 | 49 | \$32,634 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 167 | \$58,951 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 25 | \$24,143 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 217 | \$72,261 |
| Incoming High Proficiency | 0.10 | \$333 | 51 | \$16,983 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$81,611 |
| SBB Allocations Total | | | | \$1,744,363 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$3,870

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,900 | 4,959.85 | \$(60) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.012090009 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Raleigh-Bartlett Meadows School

5195 Twin Woods, Memphis, TN 38134
 Phone: (901) 416-4336 Fax: (901) 416-4339

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 51,891 | Student Capacity: 348 | FY2019-20 Utilization: 130% | FCI: 7 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|------|------|------|----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 450 | 471 | 462 | 477 | 15 |
| Attendance Rate | 94.5% | 95% | 95% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 72.2% | 79.6% | 73.5% | - | - |
| Students with Disabilities (%) | 9.3% | 9.3% | 8% | - | - |
| English Language Learners (%) | 4.9% | 4% | 3.7% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 25 | 25 | - | 28 | 28 |
| Special Skills | 3 | 3 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 3 | 4 | - | 6 | 6 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 3 | - | 1 | 1 |
| Other | 2 | 2 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|---------------|
| General Fund | \$2,592,958 | \$2,698,037 | \$2,816,161 | \$2,804,555 | -\$11,606 |
| Title I | \$244,321 | \$241,120 | \$243,649 | \$242,550 | -\$1,099 |
| Other Special Revenue & Federal Funds | \$161,261 | \$178,433 | \$173,446 | \$185,339 | \$11,892 |
| Total | \$2,998,542 | \$3,117,590 | \$3,233,257 | \$3,232,444 | -\$813 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 84% | 97% | | |
| TEM 5 | 16% | 15% | | |
| TEM 4 | 36% | 64% | | |
| TEM 3 | 32% | 18% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 4 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 4 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,335,581 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,335,581 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$2,436,674 |
| | This Year (2021) | \$2,335,581 |
| | Total Difference | \$(101,093) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$41,564 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(142,657) |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$2,335,581 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 477 | \$1,588,410 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 83 | \$82,917 | |
| Grade 1 | 0.30 | \$999 | 85 | \$84,915 | |
| Grade 2 | 0.30 | \$999 | 81 | \$80,919 | |
| Grade 3 | 0.20 | \$666 | 90 | \$59,940 | |
| Grade 4 | 0.20 | \$666 | 72 | \$47,952 | |
| Grade 5 | 0.20 | \$666 | 66 | \$43,956 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 332 | \$117,196 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 111 | \$107,193 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 362 | \$120,546 | |
| Incoming High Proficiency | 0.10 | \$333 | 13 | \$4,329 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 1 | \$825 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,335,581 | |

2. SBB Transition Supplements \$0

| Staffing Supplement | | |
|--|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,896 | 5,195.46 | \$(299) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.057563876 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Richland Elementary School

5440 Rich Rd., Memphis, TN 38120
 Phone: (901) 416-2148 Fax: (901) 416-2150

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 59,833 | Student Capacity: 512 | FY2019-20 Utilization: 156% | FCI: 1 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 800 | 852 | 836 | 866 | 30 |
| Attendance Rate | 96.7% | 96.3% | 96.3% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 13.3% | 24.9% | 13.8% | - | - |
| Students with Disabilities (%) | 11.1% | 13% | 12.1% | - | - |
| English Language Learners (%) | 2.2% | 3.5% | 3.6% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 49 | 49 | - | 53 | 53 |
| Special Skills | 6 | 5 | - | 6 | 6 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 16 | 11 | - | 13 | 13 |
| Instructional Facilitator | 0 | 0 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 6 | 3 | - | 1 | 1 |
| Other | 4 | 3 | - | 3 | 3 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$4,868,302 | \$5,415,515 | \$5,191,817 | \$5,422,516 | \$230,699 |
| IDEA, Part B | \$79,101 | \$83,416 | \$81,579 | \$51,329 | -\$30,249 |
| Other Special Revenue & Federal Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$4,947,403 | \$5,498,932 | \$5,273,396 | \$5,473,846 | \$200,449 |

Teacher Quality

| | | | | | |
|----------------------------------|------|------|--|--|--|
| Teachers with TEM 3 or above (%) | 100% | 100% | | | |
| TEM 5 | 82% | 74% | | | |
| TEM 4 | 16% | 26% | | | |
| TEM 3 | 2% | 0% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 4 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$4,274,020 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$4,274,020 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$4,257,866 |
| | This Year (2021) | \$4,274,020 |
| | Total Difference | \$16,154 |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$54,780 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(38,626) |

Detailed Breakdown

| 1. SBB Allocations | | \$4,274,020 | | | |
|--|--------|--------------------|------------|--------------------|--|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 866 | \$2,883,780 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 162 | \$161,838 | |
| Grade 1 | 0.30 | \$999 | 161 | \$160,839 | |
| Grade 2 | 0.30 | \$999 | 141 | \$140,859 | |
| Grade 3 | 0.20 | \$666 | 129 | \$85,914 | |
| Grade 4 | 0.20 | \$666 | 136 | \$90,576 | |
| Grade 5 | 0.20 | \$666 | 137 | \$91,242 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 96 | \$33,888 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 37 | \$35,731 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 295 | \$98,235 | |
| Incoming High Proficiency | 0.10 | \$333 | 227 | \$75,591 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 26 | \$21,450 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$392,858 | |
| SBB Allocations Total | | | | \$4,274,020 | |

| | |
|-------------------------------|-----|
| 2. SBB Transition Supplements | \$0 |
|-------------------------------|-----|

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|----------------------------------|
| \$4,935 | 4,979.95 | \$(45) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.008956349 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Riverwood Elementary School

1330 Stern Lane Cordova, TN 38016

Phone: (901) 416-0198 Fax: (901) 416-2248

| | | | | | |
|-------------------------------|---------------------------------|-----------------------------------|---------------------------------|---------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: Optional | Square Footage: 107,565 | Student Capacity: 786 | FY2019-20 Utilization: 124% | FCI: 1 |
|-------------------------------|---------------------------------|-----------------------------------|---------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|------|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 959 | 912 | 949 | 844 | -105 |
| Attendance Rate | 96.8% | 96.7% | 96.7% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|------|------|-------|---|---|
| Economically Disadvantaged (%) | 27% | 50% | 30.5% | - | - |
| Students with Disabilities (%) | 9.6% | 9.6% | 8% | - | - |
| English Language Learners (%) | 6.4% | 5.3% | 6.1% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 1 | - | 1 | 1 |
| Classroom Teacher | 61 | 58 | - | 52 | 52 |
| Special Skills | 10 | 7 | - | 7 | 7 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 18 | 14 | - | 12 | 12 |
| Instructional Facilitator | 1 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 9 | 5 | - | 2 | 2 |
| Other | 3 | 3 | - | 3 | 3 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$5,823,067 | \$6,150,529 | \$6,042,351 | \$5,745,759 | -\$296,591 |
| Title I | \$258,601 | \$188,862 | \$249,258 | \$184,800 | -\$64,458 |
| IDEA, Part B | \$70,648 | \$74,704 | \$68,532 | \$54,254 | -\$14,277 |
| Other Special Revenue & Federal Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$6,152,317 | \$6,414,096 | \$6,360,141 | \$5,984,814 | -\$375,327 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|------|--|--|--|
| Teachers with TEM 3 or above (%) | 98% | 100% | | | |
| TEM 5 | 47% | 71% | | | |
| TEM 4 | 33% | 26% | | | |
| TEM 3 | 18% | 3% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

Total SBB Allocation \$3,955,295

| | | | | | |
|------------------------------------|---|--|------------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$3,955,295 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| How has funding changed under SBB? | | Last Year (1920) | | \$4,352,841 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | | \$3,955,295 | |
| | | Total Difference | | \$(397,546) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(234,234) | |
| | | Estimated changes to the budget due to SBB transition | Change from SBB | \$(163,312) | |

Detailed Breakdown

1. SBB Allocations \$3,955,295

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 844 | \$2,810,520 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 136 | \$135,864 |
| Grade 1 | 0.30 | \$999 | 139 | \$138,861 |
| Grade 2 | 0.30 | \$999 | 136 | \$135,864 |
| Grade 3 | 0.20 | \$666 | 153 | \$101,898 |
| Grade 4 | 0.20 | \$666 | 155 | \$103,230 |
| Grade 5 | 0.20 | \$666 | 125 | \$83,250 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 198 | \$69,894 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 77 | \$74,359 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 422 | \$140,526 |
| Incoming High Proficiency | 0.10 | \$333 | 143 | \$47,619 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 11 | \$9,075 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$103,279 |
| SBB Allocations Total | | | | \$3,955,295 |

2. SBB Transition Supplements \$0

| | | | | |
|--|--|--|--|-----|
| Staffing Supplement | | | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,686 | 4,879.86 | \$(193) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.039652312 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Robert R. Church Elementary School

4100 Mill Branch Rd. Memphis, TN 38116
 Phone: (901) 416-0198 Fax: (901) 416-2248

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 81,500 | Student Capacity: 662 | FY2019-20 Utilization: 99% | FCI: 7 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 40 | 20 | 20 | 20 | - |
| K-12 | 645 | 738 | 668 | 643 | -25 |
| Attendance Rate | 94.9% | 94.7% | 94.7% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|------|-------|-------|---|---|
| Economically Disadvantaged (%) | 81% | 86.6% | 82.5% | - | - |
| Students with Disabilities (%) | 8.9% | 8.2% | 7.8% | - | - |
| English Language Learners (%) | 5.5% | 5.4% | 4.5% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 2 | 2 |
| Classroom Teacher | 36 | 40 | - | 37 | 37 |
| Special Skills | 8 | 5 | - | 5 | 5 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 8 | 8 | - | 7 | 7 |
| Instructional Facilitator | 2 | 2 | - | 3 | 3 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 9 | 5 | - | 2 | 2 |
| Other | 3 | 3 | - | 7 | 7 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$4,032,899 | \$4,149,757 | \$4,049,959 | \$3,979,362 | -\$70,596 |
| Title I | \$359,174 | \$417,244 | \$387,144 | \$344,400 | -\$42,744 |
| IDEA, Part B | \$55,041 | \$58,902 | \$55,335 | \$60,808 | \$5,472 |
| Other Special Revenue & Federal Funds | \$121,739 | \$155,338 | \$305,416 | \$287,698 | -\$17,717 |
| Total | \$4,568,855 | \$4,781,242 | \$4,797,855 | \$4,672,269 | -\$125,586 |

Teacher Quality

| | | | | |
|----------------------------------|------|------|--|--|
| Teachers with TEM 3 or above (%) | 100% | 100% | | |
| TEM 5 | 21% | 33% | | |
| TEM 4 | 56% | 50% | | |
| TEM 3 | 23% | 17% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,119,381 |
|------------------------------------|--|---|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,114,964 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$4,417 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) Changes to enrollment impact the budget BEFORE SBB applies Estimated change to the budget due to Enrollment changes Estimated changes to the budget due to SBB transition | Last Year (1920) \$3,496,094 This Year (2021) \$3,119,381 Total Difference \$(376,713) Change from Enrollment \$(105,463) Change from SBB \$(271,251) |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$3,114,964 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 643 | \$2,141,190 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 99 | \$98,901 | |
| Grade 1 | 0.30 | \$999 | 93 | \$92,907 | |
| Grade 2 | 0.30 | \$999 | 129 | \$128,871 | |
| Grade 3 | 0.20 | \$666 | 128 | \$85,248 | |
| Grade 4 | 0.20 | \$666 | 111 | \$73,926 | |
| Grade 5 | 0.20 | \$666 | 83 | \$55,278 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 519 | \$183,207 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 131 | \$126,507 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 347 | \$115,551 | |
| Incoming High Proficiency | 0.10 | \$333 | 60 | \$19,980 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$3,114,964 | |

2. SBB Transition Supplements \$4,417

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|--------------------------------|
| \$4,844 | 5,273.14 | \$(429) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.081302708 | | \$4,417 |
| SBB Total Supplements TOTAL | | \$4,417 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Ross Elementary School

4890 Ross Rd., Memphis, TN 38141

Phone: (901) 416-1990 Fax: (901) 416-1964

| | | | | | |
|-------------------------------|------------------------------------|-----------------------------------|----------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 137,162 | Student Capacity: 1097 | FY2019-20 Utilization: 70% | FCI: 21 |
|-------------------------------|------------------------------------|-----------------------------------|----------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 43 | 40 | 40 | 40 | - |
| K-12 | 715 | 638 | 608 | 537 | -71 |
| Attendance Rate | 94.2% | 94.7% | 94.7% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 67.6% | 81.6% | 66.2% | - | - |
| Students with Disabilities (%) | 8.6% | 9.3% | 9.1% | - | - |
| English Language Learners (%) | 9.6% | 8.1% | 6.9% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 49 | 48 | - | 35 | 35 |
| Special Skills | 6 | 5 | - | 5 | 5 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 9 | 9 | - | 7 | 7 |
| Instructional Facilitator | 2 | 2 | - | 3 | 3 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 9 | 5 | - | 2 | 2 |
| Other | 4 | 4 | - | 7 | 7 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$4,148,409 | \$3,919,658 | \$3,905,631 | \$3,777,732 | -\$127,898 |
| Title I | \$417,866 | \$348,020 | \$348,639 | \$308,280 | -\$40,359 |
| IDEA, Part B | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$177,032 | \$221,109 | \$232,519 | \$90,338 | -\$142,181 |
| Total | \$4,743,308 | \$4,488,787 | \$4,486,790 | \$4,176,351 | -\$310,438 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 88% | 98% | | |
| TEM 5 | 29% | 14% | | |
| TEM 4 | 41% | 53% | | |
| TEM 3 | 18% | 31% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,682,984 |
|------------------------------------|---|------------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,682,984 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$3,004,808 |
| | This Year (2021) | \$2,682,984 |
| | Total Difference | \$(321,825) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(227,559) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(94,266) |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$2,682,984 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 537 | \$1,788,210 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 95 | \$94,905 | |
| Grade 1 | 0.30 | \$999 | 100 | \$99,900 | |
| Grade 2 | 0.30 | \$999 | 74 | \$73,926 | |
| Grade 3 | 0.20 | \$666 | 104 | \$69,264 | |
| Grade 4 | 0.20 | \$666 | 77 | \$51,282 | |
| Grade 5 | 0.20 | \$666 | 87 | \$57,942 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 330 | \$116,490 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 159 | \$153,546 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 471 | \$156,843 | |
| Incoming High Proficiency | 0.10 | \$333 | 2 | \$666 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 8 | \$6,600 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,682,984 | |

| 2. SBB Transition Supplements | | \$0 |
|-------------------------------|--|-----|
|-------------------------------|--|-----|

| Staffing Supplement | | |
|--|--|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$15,579 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,996 | 5,171.78 | \$(176) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.033942211 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Rozelle Elementary School

993 Roland, Memphis, TN 38114

Phone: (901) 416-4612 Fax: (901) 416-4619

| | | | | | |
|----------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: K-5 | School Type: Optional | Square Footage: 58,750 | Student Capacity: 379 | FY2019-20 Utilization: 65% | FCI: 38 |
|----------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 228 | 220 | 232 | 234 | 2 |
| Attendance Rate | 96.1% | 95.8% | 95.8% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 67.5% | 76.9% | 65.7% | - | - |
| Students with Disabilities (%) | 9.8% | 12% | 8.8% | - | - |
| English Language Learners (%) | 0% | 0% | 0.8% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 17 | 15 | - | 15 | 15 |
| Special Skills | 5 | 4 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 2 | 2 | - | 1 | 1 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 5 | 2 | - | 1 | 1 |
| Other | 2 | 2 | - | 3 | 3 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|---------------|
| General Fund | \$2,007,840 | \$2,063,304 | \$1,944,826 | \$1,957,207 | \$12,380 |
| Title I | \$141,895 | \$136,007 | \$124,693 | \$116,760 | -\$7,933 |
| IDEA, Part B | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$20,317 | \$43,500 | \$48,084 | \$43,145 | -\$4,939 |
| Total | \$2,170,053 | \$2,242,811 | \$2,117,604 | \$2,117,112 | -\$492 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|------|--|--|--|
| Teachers with TEM 3 or above (%) | 90% | 100% | | | |
| TEM 5 | 43% | 29% | | | |
| TEM 4 | 33% | 48% | | | |
| TEM 3 | 14% | 24% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 3 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,326,253 | | |
|------------------------------------|---|--|------------------------|-----|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,326,253 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | | |
| How has funding changed under SBB? | Last Year (1920) | \$1,340,713 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$1,326,253 | |
| | Total Difference | \$(14,460) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$- |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(14,460) | |

Detailed Breakdown

1. SBB Allocations \$1,326,253

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 234 | \$779,220 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 37 | \$36,963 |
| Grade 1 | 0.30 | \$999 | 32 | \$31,968 |
| Grade 2 | 0.30 | \$999 | 42 | \$41,958 |
| Grade 3 | 0.20 | \$666 | 48 | \$31,968 |
| Grade 4 | 0.20 | \$666 | 40 | \$26,640 |
| Grade 5 | 0.20 | \$666 | 35 | \$23,310 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 142 | \$50,126 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 21 | \$20,280 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 126 | \$41,958 |
| Incoming High Proficiency | 0.10 | \$333 | 15 | \$4,995 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$0 |
| SBB Allocations Total | | | | \$1,326,253 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$238,857

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,668 | 5,729.54 | \$(62) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.010785259 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



Scenic Hills Elementary School

3450 Scenic Highway Memphis, TN 38128
 Phone: (901) 416-4342 Fax: (901) 416-4303

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 48,338 | Student Capacity: 379 | FY2019-20 Utilization: 75% | FCI: 34 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 278 | 306 | 280 | 207 | -73 |
| Attendance Rate | 93.7% | 95.2% | 95.2% | - | NA |
| Student-Teacher Ratio | 1:14 | 1:14 | 1:14 | 1:14 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|------|---|---|
| Economically Disadvantaged (%) | 84.2% | 72.8% | 76% | - | - |
| Students with Disabilities (%) | 11.5% | 10.2% | 9.6% | - | - |
| English Language Learners (%) | 0% | 0.8% | 1.5% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 21 | 24 | - | 18 | 18 |
| Special Skills | 3 | 2 | - | 1 | 1 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 4 | 4 | - | 11 | 11 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | - | - |
| Nutrition | 7 | 3 | - | 1 | 1 |
| Other | 3 | 3 | - | 8 | 8 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,393,774 | \$2,174,660 | \$1,966,265 | \$1,919,756 | -\$46,509 |
| Title I | \$157,282 | \$174,157 | \$149,374 | \$131,775 | -\$17,599 |
| IDEA, Part B | \$63,325 | \$78,289 | \$85,564 | \$83,596 | -\$1,968 |
| Other Special Revenue & Federal Funds | \$172,074 | \$204,938 | \$240,953 | \$418,467 | \$177,514 |
| Total | \$2,786,456 | \$2,632,045 | \$2,442,157 | \$2,553,596 | \$111,438 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 91% | 87% | | | |
| TEM 5 | 9% | 7% | | | |
| TEM 4 | 45% | 47% | | | |
| TEM 3 | 36% | 33% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 2 | 4 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,345,301 |
|------------------------------------|--|--|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,345,301 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) Changes to enrollment impact the budget BEFORE SBB applies Estimated change to the budget due to Enrollment changes Estimated changes to the budget due to SBB transition | Last Year (1920) \$1,384,205 This Year (2021) \$1,345,301 Total Difference \$(38,905) Change from Enrollment \$(175,216) Change from SBB \$136,311 |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$1,345,301 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 207 | \$689,310 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 50 | \$49,950 | |
| Grade 1 | 0.30 | \$999 | 39 | \$38,961 | |
| Grade 2 | 0.30 | \$999 | 32 | \$31,968 | |
| Grade 3 | 0.20 | \$666 | 26 | \$17,316 | |
| Grade 4 | 0.20 | \$666 | 36 | \$23,976 | |
| Grade 5 | 0.20 | \$666 | 24 | \$15,984 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 159 | \$56,127 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 36 | \$34,765 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 170 | \$56,610 | |
| Incoming High Proficiency | 0.10 | \$333 | 5 | \$1,665 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 11 | \$9,075 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$1,345,301 | |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|---|-----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$321,363 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$6,499 | 5,840.52 | \$659 |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| 0.112748111 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Sea Isle Elementary School

5250 Sea Isle Road Memphis, TN 38117
 Phone: (901) 416-2104 Fax: (901) 416-2109

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 79,703 | Student Capacity: 468 | FY2019-20 Utilization: 94% | FCI: 16 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 434 | 448 | 398 | 433 | 35 |
| Attendance Rate | 95.5% | 95.7% | 95.7% | - | NA |
| Student-Teacher Ratio | 1:13 | 1:13 | 1:13 | 1:13 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 43.2% | 50% | 44.8% | - | - |
| Students with Disabilities (%) | 20.3% | 18.5% | 16.5% | - | - |
| English Language Learners (%) | 8.9% | 9% | 9.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 34 | 33 | - | 35 | 35 |
| Special Skills | 4 | 3 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 13 | 13 | - | 15 | 15 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 5 | 3 | - | 1 | 1 |
| Other | 3 | 4 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,636,018 | \$3,840,801 | \$3,532,648 | \$3,797,361 | \$264,712 |
| Title I | \$188,227 | \$159,015 | \$179,352 | \$139,440 | -\$39,912 |
| IDEA, Part B | \$100,862 | \$121,518 | \$127,753 | \$140,860 | \$13,106 |
| Other Special Revenue & Federal Funds | \$89,467 | \$94,985 | \$97,444 | \$96,959 | -\$484 |
| Total | \$4,014,576 | \$4,216,320 | \$3,937,199 | \$4,174,621 | \$237,422 |

Teacher Quality

| | | | | |
|----------------------------------|-----|------|--|--|
| Teachers with TEM 3 or above (%) | 94% | 100% | | |
| TEM 5 | 33% | 75% | | |
| TEM 4 | 44% | 23% | | |
| TEM 3 | 17% | 3% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 3 | 4 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,189,912 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,189,912 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$2,270,020 |
| | This Year (2021) | \$2,189,912 |
| | Total Difference | \$(80,108) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$26,519 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(106,627) |

Detailed Breakdown

| 1. SBB Allocations | | \$2,189,912 | | | |
|--|--------|--------------------|------------|--------------------|-----|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 433 | \$1,441,890 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 79 | \$78,921 | |
| Grade 1 | 0.30 | \$999 | 82 | \$81,918 | |
| Grade 2 | 0.30 | \$999 | 69 | \$68,931 | |
| Grade 3 | 0.20 | \$666 | 79 | \$52,614 | |
| Grade 4 | 0.20 | \$666 | 62 | \$41,292 | |
| Grade 5 | 0.20 | \$666 | 62 | \$41,292 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 162 | \$57,186 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 34 | \$32,834 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 250 | \$83,250 | |
| Incoming High Proficiency | 0.10 | \$333 | 59 | \$19,647 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 17 | \$14,025 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,189,912 | |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|---|-----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$175,517 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,058 | 5,303.78 | \$(246) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.046429428 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Shady Grove Elementary School

5360 Shady Grove Road Memphis, TN 38120
 Phone: (901) 416-2166 Fax: (901) 416-2168

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 48,401 | Student Capacity: 268 | FY2019-20 Utilization: 143% | FCI: 20 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 371 | 374 | 379 | 386 | 7 |
| Attendance Rate | 95.1% | 94.5% | 94.5% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:15 | 1:15 | 1:15 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 51.7% | 79.8% | 55.9% | - | - |
| Students with Disabilities (%) | 8.1% | 8.5% | 7.9% | - | - |
| English Language Learners (%) | 21% | 21.2% | 20% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 0 | 0 | - | 1 | 1 |
| Classroom Teacher | 26 | 24 | - | 22 | 22 |
| Special Skills | 7 | 3 | - | 3 | 3 |
| Counselor | 2 | 1 | - | 1 | 1 |
| Educational Assistant | 4 | 3 | - | 4 | 4 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 0 | 1 | - | 1 | 1 |
| Nutrition | 7 | 3 | - | 1 | 1 |
| Other | 2 | 2 | - | 2 | 2 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$2,603,604 | \$2,694,383 | \$2,603,158 | \$2,479,226 | -\$123,931 |
| Title I | \$173,580 | \$174,309 | \$178,729 | \$146,160 | -\$32,569 |
| IDEA, Part B | \$28,096 | \$29,337 | \$27,384 | \$33,120 | \$5,735 |
| Other Special Revenue & Federal Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$2,805,281 | \$2,898,030 | \$2,809,272 | \$2,658,506 | -\$150,765 |

Teacher Quality

| | | | | |
|----------------------------------|------|------|--|--|
| Teachers with TEM 3 or above (%) | 100% | 100% | | |
| TEM 5 | 67% | 28% | | |
| TEM 4 | 27% | 53% | | |
| TEM 3 | 7% | 19% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 3 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,850,718 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,850,718 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$1,944,563 |
| | This Year (2021) | \$1,850,718 |
| | Total Difference | \$(93,844) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$10,128 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(103,972) |

Detailed Breakdown

| 1. SBB Allocations | | \$1,850,718 | | | |
|--|--------|--------------------|------------------------------|--------------------|--|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 386 | \$1,285,380 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 67 | \$66,933 | |
| Grade 1 | 0.30 | \$999 | 62 | \$61,938 | |
| Grade 2 | 0.30 | \$999 | 70 | \$69,930 | |
| Grade 3 | 0.20 | \$666 | 62 | \$41,292 | |
| Grade 4 | 0.20 | \$666 | 68 | \$45,288 | |
| Grade 5 | 0.20 | \$666 | 57 | \$37,962 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 177 | \$62,481 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 43 | \$41,525 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 283 | \$94,239 | |
| Incoming High Proficiency | 0.10 | \$333 | 16 | \$5,328 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$35,448 | |
| | | | SBB Allocations Total | \$1,850,718 | |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,795 | 5,063.96 | \$(269) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.053191236 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



Sharpe Elementary School

3431 Sharpe, Memphis, TN 38111
 Phone: (901) 416-2166 Fax: (901) 416-5022

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 47,130 | Student Capacity: 279 | FY2019-20 Utilization: 126% | FCI: 40 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 351 | 268 | 264 | 289 | 25 |
| Attendance Rate | 94.8% | 95.1% | 95.1% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:14 | 1:14 | 1:14 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 78.5% | 75.6% | 75% | - | - |
| Students with Disabilities (%) | 8.3% | 6.1% | 4.8% | - | - |
| English Language Learners (%) | 23.2% | 21.6% | 28.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 29 | 28 | - | 25 | 25 |
| Special Skills | 4 | 3 | - | 2 | 2 |
| Counselor | 2 | 2 | - | 1 | 1 |
| Educational Assistant | 6 | 3 | - | 5 | 5 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 8 | 4 | - | 1 | 1 |
| Other | 11 | 7 | - | 6 | 6 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,349,193 | \$2,349,616 | \$2,295,608 | \$2,484,851 | \$189,243 |
| Title I | \$140,020 | \$144,464 | \$156,565 | \$154,350 | -\$2,215 |
| IDEA, Part B | \$10,727 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$195,934 | \$265,281 | \$277,571 | \$330,599 | \$53,028 |
| Total | \$2,695,876 | \$2,759,361 | \$2,729,744 | \$2,969,801 | \$240,056 |

Teacher Quality

| | | | | | |
|----------------------------------|------|------|--|--|--|
| Teachers with TEM 3 or above (%) | 100% | 100% | | | |
| TEM 5 | 50% | 50% | | | |
| TEM 4 | 43% | 45% | | | |
| TEM 3 | 7% | 5% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 4 | 2 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,650,261 | |
|------------------------------------|---|------------------------|------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,650,261 | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | | |
| | Last Year (1920) | \$1,570,658 | |
| | This Year (2021) | \$1,650,261 | |
| | Total Difference | \$79,603 | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(37,144) |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$116,747 |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$1,650,261 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 289 | \$962,370 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 54 | \$53,946 | |
| Grade 1 | 0.30 | \$999 | 51 | \$50,949 | |
| Grade 2 | 0.30 | \$999 | 54 | \$53,946 | |
| Grade 3 | 0.20 | \$666 | 54 | \$35,964 | |
| Grade 4 | 0.20 | \$666 | 35 | \$23,310 | |
| Grade 5 | 0.20 | \$666 | 41 | \$27,306 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 208 | \$73,424 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 106 | \$102,364 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 269 | \$89,577 | |
| Incoming High Proficiency | 0.10 | \$333 | 0 | \$- | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 2 | \$1,650 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$113,118 |
| SBB Allocations Total | | | | \$1,650,261 | |

| 2. SBB Transition Supplements | | \$0 |
|-------------------------------|--|-----|
|-------------------------------|--|-----|

| Staffing Supplement | | |
|--|--|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$57,260 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,710 | 5,306.27 | \$404 |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| 0.076130343 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Sheffield Elementary School

4290 Chuck, Memphis, TN 38118

Phone: (901) 416-2360 Fax: (901) 416-2371

| | | | | | |
|-------------------------------|------------------------------------|---------------------------------|---------------------------------|---------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 47000 | Student Capacity: 453 | FY2019-20 Utilization: 131% | FCI: 22 |
|-------------------------------|------------------------------------|---------------------------------|---------------------------------|---------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 20 | 20 | 20 | 20 | - |
| K-12 | 599 | 612 | 437 | 536 | 99 |
| Attendance Rate | 95.2% | 95.5% | 95.5% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 76% | 77.6% | 68.6% | - | - |
| Students with Disabilities (%) | 6.1% | 4.3% | 3.9% | - | - |
| English Language Learners (%) | 23.5% | 26.5% | 34.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 35 | 38 | - | 32 | 32 |
| Special Skills | 6 | 4 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 3 | 3 | - | 4 | 4 |
| Instructional Facilitator | 2 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | - | - |
| Nutrition | 10 | 5 | - | 2 | 2 |
| Other | 11 | 7 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,117,088 | \$3,745,864 | \$3,597,062 | \$3,890,662 | \$293,599 |
| Title I | \$326,410 | \$309,402 | \$322,908 | \$216,720 | -\$106,188 |
| IDEA, Part B | \$0 | \$0 | \$0 | \$0 | \$0 |
| School Improvement Grants (SIG) | \$18,931 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$88,405 | \$134,595 | \$68,288 | \$300,933 | \$232,645 |
| Total | \$3,550,836 | \$4,189,863 | \$3,988,259 | \$4,408,316 | \$420,056 |

Teacher Quality

| | | | |
|----------------------------------|-----|-----|--|
| Teachers with TEM 3 or above (%) | 83% | 32% | |
| TEM 5 | 3% | 0% | |
| TEM 4 | 33% | 7% | |
| TEM 3 | 47% | 25% | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 4 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,649,102 |
|------------------------------------|---|-----------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,649,102 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$2,839,158 |
| | This Year (2021) | \$2,649,102 |
| | Total Difference | \$(190,057) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(31,430) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(158,627) |

Detailed Breakdown

| 1. SBB Allocations | | \$2,649,102 | | | |
|--|--------|--------------------|------------|--------------------|-----|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 536 | \$1,784,880 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 109 | \$108,891 | |
| Grade 1 | 0.30 | \$999 | 107 | \$106,893 | |
| Grade 2 | 0.30 | \$999 | 96 | \$95,904 | |
| Grade 3 | 0.20 | \$666 | 76 | \$50,616 | |
| Grade 4 | 0.20 | \$666 | 72 | \$47,952 | |
| Grade 5 | 0.20 | \$666 | 76 | \$50,616 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 271 | \$95,663 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 127 | \$122,644 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 480 | \$159,840 | |
| Incoming High Proficiency | 0.10 | \$333 | 14 | \$4,662 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 2 | \$1,650 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,649,102 | |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,942 | 5,238.29 | \$(296) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.056496536 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Shelby Oaks Elementary School

6053 Summer Avenue Memphis, TN 38134

Phone: (901) 416-4305 Fax: (901) 416-4311

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 74,069 | Student Capacity: 637 | FY2019-20 Utilization: 136% | FCI: 11 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 886 | 902 | 825 | 824 | -1 |
| Attendance Rate | 95.9% | 96.1% | 96.1% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 61.8% | 67.7% | 64.9% | - | - |
| Students with Disabilities (%) | 8.7% | 9.7% | 8.1% | - | - |
| English Language Learners (%) | 12.5% | 14.1% | 12.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 49 | 50 | - | 52 | 52 |
| Special Skills | 6 | 5 | - | 6 | 6 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 8 | 8 | - | 10 | 10 |
| Instructional Facilitator | 2 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 9 | 5 | - | 2 | 2 |
| Other | 3 | 3 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$4,834,719 | \$4,968,747 | \$4,943,661 | \$5,137,298 | \$193,637 |
| Title I | \$452,653 | \$512,913 | \$440,579 | \$365,400 | -\$75,179 |
| IDEA, Part B | \$27,136 | \$27,355 | \$24,895 | \$27,134 | \$2,238 |
| Other Special Revenue & Federal Funds | \$210,685 | \$229,178 | \$223,008 | \$233,927 | \$10,918 |
| Total | \$5,525,194 | \$5,738,195 | \$5,632,144 | \$5,763,760 | \$131,615 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 96% | 88% | | |
| TEM 5 | 40% | 29% | | |
| TEM 4 | 46% | 35% | | |
| TEM 3 | 11% | 24% | | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 3 | 2 | N/A | N/A | N/A |
| TVAAS Numeracy | 3 | 2 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,953,876 | | |
|------------------------------------|---|--|------------------------|------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,953,876 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | | |
| How has funding changed under SBB? | Last Year (1920) | \$4,237,415 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$3,953,876 | |
| | | Total Difference | \$(283,539) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(25,557) |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(257,982) | |

Detailed Breakdown

1. SBB Allocations \$3,953,876

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 824 | \$2,743,920 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 152 | \$151,848 |
| Grade 1 | 0.30 | \$999 | 155 | \$154,845 |
| Grade 2 | 0.30 | \$999 | 132 | \$131,868 |
| Grade 3 | 0.20 | \$666 | 135 | \$89,910 |
| Grade 4 | 0.20 | \$666 | 129 | \$85,914 |
| Grade 5 | 0.20 | \$666 | 121 | \$80,586 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 449 | \$158,497 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 111 | \$107,193 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 652 | \$217,116 |
| Incoming High Proficiency | 0.10 | \$333 | 46 | \$15,318 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$15,539 |
| SBB Allocations Total | | | | \$3,953,876 |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|--------------------------------|
| \$4,798 | 5,111.47 | \$(313) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.061251343 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Sherwood Elementary School

1156 Robin Hood Lane Memphis, TN 38111
 Phone: (902) 416-4864 Fax: (901) 416-4869

| | | | | | |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Optional | Square Footage: 94,516 | Student Capacity: 562 | FY2019-20 Utilization: 116% | FCI: 15 |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|------|------|------|----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 655 | 696 | 530 | 554 | 24 |
| Attendance Rate | 94.3% | 96% | 96% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 76.8% | 68.5% | 76.6% | - | - |
| Students with Disabilities (%) | 8.3% | 7.7% | 6.1% | - | - |
| English Language Learners (%) | 13.5% | 11% | 10.2% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 39 | 38 | - | 32 | 32 |
| Special Skills | 7 | 6 | - | 5 | 5 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 8 | 9 | - | 7 | 7 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 12 | 6 | - | 4 | 4 |
| Other | 4 | 4 | - | 8 | 8 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,775,460 | \$3,738,821 | \$3,380,979 | \$3,531,464 | \$150,484 |
| Title I | \$318,179 | \$378,656 | \$320,613 | \$284,025 | -\$36,588 |
| IDEA, Part B | \$56,411 | \$61,573 | \$51,838 | \$54,647 | \$2,809 |
| Other Special Revenue & Federal Funds | \$225,531 | \$243,368 | \$222,579 | \$287,600 | \$65,021 |
| Total | \$4,375,581 | \$4,422,419 | \$3,976,010 | \$4,157,737 | \$181,727 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 98% | 96% | | | |
| TEM 5 | 38% | 24% | | | |
| TEM 4 | 38% | 45% | | | |
| TEM 3 | 21% | 27% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,748,928 | | |
|------------------------------------|---|--|------------------------|------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,748,928 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | | |
| How has funding changed under SBB? | Last Year (1920) | \$2,939,786 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$2,748,928 | |
| | Total Difference | \$(190,858) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(77,499) |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(113,359) | |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$2,748,928 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 554 | \$1,844,820 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 87 | \$86,913 | |
| Grade 1 | 0.30 | \$999 | 103 | \$102,897 | |
| Grade 2 | 0.30 | \$999 | 98 | \$97,902 | |
| Grade 3 | 0.20 | \$666 | 87 | \$57,942 | |
| Grade 4 | 0.20 | \$666 | 92 | \$61,272 | |
| Grade 5 | 0.20 | \$666 | 87 | \$57,942 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 377 | \$133,081 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 100 | \$96,570 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 416 | \$138,528 | |
| Incoming High Proficiency | 0.10 | \$333 | 26 | \$8,658 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 1 | \$825 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,748,928 | |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|--|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$60,515 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,962 | 5,166.58 | \$(205) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.039604369 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

South Park Elementary School

1736 Getwell Road Memphis, TN 38111
 Phone: (901) 416-5024 Fax: (901) 416-5025

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 77,075 | Student Capacity: 438 | FY2019-20 Utilization: 123% | FCI: 4 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 60 | 60 | 60 | 60 | - |
| K-12 | 552 | 572 | 468 | 453 | -15 |
| Attendance Rate | 95.3% | 95.2% | 95.2% | - | NA |
| Student-Teacher Ratio | 1:13 | 1:13 | 1:13 | 1:13 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 79.5% | 78.4% | 76.2% | - | - |
| Students with Disabilities (%) | 12.8% | 13.6% | 9.2% | - | - |
| English Language Learners (%) | 37.3% | 34.2% | 32.8% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 44 | 49 | - | 36 | 36 |
| Special Skills | 4 | 3 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 14 | 15 | - | 16 | 16 |
| Instructional Facilitator | 2 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 9 | 5 | - | 1 | 1 |
| Other | 9 | 5 | - | 2 | 2 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
| General Fund | \$3,708,391 | \$3,911,319 | \$3,548,289 | \$3,641,952 | \$93,662 |
| Title I | \$316,308 | \$322,597 | \$289,915 | \$265,125 | -\$24,790 |
| IDEA, Part B | \$144,244 | \$80,963 | \$75,066 | \$87,596 | \$12,530 |
| Other Special Revenue & Federal Funds | \$289,649 | \$343,313 | \$370,091 | \$385,084 | \$14,992 |
| Total | \$4,458,594 | \$4,658,193 | \$4,283,363 | \$4,379,758 | \$96,394 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 90% | 81% | | | |
| TEM 5 | 21% | 9% | | | |
| TEM 4 | 33% | 32% | | | |
| TEM 3 | 36% | 40% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 3 | N/A | N/A | N/A |

Total SBB Allocation **\$2,214,749**

| | | | | | |
|------------------------------------|---|--|------------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$2,214,749 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| How has funding changed under SBB? | | Last Year (1920) | | \$2,441,120 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | | \$2,214,749 | |
| | | Total Difference | | \$(226,372) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | | \$(62,997) |
| | | Estimated changes to the budget due to SBB transition | Change from SBB | | \$(163,375) |

Detailed Breakdown

1. SBB Allocations **\$2,214,749**

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 453 | \$1,508,490 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 72 | \$71,928 |
| Grade 1 | 0.30 | \$999 | 71 | \$70,929 |
| Grade 2 | 0.30 | \$999 | 82 | \$81,918 |
| Grade 3 | 0.20 | \$666 | 73 | \$48,618 |
| Grade 4 | 0.20 | \$666 | 77 | \$51,282 |
| Grade 5 | 0.20 | \$666 | 78 | \$51,948 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 287 | \$101,311 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 77 | \$74,359 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 347 | \$115,551 |
| Incoming High Proficiency | 0.10 | \$333 | 32 | \$10,656 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 22 | \$18,150 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$2,214,749 |

2. SBB Transition Supplements **\$0**

| | | | | |
|--|--|--|--|-----|
| Staffing Supplement | | | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | | | |
| | | | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,889 | 5,249.72 | \$(361) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.06869911 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Southwind Elementary School

8155 Meadowvale Drive, Memphis, TN 38125
 Phone: (901) 416-2805 Fax: (901) 416-2807

| | | | | | |
|-------------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 108,000 | Student Capacity: 937 | FY2019-20 Utilization: 78% | FCI: 15 |
|-------------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 60 | 60 | 60 | 60 | - |
| K-12 | 719 | 716 | 623 | 616 | -7 |
| Attendance Rate | 95.8% | 95.6% | 95.6% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|------|-------|------|---|---|
| Economically Disadvantaged (%) | 46% | 60.5% | 49% | - | - |
| Students with Disabilities (%) | 9.7% | 8.8% | 8.5% | - | - |
| English Language Learners (%) | 5.1% | 5.2% | 4.7% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | - | - |
| Classroom Teacher | 48 | 45 | - | 40 | 40 |
| Special Skills | 7 | 5 | - | 4 | 4 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 12 | 12 | - | 20 | 20 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 10 | 6 | - | 2 | 2 |
| Other | 3 | 4 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$4,021,119 | \$4,204,570 | \$3,806,152 | \$3,783,604 | -\$22,548 |
| Title I | \$246,224 | \$252,593 | \$317,417 | \$228,480 | -\$88,937 |
| IDEA, Part B | \$104,482 | \$101,748 | \$110,961 | \$108,514 | -\$2,447 |
| Other Special Revenue & Federal Funds | \$256,083 | \$282,488 | \$288,755 | \$335,285 | \$46,529 |
| Total | \$4,627,909 | \$4,841,400 | \$4,523,286 | \$4,455,883 | -\$67,402 |

Teacher Quality

| | | | | |
|----------------------------------|------|------|--|--|
| Teachers with TEM 3 or above (%) | 100% | 100% | | |
| TEM 5 | 37% | 48% | | |
| TEM 4 | 47% | 35% | | |
| TEM 3 | 16% | 17% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 4 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,949,595 | | |
|------------------------------------|---|--|------------------------|------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,949,595 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | | |
| How has funding changed under SBB? | Last Year (1920) | \$3,149,609 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$2,949,595 | |
| | Total Difference | \$(200,014) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(60,184) |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(139,831) | |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$2,949,595 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 616 | \$2,051,280 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 109 | \$108,891 | |
| Grade 1 | 0.30 | \$999 | 97 | \$96,903 | |
| Grade 2 | 0.30 | \$999 | 101 | \$100,899 | |
| Grade 3 | 0.20 | \$666 | 102 | \$67,932 | |
| Grade 4 | 0.20 | \$666 | 92 | \$61,272 | |
| Grade 5 | 0.20 | \$666 | 115 | \$76,590 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 259 | \$91,427 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 71 | \$68,565 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 367 | \$122,211 | |
| Incoming High Proficiency | 0.10 | \$333 | 62 | \$20,646 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 14 | \$11,550 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,949,595 | |

2. SBB Transition Supplements

| Staffing Supplement | | \$0 |
|--|--|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$72,669 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,788 | 5,015.30 | \$(227) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.045261125 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



Springdale Elementary School

880 North Hollywood Memphis, TN 38108
 Phone: (901) 416-4883 Fax: (901) 416-9280

| | | | | | |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Optional | Square Footage: 58,986 | Student Capacity: 279 | FY2019-20 Utilization: 92% | FCI: 35 |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 20 | 20 | 20 | 20 | - |
| K-12 | 241 | 253 | 242 | 266 | 24 |
| Attendance Rate | 94.6% | 94.1% | 94.1% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:14 | 1:14 | 1:14 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 88.3% | 78.8% | 86.6% | - | - |
| Students with Disabilities (%) | 10.4% | 10.3% | 7.2% | - | - |
| English Language Learners (%) | 0.4% | 1% | 1.1% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 20 | 19 | - | 17 | 17 |
| Special Skills | 4 | 3 | - | 4 | 4 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 2 | 1 | - | 4 | 4 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 6 | 3 | - | 1 | 1 |
| Other | 9 | 5 | - | 2 | 2 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,270,569 | \$2,193,871 | \$1,969,069 | \$1,924,174 | -\$44,895 |
| Title I | \$204,194 | \$213,272 | \$124,447 | \$141,750 | \$17,302 |
| IDEA, Part B | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$121,339 | \$189,101 | \$127,217 | \$272,575 | \$145,357 |
| Total | \$2,596,103 | \$2,596,244 | \$2,220,733 | \$2,338,499 | \$117,765 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|------|--|--|--|
| Teachers with TEM 3 or above (%) | 95% | 100% | | | |
| TEM 5 | 23% | 58% | | | |
| TEM 4 | 55% | 38% | | | |
| TEM 3 | 18% | 4% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 4 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,430,825 |
|------------------------------------|---|---|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,430,825 |
| 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 funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$40,532 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(109,392) |
| | | Last Year (1920) \$1,499,685 This Year (2021) \$1,430,825 Total Difference \$(68,860) |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$1,430,825 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 266 | \$885,780 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 46 | \$45,954 | |
| Grade 1 | 0.30 | \$999 | 49 | \$48,951 | |
| Grade 2 | 0.30 | \$999 | 43 | \$42,957 | |
| Grade 3 | 0.20 | \$666 | 46 | \$30,636 | |
| Grade 4 | 0.20 | \$666 | 33 | \$21,978 | |
| Grade 5 | 0.20 | \$666 | 49 | \$32,634 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 231 | \$81,543 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 54 | \$52,148 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 133 | \$44,289 | |
| Incoming High Proficiency | 0.10 | \$333 | 6 | \$1,998 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$89,467 |
| SBB Allocations Total | | | | \$1,430,825 | |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|--|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$55,745 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,379 | 5,790.29 | \$(411) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.071023753 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Treadwell Elementary School

3538 Given Ave. Memphis, TN 38122

Phone: (901) 416-6130 Fax: (901) 416-6132

| | | | | | |
|---------------------|---------------------|------------------------|--------------------------|-------------------------------|-------------|
| Grade Level: | School Type: | Square Footage: | Student Capacity: | FY2019-20 Utilization: | FCI: |
| K-5 | Optional | 55,512 | 618 | 104% | 36 |

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 644 | 703 | 691 | 774 | 83 |
| Attendance Rate | 95.8% | 96.5% | 96.5% | - | NA |
| Student-Teacher Ratio | 1:14 | 1:15 | 1:15 | 1:15 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 81.9% | 79.3% | 74.6% | - | - |
| Students with Disabilities (%) | 7% | 5.3% | 5.3% | - | - |
| English Language Learners (%) | 23.6% | 22% | 22.5% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 2 | 2 |
| Classroom Teacher | 45 | 90 | - | 46 | 46 |
| Special Skills | 8 | 15 | - | 7 | 7 |
| Counselor | 1 | 2 | - | 2 | 2 |
| Educational Assistant | 7 | 6 | - | 10 | 10 |
| Instructional Facilitator | 2 | 3 | - | 2 | 2 |
| Librarian | 1 | 2 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Other | 10 | 9 | - | 8 | 8 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
| General Fund | \$3,747,148 | \$4,156,140 | \$4,264,403 | \$4,618,019 | \$353,616 |
| Title I | \$400,655 | \$333,548 | \$413,164 | \$339,150 | -\$74,014 |
| IDEA, Part B | \$0 | \$0 | \$0 | \$0 | \$0 |
| School Improvement Grants (SIG) | \$997,140 | \$744,150 | \$70,286 | \$0 | -\$70,286 |
| Other Special Revenue & Federal Funds | \$190,774 | \$239,965 | \$255,710 | \$95,209 | -\$160,501 |
| Total | \$5,335,718 | \$5,473,804 | \$5,003,564 | \$5,052,378 | \$48,814 |

Teacher Quality

| | | | | | |
|----------------------------------|------|------|--|--|--|
| Teachers with TEM 3 or above (%) | 100% | 100% | | | |
| TEM 5 | 56% | 28% | | | |
| TEM 4 | 33% | 46% | | | |
| TEM 3 | 11% | 26% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 2 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,770,347 |
|------------------------------------|---|----------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,770,347 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$3,874,179 |
| | This Year (2021) | \$3,770,347 |
| | Total Difference | \$(103,831) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$167,080 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(270,912) |

Detailed Breakdown

1. SBB Allocations \$3,770,347

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 774 | \$2,577,420 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 139 | \$138,861 |
| Grade 1 | 0.30 | \$999 | 134 | \$133,866 |
| Grade 2 | 0.30 | \$999 | 126 | \$125,874 |
| Grade 3 | 0.20 | \$666 | 119 | \$79,254 |
| Grade 4 | 0.20 | \$666 | 144 | \$95,904 |
| Grade 5 | 0.20 | \$666 | 112 | \$74,592 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 501 | \$176,853 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 119 | \$114,918 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 716 | \$238,428 |
| Incoming High Proficiency | 0.10 | \$333 | 16 | \$5,328 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| SBB Allocations Total | | | | \$3,770,347 |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,871 | 5,221.26 | \$(350) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.067036487 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Vollentine Elementary School

1682 Vollintine, Memphis, TN 38107

Phone: (901) 416-4632 Fax: (901) 416-3603

| | | | | | |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Optional | Square Footage: 75,100 | Student Capacity: 514 | FY2019-20 Utilization: 45% | FCI: 14 |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 20 | 20 | 20 | 20 | - |
| K-12 | 396 | 284 | 278 | 268 | -10 |
| Attendance Rate | 94.3% | 96.3% | 96.3% | - | NA |
| Student-Teacher Ratio | 1:13 | 1:12 | 1:12 | 1:12 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 81.9% | 71.7% | 84.4% | - | - |
| Students with Disabilities (%) | 19.9% | 18.5% | 20.2% | - | - |
| English Language Learners (%) | 0.3% | 0.9% | 1.2% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 0 | 0 | - | 1 | 1 |
| Classroom Teacher | 16 | 20 | - | 21 | 21 |
| Special Skills | 4 | 2 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 5 | 10 | - | 17 | 17 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 6 | 3 | - | 1 | 1 |
| Other | 2 | 2 | - | 3 | 3 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,762,922 | \$2,721,641 | \$2,432,935 | \$2,582,108 | \$149,172 |
| Title I | \$129,104 | \$181,777 | \$185,051 | \$170,625 | -\$14,426 |
| IDEA, Part B | \$289,651 | \$311,744 | \$298,576 | \$307,649 | \$9,073 |
| Other Special Revenue & Federal Funds | \$92,259 | \$112,714 | \$141,905 | \$146,876 | \$4,970 |
| Total | \$3,273,938 | \$3,327,877 | \$3,058,469 | \$3,207,259 | \$148,789 |

Teacher Quality

| | | | | |
|----------------------------------|-----|------|--|--|
| Teachers with TEM 3 or above (%) | 94% | 100% | | |
| TEM 5 | 28% | 44% | | |
| TEM 4 | 33% | 47% | | |
| TEM 3 | 33% | 9% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 3 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,602,687 |
|------------------------------------|---|-----------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,504,719 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$97,967 |
| How has funding changed under SBB? | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(52,002) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(139,364) |
| | Last Year (1920) | \$1,794,052 |
| | This Year (2021) | \$1,602,687 |
| | Total Difference | \$(191,366) |

Detailed Breakdown

| 1. SBB Allocations | | \$1,504,719 | | | |
|--|--------|--------------------|------------|--------------------|--|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 268 | \$892,440 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 42 | \$41,958 | |
| Grade 1 | 0.30 | \$999 | 45 | \$44,955 | |
| Grade 2 | 0.30 | \$999 | 50 | \$49,950 | |
| Grade 3 | 0.20 | \$666 | 36 | \$23,976 | |
| Grade 4 | 0.20 | \$666 | 39 | \$25,974 | |
| Grade 5 | 0.20 | \$666 | 56 | \$37,296 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 213 | \$75,189 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 47 | \$45,388 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 230 | \$76,590 | |
| Incoming High Proficiency | 0.10 | \$333 | 2 | \$666 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 47 | \$38,775 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$99,371 | |
| SBB Allocations Total | | | | \$1,504,719 | |

| | |
|--------------------------------------|-----------------|
| 2. SBB Transition Supplements | \$97,967 |
|--------------------------------------|-----------------|

| Staffing Supplement | |
|--|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$55,137 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,615 | 6,500.18 | \$(886) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.136236667 | | \$97,967 |
| SBB Total Supplements TOTAL | | \$97,967 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Wells Station Elementary School

1610 Wells Station Road Memphis, TN 38108
 Phone: (901) 416-2172 Fax: (901) 416-2175

| | | | | | |
|-------------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 100,258 | Student Capacity: 747 | FY2019-20 Utilization: 96% | FCI: 12 |
|-------------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|------|-------|-------|------|-----|
| Pre-K | 20 | 40 | 40 | 40 | - |
| K-12 | 710 | 731 | 734 | 710 | -24 |
| Attendance Rate | 95% | 95.2% | 95.2% | - | NA |
| Student-Teacher Ratio | 1:13 | 1:13 | 1:13 | 1:13 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 67.6% | 71.2% | 61.2% | - | - |
| Students with Disabilities (%) | 8.1% | 7.3% | 6.9% | - | - |
| English Language Learners (%) | 46.9% | 44.9% | 45.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 51 | 56 | - | 55 | 55 |
| Special Skills | 4 | 3 | - | 4 | 4 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 8 | 10 | - | 10 | 10 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 8 | 5 | - | 1 | 1 |
| Other | 12 | 7 | - | 8 | 8 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$5,002,626 | \$5,155,262 | \$5,341,683 | \$5,311,454 | -\$30,229 |
| Title I | \$367,989 | \$396,219 | \$393,782 | \$313,320 | -\$80,462 |
| IDEA, Part B | \$106,845 | \$118,373 | \$110,304 | \$119,975 | \$9,670 |
| Other Special Revenue & Federal Funds | \$271,913 | \$286,780 | \$263,614 | \$335,634 | \$72,019 |
| Total | \$5,749,374 | \$5,956,635 | \$6,109,386 | \$6,080,384 | -\$29,001 |

Teacher Quality

| | | | | | |
|----------------------------------|------|------|--|--|--|
| Teachers with TEM 3 or above (%) | 100% | 100% | | | |
| TEM 5 | 59% | 42% | | | |
| TEM 4 | 37% | 53% | | | |
| TEM 3 | 4% | 5% | | | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 3 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 2 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,390,453 |
|------------------------------------|---|-----------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,390,453 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$3,682,254 |
| | This Year (2021) | \$3,390,453 |
| | Total Difference | \$(291,802) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(46,092) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(245,709) |

Detailed Breakdown

1. SBB Allocations \$3,390,453

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 710 | \$2,364,300 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 114 | \$113,886 |
| Grade 1 | 0.30 | \$999 | 110 | \$109,890 |
| Grade 2 | 0.30 | \$999 | 135 | \$134,865 |
| Grade 3 | 0.20 | \$666 | 102 | \$67,932 |
| Grade 4 | 0.20 | \$666 | 142 | \$94,572 |
| Grade 5 | 0.20 | \$666 | 107 | \$71,262 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 355 | \$125,315 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 94 | \$90,776 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 512 | \$170,496 |
| Incoming High Proficiency | 0.10 | \$333 | 58 | \$19,314 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 8 | \$6,600 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$3,390,453 |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|--------------------------------|
| \$4,775 | 5,121.35 | \$(346) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.067573813 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



Westside Elementary School

3347 Dawn Drive Memphis, TN 38127

Phone: (901) 416-3725 Fax: (901) 416-3729

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 49,474 | Student Capacity: 423 | FY2019-20 Utilization: 73% | FCI: 17 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 20 | 20 | 20 | 20 | - |
| K-12 | 300 | 312 | 309 | 337 | 28 |
| Attendance Rate | 95.5% | 94.1% | 94.1% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:15 | 1:15 | 1:15 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 86.7% | 86.4% | 88.3% | - | - |
| Students with Disabilities (%) | 7.3% | 8% | 6% | - | - |
| English Language Learners (%) | 3.9% | 1.8% | 2.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 22 | 21 | - | 19 | 19 |
| Special Skills | 3 | 2 | - | 2 | 2 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 2 | 1 | - | 5 | 5 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 6 | 3 | - | 1 | 1 |
| Other | 2 | 2 | - | 2 | 2 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,014,727 | \$2,053,375 | \$2,020,024 | \$2,145,602 | \$125,578 |
| Title I | \$151,667 | \$178,517 | \$171,118 | \$175,875 | \$4,756 |
| IDEA, Part B | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$54,568 | \$79,622 | \$80,404 | \$55,965 | -\$24,439 |
| Total | \$2,220,963 | \$2,311,514 | \$2,271,547 | \$2,377,443 | \$105,895 |

Teacher Quality

| | | | | | |
|----------------------------------|------|------|--|--|--|
| Teachers with TEM 3 or above (%) | 100% | 100% | | | |
| TEM 5 | 62% | 39% | | | |
| TEM 4 | 33% | 43% | | | |
| TEM 3 | 5% | 17% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,667,410 | | |
|------------------------------------|---|--|------------------------|----------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,667,410 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | | |
| How has funding changed under SBB? | Last Year (1920) | \$1,779,170 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$1,667,410 | |
| | Total Difference | \$(111,760) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$10,622 |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(122,382) | |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$1,667,410 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 337 | \$1,122,210 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 52 | \$51,948 | |
| Grade 1 | 0.30 | \$999 | 48 | \$47,952 | |
| Grade 2 | 0.30 | \$999 | 58 | \$57,942 | |
| Grade 3 | 0.20 | \$666 | 66 | \$43,956 | |
| Grade 4 | 0.20 | \$666 | 56 | \$37,296 | |
| Grade 5 | 0.20 | \$666 | 57 | \$37,962 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 287 | \$101,311 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 74 | \$71,462 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 254 | \$84,582 | |
| Incoming High Proficiency | 0.10 | \$333 | 23 | \$7,659 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 1 | \$825 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$6,787 |
| SBB Allocations Total | | | | \$1,667,410 | |

| 2. SBB Transition Supplements | | \$0 |
|--|--|-----|
| Staffing Supplement | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,948 | 5,310.95 | \$(363) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.068377517 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



White Station Elementary School

4840 Chickasaw Road Memphis, TN 38117
 Phone: (901) 416-8900 Fax: (901) 416-8911

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 76,420 | Student Capacity: 562 | FY2019-20 Utilization: 113% | FCI: 10 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 643 | 626 | 617 | 646 | 29 |
| Attendance Rate | 96.4% | 96.1% | 96.1% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:15 | 1:15 | 1:15 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 31.7% | 50.4% | 35.9% | - | - |
| Students with Disabilities (%) | 15.2% | 14.4% | 13.4% | - | - |
| English Language Learners (%) | 9.3% | 7.9% | 8.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 46 | 43 | - | 44 | 44 |
| Special Skills | 6 | 4 | - | 4 | 4 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 11 | 10 | - | 11 | 11 |
| Instructional Facilitator | 1 | 1 | - | 3 | 3 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 9 | 4 | - | 1 | 1 |
| Other | 2 | 2 | - | 2 | 2 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,909,505 | \$4,196,432 | \$3,881,111 | \$4,355,158 | \$474,047 |
| Title I | \$184,943 | \$171,509 | \$194,020 | \$141,120 | -\$52,900 |
| IDEA, Part B | \$163,964 | \$165,499 | \$166,037 | \$145,328 | -\$20,709 |
| Other Special Revenue & Federal Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$4,258,414 | \$4,533,441 | \$4,241,169 | \$4,641,607 | \$400,438 |

Teacher Quality

| | | | | |
|----------------------------------|------|------|--|--|
| Teachers with TEM 3 or above (%) | 100% | 100% | | |
| TEM 5 | 53% | 39% | | |
| TEM 4 | 36% | 50% | | |
| TEM 3 | 11% | 11% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 2 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,178,021 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,178,021 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$3,149,848 |
| | This Year (2021) | \$3,178,021 |
| | Total Difference | \$28,173 |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$14,696 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$13,477 |

Detailed Breakdown

1. SBB Allocations \$3,178,021

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|--------------------|-------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 646 | \$2,151,180 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 125 | \$124,875 |
| Grade 1 | 0.30 | \$999 | 117 | \$116,883 |
| Grade 2 | 0.30 | \$999 | 105 | \$104,895 |
| Grade 3 | 0.20 | \$666 | 113 | \$75,258 |
| Grade 4 | 0.20 | \$666 | 98 | \$65,268 |
| Grade 5 | 0.20 | \$666 | 88 | \$58,608 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 161 | \$56,833 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 25 | \$24,143 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 258 | \$85,914 |
| Incoming High Proficiency | 0.10 | \$333 | 156 | \$51,948 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 23 | \$18,975 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$70,245 |
| SBB Allocations Total | | | \$3,178,021 | |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$171,265

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,920 | 4,898.67 | \$21 |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| 0.004258642 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



Whitehaven Elementary STEM School

4783 Elvis Presley Blvd. Memphis, TN 38116
 Phone: (901) 416-7431 Fax: (901) 416-9358

| | | | | | |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|
| Grade Level: PreK-5 | School Type: Optional | Square Footage: 49,885 | Student Capacity: 433 | FY2019-20 Utilization: 106% | FCI: 33 |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|---------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 448 | 402 | 459 | 418 | -41 |
| Attendance Rate | 94.8% | 94.4% | 94.4% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 67.4% | 69.1% | 70.3% | - | - |
| Students with Disabilities (%) | 6.1% | 3.4% | 5.8% | - | - |
| English Language Learners (%) | 2% | 2.8% | 3.2% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 22 | 28 | - | 23 | 23 |
| Special Skills | 6 | 4 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 3 | 3 | - | 9 | 9 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 3 | - | 1 | 1 |
| Other | 3 | 2 | - | 2 | 2 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,236,866 | \$2,812,393 | \$2,854,205 | \$2,892,464 | \$38,259 |
| Title I | \$257,948 | \$230,766 | \$261,589 | \$218,925 | -\$42,664 |
| IDEA, Part B | \$192 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$186,183 | \$221,705 | \$222,514 | \$203,672 | -\$18,842 |
| Total | \$2,681,190 | \$3,264,866 | \$3,338,309 | \$3,315,061 | -\$23,248 |

Teacher Quality

| | | | |
|----------------------------------|-----|-----|--|
| Teachers with TEM 3 or above (%) | 92% | 97% | |
| TEM 5 | 24% | 10% | |
| TEM 4 | 32% | 53% | |
| TEM 3 | 36% | 33% | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 3 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,004,642 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,004,642 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | | Last Year (1920) \$2,142,436 |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) \$2,004,642 |
| | | Total Difference \$(137,794) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$20,700 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(158,494) |

Detailed Breakdown

| 1. SBB Allocations | | \$2,004,642 | | |
|--|--------|--------------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total |
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 418 | \$1,391,940 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 60 | \$59,940 |
| Grade 1 | 0.30 | \$999 | 62 | \$61,938 |
| Grade 2 | 0.30 | \$999 | 64 | \$63,936 |
| Grade 3 | 0.20 | \$666 | 87 | \$57,942 |
| Grade 4 | 0.20 | \$666 | 67 | \$44,622 |
| Grade 5 | 0.20 | \$666 | 78 | \$51,948 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 263 | \$92,839 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 73 | \$70,496 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 307 | \$102,231 |
| Incoming High Proficiency | 0.10 | \$333 | 28 | \$9,324 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 1 | \$825 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$0 |
| SBB Allocations Total | | | \$2,004,642 | |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,796 | 5,174.96 | \$(379) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.073270462 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

William H Brewster Elementary School

2605 Sam Cooper Blvd. 38112

Phone: (901) 416-7150 Fax: (901) 416-7151

| | | | | | |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: Optional | Square Footage: 95,220 | Student Capacity: 528 | FY2019-20 Utilization: 77% | FCI: 1 |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 410 | 406 | 430 | 451 | 21 |
| Attendance Rate | 95.4% | 95.9% | 95.9% | - | NA |
| Student-Teacher Ratio | 1:14 | 1:14 | 1:14 | 1:14 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 76.2% | 89.3% | 72.4% | - | - |
| Students with Disabilities (%) | 15.6% | 14.8% | 12.8% | - | - |
| English Language Learners (%) | 16.1% | 13.5% | 15.7% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 29 | 34 | - | 27 | 27 |
| Special Skills | 4 | 3 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 6 | 8 | - | 9 | 9 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | - | - |
| Nutrition | 8 | 4 | - | 2 | 2 |
| Other | 12 | 6 | - | 4 | 4 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$2,893,849 | \$2,856,930 | \$2,943,438 | \$2,959,251 | \$15,813 |
| Title I | \$235,592 | \$244,219 | \$218,429 | \$227,325 | \$8,895 |
| IDEA, Part B | \$90,324 | \$87,686 | \$81,918 | \$87,964 | \$6,046 |
| Other Special Revenue & Federal Funds | \$194,589 | \$355,914 | \$308,516 | \$31,869 | -\$276,646 |
| Total | \$3,414,355 | \$3,544,749 | \$3,552,302 | \$3,306,410 | -\$245,891 |

Teacher Quality

| | | | | |
|----------------------------------|------|------|--|--|
| Teachers with TEM 3 or above (%) | 100% | 100% | | |
| TEM 5 | 48% | 49% | | |
| TEM 4 | 42% | 41% | | |
| TEM 3 | 10% | 10% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,203,446 |
|------------------------------------|---|---|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,203,446 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$72,598 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(135,250) |
| | | Last Year (1920) \$2,266,097 This Year (2021) \$2,203,446 Total Difference \$(62,652) |

Detailed Breakdown

1. SBB Allocations \$2,203,446

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 451 | \$1,501,830 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 80 | \$79,920 |
| Grade 1 | 0.30 | \$999 | 71 | \$70,929 |
| Grade 2 | 0.30 | \$999 | 71 | \$70,929 |
| Grade 3 | 0.20 | \$666 | 79 | \$52,614 |
| Grade 4 | 0.20 | \$666 | 69 | \$45,954 |
| Grade 5 | 0.20 | \$666 | 81 | \$53,946 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 310 | \$109,430 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 71 | \$68,565 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 362 | \$120,546 |
| Incoming High Proficiency | 0.10 | \$333 | 17 | \$5,661 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 27 | \$22,275 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$2,203,446 |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|--------------------------------|
| \$4,886 | 5,185.57 | \$(300) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.057831326 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Willow Oaks Elementary School

4417 Willow Rd., Memphis, TN 38117

Phone: (901) 416-2196 Fax: (901) 416-2198

| | | | | | |
|----------------------------|---------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|
| Grade Level: K-5 | School Type: Optional | Square Footage: 71,759 | Student Capacity: 547 | FY2019-20 Utilization: 121% | FCI: 3 |
|----------------------------|---------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 20 | 20 | 20 | 20 | - |
| K-12 | 653 | 676 | 738 | 688 | -50 |
| Attendance Rate | 95.6% | 95.7% | 95.7% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 70% | 81% | 70.2% | - | - |
| Students with Disabilities (%) | 6% | 5.8% | 6.8% | - | - |
| English Language Learners (%) | 23.2% | 24.4% | 26.3% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 43 | 43 | - | 42 | 42 |
| Special Skills | 6 | 5 | - | 5 | 5 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 4 | 4 | - | 7 | 7 |
| Instructional Facilitator | 2 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | - | - |
| Nutrition | 7 | 3 | - | 1 | 1 |
| Other | 11 | 5 | - | 4 | 4 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,879,950 | \$3,855,150 | \$4,225,480 | \$4,129,489 | -\$95,990 |
| Title I | \$270,210 | \$321,452 | \$381,399 | \$353,325 | -\$28,074 |
| IDEA, Part B | \$0 | \$12,524 | \$25,119 | \$0 | -\$25,119 |
| Other Special Revenue & Federal Funds | \$135,838 | \$131,923 | \$120,250 | \$252,297 | \$132,047 |
| Total | \$4,285,999 | \$4,321,050 | \$4,752,249 | \$4,735,112 | -\$17,137 |

Teacher Quality

| | | | | | |
|----------------------------------|------|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 100% | 95% | | | |
| TEM 5 | 44% | 52% | | | |
| TEM 4 | 35% | 36% | | | |
| TEM 3 | 21% | 7% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,267,900 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,267,900 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$3,507,432 |
| | This Year (2021) | \$3,267,900 |
| | Total Difference | \$(239,532) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$10,226 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(249,758) |

Detailed Breakdown

| 1. SBB Allocations | | \$3,267,900 | | | |
|--|--------|--------------------|------------|--------------------|-----|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 688 | \$2,291,040 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 97 | \$96,903 | |
| Grade 1 | 0.30 | \$999 | 95 | \$94,905 | |
| Grade 2 | 0.30 | \$999 | 120 | \$119,880 | |
| Grade 3 | 0.20 | \$666 | 135 | \$89,910 | |
| Grade 4 | 0.20 | \$666 | 133 | \$88,578 | |
| Grade 5 | 0.20 | \$666 | 108 | \$71,928 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 428 | \$151,084 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 68 | \$65,668 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 535 | \$178,155 | |
| Incoming High Proficiency | 0.10 | \$333 | 32 | \$10,656 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$3,267,900 | |

| 2. SBB Transition Supplements | | \$0 |
|--|--|-----|
| Staffing Supplement | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,750 | 5,112.87 | \$(363) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.071001287 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Winchester Elementary School

3587 Boeingshire, Memphis, TN 38116
 Phone: (901) 416-3152 Fax: (901) 416-3154

| | | | | | |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|
| Grade Level: PreK-5 | School Type: Traditional | Square Footage: 82,664 | Student Capacity: 462 | FY2019-20 Utilization: 143% | FCI: 6 |
|-------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|------|------|------|-----|
| Pre-K | 40 | 40 | 40 | 40 | - |
| K-12 | 690 | 537 | 599 | 544 | -55 |
| Attendance Rate | 94.5% | 95% | 95% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 83% | 78.1% | 83.3% | - | - |
| Students with Disabilities (%) | 7.5% | 6.7% | 4.8% | - | - |
| English Language Learners (%) | 10.6% | 9.7% | 7% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 36 | 40 | - | 30 | 30 |
| Special Skills | 4 | 5 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 5 | 6 | - | 9 | 9 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 2 | 2 | - | 2 | 2 |
| Nutrition | 6 | 4 | - | 1 | 1 |
| Other | 9 | 3 | - | 6 | 6 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,217,929 | \$3,264,441 | \$3,273,628 | \$3,485,182 | \$211,554 |
| Title I | \$289,038 | \$276,461 | \$320,901 | \$299,775 | -\$21,126 |
| IDEA, Part B | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$94,476 | \$250,758 | \$143,422 | \$317,454 | \$174,031 |
| Total | \$3,601,444 | \$3,791,660 | \$3,737,952 | \$4,102,411 | \$364,458 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 89% | 90% | | |
| Teachers with TEM 3 or above (%) | 97% | 95% | | |
| TEM 5 | 32% | 45% | | |
| TEM 4 | 55% | 41% | | |
| TEM 3 | 10% | 9% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,720,112 | | |
|------------------------------------|---|--|------------------------|-----------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,720,112 | | |
| 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 funding changed under SBB? | Last Year (1920) | \$2,919,579 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$2,720,112 | |
| | Total Difference | \$(199,467) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(5,357) |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(194,110) | |

Detailed Breakdown

| 1. SBB Allocations | | \$2,720,112 | | | |
|--|--------|--------------------|------------|--------------------|-----|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 544 | \$1,811,520 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 81 | \$80,919 | |
| Grade 1 | 0.30 | \$999 | 85 | \$84,915 | |
| Grade 2 | 0.30 | \$999 | 91 | \$90,909 | |
| Grade 3 | 0.20 | \$666 | 96 | \$63,936 | |
| Grade 4 | 0.20 | \$666 | 105 | \$69,930 | |
| Grade 5 | 0.20 | \$666 | 86 | \$57,276 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 466 | \$164,498 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 152 | \$146,786 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 449 | \$149,517 | |
| Incoming High Proficiency | 0.10 | \$333 | 16 | \$5,328 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,720,112 | |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|---|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,000 | 5,357.02 | \$(357) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.066607921 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Winridge Elementary School

3500 Ridgeway Road Memphis, TN 38115
 Phone: (901) 416-6618 Fax: (901) 416-4467

| | | | | | |
|----------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: K-5 | School Type: Traditional | Square Footage: 84,214 | Student Capacity: 638 | FY2019-20 Utilization: 81% | FCI: 3 |
|----------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|---|----------------------|----------------------|----------------------|---------------------|---------------------------|
| Enrollment | | | | | |
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 493 | 465 | 468 | 476 | 8 |
| Attendance Rate | 94.9% | 96% | 96% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:15 | 1:15 | 1:15 | - |
| Student Demographics | | | | | |
| Economically Disadvantaged (%) | 78.2% | 85.1% | 77.1% | - | - |
| Students with Disabilities (%) | 12.7% | 11.8% | 12.9% | - | - |
| English Language Learners (%) | 10.2% | 11.8% | 9.2% | - | - |
| Key School Positions - All Funding Sources | | | | | |
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 0 | 1 | - | 1 | 1 |
| Classroom Teacher | 33 | 35 | - | 30 | 30 |
| Special Skills | 4 | 3 | - | 2 | 2 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 6 | 12 | - | 9 | 9 |
| Instructional Facilitator | 1 | 1 | - | 3 | 3 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 4 | - | 1 | 1 |
| Other | 12 | 6 | - | 3 | 3 |
| School Level Funds | | | | | |
| General Fund | \$3,274,658 | \$3,193,132 | \$3,223,146 | \$3,234,641 | \$11,494 |
| Title I | \$271,710 | \$243,009 | \$276,380 | \$264,600 | -\$11,780 |
| IDEA, Part B | \$101,653 | \$93,392 | \$98,072 | \$102,891 | \$4,818 |
| Other Special Revenue & Federal Funds | \$119,240 | \$94,122 | \$75,270 | \$83,944 | \$8,673 |
| Total | \$3,767,263 | \$3,623,656 | \$3,672,869 | \$3,686,076 | \$13,206 |
| Teacher Quality | | | | | |
| Teachers with TEM 3 or above (%) | 100% | 97% | | | |
| TEM 5 | 49% | 43% | | | |
| TEM 4 | 37% | 41% | | | |
| TEM 3 | 14% | 14% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 2 | N/A | N/A | N/A |
| TVAAS Numeracy | 4 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,349,118 |
|------------------------------------|---|-----------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,349,118 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$2,526,521 |
| | This Year (2021) | \$2,349,118 |
| | Total Difference | \$(177,404) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(36,616) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(140,787) |

Detailed Breakdown

| 1. SBB Allocations | | \$2,349,118 | | | |
|--|--------|--------------------|------------|--------------------|-----|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 476 | \$1,585,080 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 83 | \$82,917 | |
| Grade 1 | 0.30 | \$999 | 90 | \$89,910 | |
| Grade 2 | 0.30 | \$999 | 76 | \$75,924 | |
| Grade 3 | 0.20 | \$666 | 75 | \$49,950 | |
| Grade 4 | 0.20 | \$666 | 72 | \$47,952 | |
| Grade 5 | 0.20 | \$666 | 80 | \$53,280 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 303 | \$106,959 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 110 | \$106,227 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 370 | \$123,210 | |
| Incoming High Proficiency | 0.10 | \$333 | 31 | \$10,323 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 24 | \$19,800 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,349,118 | |

| 2. SBB Transition Supplements | | \$0 |
|--|--|-----|
| Staffing Supplement | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,935 | 5,230.89 | \$(296) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.056543245 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



MIDDLE SCHOOLS DATA





SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

A. Maceo Walker Middle School

1900 East Raines Rd., Memphis, TN 38116
 Phone: (901) 416-1030 Fax: (901) 416-1075

| | | | | | |
|----------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: 6-8 | School Type: Empowerment | Square Footage: 136,253 | Student Capacity: 878 | FY2019-20 Utilization: 75% | FCI: 5 |
|----------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|------|-------|-------|------|----|
| K-12 | 651 | 663 | 716 | 796 | 80 |
| Attendance Rate | 92% | 92.1% | 92.1% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 82.7% | 86.6% | 79.5% | - | - |
| Students with Disabilities (%) | 21.8% | 18.9% | 15.5% | - | - |
| English Language Learners (%) | 4.2% | 3.7% | 2.9% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 3 | 3 |
| Classroom Teacher | 40 | 39 | - | 42 | 42 |
| Counselor | 2 | 2 | - | 3 | 3 |
| Educational Assistant | 10 | 8 | - | 14 | 14 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 8 | 4 | - | 1 | 1 |
| Other | 5 | 4 | - | 8 | 8 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,640,049 | \$3,633,506 | \$3,979,482 | \$4,209,199 | \$229,717 |
| Title I | \$333,128 | \$346,652 | \$408,216 | \$433,650 | \$25,433 |
| IDEA, Part B | \$186,815 | \$196,216 | \$199,289 | \$268,440 | \$69,150 |
| School Improvement Grants (SIG) | \$16,996 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$0 | \$29,997 | \$-30,000 | \$0 | \$30,000 |
| Total | \$4,176,989 | \$4,206,372 | \$4,556,988 | \$4,911,290 | \$354,301 |

Teacher Quality

| | | | |
|----------------------------------|------|-----|--|
| Teachers with TEM 3 or above (%) | 100% | 98% | |
| TEM 5 | 21% | 51% | |
| TEM 4 | 38% | 37% | |
| TEM 3 | 41% | 10% | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 2 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,277,458 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,277,458 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$3,431,518 |
| | This Year (2021) | \$3,277,458 |
| | Total Difference | \$(154,059) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$83,911 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(237,970) |

Detailed Breakdown

1. SBB Allocations \$3,277,458

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 796 | \$2,650,680 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 601 | \$212,153 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 171 | \$165,135 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 670 | \$223,110 |
| Incoming High Proficiency | 0.10 | \$333 | 17 | \$5,661 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 37 | \$30,525 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$3,277,458 |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|--------------------------------|
| \$4,117 | 4,416.36 | \$(299) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.067693132 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

American Way Middle School

3805 American Way, Memphis, TN 38118

Phone: (901) 416-1250 Fax: (901) 416-1251

| | | | | | |
|----------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: 6-8 | School Type: Traditional | Square Footage: 140,970 | Student Capacity: 878 | FY2019-20 Utilization: 79% | FCI: 5 |
|----------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 685 | 705 | 701 | 705 | 4 |
| Attendance Rate | 94.3% | 93.2% | 93.2% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 73.3% | 89.6% | 76.8% | - | - |
| Students with Disabilities (%) | 17.3% | 14.8% | 12.6% | - | - |
| English Language Learners (%) | 14.9% | 15.1% | 15% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 2 | 2 |
| Classroom Teacher | 40 | 42 | - | 44 | 44 |
| Counselor | 1 | 1 | - | 3 | 3 |
| Educational Assistant | 4 | 4 | - | 8 | 8 |
| Instructional Facilitator | 2 | 2 | - | 3 | 3 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 8 | 4 | - | 1 | 1 |
| Other | 5 | 6 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,459,243 | \$4,049,257 | \$3,923,934 | \$4,091,059 | \$167,125 |
| Title I | \$419,671 | \$376,562 | \$393,314 | \$390,600 | -\$2,714 |
| IDEA, Part B | \$108,538 | \$121,766 | \$98,168 | \$106,084 | \$7,916 |
| School Improvement Grants (SIG) | \$12,404 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$39,719 | \$56,647 | \$14,797 | \$88,456 | \$73,659 |
| Total | \$4,039,577 | \$4,604,233 | \$4,430,214 | \$4,676,200 | \$245,986 |

Teacher Quality

| | | | |
|----------------------------------|-----|-----|--|
| Teachers with TEM 3 or above (%) | 76% | 84% | |
| TEM 5 | 6% | 5% | |
| TEM 4 | 39% | 25% | |
| TEM 3 | 30% | 55% | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

Total SBB Allocation \$2,987,161

| | | | | | |
|------------------------------------|---|--|------------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$2,987,161 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| How has funding changed under SBB? | | Last Year (1920) | | \$3,044,960 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | | \$2,987,161 | |
| | | Total Difference | | \$(57,799) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$17,375 | |
| | | Estimated changes to the budget due to SBB transition | Change from SBB | \$(75,173) | |

Detailed Breakdown

1. SBB Allocations \$2,987,161

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 705 | \$2,347,650 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 486 | \$171,558 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 238 | \$229,837 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 625 | \$208,125 |
| Incoming High Proficiency | 0.10 | \$333 | 4 | \$1,332 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 32 | \$26,400 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$2,987,161 |

2. SBB Transition Supplements \$0

| | | | | |
|--|--|--|--|-----|
| Staffing Supplement | | | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | | | |
| | | | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,237 | 4,343.73 | \$(107) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.024547765 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Barret's Chapel K-8 School

10280 Godwin Rd., Memphis, TN 38002
 Phone: (901) 416-0325 Fax: (901) 829-2343

| | | | | | |
|----------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: K-8 | School Type: Traditional | Square Footage: 87,165 | Student Capacity: 640 | FY2019-20 Utilization: 98% | FCI: 6 |
|----------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|------|-------|-------|------|-----|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 608 | 565 | 457 | 403 | -54 |
| Attendance Rate | 95% | 95.6% | 95.6% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 38.5% | 49.4% | 42.9% | - | - |
| Students with Disabilities (%) | 27.5% | 13.4% | 12% | - | - |
| English Language Learners (%) | 4.3% | 2.4% | 2.5% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 1 | 1 |
| Classroom Teacher | 42 | 40 | - | 32 | 32 |
| Special Skills | 4 | 3 | - | 1 | 1 |
| Counselor | 2 | 2 | - | 2 | 2 |
| Educational Assistant | 6 | 6 | - | 9 | 9 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 6 | 3 | - | 1 | 1 |
| Other | 5 | 4 | - | 4 | 4 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
| General Fund | \$4,864,249 | \$3,718,229 | \$3,334,750 | \$3,436,781 | \$102,030 |
| Title I | \$205,785 | \$157,322 | \$194,959 | \$151,200 | -\$43,759 |
| IDEA, Part B | \$76,596 | \$75,229 | \$72,574 | \$76,972 | \$4,398 |
| Other Special Revenue & Federal Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$5,146,630 | \$3,950,782 | \$3,602,284 | \$3,664,953 | \$62,669 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 98% | 97% | | |
| TEM 5 | 57% | 28% | | |
| TEM 4 | 34% | 59% | | |
| TEM 3 | 7% | 10% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,489,563 |
|------------------------------------|---|------------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,489,563 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$2,599,388 |
| | This Year (2021) | \$2,489,563 |
| | Total Difference | \$(109,825) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(250,614) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$140,789 |

Detailed Breakdown

| 1. SBB Allocations | | \$2,489,563 | | | |
|--|--------|--------------------|------------|--------------------|--|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 403 | \$1,341,990 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 30 | \$29,970 | |
| Grade 1 | 0.30 | \$999 | 31 | \$30,969 | |
| Grade 2 | 0.30 | \$999 | 45 | \$44,955 | |
| Grade 3 | 0.20 | \$666 | 43 | \$28,638 | |
| Grade 4 | 0.20 | \$666 | 48 | \$31,968 | |
| Grade 5 | 0.20 | \$666 | 39 | \$25,974 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 173 | \$61,069 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 44 | \$42,491 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 280 | \$93,240 | |
| Incoming High Proficiency | 0.10 | \$333 | 29 | \$9,657 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 14 | \$11,550 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$21,305 | |
| SBB Allocations Total | | | | \$2,489,563 | |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|---|-----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$717,527 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$6,178 | 5,828.22 | \$349 |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| 0.059941298 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Bellevue Middle School

575 S. Bellevue, Memphis, TN 38104

Phone: (901) 416-4488 Fax: (901) 416-4490

| | | | | | |
|----------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: 6-8 | School Type: Optional | Square Footage: 93,972 | Student Capacity: 543 | FY2019-20 Utilization: 96% | FCI: 7 |
|----------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|------|------|------|----|
| K-12 | 521 | 578 | 560 | 598 | 38 |
| Attendance Rate | 97.6% | 97% | 97% | - | NA |
| Student-Teacher Ratio | 1:19 | 1:20 | 1:20 | 1:20 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 43.3% | 65.5% | 43.6% | - | - |
| Students with Disabilities (%) | 3% | 2.3% | 2.5% | - | - |
| English Language Learners (%) | 3.2% | 1.8% | 1.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 25 | 26 | - | 29 | 29 |
| Special Skills | 3 | 3 | - | 2 | 2 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 4 | 2 | - | 2 | 2 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 6 | 4 | - | 1 | 1 |
| Other | 3 | 4 | - | 4 | 4 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
| General Fund | \$3,043,517 | \$3,348,080 | \$3,092,845 | \$3,147,139 | \$54,294 |
| Title I | \$179,033 | \$195,353 | \$221,166 | \$201,600 | -\$19,566 |
| IDEA, Part B | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$3,222,550 | \$3,543,433 | \$3,314,011 | \$3,348,739 | \$34,727 |

Teacher Quality

| | | | | | |
|----------------------------------|------|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 100% | 97% | | | |
| TEM 5 | 19% | 9% | | | |
| TEM 4 | 74% | 63% | | | |
| TEM 3 | 7% | 26% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,282,932 |
|------------------------------------|---|---|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,282,932 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$19,881 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(94,839) |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | Last Year (1920) \$2,357,890 This Year (2021) \$2,282,932 Total Difference \$(74,958) |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$2,282,932 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 598 | \$1,991,340 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- | |
| Grade 1 | 0.30 | \$999 | 0 | \$- | |
| Grade 2 | 0.30 | \$999 | 0 | \$- | |
| Grade 3 | 0.20 | \$666 | 0 | \$- | |
| Grade 4 | 0.20 | \$666 | 0 | \$- | |
| Grade 5 | 0.20 | \$666 | 0 | \$- | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 241 | \$85,073 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 48 | \$46,354 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 360 | \$119,880 | |
| Incoming High Proficiency | 0.10 | \$333 | 39 | \$12,987 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,282,932 | |

| 2. SBB Transition Supplements | | \$0 |
|-------------------------------|--|-----|
|-------------------------------|--|-----|

| Staffing Supplement | | |
|--|--|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$30,727 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$3,818 | 3,976.20 | \$(159) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.03988585 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Chickasaw Middle School

4060 Westmont, Memphis, TN 38109

Phone: (901) 416-8134 Fax: (901) 416-8139

| | | | | | |
|----------------------------|------------------------------|-----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: 7-8 | School Type: iZone | Square Footage: 138,044 | Student Capacity: 623 | FY2019-20 Utilization: 47% | FCI: 7 |
|----------------------------|------------------------------|-----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 241 | 289 | 368 | 361 | -7 |
| Attendance Rate | 90.6% | 91.3% | 91.3% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:13 | 1:13 | 1:13 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 96.4% | 89% | 84.9% | - | - |
| Students with Disabilities (%) | 17.5% | 21.7% | 13.4% | - | - |
| English Language Learners (%) | 0% | 0.3% | 0.3% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 21 | 19 | - | 21 | 21 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 3 | 1 | - | 5 | 5 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | - | - |
| Nutrition | 5 | 3 | - | 1 | 1 |
| Other | 4 | 4 | - | 4 | 4 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$2,040,041 | \$2,162,246 | \$2,088,465 | \$1,907,186 | -\$181,278 |
| Title I | \$178,050 | \$171,958 | \$192,555 | \$192,150 | -\$405 |
| IDEA, Part B | \$45,551 | \$49,890 | \$45,423 | \$49,516 | \$4,093 |
| Other Special Revenue & Federal Funds | \$18,849 | \$57,394 | \$-15,868 | \$0 | \$15,868 |
| Total | \$2,282,493 | \$2,441,489 | \$2,310,575 | \$2,148,852 | -\$161,722 |

Teacher Quality

| | | | | |
|----------------------------------|------|------|--|--|
| Teachers with TEM 3 or above (%) | 100% | 100% | | |
| TEM 5 | 5% | 71% | | |
| TEM 4 | 50% | 29% | | |
| TEM 3 | 45% | 0% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 3 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 3 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,595,310 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,595,310 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$1,541,926 |
| | This Year (2021) | \$1,595,310 |
| | Total Difference | \$53,383 |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$21,656 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$31,727 |

Detailed Breakdown

| 1. SBB Allocations | | \$1,595,310 | | | |
|--|--------|--------------------|------------|-------------|--------------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 361 | \$1,202,130 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- | |
| Grade 1 | 0.30 | \$999 | 0 | \$- | |
| Grade 2 | 0.30 | \$999 | 0 | \$- | |
| Grade 3 | 0.20 | \$666 | 0 | \$- | |
| Grade 4 | 0.20 | \$666 | 0 | \$- | |
| Grade 5 | 0.20 | \$666 | 0 | \$- | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 300 | \$105,900 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 183 | \$176,723 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 279 | \$92,907 | |
| Incoming High Proficiency | 0.10 | \$333 | 30 | \$9,990 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 16 | \$13,200 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | |
| | | | | | \$0 |
| SBB Allocations Total | | | | | \$1,595,310 |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,419 | 4,331.25 | \$88 |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| 0.020291195 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Colonial Middle School

1370 Colonial Rd., Memphis, TN 38117
 Phone: (901) 416-8980 Fax: (901) 416-8996

| | | | | | |
|----------------------------|---------------------------------|-----------------------------------|----------------------------------|---------------------------------------|------------------|
| Grade Level: 6-8 | School Type: Optional | Square Footage: 153,438 | Student Capacity: 1037 | FY2019-20 Utilization: 102% | FCI: 1 |
|----------------------------|---------------------------------|-----------------------------------|----------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 1056 | 1073 | 1097 | 1121 | 24 |
| Attendance Rate | 95.4% | 95.5% | 95.5% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 50.6% | 71.3% | 57.8% | - | - |
| Students with Disabilities (%) | 10.2% | 8.7% | 7.5% | - | - |
| English Language Learners (%) | 9.2% | 9.7% | 9.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 2 | 2 |
| Classroom Teacher | 63 | 62 | - | 59 | 59 |
| Special Skills | 5 | 5 | - | 5 | 5 |
| Counselor | 3 | 3 | - | 3 | 3 |
| Educational Assistant | 7 | 8 | - | 8 | 8 |
| Instructional Facilitator | 1 | 2 | - | 3 | 3 |
| Librarian | 2 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 2 | - | 1 | 1 |
| Nutrition | 11 | 6 | - | 2 | 2 |
| Other | 6 | 6 | - | 8 | 8 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
| General Fund | \$6,088,406 | \$6,413,102 | \$6,298,162 | \$6,426,085 | \$127,922 |
| Title I | \$479,511 | \$576,421 | \$549,150 | \$462,840 | -\$86,310 |
| IDEA, Part B | \$30,120 | \$35,100 | \$34,978 | \$66,072 | \$31,093 |
| Perkins | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$39,102 | \$0 | \$0 | \$0 | \$0 |
| Total | \$6,637,139 | \$7,024,624 | \$6,882,291 | \$6,954,997 | \$72,706 |

Teacher Quality

| | | | |
|----------------------------------|------|-----|--|
| Teachers with TEM 3 or above (%) | 100% | 91% | |
| TEM 5 | 48% | 40% | |
| TEM 4 | 45% | 43% | |
| TEM 3 | 7% | 9% | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$4,423,717 |
|------------------------------------|---|----------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$4,423,717 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$4,594,589 |
| | This Year (2021) | \$4,423,717 |
| | Total Difference | \$(170,872) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(8,183) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(162,689) |

Detailed Breakdown

| 1. SBB Allocations | | \$4,423,717 | | | |
|--|--------|--------------------|------------|-------------|--------------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 1,121 | \$3,732,930 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- | |
| Grade 1 | 0.30 | \$999 | 0 | \$- | |
| Grade 2 | 0.30 | \$999 | 0 | \$- | |
| Grade 3 | 0.20 | \$666 | 0 | \$- | |
| Grade 4 | 0.20 | \$666 | 0 | \$- | |
| Grade 5 | 0.20 | \$666 | 0 | \$- | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 543 | \$191,679 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 116 | \$112,021 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 754 | \$251,082 | |
| Incoming High Proficiency | 0.10 | \$333 | 75 | \$24,975 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 13 | \$10,725 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | |
| | | | | | \$0 |
| SBB Allocations Total | | | | | \$4,423,717 |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|---|-----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$102,004 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$3,946 | 4,091.35 | \$(145) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.035471994 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Cordova Middle School

900 Sanga Rd., Cordova, TN 38018

Phone: (901) 416-2189 Fax: (901) 416-2191

| | | | | | |
|----------------------------|---------------------------------|-----------------------------------|----------------------------------|--------------------------------------|-------------------|
| Grade Level: 6-8 | School Type: Optional | Square Footage: 147,873 | Student Capacity: 1160 | FY2019-20 Utilization: 59% | FCI: 14 |
|----------------------------|---------------------------------|-----------------------------------|----------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| K-12 | 663 | 709 | 813 | 788 | -25 |
| Attendance Rate | 96.7% | 96.9% | 96.9% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|------|-----|---|---|
| Economically Disadvantaged (%) | 32.1% | 61% | 36% | - | - |
| Students with Disabilities (%) | 12.4% | 11% | 11% | - | - |
| English Language Learners (%) | 5.3% | 6.6% | 4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 2 | 2 |
| Classroom Teacher | 37 | 38 | - | 41 | 41 |
| Special Skills | 1 | 1 | - | 1 | 1 |
| Counselor | 2 | 2 | - | 3 | 3 |
| Educational Assistant | 4 | 5 | - | 6 | 6 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 8 | 4 | - | 1 | 1 |
| Other | 4 | 5 | - | 5 | 5 |

School Level Funds

| | | | | | |
|--------------|-------------|-------------|-------------|-------------|-----------|
| General Fund | \$3,652,448 | \$3,881,528 | \$3,965,091 | \$3,933,605 | -\$31,486 |
| Title I | \$176,364 | \$210,781 | \$245,477 | \$202,440 | -\$43,037 |
| IDEA, Part B | \$82,631 | \$108,933 | \$101,393 | \$88,639 | -\$12,754 |
| Total | \$3,911,444 | \$4,201,242 | \$4,311,962 | \$4,224,684 | -\$87,277 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 94% | 86% | | |
| TEM 5 | 29% | 12% | | |
| TEM 4 | 43% | 50% | | |
| TEM 3 | 23% | 24% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 2 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,168,297 | | |
|------------------------------------|---|--|------------------------|----------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,168,297 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | | |
| How has funding changed under SBB? | Last Year (1920) | \$3,209,583 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$3,168,297 | |
| | Total Difference | \$(41,286) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$45,438 |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(86,724) | |

Detailed Breakdown

| 1. SBB Allocations | | \$3,168,297 | | | |
|--|--------|--------------------|------------|-------------|--------------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 788 | \$2,624,040 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- | |
| Grade 1 | 0.30 | \$999 | 0 | \$- | |
| Grade 2 | 0.30 | \$999 | 0 | \$- | |
| Grade 3 | 0.20 | \$666 | 0 | \$- | |
| Grade 4 | 0.20 | \$666 | 0 | \$- | |
| Grade 5 | 0.20 | \$666 | 0 | \$- | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 242 | \$85,426 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 101 | \$97,536 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 538 | \$179,154 | |
| Incoming High Proficiency | 0.10 | \$333 | 36 | \$11,988 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 18 | \$14,850 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | |
| | | | | | \$0 |
| SBB Allocations Total | | | | | \$3,168,297 |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|--|-----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$156,355 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,021 | 4,130.73 | \$(110) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.026643125 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Craigmont Middle School

3455 Covington Pike, Memphis, TN 38128
 Phone: (901) 416-7780 Fax: (901) 416-1454

| | | | | | |
|----------------------------|---------------------------------|-----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: 6-8 | School Type: Optional | Square Footage: 148,352 | Student Capacity: 855 | FY2019-20 Utilization: 69% | FCI: 3 |
|----------------------------|---------------------------------|-----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 557 | 542 | 557 | 553 | -4 |
| Attendance Rate | 96.7% | 95.8% | 95.8% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:15 | 1:15 | 1:15 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 65.2% | 87.9% | 68.4% | - | - |
| Students with Disabilities (%) | 16.4% | 14.8% | 14.4% | - | - |
| English Language Learners (%) | 3.7% | 3.3% | 3.1% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 1 | 1 |
| Classroom Teacher | 38 | 37 | - | 35 | 35 |
| Special Skills | 3 | 3 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 8 | 9 | - | 9 | 9 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 11 | 5 | - | 1 | 1 |
| Other | 4 | 4 | - | 3 | 3 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$5,366,129 | \$1,870,732 | \$3,467,935 | \$3,685,433 | \$217,497 |
| Title I | \$311,913 | \$314,988 | \$303,715 | \$272,160 | -\$31,555 |
| IDEA, Part B | \$106,588 | \$103,153 | \$109,966 | \$73,311 | -\$36,655 |
| Other Special Revenue & Federal Funds | \$0 | \$29,291 | \$-24,768 | \$24,276 | \$49,044 |
| Total | \$5,784,631 | \$2,318,165 | \$3,856,850 | \$4,055,180 | \$198,330 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 84% | 91% | | | |
| TEM 5 | 21% | 9% | | | |
| TEM 4 | 42% | 40% | | | |
| TEM 3 | 21% | 43% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 2 | N/A | N/A | N/A |

Total SBB Allocation \$2,192,201

| | | | | | |
|------------------------------------|---|--|------------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$2,192,201 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| How has funding changed under SBB? | | Last Year (1920) | | \$2,329,832 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | | \$2,192,201 | |
| | | Total Difference | | \$(137,632) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$51,678 | |
| | | Estimated changes to the budget due to SBB transition | Change from SBB | \$(189,310) | |

Detailed Breakdown

1. SBB Allocations \$2,192,201

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 553 | \$1,841,490 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 332 | \$117,196 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 65 | \$62,771 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 467 | \$155,511 |
| Incoming High Proficiency | 0.10 | \$333 | 9 | \$2,997 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 20 | \$16,500 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$2,192,201 |

2. SBB Transition Supplements \$0

| | | | | |
|--|--|--|--|-----|
| Staffing Supplement | | | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | | | |
| | | | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$3,964 | 4,306.52 | \$(342) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.079491585 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Cummings K-8 School

1037 Cummings, Memphis, TN 38106
 Phone: (901) 416-7810 Fax: (901) 416-7812

Grade Level: PreK-8 **School Type:** Optional **Square Footage:** 120,729 **Student Capacity:** 640 **FY2019-20 Utilization:** 65% **FCI:** 19

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|------|
| Pre-K | 38 | 38 | 38 | 38 | - |
| K-12 | 371 | 533 | 543 | 428 | -115 |
| Attendance Rate | 94.3% | 96.2% | 96.2% | - | NA |
| Student-Teacher Ratio | 1:13 | 1:12 | 1:12 | 1:12 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 84.9% | 83.9% | 89.2% | - | - |
| Students with Disabilities (%) | 16.3% | 6.1% | 6% | - | - |
| English Language Learners (%) | 0% | 0% | 0% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 35 | 35 | - | 32 | 32 |
| Special Skills | 4 | 3 | - | 2 | 2 |
| Counselor | 2 | 2 | - | 2 | 2 |
| Educational Assistant | 3 | 3 | - | 5 | 5 |
| Instructional Facilitator | 2 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 8 | 4 | - | 1 | 1 |
| Other | 11 | 6 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$3,358,031 | \$3,156,360 | \$3,277,244 | \$2,975,058 | -\$302,186 |
| Title I | \$241,290 | \$240,633 | \$301,629 | \$238,350 | -\$63,279 |
| IDEA, Part B | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$186,580 | \$219,106 | \$220,163 | \$229,955 | \$9,791 |
| Total | \$3,785,902 | \$3,616,100 | \$3,799,037 | \$3,443,363 | -\$355,673 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 94% | 74% | | | |
| TEM 5 | 14% | 6% | | | |
| TEM 4 | 57% | 35% | | | |
| TEM 3 | 23% | 32% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 5 | 2 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,660,685 |
|------------------------------------|---|-----------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,660,685 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(78,996) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$59,902 |
| | | Total Difference \$(19,094) |

Detailed Breakdown

1. SBB Allocations \$2,660,685

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 428 | \$1,425,240 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 53 | \$52,947 |
| Grade 1 | 0.30 | \$999 | 53 | \$52,947 |
| Grade 2 | 0.30 | \$999 | 40 | \$39,960 |
| Grade 3 | 0.20 | \$666 | 55 | \$36,630 |
| Grade 4 | 0.20 | \$666 | 48 | \$31,968 |
| Grade 5 | 0.20 | \$666 | 36 | \$23,976 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 354 | \$124,962 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 66 | \$63,736 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 385 | \$128,205 |
| Incoming High Proficiency | 0.10 | \$333 | 12 | \$3,996 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 1 | \$825 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$18,212 |
| SBB Allocations Total | | | | \$2,660,685 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$663,481

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$6,217 | 6,076.59 | \$140 |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| 0.02303223 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Dexter Middle School

6988 Raleigh LaGrange Rd., Memphis, TN 38018
 Phone: (901) 416-0360 Fax: (901) 373-3378

| | | | | | |
|---------------------|---------------------|------------------------|--------------------------|-------------------------------|-------------|
| Grade Level: | School Type: | Square Footage: | Student Capacity: | FY2019-20 Utilization: | FCI: |
| 5-8 | Traditional | 112,072 | 998 | 39% | 15 |

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 375 | 404 | 378 | 372 | -6 |
| Attendance Rate | 94.6% | 95.5% | 95.5% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 40.5% | 70.4% | 43.3% | - | - |
| Students with Disabilities (%) | 14.8% | 12.1% | 9.9% | - | - |
| English Language Learners (%) | 5.7% | 5.2% | 5.6% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 28 | 23 | - | 20 | 20 |
| Special Skills | 2 | 0 | - | - | - |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 4 | 4 | - | 3 | 3 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 5 | 3 | - | 1 | 1 |
| Other | 3 | 3 | - | 3 | 3 |

School Level Funds

| | | | | | |
|--------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,071,599 | \$2,254,805 | \$2,122,673 | \$2,152,128 | \$29,454 |
| Title I | \$137,970 | \$135,766 | \$155,261 | \$107,520 | -\$47,741 |
| IDEA, Part B | \$27,528 | \$27,394 | \$29,913 | \$29,112 | -\$801 |
| Total | \$2,237,098 | \$2,417,966 | \$2,307,849 | \$2,288,760 | -\$19,088 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 88% | 96% | | |
| TEM 5 | 33% | 52% | | |
| TEM 4 | 38% | 39% | | |
| TEM 3 | 17% | 4% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 4 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,578,833 |
|------------------------------------|---|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,578,833 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Last Year (1920) \$1,596,436 Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) This Year (2021) \$1,578,833 Total Difference \$(17,603) Changes to enrollment impact the budget BEFORE SBB applies Estimated change to the budget due to Enrollment changes Change from Enrollment \$(25,340) Estimated changes to the budget due to SBB transition Change from SBB \$7,738 | |

Detailed Breakdown

1. SBB Allocations \$1,578,833

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 372 | \$1,238,760 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 124 | \$43,772 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 43 | \$41,525 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 270 | \$89,910 |
| Incoming High Proficiency | 0.10 | \$333 | 7 | \$2,331 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 10 | \$8,250 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$1,578,833 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$155,313

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,244 | 4,223.37 | \$21 |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| 0.004924987 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Douglass K-8 School

1650 Ash St., Memphis, TN 38108

Phone: (901) 416-5946 Fax: (901) 416-8085

| | | | | | |
|-------------------------------|------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: PreK-8 | School Type: iZone | Square Footage: 93,447 | Student Capacity: 556 | FY2019-20 Utilization: 62% | FCI: 15 |
|-------------------------------|------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 20 | 20 | 20 | 20 | - |
| K-12 | 310 | 414 | 459 | 441 | -18 |
| Attendance Rate | 94.9% | 94.3% | 94.3% | - | NA |
| Student-Teacher Ratio | 1:10 | 1:10 | 1:10 | 1:10 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 81.9% | 86.7% | 85.6% | - | - |
| Students with Disabilities (%) | 21.9% | 9.3% | 8.8% | - | - |
| English Language Learners (%) | 14.6% | 5.4% | 2.7% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 36 | 36 | - | 28 | 28 |
| Special Skills | 5 | 3 | - | 3 | 3 |
| Counselor | 2 | 2 | - | 2 | 2 |
| Educational Assistant | 8 | 5 | - | 13 | 13 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | - | - |
| Bilingual Cultural Mentor | 1 | 1 | - | - | - |
| Nutrition | 5 | 3 | - | 1 | 1 |
| Other | 5 | 4 | - | 3 | 3 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$3,674,904 | \$3,803,282 | \$3,489,991 | \$3,246,501 | -\$243,490 |
| Title I | \$188,894 | \$194,774 | \$236,451 | \$230,475 | -\$5,976 |
| IDEA, Part B | \$28,976 | \$43,393 | \$52,625 | \$53,420 | \$794 |
| Other Special Revenue & Federal Funds | \$112,235 | \$131,477 | \$148,836 | \$83,899 | -\$64,936 |
| Total | \$4,005,011 | \$4,172,927 | \$3,927,905 | \$3,614,295 | -\$313,609 |

Teacher Quality

| | | | | |
|----------------------------------|-----|------|--|--|
| Teachers with TEM 3 or above (%) | 98% | 100% | | |
| TEM 5 | 50% | 59% | | |
| TEM 4 | 45% | 34% | | |
| TEM 3 | 3% | 7% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 4 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 3 | N/A | N/A | N/A |

Total SBB Allocation **\$2,575,909**

| | | | | | |
|------------------------------------|---|--|------------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$2,575,909 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| How has funding changed under SBB? | | Last Year (1920) | | \$2,709,258 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | | \$2,575,909 | |
| | | Total Difference | | \$(133,349) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | | \$(48,272) |
| | | Estimated changes to the budget due to SBB transition | Change from SBB | | \$(85,077) |

Detailed Breakdown

1. SBB Allocations **\$2,575,909**

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 441 | \$1,468,530 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 46 | \$45,954 |
| Grade 1 | 0.30 | \$999 | 40 | \$39,960 |
| Grade 2 | 0.30 | \$999 | 54 | \$53,946 |
| Grade 3 | 0.20 | \$666 | 46 | \$30,636 |
| Grade 4 | 0.20 | \$666 | 37 | \$24,642 |
| Grade 5 | 0.20 | \$666 | 36 | \$23,976 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 357 | \$126,021 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 92 | \$88,844 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 395 | \$131,535 |
| Incoming High Proficiency | 0.10 | \$333 | 12 | \$3,996 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 1 | \$825 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$2,575,909 |

2. SBB Transition Supplements **\$0**

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$541,859

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,841 | 6,033.98 | \$(193) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.031972063 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

E. E. Jeter K-8 School

7662 Benjestown Rd, Millington, TN 38053
 Phone: (901) 416-2955 Fax: (901) 876-3600

| | | | | | |
|----------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|
| Grade Level: K-8 | School Type: Traditional | Square Footage: 70,058 | Student Capacity: 320 | FY2019-20 Utilization: 118% | FCI: 9 |
|----------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|---|----------------------|----------------------|----------------------|---------------------|---------------------------|
| Enrollment | | | | | |
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 379 | 392 | 431 | 387 | -44 |
| Attendance Rate | 96.2% | 95.9% | 95.9% | - | NA |
| Student-Teacher Ratio | 1:12 | 1:13 | 1:13 | 1:13 | - |
| Student Demographics | | | | | |
| Economically Disadvantaged (%) | 29.5% | 46.2% | 28.4% | - | - |
| Students with Disabilities (%) | 20.2% | 13.3% | 11.2% | - | - |
| English Language Learners (%) | 2.2% | 2.1% | 1.7% | - | - |
| Key School Positions - All Funding Sources | | | | | |
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 30 | 30 | - | 27 | 27 |
| Special Skills | 3 | 2 | - | 2 | 2 |
| Counselor | 2 | 2 | - | 2 | 2 |
| Educational Assistant | 4 | 4 | - | 6 | 6 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 5 | 2 | - | 1 | 1 |
| Other | 4 | 4 | - | 3 | 3 |
| School Level Funds | | | | | |
| General Fund | \$2,832,638 | \$3,023,600 | \$2,961,991 | \$2,864,527 | -\$97,464 |
| Title I | \$86,979 | \$65,397 | \$107,538 | \$91,560 | -\$15,978 |
| IDEA, Part B | \$0 | \$0 | \$25,055 | \$0 | -\$25,055 |
| Total | \$2,919,618 | \$3,088,997 | \$3,094,586 | \$2,956,087 | -\$138,498 |
| Teacher Quality | | | | | |
| Teachers with TEM 3 or above (%) | 100% | 93% | | | |
| TEM 5 | 37% | 30% | | | |
| TEM 4 | 47% | 43% | | | |
| TEM 3 | 17% | 20% | | | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,487,676 |
|------------------------------------|--|--|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,487,676 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) Changes to enrollment impact the budget BEFORE SBB applies Estimated change to the budget due to Enrollment changes Estimated changes to the budget due to SBB transition | Last Year (1920) \$2,520,656 This Year (2021) \$2,487,676 Total Difference \$(32,980) Change from Enrollment \$(12,960) Change from SBB \$(20,020) |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$2,487,676 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 387 | \$1,288,710 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 41 | \$40,959 | |
| Grade 1 | 0.30 | \$999 | 36 | \$35,964 | |
| Grade 2 | 0.30 | \$999 | 46 | \$45,954 | |
| Grade 3 | 0.20 | \$666 | 39 | \$25,974 | |
| Grade 4 | 0.20 | \$666 | 46 | \$30,636 | |
| Grade 5 | 0.20 | \$666 | 47 | \$31,302 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 109 | \$38,477 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 20 | \$19,314 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 124 | \$41,292 | |
| Incoming High Proficiency | 0.10 | \$333 | 124 | \$41,292 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$67,436 |
| SBB Allocations Total | | | | \$2,487,676 | |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|---|-----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$781,429 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$6,428 | 6,479.83 | \$(52) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.007983419 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



Georgian Hills Middle School

3925 Denver Rd., Memphis, TN 38127
 Phone: (901) 416-3740 Fax: (901) 416-6500

| | | | | | |
|----------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: 6-8 | School Type: Traditional | Square Footage: 87,069 | Student Capacity: 374 | FY2019-20 Utilization: 79% | FCI: 9 |
|----------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 272 | 309 | 274 | 309 | 35 |
| Attendance Rate | 95.2% | 93.6% | 93.6% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:14 | 1:14 | 1:14 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 85.9% | 60.1% | 86.3% | - | - |
| Students with Disabilities (%) | 18.9% | 19.4% | 21.6% | - | - |
| English Language Learners (%) | 0% | 0% | 0% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 20 | 20 | - | 22 | 22 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 4 | 4 | - | 11 | 11 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | - | - |
| Nutrition | 2 | 1 | - | 1 | 1 |
| Other | 3 | 4 | - | 4 | 4 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,016,298 | \$2,249,923 | \$1,845,359 | \$2,270,671 | \$425,312 |
| Title I | \$212,221 | \$156,028 | \$170,066 | \$171,675 | \$1,608 |
| IDEA, Part B | \$102,560 | \$111,035 | \$133,743 | \$101,854 | -\$31,889 |
| Other Special Revenue & Federal Funds | \$0 | \$29,994 | \$-30,000 | \$48,553 | \$78,553 |
| Total | \$2,331,080 | \$2,546,981 | \$2,119,169 | \$2,592,754 | \$473,584 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 74% | 72% | | | |
| TEM 5 | 5% | 0% | | | |
| TEM 4 | 5% | 6% | | | |
| TEM 3 | 63% | 67% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,492,667 |
|------------------------------------|---|--|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,405,225 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$87,443 |
| How has funding changed under SBB? | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(36,755) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(129,797) |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | | Last Year (1920) \$1,659,219 This Year (2021) \$1,492,667 Total Difference \$(166,552) |

Detailed Breakdown

1. SBB Allocations \$1,405,225

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 309 | \$1,028,970 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 243 | \$85,779 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 110 | \$106,227 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 270 | \$89,910 |
| Incoming High Proficiency | 0.10 | \$333 | 2 | \$666 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 18 | \$14,850 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| SBB Allocations Total | | | | \$1,405,225 |

2. SBB Transition Supplements \$87,443

| Staffing Supplement | |
|--|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$82,349 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|--------------------------------|
| \$4,548 | 5,250.69 | \$(703) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.133894924 | | \$87,443 |
| SBB Total Supplements TOTAL | | \$87,443 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Germantown Middle School

7925 C.D. Smith Rd., Germantown, TN 38138
 Phone: (901) 416-0950 Fax: (901) 416-0952

| | | | | | |
|----------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: 6-8 | School Type: Optional | Square Footage: 80,000 | Student Capacity: 807 | FY2019-20 Utilization: 78% | FCI: 15 |
|----------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 656 | 744 | 710 | 799 | 89 |
| Attendance Rate | 98.3% | 97.8% | 97.8% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 28.6% | 49.5% | 32.7% | - | - |
| Students with Disabilities (%) | 11.2% | 8.3% | 6.6% | - | - |
| English Language Learners (%) | 3.3% | 3.2% | 2% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 2 | 2 |
| Classroom Teacher | 38 | 37 | - | 43 | 43 |
| Special Skills | 3 | 3 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 7 | 7 | - | 10 | 10 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 3 | - | 2 | 2 |
| Other | 4 | 5 | - | 7 | 7 |

School Level Funds

| | | | | | |
|--------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,598,008 | \$4,003,259 | \$3,781,160 | \$4,183,917 | \$402,756 |
| Title I | \$191,987 | \$193,403 | \$199,040 | \$197,400 | -\$1,640 |
| IDEA, Part B | \$205,543 | \$195,244 | \$221,161 | \$220,480 | -\$681 |
| Total | \$3,995,539 | \$4,391,906 | \$4,201,362 | \$4,601,797 | \$400,434 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 94% | 98% | | |
| TEM 5 | 3% | 37% | | |
| TEM 4 | 47% | 33% | | |
| TEM 3 | 44% | 28% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,239,739 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,239,739 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$3,202,118 |
| | This Year (2021) | \$3,239,739 |
| | Total Difference | \$37,621 |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$36,480 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$1,142 |

Detailed Breakdown

| 1. SBB Allocations | | \$3,239,739 | | | |
|--|--------|--------------------|------------|-------------|--------------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 799 | \$2,660,670 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- | |
| Grade 1 | 0.30 | \$999 | 0 | \$- | |
| Grade 2 | 0.30 | \$999 | 0 | \$- | |
| Grade 3 | 0.20 | \$666 | 0 | \$- | |
| Grade 4 | 0.20 | \$666 | 0 | \$- | |
| Grade 5 | 0.20 | \$666 | 0 | \$- | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 234 | \$82,602 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 38 | \$36,697 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 419 | \$139,527 | |
| Incoming High Proficiency | 0.10 | \$333 | 76 | \$25,308 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 16 | \$13,200 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | |
| | | | | | \$0 |
| SBB Allocations Total | | | | | \$3,239,739 |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|---|-----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$284,369 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,055 | 4,053.31 | \$1 |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| 0.000352472 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Grandview Heights Middle School

2342 Clifton, Memphis, TN 38127

Phone: (901) 416-3940 Fax: (901) 416-3923

| | | | | | |
|----------------------------|------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: 6-8 | School Type: iZone | Square Footage: 65,810 | Student Capacity: 623 | FY2019-20 Utilization: 79% | FCI: 12 |
|----------------------------|------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|------|------|------|------|
| K-12 | 411 | 399 | 486 | 358 | -128 |
| Attendance Rate | 91.2% | 91% | 91% | - | NA |
| Student-Teacher Ratio | 1:13 | 1:12 | 1:12 | 1:12 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 86.3% | 89% | 88.1% | - | - |
| Students with Disabilities (%) | 21.6% | 22.7% | 16.1% | - | - |
| English Language Learners (%) | 0% | 0.2% | 0.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 1 | - | 1 | 1 |
| Classroom Teacher | 40 | 70 | - | 23 | 23 |
| Counselor | 1 | 2 | - | 1 | 1 |
| Educational Assistant | 7 | 10 | - | 8 | 8 |
| Instructional Facilitator | 2 | 4 | - | 2 | 2 |
| Librarian | 1 | 2 | - | 1 | 1 |
| Nutrition | 7 | 7 | - | 2 | 2 |
| Other | 6 | 10 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$2,355,162 | \$2,976,501 | \$3,065,254 | \$2,629,588 | -\$435,665 |
| Title I | \$279,918 | \$283,748 | \$183,137 | \$224,700 | \$41,562 |
| IDEA, Part B | \$189,566 | \$203,261 | \$196,337 | \$170,857 | -\$25,480 |
| School Improvement Grants (SIG) | \$1,214,946 | \$203,503 | \$70,286 | \$0 | -\$70,286 |
| Other Special Revenue & Federal Funds | \$0 | \$29,989 | \$-18,000 | \$0 | \$18,000 |
| Total | \$4,039,594 | \$3,697,002 | \$3,497,016 | \$3,025,146 | -\$471,870 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 79% | 98% | | | |
| TEM 5 | 15% | 40% | | | |
| TEM 4 | 30% | 30% | | | |
| TEM 3 | 33% | 28% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 5 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 2 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,514,291 | | |
|------------------------------------|---|--|------------------------|------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,514,291 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | | |
| How has funding changed under SBB? | Last Year (1920) | \$1,726,164 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$1,514,291 | |
| | Total Difference | \$(211,873) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(95,645) |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(116,228) | |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$1,514,291 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 358 | \$1,192,140 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- | |
| Grade 1 | 0.30 | \$999 | 0 | \$- | |
| Grade 2 | 0.30 | \$999 | 0 | \$- | |
| Grade 3 | 0.20 | \$666 | 0 | \$- | |
| Grade 4 | 0.20 | \$666 | 0 | \$- | |
| Grade 5 | 0.20 | \$666 | 0 | \$- | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 288 | \$101,664 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 98 | \$94,639 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 310 | \$103,230 | |
| Incoming High Proficiency | 0.10 | \$333 | 7 | \$2,331 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 30 | \$24,750 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$1,514,291 | |

| 2. SBB Transition Supplements | | \$0 |
|-------------------------------|--|-----|
|-------------------------------|--|-----|

| Staffing Supplement | | |
|--|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,230 | 4,554.52 | \$(325) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.07128283 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Hamilton Middle School

1478 Wilson St, Memphis, TN 38106

Phone: (901) 416-7832 Fax: (901) 416-3314

| | | | | | |
|----------------------------|------------------------------|-----------------------------------|----------------------------------|--------------------------------------|-------------------|
| Grade Level: 6-8 | School Type: iZone | Square Footage: 136,797 | Student Capacity: 1197 | FY2019-20 Utilization: 22% | FCI: 14 |
|----------------------------|------------------------------|-----------------------------------|----------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|------|-------|-------|------|-----|
| K-12 | 267 | 251 | 257 | 202 | -55 |
| Attendance Rate | 89% | 88.2% | 88.2% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:15 | 1:15 | 1:15 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 90.2% | 92.2% | 86.2% | - | - |
| Students with Disabilities (%) | 19.9% | 19.1% | 12.9% | - | - |
| English Language Learners (%) | 0% | 0.4% | 1.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 22 | 18 | - | 25 | 25 |
| Special Skills | 0 | 0 | - | 2 | 2 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 4 | 3 | - | 3 | 3 |
| Instructional Facilitator | 1 | 1 | - | - | - |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 3 | - | 1 | 1 |
| Other | 6 | 4 | - | 3 | 3 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,237,854 | \$2,277,936 | \$2,073,697 | \$2,728,213 | \$654,516 |
| Title I | \$106,637 | \$166,608 | \$0 | \$289,800 | \$289,800 |
| IDEA, Part B | \$98,302 | \$60,530 | \$11,402 | \$31,512 | \$20,110 |
| Other Special Revenue & Federal Funds | \$0 | \$0 | \$2,200 | \$0 | -\$2,200 |
| Total | \$2,442,794 | \$2,505,075 | \$2,087,299 | \$3,049,525 | \$962,226 |

Teacher Quality

| | | | |
|----------------------------------|------|-----|--|
| Teachers with TEM 3 or above (%) | 100% | 70% | |
| TEM 5 | 16% | 10% | |
| TEM 4 | 74% | 25% | |
| TEM 3 | 11% | 35% | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,612,813 |
|------------------------------------|---|--|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,534,394 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$78,419 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(39,920) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(227,201) |
| | | Last Year (1920) \$2,879,932 This Year (2021) \$2,612,813 Total Difference \$(267,119) |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$2,534,394 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 498 | \$1,658,340 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 45 | \$44,955 | |
| Grade 1 | 0.30 | \$999 | 30 | \$29,970 | |
| Grade 2 | 0.30 | \$999 | 35 | \$34,965 | |
| Grade 3 | 0.20 | \$666 | 48 | \$31,968 | |
| Grade 4 | 0.20 | \$666 | 44 | \$29,304 | |
| Grade 5 | 0.20 | \$666 | 38 | \$25,308 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 413 | \$145,789 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 0 | \$- | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 461 | \$153,513 | |
| Incoming High Proficiency | 0.10 | \$333 | 5 | \$1,665 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 9 | \$7,425 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$61,015 |
| SBB Allocations Total | | | | \$2,534,394 | |

2. SBB Transition Supplements \$78,419

| Staffing Supplement | |
|---|-----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$316,845 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$5,089 | 5,702.84 | \$(614) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.107612286 | | \$78,419 |
| SBB Total Supplements TOTAL | | \$78,419 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Havenview Middle School

1481 Hester, Memphis, TN 38116

Phone: (901) 416-3092 Fax: (901) 416-3093

| | | | | | |
|---------------------|----------------------|------------------------|--------------------------|-------------------------------|-------------|
| Grade Level: | School Type: | Square Footage: | Student Capacity: | FY2019-20 Utilization: | FCI: |
| 6-8 | Empowerment/Optional | 104,745 | 827 | 86% | 7 |

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 672 | 721 | 714 | 768 | 54 |
| Attendance Rate | 96.7% | 92.7% | 92.7% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 68.6% | 88.7% | 66.9% | - | - |
| Students with Disabilities (%) | 18.8% | 13.5% | 11.6% | - | - |
| English Language Learners (%) | 0.5% | 0.1% | 0.2% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 3 | 3 |
| Classroom Teacher | 38 | 41 | - | 38 | 38 |
| Special Skills | 1 | 1 | - | 1 | 1 |
| Counselor | 1 | 3 | - | 3 | 3 |
| Educational Assistant | 2 | 2 | - | 3 | 3 |
| Instructional Facilitator | 2 | 5 | - | 5 | 5 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 6 | 3 | - | 1 | 1 |
| Other | 5 | 6 | - | 7 | 7 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$4,247,095 | \$4,418,967 | \$4,029,931 | \$4,137,745 | \$107,813 |
| Title I | \$333,925 | \$371,744 | \$364,472 | \$373,275 | \$8,802 |
| IDEA, Part B | \$50,002 | \$66,152 | \$50,217 | \$53,347 | \$3,129 |
| Other Special Revenue & Federal Funds | \$8,740 | \$7,423 | \$18,000 | \$0 | -\$18,000 |
| Total | \$4,639,763 | \$4,864,286 | \$4,462,621 | \$4,564,367 | \$101,746 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 81% | 86% | | | |
| TEM 5 | 16% | 23% | | | |
| TEM 4 | 27% | 41% | | | |
| TEM 3 | 38% | 23% | | | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 3 | N/A | N/A | N/A |

Total SBB Allocation \$3,222,082

| | | | | | |
|------------------------------------|---|--|------------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$3,222,082 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| How has funding changed under SBB? | | Last Year (1920) | | \$3,237,402 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | | \$3,222,082 | |
| | | Total Difference | | \$(15,320) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$42,710 | |
| | | Estimated changes to the budget due to SBB transition | Change from SBB | \$(58,030) | |

Detailed Breakdown

1. SBB Allocations \$3,222,082

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 768 | \$2,557,440 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 478 | \$168,734 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 128 | \$123,610 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 650 | \$216,450 |
| Incoming High Proficiency | 0.10 | \$333 | 16 | \$5,328 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 5 | \$4,125 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$3,222,082 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$153,956

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,195 | 4,270.97 | \$(76) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.017691425 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



Hickory Ridge Middle School

3920 Ridgeway Rd., Memphis, TN 38115
 Phone: (901) 416-9337 Fax: (901) 416-9210

| | | | | | |
|----------------------------|------------------------------------|-----------------------------------|---------------------------------|---------------------------------------|------------------|
| Grade Level: 6-8 | School Type: Traditional | Square Footage: 139,685 | Student Capacity: 803 | FY2019-20 Utilization: 108% | FCI: 6 |
|----------------------------|------------------------------------|-----------------------------------|---------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| K-12 | 841 | 819 | 876 | 852 | -24 |
| Attendance Rate | 96.3% | 95.1% | 95.1% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 63.9% | 83.9% | 70.5% | - | - |
| Students with Disabilities (%) | 13.5% | 12% | 9.9% | - | - |
| English Language Learners (%) | 9% | 9.3% | 6.1% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 2 | 2 |
| Classroom Teacher | 51 | 50 | - | 44 | 44 |
| Special Skills | 1 | 1 | - | 1 | 1 |
| Counselor | 3 | 3 | - | 4 | 4 |
| Educational Assistant | 3 | 3 | - | 5 | 5 |
| Instructional Facilitator | 2 | 2 | - | 3 | 3 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 9 | 5 | - | 2 | 2 |
| Other | 5 | 5 | - | 6 | 6 |

School Level Funds

| | | | | | |
|--------------|-------------|-------------|-------------|-------------|-----------|
| General Fund | \$4,455,648 | \$4,745,512 | \$4,693,874 | \$4,828,817 | \$134,943 |
| Title I | \$507,081 | \$433,218 | \$471,020 | \$403,200 | -\$67,820 |
| IDEA, Part B | \$57,630 | \$58,896 | \$55,091 | \$53,182 | -\$1,909 |
| Total | \$5,020,360 | \$5,237,627 | \$5,219,987 | \$5,285,199 | \$65,212 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 98% | 98% | | |
| TEM 5 | 6% | 19% | | |
| TEM 4 | 59% | 51% | | |
| TEM 3 | 33% | 28% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,408,633 |
|------------------------------------|--|--|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,408,633 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) Changes to enrollment impact the budget BEFORE SBB applies Estimated change to the budget due to Enrollment changes Estimated changes to the budget due to SBB transition | Last Year (1920) \$3,623,770 This Year (2021) \$3,408,633 Total Difference \$(215,137) Change from Enrollment \$12,805 Change from SBB \$(227,942) |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$3,408,633 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 852 | \$2,837,160 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- | |
| Grade 1 | 0.30 | \$999 | 0 | \$- | |
| Grade 2 | 0.30 | \$999 | 0 | \$- | |
| Grade 3 | 0.20 | \$666 | 0 | \$- | |
| Grade 4 | 0.20 | \$666 | 0 | \$- | |
| Grade 5 | 0.20 | \$666 | 0 | \$- | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 501 | \$176,853 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 140 | \$135,198 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 663 | \$220,779 | |
| Incoming High Proficiency | 0.10 | \$333 | 21 | \$6,993 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 17 | \$14,025 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$3,408,633 | |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|--|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$22,799 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|--------------------------------|
| \$4,001 | 4,268.28 | \$(268) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.062680283 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Highland Oaks Middle School

5600 Meadowbriar Trail, Memphis, TN 38125
 Phone: (901) 416-0340 Fax: (901) 432-0345

| | | | | | |
|----------------------------|------------------------------------|-----------------------------------|----------------------------------|--------------------------------------|------------------|
| Grade Level: 6-8 | School Type: Traditional | Square Footage: 120,000 | Student Capacity: 1021 | FY2019-20 Utilization: 76% | FCI: 1 |
|----------------------------|------------------------------------|-----------------------------------|----------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-----------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| Enrollment | | | | | |
| K-12 | 753 | 645 | 715 | 589 | -126 |
| Attendance Rate | 95.9% | 99.3% | 99.3% | - | NA |
| Student-Teacher Ratio | 1:19 | 1:19 | 1:19 | 1:19 | - |

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Student Demographics | | | | | |
| Economically Disadvantaged (%) | 44.7% | 68.6% | 47.3% | - | - |
| Students with Disabilities (%) | 15.5% | 12.7% | 11.1% | - | - |
| English Language Learners (%) | 3.7% | 3% | 4% | - | - |

| Key School Positions - All Funding Sources | | | | | |
|---|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 1 | 1 |
| Classroom Teacher | 40 | 41 | - | 33 | 33 |
| Special Skills | 3 | 3 | - | - | - |
| Counselor | 2 | 2 | - | 2 | 2 |
| Educational Assistant | 3 | 3 | - | 4 | 4 |
| Instructional Facilitator | 1 | 2 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 9 | 5 | - | 1 | 1 |
| Other | 7 | 5 | - | 6 | 6 |

| School Level Funds | | | | | |
|---------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,440,717 | \$3,638,269 | \$3,412,086 | \$3,384,386 | -\$27,700 |
| Title I | \$268,654 | \$211,425 | \$297,064 | \$210,840 | -\$86,224 |
| IDEA, Part B | \$32,105 | \$47,919 | \$52,746 | \$88,729 | \$35,982 |
| Total | \$3,741,477 | \$3,897,613 | \$3,761,898 | \$3,683,956 | -\$77,942 |

| Teacher Quality | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 95% | 98% | | | |
| TEM 5 | 5% | 45% | | | |
| TEM 4 | 76% | 39% | | | |
| TEM 3 | 14% | 14% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,328,460 |
|------------------------------------|---|------------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,328,460 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(125,275) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(131,100) |
| | | Total Difference \$(256,375) |

Detailed Breakdown

| 1. SBB Allocations | | \$2,328,460 | | | |
|--|--------|--------------------|------------|-------------|--------------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 589 | \$1,961,370 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- | |
| Grade 1 | 0.30 | \$999 | 0 | \$- | |
| Grade 2 | 0.30 | \$999 | 0 | \$- | |
| Grade 3 | 0.20 | \$666 | 0 | \$- | |
| Grade 4 | 0.20 | \$666 | 0 | \$- | |
| Grade 5 | 0.20 | \$666 | 0 | \$- | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 226 | \$79,778 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 122 | \$117,815 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 458 | \$152,514 | |
| Incoming High Proficiency | 0.10 | \$333 | 13 | \$4,329 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 18 | \$14,850 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | |
| | | | | | \$0 |
| SBB Allocations Total | | | | | \$2,328,460 |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|--|-----|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$3,953 | 4,175.82 | \$(223) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.053302258 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

John P. Freeman K-8 Optional School

5250 Tulane Rd., Memphis, TN 38109

Phone: (901) 416-3156 Fax: (901) 416-3127

| | | | | | |
|----------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: K-8 | School Type: Optional | Square Footage: 98,000 | Student Capacity: 685 | FY2019-20 Utilization: 79% | FCI: 30 |
|----------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 539 | 610 | 662 | 630 | -32 |
| Attendance Rate | 97.9% | 97.6% | 97.6% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|------|-------|-------|---|---|
| Economically Disadvantaged (%) | 35% | 76.6% | 42.1% | - | - |
| Students with Disabilities (%) | 2.9% | 10.4% | 1.2% | - | - |
| English Language Learners (%) | 0.3% | 29.6% | 0.3% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 2 | 2 |
| Classroom Teacher | 33 | 31 | - | 36 | 36 |
| Special Skills | 9 | 5 | - | 5 | 5 |
| Counselor | 2 | 2 | - | 2 | 2 |
| Educational Assistant | 2 | 1 | - | 2 | 2 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 5 | 3 | - | 1 | 1 |
| Other | 4 | 4 | - | 6 | 6 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|---------------|
| General Fund | \$3,711,402 | \$4,199,668 | \$4,058,833 | \$4,120,810 | \$61,977 |
| Title I | \$202,374 | \$176,579 | \$239,126 | \$176,400 | -\$62,726 |
| Other Special Revenue & Federal Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$3,913,777 | \$4,376,247 | \$4,297,959 | \$4,297,210 | -\$749 |

Teacher Quality

| | | | |
|----------------------------------|------|-----|--|
| Teachers with TEM 3 or above (%) | 100% | 95% | |
| TEM 5 | 46% | 33% | |
| TEM 4 | 30% | 60% | |
| TEM 3 | 24% | 2% | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 3 | 5 | N/A | N/A | N/A |

Total SBB Allocation **\$2,995,761**

| | | | | | |
|------------------------------------|---|--|------------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$2,995,761 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| How has funding changed under SBB? | | Last Year (1920) | | \$2,993,101 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | | \$2,995,761 | |
| | | Total Difference | | \$2,660 | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$14,321 | |
| | | Estimated changes to the budget due to SBB transition | Change from SBB | \$(11,661) | |

Detailed Breakdown

1. SBB Allocations **\$2,995,761**

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 630 | \$2,097,900 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 70 | \$69,930 |
| Grade 1 | 0.30 | \$999 | 50 | \$49,950 |
| Grade 2 | 0.30 | \$999 | 49 | \$48,951 |
| Grade 3 | 0.20 | \$666 | 61 | \$40,626 |
| Grade 4 | 0.20 | \$666 | 67 | \$44,622 |
| Grade 5 | 0.20 | \$666 | 66 | \$43,956 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 214 | \$75,542 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 3 | \$2,897 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 195 | \$64,935 |
| Incoming High Proficiency | 0.10 | \$333 | 135 | \$44,955 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$286,844 |
| SBB Allocations Total | | | | \$2,995,761 |

2. SBB Transition Supplements **\$0**

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$127,465

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,755 | 4,773.68 | \$(19) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.003877263 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Kate Bond Middle School

2737 Kate Bond Rd., Memphis, TN 38133
 Phone: (901) 416-0640 Fax: (901) 416-0634

| | | | | | |
|----------------------------|------------------------------------|-----------------------------------|----------------------------------|---------------------------------------|------------------|
| Grade Level: 6-8 | School Type: Traditional | Square Footage: 165,749 | Student Capacity: 1108 | FY2019-20 Utilization: 102% | FCI: 2 |
|----------------------------|------------------------------------|-----------------------------------|----------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 1110 | 1125 | 1090 | 1122 | 32 |
| Attendance Rate | 96.2% | 95.1% | 95.1% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 41.5% | 70.3% | 45.2% | - | - |
| Students with Disabilities (%) | 13.4% | 13.1% | 10.9% | - | - |
| English Language Learners (%) | 13.7% | 11.6% | 10.2% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 3 | 3 |
| Classroom Teacher | 69 | 68 | - | 62 | 62 |
| Special Skills | 1 | 1 | - | 1 | 1 |
| Counselor | 3 | 3 | - | 4 | 4 |
| Educational Assistant | 8 | 9 | - | 16 | 16 |
| Instructional Facilitator | 3 | 3 | - | 3 | 3 |
| Librarian | 2 | 2 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 9 | 5 | - | 3 | 3 |
| Other | 7 | 7 | - | 7 | 7 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$5,795,518 | \$6,293,177 | \$6,160,293 | \$6,055,675 | -\$104,618 |
| Title I | \$442,387 | \$393,832 | \$471,171 | \$346,920 | -\$124,251 |
| IDEA, Part B | \$142,029 | \$172,265 | \$162,434 | \$205,166 | \$42,731 |
| Other Special Revenue & Federal Funds | \$10,700 | \$0 | \$0 | \$0 | \$0 |
| Total | \$6,390,635 | \$6,859,275 | \$6,793,899 | \$6,607,761 | -\$186,137 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 95% | 97% | | | |
| TEM 5 | 13% | 31% | | | |
| TEM 4 | 51% | 54% | | | |
| TEM 3 | 31% | 11% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$4,409,700 | | |
|------------------------------------|---|--|------------------------|----------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$4,409,700 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | | |
| How has funding changed under SBB? | Last Year (1920) | \$4,579,754 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$4,409,700 | |
| | Total Difference | \$(170,055) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$37,033 |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(207,088) | |

Detailed Breakdown

| 1. SBB Allocations | | \$4,409,700 | | | |
|--|--------|--------------------|------------|-------------|--------------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 1,122 | \$3,736,260 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- | |
| Grade 1 | 0.30 | \$999 | 0 | \$- | |
| Grade 2 | 0.30 | \$999 | 0 | \$- | |
| Grade 3 | 0.20 | \$666 | 0 | \$- | |
| Grade 4 | 0.20 | \$666 | 0 | \$- | |
| Grade 5 | 0.20 | \$666 | 0 | \$- | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 409 | \$144,377 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 130 | \$125,541 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 806 | \$268,398 | |
| Incoming High Proficiency | 0.10 | \$333 | 44 | \$14,652 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 88 | \$72,600 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | |
| | | | | | \$0 |
| SBB Allocations Total | | | | | \$4,409,700 |

| 2. SBB Transition Supplements | | \$0 |
|-------------------------------|--|-----|
|-------------------------------|--|-----|

| Staffing Supplement | |
|--|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$47,129 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$3,930 | 4,114.78 | \$(185) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.044855366 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



Kingsbury Middle School

1276 N. Graham, Memphis, TN 38122

Phone: (901) 416-6040 Fax: (901) 416-6058

| | | | | | |
|----------------------------|------------------------------------|-----------------------------------|---------------------------------|---------------------------------------|------------------|
| Grade Level: 7-8 | School Type: Traditional | Square Footage: 219,210 | Student Capacity: 403 | FY2019-20 Utilization: 152% | FCI: 7 |
|----------------------------|------------------------------------|-----------------------------------|---------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 599 | 601 | 639 | 673 | 34 |
| Attendance Rate | 93.4% | 94.2% | 94.2% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 66.7% | 93.9% | 66.8% | - | - |
| Students with Disabilities (%) | 17.8% | 16.6% | 12.4% | - | - |
| English Language Learners (%) | 30.9% | 27.6% | 25.7% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 38 | 38 | - | 42 | 42 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 2 | 2 | - | 3 | 3 |
| Instructional Facilitator | 2 | 2 | - | 3 | 3 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 2 | 2 |
| Other | 5 | 4 | - | 7 | 7 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
| General Fund | \$2,783,386 | \$3,031,558 | \$3,187,489 | \$3,333,325 | \$145,836 |
| Title I | \$263,238 | \$238,051 | \$372,565 | \$297,360 | -\$75,205 |
| IDEA, Part B | \$47,133 | \$39,345 | \$45,423 | \$48,553 | \$3,129 |
| Other Special Revenue & Federal Funds | \$45,249 | \$44,974 | \$43,154 | \$45,941 | \$2,787 |
| Total | \$3,139,008 | \$3,353,930 | \$3,648,632 | \$3,725,180 | \$76,548 |

Teacher Quality

| | | | | |
|----------------------------------|-----|------|--|--|
| Teachers with TEM 3 or above (%) | 94% | 100% | | |
| TEM 5 | 9% | 36% | | |
| TEM 4 | 50% | 48% | | |
| TEM 3 | 34% | 17% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,772,638 |
|------------------------------------|--|--|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,772,638 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) Changes to enrollment impact the budget BEFORE SBB applies Estimated change to the budget due to Enrollment changes Estimated changes to the budget due to SBB transition | Last Year (1920) \$2,792,621 This Year (2021) \$2,772,638 Total Difference \$(19,983) Change from Enrollment \$50,698 Change from SBB \$(70,681) |

Detailed Breakdown

| 1. SBB Allocations | | \$2,772,638 | | |
|--|--------|--------------------|------------|--------------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total |
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 673 | \$2,241,090 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 360 | \$127,080 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 72 | \$69,530 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 530 | \$176,490 |
| Incoming High Proficiency | 0.10 | \$333 | 12 | \$3,996 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 13 | \$10,725 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$2,772,638 |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|--|-----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$137,063 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|--------------------------------|
| \$4,120 | 4,224.84 | \$(105) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.024858632 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Mt Pisgah Middle School

1444 Pisgah Rd, Cordova, TN 38016
 Phone: (901) 756-2386

| | | | | | |
|----------------------------|------------------------------------|-----------------------------------|----------------------------------|--------------------------------------|------------------|
| Grade Level: 5-8 | School Type: Traditional | Square Footage: 125,900 | Student Capacity: 1197 | FY2019-20 Utilization: 42% | FCI: 3 |
|----------------------------|------------------------------------|-----------------------------------|----------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 481 | 469 | 569 | 568 | -1 |
| Attendance Rate | 97.2% | 95.9% | 95.9% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:19 | 1:19 | 1:19 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 25% | 34.9% | 29.8% | - | - |
| Students with Disabilities (%) | 11.4% | 10.6% | 8.8% | - | - |
| English Language Learners (%) | 2% | 2.1% | 2.1% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 26 | 28 | - | 28 | 28 |
| Special Skills | 0 | 1 | - | 1 | 1 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 0 | 0 | - | 2 | 2 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 5 | 3 | - | 1 | 1 |
| Other | 3 | 3 | - | 3 | 3 |

School Level Funds

| | | | | | |
|--------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,504,225 | \$2,316,020 | \$2,761,213 | \$2,852,841 | \$91,628 |
| Title I | \$119,185 | \$100,497 | \$117,987 | \$115,080 | -\$2,907 |
| IDEA, Part B | \$0 | \$0 | \$0 | \$24,349 | \$24,349 |
| Total | \$2,623,410 | \$2,416,517 | \$2,879,200 | \$2,992,270 | \$113,070 |

Teacher Quality

| | | | | |
|----------------------------------|------|-----|--|--|
| Teachers with TEM 3 or above (%) | 100% | 86% | | |
| TEM 5 | 48% | 14% | | |
| TEM 4 | 52% | 50% | | |
| TEM 3 | 0% | 21% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,222,607 |
|------------------------------------|--|--|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,222,607 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) Changes to enrollment impact the budget BEFORE SBB applies Estimated change to the budget due to Enrollment changes Estimated changes to the budget due to SBB transition | Last Year (1920) \$2,369,999 This Year (2021) \$2,222,607 Total Difference \$(147,393) Change from Enrollment \$42,473 Change from SBB \$(189,866) |

Detailed Breakdown

| 1. SBB Allocations | | \$2,222,607 | | | |
|--|--------|--------------------|------------|------------------------------|--|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 568 | \$1,891,440 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- | |
| Grade 1 | 0.30 | \$999 | 0 | \$- | |
| Grade 2 | 0.30 | \$999 | 0 | \$- | |
| Grade 3 | 0.20 | \$666 | 0 | \$- | |
| Grade 4 | 0.20 | \$666 | 0 | \$- | |
| Grade 5 | 0.20 | \$666 | 0 | \$- | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 142 | \$50,126 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 57 | \$55,045 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 330 | \$109,890 | |
| Incoming High Proficiency | 0.10 | \$333 | 51 | \$16,983 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | |
| | | | | SBB Allocations Total | |
| | | | | \$2,222,607 | |

2. SBB Transition Supplements \$0

| Staffing Supplement | |
|--|-----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$100,383 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$3,913 | 4,247.31 | \$(334) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.078701676 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Oakhaven Middle School

3125 Ladbrook Rd., Memphis, TN 38118
 Phone: (901) 416-2380 Fax: (901) 416-9780

| | | | | | |
|----------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: 6-8 | School Type: Traditional | Square Footage: 152,940 | Student Capacity: 324 | FY2019-20 Utilization: 98% | FCI: 11 |
|----------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 285 | 327 | 313 | 323 | 10 |
| Attendance Rate | 95.4% | 94.7% | 94.7% | - | NA |
| Student-Teacher Ratio | 1:19 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 73% | 75.4% | 77.9% | - | - |
| Students with Disabilities (%) | 14.6% | 10.8% | 9.5% | - | - |
| English Language Learners (%) | 6.3% | 5.2% | 6.8% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 18 | 16 | - | 15 | 15 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 1 | 1 | - | 2 | 2 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | - | - |
| Other | 11 | 6 | - | 6 | 6 |

School Level Funds

| | | | | | |
|--------------|-------------|-------------|-------------|-------------|----------|
| General Fund | \$1,754,528 | \$1,568,379 | \$1,755,231 | \$1,765,077 | \$9,845 |
| Title I | \$159,118 | \$147,964 | \$154,560 | \$173,775 | \$19,214 |
| IDEA, Part B | \$0 | \$0 | \$0 | \$55,789 | \$55,789 |
| Total | \$1,913,646 | \$1,716,343 | \$1,909,792 | \$1,994,641 | \$84,849 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 88% | 61% | | | |
| TEM 5 | 19% | 0% | | | |
| TEM 4 | 56% | 39% | | | |
| TEM 3 | 13% | 22% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 5 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,368,423 | | |
|------------------------------------|---|--|------------------------|------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,368,423 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | | |
| How has funding changed under SBB? | Last Year (1920) | \$1,428,122 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$1,368,423 | |
| | Total Difference | \$(59,699) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(21,770) |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(37,929) | |

Detailed Breakdown

| 1. SBB Allocations | | \$1,368,423 | | | |
|--|--------|--------------------|------------|-------------|--------------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 323 | \$1,075,590 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- | |
| Grade 1 | 0.30 | \$999 | 0 | \$- | |
| Grade 2 | 0.30 | \$999 | 0 | \$- | |
| Grade 3 | 0.20 | \$666 | 0 | \$- | |
| Grade 4 | 0.20 | \$666 | 0 | \$- | |
| Grade 5 | 0.20 | \$666 | 0 | \$- | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 239 | \$84,367 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 54 | \$52,148 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 291 | \$96,903 | |
| Incoming High Proficiency | 0.10 | \$333 | 4 | \$1,332 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | |
| | | | | | \$0 |
| SBB Allocations Total | | | | | \$1,368,423 |

| | |
|-------------------------------|-----|
| 2. SBB Transition Supplements | \$0 |
|-------------------------------|-----|

| Staffing Supplement | |
|--|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$59,927 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,237 | 4,354.02 | \$(117) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.026969496 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



Raleigh Egypt Middle School

3970 Voltaire Ave, Memphis, TN 38128
 Phone: (901) 416-4141

| | | | | | |
|------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|
| Grade Level: 8-May | School Type: Traditional | Square Footage: 51,891 | Student Capacity: 348 | FY2019-20 Utilization: 130% | FCI: 7 |
|------------------------------|------------------------------------|----------------------------------|---------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 | FY2018-19 | FY2019-20 | FY2020-21 | FY20 vs. FY21 |
|-----------------------|-----------|-----------|-----------|-----------|---------------|
| | Actuals | Actuals | Amended | Budget | Variance |
| Enrollment | | | | | |
| K-12 | 450 | 471 | 462 | 464 | 2 |
| Attendance Rate | 94.5% | 95% | 95% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:18 | 1:18 | 1:18 | - |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 4 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 4 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,915,958 | | |
|------------------------------------|---|--|------------------------|----------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,915,958 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | | |
| How has funding changed under SBB? | Last Year (1920) | \$1,995,404 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$1,915,958 | |
| | Total Difference | \$(79,446) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$48,454 |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(127,899) | |

Detailed Breakdown

| 1. SBB Allocations | | \$1,915,958 | | | |
|--|--------|--------------------|------------|-------------|--------------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 464 | \$1,545,120 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- | |
| Grade 1 | 0.30 | \$999 | 0 | \$- | |
| Grade 2 | 0.30 | \$999 | 0 | \$- | |
| Grade 3 | 0.20 | \$666 | 0 | \$- | |
| Grade 4 | 0.20 | \$666 | 0 | \$- | |
| Grade 5 | 0.20 | \$666 | 0 | \$- | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 355 | \$125,315 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 81 | \$78,222 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 425 | \$141,525 | |
| Incoming High Proficiency | 0.10 | \$333 | 4 | \$1,332 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | |
| | | | | | \$0 |
| SBB Allocations Total | | | | | \$1,915,958 |

| | |
|--------------------------------------|------------|
| 2. SBB Transition Supplements | \$0 |
|--------------------------------------|------------|

| Staffing Supplement | |
|--|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$29,569 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,129 | 4,404.86 | \$(276) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.062577475 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



Ridgeway Middle School

6333 Quince Road Memphis, TN 38018
 Phone: (901) 416-1588 Fax: (901) 416-1545

| | | | | | |
|----------------------------|---------------------------------|-----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: 6-8 | School Type: Optional | Square Footage: 143,000 | Student Capacity: 855 | FY2019-20 Utilization: 78% | FCI: 6 |
|----------------------------|---------------------------------|-----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 661 | 703 | 762 | 785 | 23 |
| Attendance Rate | 96.8% | 95.6% | 95.6% | - | NA |
| Student-Teacher Ratio | 1:19 | 1:19 | 1:19 | 1:19 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 45.5% | 72.5% | 52.8% | - | - |
| Students with Disabilities (%) | 11.3% | 12.1% | 8.7% | - | - |
| English Language Learners (%) | 2.3% | 2.2% | 2.3% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 2 | 2 |
| Classroom Teacher | 34 | 36 | - | 41 | 41 |
| Special Skills | 4 | 4 | - | 3 | 3 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 4 | 7 | - | 6 | 6 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 10 | 6 | - | 1 | 1 |
| Other | 5 | 4 | - | 6 | 6 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,395,997 | \$3,562,505 | \$3,427,890 | \$3,852,134 | \$424,244 |
| Title I | \$220,545 | \$293,886 | \$339,730 | \$292,320 | -\$47,410 |
| IDEA, Part B | \$115,636 | \$91,456 | \$84,805 | \$115,613 | \$30,807 |
| Other Special Revenue & Federal Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$3,732,178 | \$3,947,848 | \$3,852,426 | \$4,260,068 | \$407,641 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 88% | 88% | | |
| TEM 5 | 3% | 9% | | |
| TEM 4 | 67% | 34% | | |
| TEM 3 | 18% | 44% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,128,949 | | |
|------------------------------------|---|--|------------------------|----------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,128,949 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | | |
| How has funding changed under SBB? | Last Year (1920) | \$3,149,464 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$3,128,949 | |
| | Total Difference | \$(20,515) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$99,326 |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(119,841) | |

Detailed Breakdown

| 1. SBB Allocations | | | | | \$3,128,949 |
|--|--------|--------------------|------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 785 | \$2,614,050 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- | |
| Grade 1 | 0.30 | \$999 | 0 | \$- | |
| Grade 2 | 0.30 | \$999 | 0 | \$- | |
| Grade 3 | 0.20 | \$666 | 0 | \$- | |
| Grade 4 | 0.20 | \$666 | 0 | \$- | |
| Grade 5 | 0.20 | \$666 | 0 | \$- | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 360 | \$127,080 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 89 | \$85,947 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 562 | \$187,146 | |
| Incoming High Proficiency | 0.10 | \$333 | 28 | \$9,324 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 9 | \$7,425 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$3,128,949 | |

| 2. SBB Transition Supplements | | \$0 |
|-------------------------------|--|-----|
|-------------------------------|--|-----|

| Staffing Supplement | | |
|--|--|-----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$102,298 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$3,986 | 4,138.58 | \$(153) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.036887836 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Riverview K-8 School

241 Majuba Ave, Memphis, TN 38109
 Phone: (901) 416-7340

| | | | | | |
|---------------------|---------------------|------------------------|--------------------------|-------------------------------|-------------|
| Grade Level: | School Type: | Square Footage: | Student Capacity: | FY2019-20 Utilization: | FCI: |
| K-8 | iZone | 150,850 | 540 | 92% | 15 |

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| Pre-K | 0 | 0 | - | - | - |
| K-12 | 424 | 392 | 368 | 404 | 36 |
| Attendance Rate | 94.1% | 93.5% | 93.5% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:14 | 1:14 | 1:14 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 83.7% | 79% | 85.7% | - | - |
| Students with Disabilities (%) | 31.6% | 15.5% | 14.3% | - | - |
| English Language Learners (%) | 0% | 0% | 0% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 1 | - | 1 | 1 |
| Classroom Teacher | 34 | 33 | - | 29 | 29 |
| Special Skills | 3 | 2 | - | 2 | 2 |
| Counselor | 2 | 2 | - | 2 | 2 |
| Educational Assistant | 8 | 9 | - | 6 | 6 |
| Instructional Facilitator | 2 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 8 | 4 | - | 1 | 1 |
| Other | 4 | 4 | - | 3 | 3 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$3,447,638 | \$3,313,238 | \$3,113,270 | \$3,062,786 | -\$50,484 |
| Title I | \$242,250 | \$239,494 | \$217,013 | \$207,375 | -\$9,638 |
| IDEA, Part B | \$152,052 | \$158,760 | \$134,185 | \$118,894 | -\$15,291 |
| Other Special Revenue & Federal Funds | \$41,639 | \$102,014 | \$29,593 | \$0 | -\$29,593 |
| Total | \$3,883,582 | \$3,813,507 | \$3,494,063 | \$3,389,055 | -\$105,008 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 93% | 97% | | |
| TEM 5 | 17% | 47% | | |
| TEM 4 | 48% | 39% | | |
| TEM 3 | 28% | 11% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 2 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,433,722 |
|------------------------------------|---|---------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,433,722 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$2,482,369 |
| | This Year (2021) | \$2,433,722 |
| | Total Difference | \$(48,646) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$24,824 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(73,470) |

Detailed Breakdown

| 1. SBB Allocations | | \$2,433,722 | | | |
|--|--------|--------------------|------------|--------------------|-----|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 404 | \$1,345,320 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 32 | \$31,968 | |
| Grade 1 | 0.30 | \$999 | 26 | \$25,974 | |
| Grade 2 | 0.30 | \$999 | 35 | \$34,965 | |
| Grade 3 | 0.20 | \$666 | 41 | \$27,306 | |
| Grade 4 | 0.20 | \$666 | 35 | \$23,310 | |
| Grade 5 | 0.20 | \$666 | 27 | \$17,982 | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 356 | \$125,668 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 110 | \$106,227 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 281 | \$93,573 | |
| Incoming High Proficiency | 0.10 | \$333 | 35 | \$11,655 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 13 | \$10,725 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | \$0 |
| SBB Allocations Total | | | | \$2,433,722 | |

| | |
|-------------------------------|-----|
| 2. SBB Transition Supplements | \$0 |
|-------------------------------|-----|

| Staffing Supplement | |
|---|-----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$584,764 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$6,024 | 6,205.92 | \$(182) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.029303664 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Sherwood Middle School

3480 Rhodes Avenue Memphis, TN 38111
 Phone: (901) 416-4870 Fax: (901) 416-4881

| | | | | | |
|----------------------------|------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: 6-8 | School Type: iZone | Square Footage: 141,952 | Student Capacity: 895 | FY2019-20 Utilization: 92% | FCI: 20 |
|----------------------------|------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 778 | 750 | 728 | 773 | 45 |
| Attendance Rate | 92.7% | 93.7% | 93.7% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 80% | 88.7% | 80.7% | - | - |
| Students with Disabilities (%) | 17.2% | 13.5% | 12.8% | - | - |
| English Language Learners (%) | 5.6% | 6.6% | 8.3% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 3 | 2 | - | 1 | 1 |
| Classroom Teacher | 59 | 52 | - | 47 | 47 |
| Counselor | 2 | 2 | - | 3 | 3 |
| Educational Assistant | 11 | 11 | - | 14 | 14 |
| Instructional Facilitator | 1 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 0 | 0 | - | 1 | 1 |
| Nutrition | 8 | 5 | - | 2 | 2 |
| Other | 6 | 5 | - | 8 | 8 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$4,899,593 | \$4,609,531 | \$4,585,808 | \$4,473,750 | -\$112,057 |
| Title I | \$443,755 | \$415,020 | \$426,123 | \$425,775 | -\$348 |
| IDEA, Part B | \$215,853 | \$254,684 | \$215,643 | \$225,915 | \$10,271 |
| Other Special Revenue & Federal Funds | \$0 | \$87,194 | \$15,615 | \$0 | -\$15,615 |
| Total | \$5,559,202 | \$5,366,430 | \$5,243,191 | \$5,125,441 | -\$117,750 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|------|--|--|--|
| Teachers with TEM 3 or above (%) | 98% | 100% | | | |
| TEM 5 | 13% | 18% | | | |
| TEM 4 | 79% | 54% | | | |
| TEM 3 | 6% | 28% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 3 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 3 | N/A | N/A | N/A |

| Total SBB Allocation | | \$3,179,745 |
|------------------------------------|---|----------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$3,179,745 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$3,426,425 |
| | This Year (2021) | \$3,179,745 |
| | Total Difference | \$(246,680) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(8,842) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(237,838) |

Detailed Breakdown

| 1. SBB Allocations | | \$3,179,745 | | |
|--|--------|--------------------|------------|--------------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total |
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 773 | \$2,574,090 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 593 | \$209,329 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 156 | \$150,649 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 674 | \$224,442 |
| Incoming High Proficiency | 0.10 | \$333 | 13 | \$4,329 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 29 | \$23,925 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$3,179,745 |

| 2. SBB Transition Supplements | | \$0 |
|--|--|-----|
| Staffing Supplement | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,114 | 4,421.19 | \$(308) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.069592436 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Snowden K-8 School

1870 N. Parkway, Memphis, TN 31812
 Phone: (901) 416-4621 Fax: (901) 416-4620

| | | | | | |
|-------------------------------|---------------------------------|-----------------------------------|----------------------------------|---------------------------------------|-------------------|
| Grade Level: PreK-8 | School Type: Optional | Square Footage: 199,849 | Student Capacity: 1268 | FY2019-20 Utilization: 109% | FCI: 17 |
|-------------------------------|---------------------------------|-----------------------------------|----------------------------------|---------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|--------------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| Enrollment | | | | | |
| Pre-K | 20 | 20 | 20 | 20 | - |
| K-12 | 1336 | 1323 | 1255 | 1226 | -29 |
| Attendance Rate | 95.8% | 95.7% | 95.7% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:18 | 1:18 | 1:18 | - |
| Student Demographics | | | | | |
| Economically Disadvantaged (%) | 49.3% | 62.2% | 49% | - | - |
| Students with Disabilities (%) | 12% | 5.9% | 5.4% | - | - |
| English Language Learners (%) | 8.8% | 4.6% | 3.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 4 | 3 | - | 3 | 3 |
| Classroom Teacher | 80 | 77 | - | 68 | 68 |
| Special Skills | 12 | 9 | - | 8 | 8 |
| Counselor | 3 | 3 | - | 4 | 4 |
| Educational Assistant | 10 | 8 | - | 8 | 8 |
| Instructional Facilitator | 2 | 2 | - | 2 | 2 |
| Librarian | 2 | 2 | - | 2 | 2 |
| Nutrition | 10 | 6 | - | 2 | 2 |
| Other | 7 | 6 | - | 5 | 5 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
| General Fund | \$7,370,686 | \$7,281,917 | \$6,633,386 | \$7,225,022 | \$591,635 |
| Title I | \$593,960 | \$497,553 | \$536,010 | \$455,280 | -\$80,730 |
| IDEA, Part B | \$48,606 | \$10,601 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$109,038 | \$102,242 | \$100,624 | \$92,643 | -\$7,981 |
| Total | \$8,122,293 | \$7,892,314 | \$7,270,021 | \$7,317,665 | \$47,643 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|------|--|--|--|
| Teachers with TEM 3 or above (%) | 99% | 100% | | | |
| TEM 5 | 51% | 60% | | | |
| TEM 4 | 36% | 31% | | | |
| TEM 3 | 12% | 9% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 3 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 4 | N/A | N/A | N/A |

Total SBB Allocation **\$5,340,093**

| | | | | | |
|------------------------------------|---|--|------------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$5,340,093 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| How has funding changed under SBB? | | Last Year (1920) | | \$5,699,925 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | | \$5,340,093 | |
| | | Total Difference | | \$(359,832) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(158,206) | |
| | | Estimated changes to the budget due to SBB transition | Change from SBB | \$(201,626) | |

Detailed Breakdown

1. SBB Allocations **\$5,340,093**

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 1,226 | \$4,082,580 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 89 | \$88,911 |
| Grade 1 | 0.30 | \$999 | 84 | \$83,916 |
| Grade 2 | 0.30 | \$999 | 114 | \$113,886 |
| Grade 3 | 0.20 | \$666 | 123 | \$81,918 |
| Grade 4 | 0.20 | \$666 | 141 | \$93,906 |
| Grade 5 | 0.20 | \$666 | 126 | \$83,916 |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 527 | \$186,031 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 157 | \$151,615 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 783 | \$260,739 |
| Incoming High Proficiency | 0.10 | \$333 | 131 | \$43,623 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$5,340,093 |

2. SBB Transition Supplements **\$0**

| | |
|---|----------|
| Staffing Supplement | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$78,667 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,356 | 4,520.16 | \$(164) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.0363833 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Treadwell Middle School

920 N. Highland Memphis, TN 38122

Phone: (901) 416-6100 Fax: (901) 416-6133

| | | | | | |
|----------------------------|------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: 6-8 | School Type: iZone | Square Footage: 145,870 | Student Capacity: 598 | FY2019-20 Utilization: 64% | FCI: 10 |
|----------------------------|------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| K-12 | 389 | 478 | 477 | 602 | 125 |
| Attendance Rate | 93.5% | 92.4% | 92.4% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:16 | 1:16 | 1:16 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 68.4% | 83.4% | 67.6% | - | - |
| Students with Disabilities (%) | 14.7% | 13.6% | 15.7% | - | - |
| English Language Learners (%) | 22.5% | 23.3% | 21.6% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 2 | 2 |
| Classroom Teacher | 27 | 26 | - | 39 | 39 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 4 | 3 | - | 4 | 4 |
| Instructional Facilitator | 1 | 1 | - | 3 | 3 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 0 | 1 | - | 1 | 1 |
| Nutrition | 15 | 8 | - | 3 | 3 |
| Other | 4 | 3 | - | 4 | 4 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,562,711 | \$2,989,456 | \$3,041,476 | \$3,613,212 | \$571,736 |
| Title I | \$221,203 | \$212,768 | \$283,376 | \$316,050 | \$32,673 |
| IDEA, Part B | \$48,221 | \$72,876 | \$77,794 | \$118,390 | \$40,595 |
| Other Special Revenue & Federal Funds | \$21,602 | \$2,539 | \$42,117 | \$40,564 | -\$1,552 |
| Total | \$2,853,739 | \$3,277,640 | \$3,444,763 | \$4,088,217 | \$643,453 |

Teacher Quality

| | | | | | |
|----------------------------------|------|------|--|--|--|
| Teachers with TEM 3 or above (%) | 100% | 100% | | | |
| TEM 5 | 48% | 38% | | | |
| TEM 4 | 39% | 41% | | | |
| TEM 3 | 13% | 21% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 5 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,480,472 |
|------------------------------------|---|----------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,480,472 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 |
| How has funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$2,491,898 |
| | This Year (2021) | \$2,480,472 |
| | Total Difference | \$(11,426) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$139,896 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(151,322) |

Detailed Breakdown

| 1. SBB Allocations | | \$2,480,472 | | | |
|--|--------|--------------------|------------|-------------|--------------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 602 | \$2,004,660 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- | |
| Grade 1 | 0.30 | \$999 | 0 | \$- | |
| Grade 2 | 0.30 | \$999 | 0 | \$- | |
| Grade 3 | 0.20 | \$666 | 0 | \$- | |
| Grade 4 | 0.20 | \$666 | 0 | \$- | |
| Grade 5 | 0.20 | \$666 | 0 | \$- | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 392 | \$138,376 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 147 | \$141,958 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 507 | \$168,831 | |
| Incoming High Proficiency | 0.10 | \$333 | 13 | \$4,329 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 22 | \$18,150 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | |
| | | | | | \$0 |
| SBB Allocations Total | | | | | \$2,480,472 |

| 2. SBB Transition Supplements | | \$0 |
|--|--|-----|
| Staffing Supplement | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,120 | 4,371.75 | \$(251) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.057497693 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

White Station Middle School

5465 Mason Road Memphis, TN 38120

Phone: (901) 416-2184 Fax: (901) 416-2187

| | | | | | |
|----------------------------|---------------------------------|-----------------------------------|---------------------------------|---------------------------------------|------------------|
| Grade Level: 6-8 | School Type: Optional | Square Footage: 144,411 | Student Capacity: 878 | FY2019-20 Utilization: 147% | FCI: 2 |
|----------------------------|---------------------------------|-----------------------------------|---------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 1273 | 1261 | 1228 | 1259 | 31 |
| Attendance Rate | 96.5% | 95.8% | 95.8% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 23% | 45.5% | 26.2% | - | - |
| Students with Disabilities (%) | 11.5% | 10% | 8.7% | - | - |
| English Language Learners (%) | 4.5% | 3.6% | 3.8% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 3 | 3 | - | 3 | 3 |
| Classroom Teacher | 74 | 75 | - | 73 | 73 |
| Special Skills | 5 | 5 | - | 5 | 5 |
| Counselor | 3 | 3 | - | 4 | 4 |
| Educational Assistant | 11 | 12 | - | 10 | 10 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 2 | 2 | - | 2 | 2 |
| Nutrition | 8 | 4 | - | 1 | 1 |
| Other | 6 | 6 | - | 7 | 7 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$7,332,394 | \$7,476,119 | \$7,117,569 | \$7,188,984 | \$71,414 |
| Title I | \$251,777 | \$253,818 | \$312,248 | \$0 | - |
| IDEA, Part B | \$219,284 | \$241,906 | \$275,392 | \$315,451 | \$40,059 |
| Other Special Revenue & Federal Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$7,803,456 | \$7,971,843 | \$7,705,210 | \$7,504,436 | -\$200,774 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|------|--|--|--|
| Teachers with TEM 3 or above (%) | 99% | 100% | | | |
| TEM 5 | 83% | 67% | | | |
| TEM 4 | 12% | 32% | | | |
| TEM 3 | 4% | 1% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 5 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$4,931,803 | | |
|------------------------------------|---|--|------------------------|----------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$4,931,803 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$0 | | |
| How has funding changed under SBB? | Last Year (1920) | \$4,977,674 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$4,931,803 | |
| | Total Difference | \$(45,871) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$35,839 |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(81,710) | |

Detailed Breakdown

| 1. SBB Allocations | | \$4,931,803 | | | |
|--|--------|--------------------|------------|-------------|--------------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 1,259 | \$4,192,470 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- | |
| Grade 1 | 0.30 | \$999 | 0 | \$- | |
| Grade 2 | 0.30 | \$999 | 0 | \$- | |
| Grade 3 | 0.20 | \$666 | 0 | \$- | |
| Grade 4 | 0.20 | \$666 | 0 | \$- | |
| Grade 5 | 0.20 | \$666 | 0 | \$- | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 232 | \$81,896 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 85 | \$82,085 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 486 | \$161,838 | |
| Incoming High Proficiency | 0.10 | \$333 | 353 | \$117,549 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 22 | \$18,150 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | |
| | | | | | \$0 |
| SBB Allocations Total | | | | | \$4,931,803 |

| | |
|-------------------------------|-----|
| 2. SBB Transition Supplements | \$0 |
|-------------------------------|-----|

| Staffing Supplement | |
|--|-----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. | \$276,752 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$3,917 | 3,982.13 | \$(65) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.016297935 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Woodstock Middle School

5885 Woodstock Cuba Rd., Memphis, TN 38053
 Phone: (901) 416-4180 Fax: (901) 416-4182

| | | | | | |
|----------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: 6-8 | School Type: Traditional | Square Footage: 84,850 | Student Capacity: 773 | FY2019-20 Utilization: 36% | FCI: 16 |
|----------------------------|------------------------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 266 | 259 | 301 | 325 | 24 |
| Attendance Rate | 94.1% | 99.9% | 99.9% | - | NA |
| Student-Teacher Ratio | 1:14 | 1:15 | 1:15 | 1:15 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 82.3% | 71.6% | 78.4% | - | - |
| Students with Disabilities (%) | 19.2% | 16.3% | 18% | - | - |
| English Language Learners (%) | 1.4% | 1.6% | 1% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 21 | 18 | - | 22 | 22 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 3 | 2 | - | 2 | 2 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 6 | 3 | - | 1 | 1 |
| Other | 4 | 5 | - | 4 | 4 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$1,922,899 | \$1,833,739 | \$1,720,234 | \$2,185,695 | \$465,461 |
| Title I | \$150,605 | \$136,188 | \$157,878 | \$164,325 | \$6,446 |
| Other Special Revenue & Federal Funds | \$0 | \$24,363 | \$-30,000 | \$0 | \$30,000 |
| Total | \$2,073,504 | \$1,994,291 | \$1,848,112 | \$2,350,020 | \$501,908 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 85% | 78% | | | |
| TEM 5 | 10% | 6% | | | |
| TEM 4 | 40% | 22% | | | |
| TEM 3 | 35% | 50% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,643,814 | | |
|------------------------------------|---|--|------------------------|----------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,323,483 | | |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | \$320,331 | | |
| How has funding changed under SBB? | Last Year (1920) | \$1,764,763 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$1,643,814 | |
| | Total Difference | \$(120,950) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$21,991 |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$142,940 | |

Detailed Breakdown

| 1. SBB Allocations | | \$1,323,483 | | |
|--|--------|--------------------|--------------------|-------------|
| SBB Weights | Weight | Amount per Student | Enrollment | Total |
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 325 | \$1,082,250 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 221 | \$78,013 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 52 | \$50,216 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 280 | \$93,240 |
| Incoming High Proficiency | 0.10 | \$333 | 1 | \$333 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 5 | \$4,125 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$0 |
| SBB Allocations Total | | | \$1,323,483 | |

2. SBB Transition Supplements \$320,331

| Staffing Supplement | |
|---|----------|
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | \$18,634 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,072 | 5,497.70 | \$(1,425) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.259281097 | | \$320,331 |
| SBB Total Supplements TOTAL | | \$320,331 |



HIGH SCHOOLS DATA





B T Washington High School

715 S. Lauderdale, Memphis, TN 38126
 Phone: (901) 416-7240 Fax: (901) 416-7228

| | | | | | |
|-----------------------------|------------------------------------|-----------------------------------|---------------------------------|---------------------------------------|------------------|
| Grade Level: 9-12 | School Type: Traditional | Square Footage: 202,918 | Student Capacity: 548 | FY2019-20 Utilization: 104% | FCI: 9 |
|-----------------------------|------------------------------------|-----------------------------------|---------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 544 | 462 | 436 | 439 | 3 |
| Attendance Rate | 90.4% | 88.3% | 88.3% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:14 | 1:14 | 1:14 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 83.8% | 92.9% | 87% | - | - |
| Students with Disabilities (%) | 20.2% | 16.9% | 15.7% | - | - |
| English Language Learners (%) | 0% | 0% | 0% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 1 | 1 |
| Classroom Teacher | 41 | 38 | - | 34 | 34 |
| Counselor | 2 | 2 | - | 1 | 1 |
| Educational Assistant | 4 | 4 | - | 9 | 9 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 11 | 6 | - | 2 | 2 |
| Other | 7 | 7 | - | 8 | 8 |

School Level Funds

| | | | | | |
|--------------|-------------|-------------|-------------|-------------|-----------|
| General Fund | \$3,369,845 | \$3,329,984 | \$3,296,022 | \$3,324,815 | \$28,793 |
| Title I | \$321,545 | \$296,855 | \$272,363 | \$244,650 | -\$27,713 |
| IDEA, Part B | \$82,898 | \$87,287 | \$81,938 | \$87,603 | \$5,665 |
| Total | \$3,774,289 | \$3,714,127 | \$3,650,324 | \$3,657,069 | \$6,744 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 94% | 98% | | | |
| TEM 5 | 57% | 37% | | | |
| TEM 4 | 29% | 24% | | | |
| TEM 3 | 9% | 37% | | | |

Postsecondary Readiness

| | | | | | |
|-----------------------------|-------|-------|--|--|--|
| Graduation Rate | 90.5% | 84.8% | | | |
| Average ACT Composite Score | 13.90 | 14.80 | | | |
| ACT21+ (%) | 1.1% | 3% | | | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 78.4% | 25.8% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 69.8% | 47.8% | N/A | N/A | N/A |
| TNReady Biology I (%) | 45.5% | 41.8% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 27.9% | 42.4% | N/A | N/A | N/A |
| TNReady English I (%) | 36.3% | 1.9% | N/A | N/A | N/A |
| TNReady English II (%) | 24.8% | 4.5% | N/A | N/A | N/A |
| TNReady English III (%) | 10.3% | 6.3% | N/A | N/A | N/A |
| TNReady Math (%) | 8.9% | 6.3% | N/A | N/A | N/A |
| TNReady RLA (%) | 5.9% | 5.4% | N/A | N/A | N/A |
| TNReady Science (%) | 11.8% | 13.9% | N/A | N/A | N/A |
| TVAAS Literacy | 1 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 5 | N/A | N/A | N/A |

| Total SBB Allocation | | \$2,555,943 |
|------------------------------------|---|-----------------------------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$2,555,943 |
| 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 funding changed under SBB? | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | |
| | Last Year (1920) | \$2,586,029 |
| | This Year (2021) | \$2,555,943 |
| | Total Difference | \$(30,085) |
| | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(46,282) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$16,197 |

Detailed Breakdown

1. SBB Allocations \$2,555,943

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|-------------|-------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 439 | \$1,461,870 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 366 | \$129,198 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 161 | \$155,478 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 298 | \$99,234 |
| Incoming High Proficiency | 0.10 | \$333 | 213 | \$70,929 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 24 | \$19,800 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | \$0 |
| SBB Allocations Total | | | \$2,555,943 | |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$625,659

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|--------------------------------|
| \$5,822 | 5,785.29 | \$37 |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| 0.006377414 | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Bolton High School

7323 Brunswick Rd., Memphis, TN 38002
 Phone: (901) 416-1435 Fax: (901) 829-2435

| | | | | | |
|-----------------------------|---------------------------------|-----------------------------------|----------------------------------|--------------------------------------|------------------|
| Grade Level: 9-12 | School Type: Optional | Square Footage: 293,200 | Student Capacity: 2019 | FY2019-20 Utilization: 65% | FCI: 9 |
|-----------------------------|---------------------------------|-----------------------------------|----------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|------|------|------|------|
| K-12 | 1167 | 994 | 848 | 620 | -228 |
| Attendance Rate | 95.4% | 91% | 91% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:19 | 1:19 | 1:19 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 34.6% | 39.5% | 40.6% | - | - |
| Students with Disabilities (%) | 14.5% | 14.6% | 15.6% | - | - |
| English Language Learners (%) | 1.1% | 1.2% | 1.2% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 4 | 3 | - | 2 | 2 |
| Classroom Teacher | 86 | 73 | - | 40 | 40 |
| Special Skills | 2 | 1 | - | 1 | 1 |
| Counselor | 5 | 5 | - | 2 | 2 |
| Educational Assistant | 11 | 10 | - | 8 | 8 |
| Instructional Facilitator | 2 | 1 | - | 3 | 3 |
| Librarian | 2 | 1 | - | 1 | 1 |
| Nutrition | 13 | 6 | - | 4 | 4 |
| Other | 7 | 7 | - | 6 | 6 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$6,206,832 | \$5,611,325 | \$5,014,953 | \$4,627,003 | -\$387,950 |
| Title I | \$351,472 | \$415,238 | \$310,372 | \$266,280 | -\$44,092 |
| IDEA, Part B | \$142,849 | \$148,824 | \$157,100 | \$136,151 | -\$20,948 |
| Other Special Revenue & Federal Funds | \$14,300 | \$2,960 | \$25,000 | \$25,000 | \$0 |
| Total | \$6,715,455 | \$6,178,348 | \$5,507,426 | \$5,054,434 | -\$452,991 |

Teacher Quality

| | | | |
|----------------------------------|-----|-----|--|
| Teachers with TEM 3 or above (%) | 86% | 94% | |
| TEM 5 | 6% | 22% | |
| TEM 4 | 39% | 49% | |
| TEM 3 | 41% | 23% | |

Postsecondary Readiness

| | | | |
|-----------------------------|-------|-------|--|
| Graduation Rate | 85% | 86.6% | |
| Average ACT Composite Score | 19.30 | 17.70 | |
| ACT21+ (%) | 33% | 22.1% | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 42.1% | 1.6% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 26% | 5% | N/A | N/A | N/A |
| TNReady Biology I (%) | 49.3% | 32.8% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 31% | 15.8% | N/A | N/A | N/A |
| TNReady English I (%) | 68.3% | 13% | N/A | N/A | N/A |
| TNReady English II (%) | 52.3% | 23.5% | N/A | N/A | N/A |
| TNReady English III (%) | 21.9% | 20.5% | N/A | N/A | N/A |
| TVAAS Literacy | 3 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

Total SBB Allocation \$2,424,686

| | | | | | |
|------------------------------------|---|------------------------|-------------|--|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$2,424,686 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| How has funding changed under SBB? | | Last Year (1920) | \$3,168,281 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$2,424,686 | | |
| | | Total Difference | \$(743,595) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(587,027) | | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(156,568) | | |

Detailed Breakdown

1. SBB Allocations \$2,424,686

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 620 | \$2,064,600 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 249 | \$87,897 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 64 | \$61,805 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 569 | \$189,477 |
| Incoming High Proficiency | 0.10 | \$333 | 2 | \$666 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 28 | \$23,100 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| SBB Allocations Total | | | | \$2,424,686 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|--------------------------------|
| \$3,911 | 4,163.31 | \$(253) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.060655745 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Central High School

306 S. Bellevue, Memphis, TN 38104

Phone: (901) 416-4500 Fax: (901) 416-4506

| | | | | | |
|-----------------------------|---------------------------------|-----------------------------------|----------------------------------|---------------------------------------|------------------|
| Grade Level: 9-12 | School Type: Optional | Square Footage: 283,230 | Student Capacity: 1447 | FY2019-20 Utilization: 109% | FCI: 4 |
|-----------------------------|---------------------------------|-----------------------------------|----------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 1563 | 1487 | 1432 | 1431 | -1 |
| Attendance Rate | 93.6% | 96.8% | 96.8% | - | NA |
| Student-Teacher Ratio | 1:20 | 1:20 | 1:20 | 1:20 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 45.3% | 73.5% | 48.2% | - | - |
| Students with Disabilities (%) | 7.6% | 7.4% | 7.3% | - | - |
| English Language Learners (%) | 3% | 4% | 3.8% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 4 | 4 | - | 3 | 3 |
| Classroom Teacher | 77 | 77 | - | 72 | 72 |
| Special Skills | 5 | 4 | - | 5 | 5 |
| Counselor | 5 | 5 | - | 4 | 4 |
| Educational Assistant | 6 | 9 | - | 6 | 6 |
| Instructional Facilitator | 2 | 2 | - | 1 | 1 |
| Librarian | 2 | 2 | - | 2 | 2 |
| Nutrition | 12 | 6 | - | 1 | 1 |
| Other | 9 | 9 | - | 12 | 12 |

School Level Funds

| | | | | | |
|--------------|-------------|-------------|-------------|-------------|------------|
| General Fund | \$7,451,224 | \$8,023,733 | \$7,717,758 | \$7,520,043 | -\$197,714 |
| Title I | \$601,090 | \$563,951 | \$632,384 | \$495,600 | -\$136,784 |
| IDEA, Part B | \$118,979 | \$103,990 | \$102,326 | \$82,867 | -\$19,459 |
| Total | \$8,171,295 | \$8,691,675 | \$8,452,469 | \$8,098,510 | -\$353,958 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 97% | 97% | | |
| TEM 5 | 60% | 34% | | |
| TEM 4 | 31% | 51% | | |
| TEM 3 | 6% | 12% | | |

Postsecondary Readiness

| | | | | |
|-----------------------------|-------|-------|--|--|
| Graduation Rate | 89.7% | 88.3% | | |
| Average ACT Composite Score | 19.30 | 18.40 | | |
| ACT21+ (%) | 35.3% | 30.2% | | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 71.6% | 2.3% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 39% | 13.8% | N/A | N/A | N/A |
| TNReady Biology I (%) | 50% | 52.5% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 28.4% | 23.2% | N/A | N/A | N/A |
| TNReady English I (%) | 68.5% | 22.6% | N/A | N/A | N/A |
| TNReady English II (%) | 61.5% | 25.5% | N/A | N/A | N/A |
| TNReady English III (%) | 35.3% | 26% | N/A | N/A | N/A |
| TVAAS Literacy | 3 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

Total SBB Allocation \$5,598,133

| | | | | | |
|------------------------------------|---|------------------------|-------------|--|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$5,549,957 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$48,176 |
| | | Last Year (1920) | \$5,898,706 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$5,598,133 | | |
| How has funding changed under SBB? | | Total Difference | \$(300,574) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(12,340) | | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(288,233) | | |

Detailed Breakdown

1. SBB Allocations \$5,549,957

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 1,431 | \$4,765,230 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 590 | \$208,270 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 187 | \$180,586 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 1,119 | \$372,627 |
| Incoming High Proficiency | 0.10 | \$333 | 31 | \$10,323 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 24 | \$19,800 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$5,549,957 |

2. SBB Transition Supplements \$48,176

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$3,878 | 4,113.46 | \$(235) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.057150567 | | \$48,176 |
| SBB Total Supplements TOTAL | | \$48,176 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Cordova High School

1800 Berryhill Rd., Cordova, TN 38018
 Phone: (901) 416-4540 Fax: (901) 416-4545

| | | | | | |
|-----------------------------|------------------------------------|-----------------------------------|----------------------------------|---------------------------------------|------------------|
| Grade Level: 9-12 | School Type: Traditional | Square Footage: 278,000 | Student Capacity: 2151 | FY2019-20 Utilization: 106% | FCI: 8 |
|-----------------------------|------------------------------------|-----------------------------------|----------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-----------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| Enrollment | | | | | |
| K-12 | 2289 | 2332 | 2268 | 2198 | -70 |
| Attendance Rate | 93.8% | 95.7% | 95.7% | - | NA |
| Student-Teacher Ratio | 1:19 | 1:19 | 1:19 | 1:19 | - |

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Student Demographics | | | | | |
| Economically Disadvantaged (%) | 31.9% | 64.4% | 36.8% | - | - |
| Students with Disabilities (%) | 11.6% | 12.4% | 11.8% | - | - |
| English Language Learners (%) | 6% | 7% | 7.8% | - | - |

| Key School Positions - All Funding Sources | | | | | |
|---|-----|-----|---|-----|-----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 5 | 5 | - | 6 | 6 |
| Classroom Teacher | 102 | 119 | - | 122 | 122 |
| Special Skills | 1 | 1 | - | 1 | 1 |
| Counselor | 5 | 5 | - | 8 | 8 |
| Educational Assistant | 13 | 16 | - | 21 | 21 |
| Instructional Facilitator | 2 | 2 | - | 2 | 2 |
| Librarian | 3 | 2 | - | 2 | 2 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 12 | 7 | - | 4 | 4 |
| Other | 13 | 12 | - | 16 | 16 |

| School Level Funds | | | | | |
|---------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| General Fund | \$10,347,837 | \$11,412,147 | \$11,790,187 | \$9,996,022 | -\$1,794,164 |
| Title I | \$619,432 | \$613,792 | \$724,892 | \$569,520 | -\$155,372 |
| IDEA, Part B | \$167,056 | \$138,406 | \$129,923 | \$175,010 | \$45,087 |
| Other Special Revenue & Federal Funds | \$37,966 | \$37,788 | \$43,587 | \$29,183 | -\$14,404 |
| Total | \$11,172,292 | \$12,202,134 | \$12,688,591 | \$10,769,737 | -\$1,918,853 |

| Teacher Quality | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 95% | 88% | | | |
| TEM 5 | 26% | 13% | | | |
| TEM 4 | 48% | 41% | | | |
| TEM 3 | 21% | 35% | | | |

| Postsecondary Readiness | | | | | |
|--------------------------------|-------|-------|--|--|--|
| Graduation Rate | 87.2% | 84.4% | | | |
| Average ACT Composite Score | 17.50 | 17.20 | | | |
| ACT21+ (%) | 20.9% | 19.8% | | | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 52% | 2.3% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 30.8% | 5.7% | N/A | N/A | N/A |
| TNReady Biology I (%) | 42.3% | 35.4% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 12.9% | 17.8% | N/A | N/A | N/A |
| TNReady English I (%) | 62.9% | 19.4% | N/A | N/A | N/A |
| TNReady English II (%) | 56.1% | 25.2% | N/A | N/A | N/A |
| TNReady English III (%) | 22.6% | 17.9% | N/A | N/A | N/A |
| TVAAS Literacy | 5 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$8,541,802 |
|--|---|--|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$8,541,802 |
| 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 |
| Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | | Last Year (1920) \$8,797,831 This Year (2021) \$8,541,802 Total Difference \$(256,029) |
| How has funding changed under SBB? | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$28,108 |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(284,137) |

| Detailed Breakdown | | | | | |
|--|--------|--------------------|------------|-------------|--------------------|
| 1. SBB Allocations | | | | | |
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 2,198 | \$7,319,340 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- | |
| Grade 1 | 0.30 | \$999 | 0 | \$- | |
| Grade 2 | 0.30 | \$999 | 0 | \$- | |
| Grade 3 | 0.20 | \$666 | 0 | \$- | |
| Grade 4 | 0.20 | \$666 | 0 | \$- | |
| Grade 5 | 0.20 | \$666 | 0 | \$- | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 656 | \$231,568 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 303 | \$292,607 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 1,982 | \$660,006 | |
| Incoming High Proficiency | 0.10 | \$333 | 10 | \$3,330 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 43 | \$35,475 | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | |
| | | | | | \$0 |
| SBB Allocations Total | | | | | \$8,541,802 |

| 2. SBB Transition Supplements | | \$0 |
|---|--|-----|
| Staffing Supplement | | |
| This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . | | \$0 |

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|--------------------------------|
| \$3,886 | 4,015.44 | \$(129) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.032193445 | | \$0 |
| SBB Total Supplements TOTAL | | \$0 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Craigmont High School

3333 Covington Pike, Memphis, TN 38128
 Phone: (901) 416-4312 Fax: (901) 416-7675

| | | | | | |
|-----------------------------|---------------------------------|-----------------------------------|----------------------------------|--------------------------------------|------------------|
| Grade Level: 9-12 | School Type: Optional | Square Footage: 324,517 | Student Capacity: 1234 | FY2019-20 Utilization: 74% | FCI: 4 |
|-----------------------------|---------------------------------|-----------------------------------|----------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|------|
| K-12 | 860 | 824 | 840 | 707 | -133 |
| Attendance Rate | 92.8% | 89.9% | 89.9% | - | NA |
| Student-Teacher Ratio | 1:20 | 1:19 | 1:19 | 1:19 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 54.3% | 83.4% | 64.3% | - | - |
| Students with Disabilities (%) | 13.8% | 13.7% | 14.8% | - | - |
| English Language Learners (%) | 2.4% | 2.5% | 2.9% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 2 | 2 |
| Classroom Teacher | 48 | 46 | - | 39 | 39 |
| Special Skills | 1 | 1 | - | 1 | 1 |
| Counselor | 3 | 3 | - | 3 | 3 |
| Educational Assistant | 10 | 9 | - | 8 | 8 |
| Instructional Facilitator | 2 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 8 | 4 | - | 1 | 1 |
| Other | 8 | 8 | - | 9 | 9 |

School Level Funds

| | | | | | |
|--------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$4,594,128 | \$5,104,696 | \$4,952,655 | \$4,120,117 | -\$832,538 |
| Title I | \$411,113 | \$440,828 | \$457,362 | \$352,800 | -\$104,562 |
| IDEA, Part B | \$50,440 | \$52,633 | \$47,594 | \$51,414 | \$3,819 |
| Total | \$5,055,683 | \$5,598,157 | \$5,457,612 | \$4,524,331 | -\$933,280 |

Teacher Quality

| | | | |
|----------------------------------|-----|-----|--|
| Teachers with TEM 3 or above (%) | 86% | 77% | |
| TEM 5 | 14% | 12% | |
| TEM 4 | 39% | 37% | |
| TEM 3 | 33% | 29% | |

Postsecondary Readiness

| | | | |
|-----------------------------|-------|-------|--|
| Graduation Rate | 88.2% | 76.7% | |
| Average ACT Composite Score | 16.00 | 16.10 | |
| ACT21+ (%) | 12.5% | 11.3% | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 56.4% | 2.3% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 26.7% | 5% | N/A | N/A | N/A |
| TNReady Biology I (%) | 25.2% | 17.6% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 2.6% | 4% | N/A | N/A | N/A |
| TNReady English I (%) | 54.9% | 7.4% | N/A | N/A | N/A |
| TNReady English II (%) | 37.3% | 18.1% | N/A | N/A | N/A |
| TNReady English III (%) | 18% | 16.7% | N/A | N/A | N/A |
| TVAAS Literacy | 4 | 2 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

Total SBB Allocation \$2,812,584

| | | | | | |
|------------------------------------|---|------------------------|-------------|--|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$2,812,584 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| | | Last Year (1920) | \$3,262,293 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$2,812,584 | | |
| How has funding changed under SBB? | | Total Difference | \$(449,709) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(215,475) | | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(234,234) | | |

Detailed Breakdown

1. SBB Allocations \$2,812,584

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 707 | \$2,354,310 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 396 | \$139,788 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 85 | \$82,085 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 656 | \$218,448 |
| Incoming High Proficiency | 0.10 | \$333 | 10 | \$3,330 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 25 | \$20,625 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$2,812,584 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$3,978 | 4,309.50 | \$(331) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.076878083 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Douglass High School

3200 Mt. Olive Road, Memphis, TN 38108
 Phone: (901) 416-0990 Fax: (901) 416-9887

| | | | | | |
|-----------------------------|------------------------------|-----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: 9-12 | School Type: iZone | Square Footage: 146,568 | Student Capacity: 757 | FY2019-20 Utilization: 67% | FCI: 1 |
|-----------------------------|------------------------------|-----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|------|------|------|----|
| K-12 | 482 | 528 | 557 | 612 | 55 |
| Attendance Rate | 93.2% | 90% | 90% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 76.1% | 86.9% | 78% | - | - |
| Students with Disabilities (%) | 17.6% | 15.4% | 18.2% | - | - |
| English Language Learners (%) | 2% | 2.9% | 3.6% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 3 | 3 |
| Classroom Teacher | 31 | 29 | - | 32 | 32 |
| Special Skills | 2 | 2 | - | 2 | 2 |
| Counselor | 2 | 2 | - | 2 | 2 |
| Educational Assistant | 6 | 5 | - | 6 | 6 |
| Instructional Facilitator | 1 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 10 | 3 | - | 1 | 1 |
| Other | 7 | 7 | - | 9 | 9 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,182,848 | \$3,695,282 | \$3,569,413 | \$3,751,802 | \$182,389 |
| Title I | \$359,390 | \$304,916 | \$298,917 | \$323,400 | \$24,482 |
| IDEA, Part B | \$113,659 | \$121,925 | \$104,298 | \$108,823 | \$4,524 |
| Other Special Revenue & Federal Funds | \$0 | \$29,757 | \$-30,000 | \$0 | \$30,000 |
| Total | \$3,655,898 | \$4,151,882 | \$3,942,628 | \$4,184,025 | \$241,397 |

Teacher Quality

| | | | |
|----------------------------------|------|-----|--|
| Teachers with TEM 3 or above (%) | 100% | 88% | |
| TEM 5 | 70% | 12% | |
| TEM 4 | 21% | 52% | |
| TEM 3 | 9% | 24% | |

Postsecondary Readiness

| | | | |
|-----------------------------|-------|-------|--|
| Graduation Rate | 75.8% | 83.9% | |
| Average ACT Composite Score | 15.80 | 15.30 | |
| ACT21+ (%) | 5.3% | 5.3% | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 47.3% | 18.2% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 23.7% | 0.9% | N/A | N/A | N/A |
| TNReady Biology I (%) | 36% | 4.3% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 2.6% | 3% | N/A | N/A | N/A |
| TNReady English I (%) | 52.3% | 7.6% | N/A | N/A | N/A |
| TNReady English II (%) | 38.9% | 9.6% | N/A | N/A | N/A |
| TNReady English III (%) | 17.6% | 7.7% | N/A | N/A | N/A |
| TVAAS Literacy | 4 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 3 | N/A | N/A | N/A |

Total SBB Allocation **\$2,517,099**

| | | | | | |
|------------------------------------|---|------------------------|------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$2,517,099 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| | | | Last Year (1920) | \$2,416,577 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | | This Year (2021) | \$2,517,099 | |
| How has funding changed under SBB? | | | Total Difference | \$100,521 | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | | \$56,575 | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | | \$43,946 | |

Detailed Breakdown

1. SBB Allocations **\$2,517,099**

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|---|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 612 | \$2,037,960 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 446 | \$157,438 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 129 | \$124,575 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 535 | \$178,155 |
| Incoming High Proficiency | 0.10 | \$333 | 9 | \$2,997 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 25 | \$20,625 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. \$0 | | | | |
| SBB Allocations Total | | | | \$2,517,099 |

2. SBB Transition Supplements **\$0**

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|---|-----------------------------------|
| \$4,113 | 4,041.09 | \$72 |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| 0.017769268 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

East High School

3206 Poplar, Memphis, TN 38111

Phone: (901) 416-6160 Fax: (901) 416-6161

| | | | | | |
|-----------------------------|---------------------------------|-----------------------------------|----------------------------------|--------------------------------------|------------------|
| Grade Level: 9-12 | School Type: Optional | Square Footage: 189,493 | Student Capacity: 1338 | FY2019-20 Utilization: 39% | FCI: 8 |
|-----------------------------|---------------------------------|-----------------------------------|----------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| K-12 | 436 | 351 | 371 | 506 | 135 |
| Attendance Rate | 87.4% | 90.6% | 90.6% | - | NA |
| Student-Teacher Ratio | 1:24 | 1:12 | 1:12 | 1:12 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|------|---|---|
| Economically Disadvantaged (%) | 69.1% | 76.4% | 47% | - | - |
| Students with Disabilities (%) | 14.2% | 11% | 7.3% | - | - |
| English Language Learners (%) | 4.2% | 4.2% | 3.8% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 2 | 2 |
| Classroom Teacher | 23 | 22 | - | 34 | 34 |
| Special Skills | 1 | 1 | - | 1 | 1 |
| Counselor | 3 | 2 | - | 1 | 1 |
| Educational Assistant | 1 | 1 | - | 1 | 1 |
| Instructional Facilitator | 2 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 6 | 3 | - | 1 | 1 |
| Other | 7 | 7 | - | 7 | 7 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
| General Fund | \$3,566,460 | \$3,770,785 | \$3,407,130 | \$3,573,617 | \$166,487 |
| Title I | \$265,991 | \$169,589 | \$158,596 | \$99,120 | -\$59,476 |
| IDEA, Part B | \$31,689 | \$31,831 | \$29,690 | \$31,928 | \$2,238 |
| Other Special Revenue & Federal Funds | -\$291 | \$0 | \$16,414 | \$0 | -\$16,414 |
| Total | \$3,863,851 | \$3,972,206 | \$3,611,830 | \$3,704,666 | \$92,835 |

Teacher Quality

| | | | |
|----------------------------------|-----|-----|--|
| Teachers with TEM 3 or above (%) | 73% | 95% | |
| TEM 5 | 26% | 30% | |
| TEM 4 | 41% | 41% | |
| TEM 3 | 11% | 25% | |

Postsecondary Readiness

| | | | |
|-----------------------------|-------|-------|--|
| Graduation Rate | 79.7% | 72.6% | |
| Average ACT Composite Score | 16.60 | 15.70 | |
| ACT21+ (%) | 10.8% | 11% | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 43.3% | 0% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 21.8% | 0.8% | N/A | N/A | N/A |
| TNReady Biology I (%) | 17.4% | 18.3% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 9.3% | 1.6% | N/A | N/A | N/A |
| TNReady English I (%) | 34.1% | 6.7% | N/A | N/A | N/A |
| TNReady English II (%) | 37.1% | 14.2% | N/A | N/A | N/A |
| TNReady English III (%) | 10.2% | 7.6% | N/A | N/A | N/A |
| TVAAS Literacy | 2 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

Total SBB Allocation \$2,053,793

| | | | | | |
|------------------------------------|---|------------------------|-------------|--|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$2,053,793 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| | | Last Year (1920) | \$1,844,405 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$2,053,793 | | |
| How has funding changed under SBB? | | Total Difference | \$209,388 | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$367,887 | | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(461,757) | | |

Detailed Breakdown

1. SBB Allocations \$2,053,793

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 506 | \$1,684,980 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 138 | \$48,714 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 56 | \$54,079 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 159 | \$52,947 |
| Incoming High Proficiency | 0.10 | \$333 | 85 | \$28,305 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 3 | \$2,475 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$2,053,793 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$183,099

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,059 | 4,971.44 | \$(913) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.183561104 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Germantown High School

7653 Old Poplar Pike, Germantown, TN 38138
 Phone: (901) 416-0971 Fax: (901) 416-0963

| | | | | | |
|-----------------------------|---------------------------------|-----------------------------------|----------------------------------|---------------------------------------|-------------------|
| Grade Level: 9-12 | School Type: Optional | Square Footage: 272,375 | Student Capacity: 2028 | FY2019-20 Utilization: 101% | FCI: 14 |
|-----------------------------|---------------------------------|-----------------------------------|----------------------------------|---------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 2047 | 1992 | 1883 | 1971 | 88 |
| Attendance Rate | 95.3% | 95.4% | 95.4% | - | NA |
| Student-Teacher Ratio | 1:19 | 1:19 | 1:19 | 1:19 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|------|---|---|
| Economically Disadvantaged (%) | 19.2% | 38.8% | 23% | - | - |
| Students with Disabilities (%) | 8.9% | 8.6% | 8.6% | - | - |
| English Language Learners (%) | 1.3% | 2.3% | 2.8% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|-----|-----|---|-----|-----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 5 | 5 | - | 5 | 5 |
| Classroom Teacher | 106 | 106 | - | 103 | 103 |
| Special Skills | 1 | 1 | - | 1 | 1 |
| Counselor | 5 | 5 | - | 6 | 6 |
| Educational Assistant | 11 | 11 | - | 12 | 12 |
| Instructional Facilitator | 1 | 2 | - | 2 | 2 |
| Librarian | 2 | 2 | - | 2 | 2 |
| Nutrition | 10 | 6 | - | 4 | 4 |
| Other | 17 | 17 | - | 18 | 18 |

School Level Funds

| | | | | | |
|--------------|---------------------|---------------------|---------------------|---------------------|------------------|
| General Fund | \$10,219,483 | \$10,936,365 | \$10,405,721 | \$10,641,240 | \$235,519 |
| Title I | \$74,824 | \$5,774 | \$386,902 | \$0 | - |
| IDEA, Part B | \$235,673 | \$221,238 | \$203,374 | \$256,035 | \$52,661 |
| Total | \$10,529,980 | \$11,163,377 | \$10,995,998 | \$10,897,276 | -\$98,722 |

Teacher Quality

| | | | |
|----------------------------------|-----|------|--|
| Teachers with TEM 3 or above (%) | 99% | 100% | |
| TEM 5 | 72% | 47% | |
| TEM 4 | 25% | 39% | |
| TEM 3 | 3% | 14% | |

Postsecondary Readiness

| | | | |
|-----------------------------|-------|-------|--|
| Graduation Rate | 96% | 98.3% | |
| Average ACT Composite Score | 21.00 | 20.40 | |
| ACT21+ (%) | 47.6% | 43.3% | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 71.1% | 8.5% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 53.3% | 25.7% | N/A | N/A | N/A |
| TNReady Biology I (%) | 74.5% | 58% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 42% | 43.9% | N/A | N/A | N/A |
| TNReady English I (%) | 74.8% | 28.6% | N/A | N/A | N/A |
| TNReady English II (%) | 74.6% | 47.9% | N/A | N/A | N/A |
| TNReady English III (%) | 48.2% | 36.4% | N/A | N/A | N/A |
| TVAAS Literacy | 5 | 2 | N/A | N/A | N/A |
| TVAAS Numeracy | 3 | 3 | N/A | N/A | N/A |

Total SBB Allocation \$7,556,092

| | | | | | |
|------------------------------------|---|------------------------|------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$7,323,092 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$233,001 |
| | | | Last Year (1920) | \$7,792,587 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | | This Year (2021) | \$7,556,092 | |
| How has funding changed under SBB? | | | Total Difference | \$(236,495) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | | \$51,738 | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | | \$(288,233) | |

Detailed Breakdown

1. SBB Allocations \$7,323,092

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 1,971 | \$6,563,430 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 361 | \$127,433 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 113 | \$109,124 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 1,421 | \$473,193 |
| Incoming High Proficiency | 0.10 | \$333 | 59 | \$19,647 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 40 | \$33,000 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| SBB Allocations Total | | | | \$7,323,092 |

2. SBB Transition Supplements \$233,001

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

| | | | |
|------------------------------------|---|---|-----------------------------------|
| | Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
| | \$3,715 | 3,979.87 | \$(264) |
| | | % Change in Dollar per Pupil | Transition Policy Dollars |
| | | -0.066447278 | \$233,001 |
| SBB Total Supplements TOTAL | | | \$233,001 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Hamilton High School

1363 Person, Memphis, TN 38106

Phone: (901) 416-7838 Fax: (901) 416-7829

| | | | | | |
|-----------------------------|------------------------------|-----------------------------------|----------------------------------|--------------------------------------|------------------|
| Grade Level: 9-12 | School Type: iZone | Square Footage: 336,151 | Student Capacity: 1234 | FY2019-20 Utilization: 61% | FCI: 9 |
|-----------------------------|------------------------------|-----------------------------------|----------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| K-12 | 741 | 579 | 611 | 578 | -33 |
| Attendance Rate | 85.8% | 82.3% | 82.3% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 80.6% | 89.4% | 82.2% | - | - |
| Students with Disabilities (%) | 19.5% | 18.7% | 23% | - | - |
| English Language Learners (%) | 0.3% | 0.3% | 0.3% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 2 | 2 |
| Classroom Teacher | 44 | 94 | - | 44 | 44 |
| Counselor | 1 | 4 | - | 1 | 1 |
| Educational Assistant | 6 | 15 | - | 13 | 13 |
| Instructional Facilitator | 1 | 4 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 7 | 6 | - | 2 | 2 |
| Other | 11 | 19 | - | 10 | 10 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$4,045,731 | \$4,667,658 | \$4,536,100 | \$4,449,960 | -\$86,140 |
| Title I | \$331,035 | \$320,416 | \$326,913 | \$344,925 | \$18,011 |
| IDEA, Part B | \$208,662 | \$276,028 | \$247,372 | \$259,632 | \$12,259 |
| School Improvement Grants (SIG) | \$1,147,055 | \$459,837 | \$70,286 | \$0 | -\$70,286 |
| Other Special Revenue & Federal Funds | \$85,547 | \$131,378 | \$65,821 | \$100,381 | \$34,560 |
| Total | \$5,818,033 | \$5,855,319 | \$5,246,494 | \$5,154,899 | -\$91,595 |

Teacher Quality

| | | | |
|----------------------------------|-----|-----|--|
| Teachers with TEM 3 or above (%) | 94% | 79% | |
| TEM 5 | 21% | 4% | |
| TEM 4 | 39% | 21% | |
| TEM 3 | 33% | 54% | |

Postsecondary Readiness

| | | | |
|-----------------------------|-------|-------|--|
| Graduation Rate | 72.7% | 69.4% | |
| Average ACT Composite Score | 14.20 | 14.40 | |
| ACT21+ (%) | 0% | 4.2% | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 49.5% | 0.5% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 34.2% | 0.7% | N/A | N/A | N/A |
| TNReady Biology I (%) | 17.3% | 24.4% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 6.9% | 0% | N/A | N/A | N/A |
| TNReady English I (%) | 26.2% | 4.2% | N/A | N/A | N/A |
| TNReady English II (%) | 18.8% | 7% | N/A | N/A | N/A |
| TNReady English III (%) | 6.8% | 6.1% | N/A | N/A | N/A |
| TVAAS Literacy | 1 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

Total SBB Allocation \$2,453,923

| | | | | | |
|------------------------------------|---|------------------------|------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$2,453,923 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| | | | Last Year (1920) | \$2,383,585 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | | This Year (2021) | \$2,453,923 | |
| How has funding changed under SBB? | | | Total Difference | \$70,338 | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | | \$(40,537) | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | | \$110,875 | |

Detailed Breakdown

1. SBB Allocations \$2,453,923

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 578 | \$1,924,740 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 453 | \$159,909 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 166 | \$160,306 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 531 | \$176,823 |
| Incoming High Proficiency | 0.10 | \$333 | 7 | \$2,331 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 46 | \$37,950 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$2,453,923 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,246 | 4,053.71 | \$192 |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| 0.04732104 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Kingsbury High School

1270 N. Graham, Memphis, TN 38122

Phone: (901) 416-6060 Fax: (901) 416-6061

| | | | | | |
|---------------------|---------------------|------------------------|--------------------------|-------------------------------|-------------|
| Grade Level: | School Type: | Square Footage: | Student Capacity: | FY2019-20 Utilization: | FCI: |
| 9-12 | Optional | 219,210 | 1122 | 114% | 7 |

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| K-12 | 1365 | 1451 | 1232 | 1332 | 100 |
| Attendance Rate | 92.5% | 87.8% | 87.8% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:19 | 1:19 | 1:19 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 47.1% | 83.7% | 53.1% | - | - |
| Students with Disabilities (%) | 13.4% | 14% | 14.5% | - | - |
| English Language Learners (%) | 22.6% | 26.1% | 24.5% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 3 | - | 5 | 5 |
| Classroom Teacher | 61 | 70 | - | 76 | 76 |
| Special Skills | 1 | 1 | - | 1 | 1 |
| Counselor | 4 | 4 | - | 4 | 4 |
| Educational Assistant | 9 | 12 | - | 12 | 12 |
| Instructional Facilitator | 2 | 2 | - | 3 | 3 |
| Librarian | 2 | 2 | - | 2 | 2 |
| Bilingual Cultural Mentor | 3 | 3 | - | 2 | 2 |
| Nutrition | 12 | 6 | - | 3 | 3 |
| Other | 11 | 11 | - | 14 | 14 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$6,708,035 | \$6,951,300 | \$6,795,678 | \$7,213,633 | \$417,954 |
| Title I | \$556,393 | \$540,256 | \$605,242 | \$545,160 | -\$60,082 |
| IDEA, Part B | \$118,843 | \$118,453 | \$135,549 | \$204,319 | \$68,769 |
| Other Special Revenue & Federal Funds | \$106,374 | \$191,959 | \$452,799 | \$289,908 | -\$162,891 |
| Total | \$7,489,646 | \$7,801,970 | \$7,989,270 | \$8,253,020 | \$263,750 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 97% | 81% | | | |
| TEM 5 | 17% | 14% | | | |
| TEM 4 | 35% | 26% | | | |
| TEM 3 | 45% | 42% | | | |

Postsecondary Readiness

| | | | | | |
|-----------------------------|-------|-------|--|--|--|
| Graduation Rate | 70.4% | 70.8% | | | |
| Average ACT Composite Score | 16.40 | 15.80 | | | |
| ACT21+ (%) | 13.2% | 9.9% | | | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 46.4% | 3.2% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 32.2% | 2.2% | N/A | N/A | N/A |
| TNReady Biology I (%) | 36.3% | 23.4% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 15.6% | 14.3% | N/A | N/A | N/A |
| TNReady English I (%) | 42.5% | 9.5% | N/A | N/A | N/A |
| TNReady English II (%) | 44.5% | 16.5% | N/A | N/A | N/A |
| TNReady English III (%) | 22.3% | 17.8% | N/A | N/A | N/A |
| TVAAS Literacy | 4 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

Total SBB Allocation \$5,339,140

| | | | | | |
|------------------------------------|---|------------------------|-------------|--|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$5,284,760 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$54,380 |
| | | Last Year (1920) | \$5,627,374 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$5,339,140 | | |
| How has funding changed under SBB? | | Total Difference | \$(288,233) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$- | | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(288,233) | | |

Detailed Breakdown

1. SBB Allocations \$5,284,760

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 1,332 | \$4,435,560 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 649 | \$229,097 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 182 | \$175,757 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 1,179 | \$392,607 |
| Incoming High Proficiency | 0.10 | \$333 | 27 | \$8,991 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 32 | \$26,400 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| SBB Allocations Total | | | | \$5,284,760 |

2. SBB Transition Supplements \$54,380

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

| | | | |
|------------------------------------|---|---|-----------------------------------|
| | Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
| | \$3,968 | 4,224.75 | \$(257) |
| | | % Change in Dollar per Pupil | Transition Policy Dollars |
| | | -0.060883334 | \$54,380 |
| SBB Total Supplements TOTAL | | | \$54,380 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Kirby High School

4080 Kirby Parkway, Memphis, TN 38115
 Phone: (901) 416-1960 Fax: (901) 416-1968

| | | | | | |
|-----------------------------|------------------------------------|-----------------------------------|----------------------------------|--------------------------------------|-------------------|
| Grade Level: 9-12 | School Type: Traditional | Square Footage: 206,224 | Student Capacity: 1332 | FY2019-20 Utilization: 81% | FCI: 11 |
|-----------------------------|------------------------------------|-----------------------------------|----------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| K-12 | 1003 | 819 | 780 | 895 | 115 |
| Attendance Rate | 90.4% | 87.2% | 87.2% | - | NA |
| Student-Teacher Ratio | 1:19 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 56.4% | 82.1% | 64.4% | - | - |
| Students with Disabilities (%) | 18.8% | 16.5% | 16.1% | - | - |
| English Language Learners (%) | 5.4% | 6.7% | 6.6% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 4 | 4 |
| Classroom Teacher | 57 | 56 | - | 51 | 51 |
| Counselor | 4 | 4 | - | 4 | 4 |
| Educational Assistant | 8 | 7 | - | 14 | 14 |
| Instructional Facilitator | 2 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 9 | 5 | - | 4 | 4 |
| Other | 12 | 12 | - | 12 | 12 |

School Level Funds

| | | | | | |
|--------------|-------------|-------------|-------------|-------------|-----------|
| General Fund | \$5,088,887 | \$5,432,128 | \$5,150,714 | \$5,472,664 | \$321,949 |
| Title I | \$493,841 | \$453,211 | \$425,743 | \$403,200 | -\$22,543 |
| IDEA, Part B | \$157,133 | \$164,130 | \$155,444 | \$171,256 | \$15,811 |
| Total | \$5,739,862 | \$6,049,470 | \$5,731,902 | \$6,047,120 | \$315,218 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 93% | 83% | | |
| TEM 5 | 30% | 5% | | |
| TEM 4 | 47% | 38% | | |
| TEM 3 | 16% | 40% | | |

Postsecondary Readiness

| | | | | |
|-----------------------------|-------|-------|--|--|
| Graduation Rate | 73.2% | 71% | | |
| Average ACT Composite Score | 15.60 | 15.30 | | |
| ACT21+ (%) | 8.4% | 5.9% | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 67.1% | 2.2% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 34.5% | 1.5% | N/A | N/A | N/A |
| TNReady Biology I (%) | 37% | 21.6% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 12% | 6.2% | N/A | N/A | N/A |
| TNReady English I (%) | 43.5% | 3.3% | N/A | N/A | N/A |
| TNReady English II (%) | 40.7% | 14.3% | N/A | N/A | N/A |
| TNReady English III (%) | 18.5% | 10.9% | N/A | N/A | N/A |
| TVAAS Literacy | 3 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

Total SBB Allocation \$3,628,918

| | | | | | |
|------------------------------------|---|------------------------|------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$3,628,918 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| | | | Last Year (1920) | \$3,729,445 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | | This Year (2021) | \$3,628,918 | |
| How has funding changed under SBB? | | | Total Difference | \$(100,527) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | | \$16,743 | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | | \$(117,270) | |

Detailed Breakdown

1. SBB Allocations \$3,628,918

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 895 | \$2,980,350 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 496 | \$175,088 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 191 | \$184,449 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 825 | \$274,725 |
| Incoming High Proficiency | 0.10 | \$333 | 2 | \$666 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 21 | \$17,325 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$3,628,918 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,055 | 4,185.68 | \$(131) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.031303739 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Manassas High School

1111 Manassas, Memphis, TN 38107

Phone: (901) 416-3244 Fax: (901) 416-3248

| | | | | | |
|-----------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|------------------|
| Grade Level: 9-12 | School Type: Traditional | Square Footage: 139,338 | Student Capacity: 659 | FY2019-20 Utilization: 77% | FCI: 1 |
|-----------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 512 | 478 | 400 | 406 | 6 |
| Attendance Rate | 88.1% | 90.3% | 90.3% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 75.9% | 75.9% | 80.1% | - | - |
| Students with Disabilities (%) | 24.5% | 21.2% | 20.6% | - | - |
| English Language Learners (%) | 0.9% | 1% | 1.2% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 2 | - | 1 | 1 |
| Classroom Teacher | 27 | 30 | - | 26 | 26 |
| Counselor | 2 | 2 | - | 1 | 1 |
| Educational Assistant | 9 | 8 | - | 10 | 10 |
| Instructional Facilitator | 1 | 2 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 8 | 5 | - | 1 | 1 |
| Other | 7 | 8 | - | 8 | 8 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$3,082,530 | \$3,160,335 | \$3,187,617 | \$2,934,413 | -\$253,203 |
| Title I | \$295,258 | \$278,111 | \$232,502 | \$216,300 | -\$16,202 |
| IDEA, Part B | \$152,024 | \$171,465 | \$182,377 | \$185,945 | \$3,568 |
| Other Special Revenue & Federal Funds | \$0 | \$29,753 | \$3,174 | \$0 | -\$3,174 |
| Total | \$3,529,814 | \$3,639,665 | \$3,605,670 | \$3,336,659 | -\$269,011 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 84% | 72% | | | |
| TEM 5 | 36% | 6% | | | |
| TEM 4 | 28% | 25% | | | |
| TEM 3 | 20% | 42% | | | |

Postsecondary Readiness

| | | | | | |
|-----------------------------|-------|-------|--|--|--|
| Graduation Rate | 76.3% | 71.5% | | | |
| Average ACT Composite Score | 14.50 | 14.70 | | | |
| ACT21+ (%) | 4.2% | 5.4% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 49.4% | 2.2% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 25.9% | 0% | N/A | N/A | N/A |
| TNReady Biology I (%) | 45.4% | 10.2% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 2.5% | 0% | N/A | N/A | N/A |
| TNReady English I (%) | 31.6% | 8.4% | N/A | N/A | N/A |
| TNReady English II (%) | 29.2% | 10.2% | N/A | N/A | N/A |
| TNReady English III (%) | 18.2% | 11.2% | N/A | N/A | N/A |
| TVAAS Literacy | 3 | 3 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

Total SBB Allocation **\$1,741,595**

| | | | | | |
|------------------------------------|---|------------------------|------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$1,741,595 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| | | | Last Year (1920) | \$1,820,910 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | | This Year (2021) | \$1,741,595 | |
| How has funding changed under SBB? | | | Total Difference | \$(79,314) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | | \$(30,863) | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | | \$(48,451) | |

Detailed Breakdown

1. SBB Allocations **\$1,741,595**

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|-------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 406 | \$1,351,980 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 308 | \$108,724 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 113 | \$109,124 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 380 | \$126,540 |
| Incoming High Proficiency | 0.10 | \$333 | 0 | \$- |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 33 | \$27,225 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| SBB Allocations Total \$1,741,595 | | | | |

2. SBB Transition Supplements **\$0**

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$23,233

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|---|-----------------------------------|
| \$4,290 | 4,408.98 | \$(119) |
| | % Change in Dollar per Pupil | Transition Policy Dollars |
| | -0.02706705 | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Melrose High School

2870 Deadrick, Memphis, TN 38114
 Phone: (901) 416-5974 Fax: (901) 416-5984

| | | | | | |
|-----------------------------|------------------------------|-----------------------------------|----------------------------------|--------------------------------------|-------------------|
| Grade Level: 9-12 | School Type: iZone | Square Footage: 280,000 | Student Capacity: 1123 | FY2019-20 Utilization: 53% | FCI: 17 |
|-----------------------------|------------------------------|-----------------------------------|----------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|------|
| K-12 | 575 | 547 | 803 | 691 | -112 |
| Attendance Rate | 90.2% | 89.5% | 89.5% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 86.6% | 91.2% | 77.8% | - | - |
| Students with Disabilities (%) | 17.1% | 18% | 18.3% | - | - |
| English Language Learners (%) | 0.7% | 0.5% | 0.5% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 1 | - | 3 | 3 |
| Classroom Teacher | 39 | 72 | - | 38 | 38 |
| Counselor | 1 | 2 | - | 2 | 2 |
| Educational Assistant | 3 | 5 | - | 3 | 3 |
| Instructional Facilitator | 2 | 3 | - | 1 | 1 |
| Librarian | 1 | 2 | - | 1 | 1 |
| Nutrition | 9 | 4 | - | 1 | 1 |
| Other | 9 | 13 | - | 9 | 9 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,056,349 | \$3,417,815 | \$3,610,301 | \$3,810,528 | \$200,226 |
| Title I | \$341,273 | \$241,814 | \$309,309 | \$345,450 | \$36,140 |
| School Improvement Grants (SIG) | \$614,516 | \$222,396 | \$70,286 | \$0 | -\$70,286 |
| Other Special Revenue & Federal Funds | \$0 | \$25,648 | \$-30,000 | \$0 | \$30,000 |
| Total | \$4,012,139 | \$3,907,673 | \$3,959,897 | \$4,155,978 | \$196,080 |

Teacher Quality

| | | | |
|----------------------------------|-----|-----|--|
| Teachers with TEM 3 or above (%) | 95% | 87% | |
| TEM 5 | 32% | 24% | |
| TEM 4 | 49% | 24% | |
| TEM 3 | 14% | 39% | |

Postsecondary Readiness

| | | | |
|-----------------------------|-------|-------|--|
| Graduation Rate | 69.7% | 70.4% | |
| Average ACT Composite Score | 15.60 | 15.90 | |
| ACT21+ (%) | 4% | 5% | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 56.7% | 1.6% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 23.8% | 5% | N/A | N/A | N/A |
| TNReady Biology I (%) | 28.1% | 35.5% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 7.9% | 7.7% | N/A | N/A | N/A |
| TNReady English I (%) | 33.1% | 3.8% | N/A | N/A | N/A |
| TNReady English II (%) | 26.7% | 6.4% | N/A | N/A | N/A |
| TNReady English III (%) | 8.7% | 7% | N/A | N/A | N/A |
| TVAAS Literacy | 3 | 2 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

Total SBB Allocation **\$2,726,437**

| | | | | | |
|------------------------------------|---|------------------------|------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$2,853,335 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$(126,898) |
| | | | Last Year (1920) | \$2,497,698 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | | This Year (2021) | \$2,726,437 | |
| How has funding changed under SBB? | | | Total Difference | \$228,738 | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | | \$3,620 | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | | \$225,119 | |

Detailed Breakdown

1. SBB Allocations **\$2,853,335**

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 691 | \$2,301,030 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 514 | \$181,442 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 156 | \$150,649 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 641 | \$213,453 |
| Incoming High Proficiency | 0.10 | \$333 | 1 | \$333 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 18 | \$14,850 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$2,853,335 |

2. SBB Transition Supplements **\$(126,898)**

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,129 | 3,619.85 | \$509 |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| 0.140732597 | | \$(126,898) |
| SBB Total Supplements TOTAL | | |
| \$(126,898) | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Mitchell High School

658 Mitchell, Memphis, TN 38109

Phone: (901) 416-8174 Fax: (901) 416-8176

| | | | | | |
|---------------------|---------------------|------------------------|--------------------------|-------------------------------|-------------|
| Grade Level: | School Type: | Square Footage: | Student Capacity: | FY2019-20 Utilization: | FCI: |
| 9-12 | iZone | 117,630 | 951 | 55% | 5 |

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|------|-------|-------|------|-----|
| K-12 | 506 | 437 | 442 | 401 | -41 |
| Attendance Rate | 90% | 88.9% | 88.9% | - | NA |
| Student-Teacher Ratio | 1:19 | 1:19 | 1:19 | 1:19 | - |

Student Demographics

| | | | | | |
|--------------------------------|------|-------|-------|---|---|
| Economically Disadvantaged (%) | 68% | 70.4% | 74.9% | - | - |
| Students with Disabilities (%) | 17% | 15.8% | 17.5% | - | - |
| English Language Learners (%) | 0.7% | 0.5% | 0.5% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 28 | 28 | - | 24 | 24 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 4 | 5 | - | 7 | 7 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 4 | 2 | - | 1 | 1 |
| Other | 17 | 12 | - | 8 | 8 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$3,253,803 | \$3,222,574 | \$3,041,372 | \$2,777,054 | -\$264,317 |
| Title I | \$320,444 | \$333,105 | \$239,968 | \$219,975 | -\$19,993 |
| IDEA, Part B | \$51,424 | \$60,111 | \$50,256 | \$56,348 | \$6,091 |
| Perkins | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$26,890 | \$7,565 | \$12,559 | \$24,276 | \$11,716 |
| Total | \$3,652,563 | \$3,623,356 | \$3,344,157 | \$3,077,654 | -\$266,503 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|------|--|--|--|
| Teachers with TEM 3 or above (%) | 88% | 100% | | | |
| TEM 5 | 12% | 32% | | | |
| TEM 4 | 54% | 59% | | | |
| TEM 3 | 23% | 9% | | | |

Postsecondary Readiness

| | | | | | |
|-----------------------------|-------|-------|--|--|--|
| Graduation Rate | 76% | 81.8% | | | |
| Average ACT Composite Score | 15.10 | 15.40 | | | |
| ACT21+ (%) | 4.8% | 6.4% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 42.8% | 0% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 24.8% | 6.6% | N/A | N/A | N/A |
| TNReady Biology I (%) | 35.5% | 14% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 6.3% | 1.3% | N/A | N/A | N/A |
| TNReady English I (%) | 37.2% | 1.8% | N/A | N/A | N/A |
| TNReady English II (%) | 34.8% | 12.2% | N/A | N/A | N/A |
| TNReady English III (%) | 12.3% | 0.9% | N/A | N/A | N/A |
| TVAAS Literacy | 1 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 3 | 4 | N/A | N/A | N/A |

Total SBB Allocation **\$1,703,835**

| | | | | | |
|------------------------------------|---|------------------------|------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$1,703,835 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| | | | Last Year (1920) | \$1,742,616 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | | This Year (2021) | \$1,703,835 | |
| How has funding changed under SBB? | | | Total Difference | \$(38,781) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | | \$(78,833) | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | | \$40,052 | |

Detailed Breakdown

1. SBB Allocations **\$1,703,835**

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 401 | \$1,335,330 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 285 | \$100,605 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 52 | \$50,216 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 342 | \$113,886 |
| Incoming High Proficiency | 0.10 | \$333 | 5 | \$1,665 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 19 | \$15,675 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$1,703,835 |

2. SBB Transition Supplements **\$0**

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$90,940

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|---|-----------------------------------|
| \$4,249 | 4,149.08 | \$100 |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| 0.024072808 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Oakhaven High School

3125 Ladbrook Rd., Memphis, TN 38118
 Phone: (901) 416-2300 Fax: (901) 416-2301

| | | | | | |
|-----------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: 9-12 | School Type: Traditional | Square Footage: 152,940 | Student Capacity: 534 | FY2019-20 Utilization: 68% | FCI: 11 |
|-----------------------------|------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|------|-------|-------|------|----|
| K-12 | 350 | 341 | 374 | 366 | -8 |
| Attendance Rate | 94% | 90.8% | 90.8% | - | NA |
| Student-Teacher Ratio | 1:16 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 67.2% | 85.8% | 70.7% | - | - |
| Students with Disabilities (%) | 13.3% | 13.9% | 13.7% | - | - |
| English Language Learners (%) | 2.9% | 2.1% | 3.2% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 22 | 21 | - | 23 | 23 |
| Counselor | 1 | 1 | - | 1 | 1 |
| Educational Assistant | 1 | 1 | - | 1 | 1 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 8 | 4 | - | 1 | 1 |
| Other | 6 | 6 | - | 6 | 6 |

School Level Funds

| | | | | | |
|--------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,135,576 | \$2,226,337 | \$2,211,120 | \$2,337,862 | \$126,741 |
| Title I | \$193,323 | \$177,822 | \$176,393 | \$194,250 | \$17,856 |
| IDEA, Part B | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$2,328,899 | \$2,404,159 | \$2,387,514 | \$2,532,112 | \$144,598 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 55% | 72% | | |
| TEM 5 | 0% | 4% | | |
| TEM 4 | 20% | 20% | | |
| TEM 3 | 35% | 48% | | |

Postsecondary Readiness

| | | | | |
|-----------------------------|-------|-------|--|--|
| Graduation Rate | 84.6% | 83.3% | | |
| Average ACT Composite Score | 14.90 | 14.60 | | |
| ACT21+ (%) | 2.5% | 1.7% | | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 53.2% | 0% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 54.9% | 0% | N/A | N/A | N/A |
| TNReady Biology I (%) | 39.1% | 32% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 15.9% | 9.3% | N/A | N/A | N/A |
| TNReady English I (%) | 39.6% | 5.4% | N/A | N/A | N/A |
| TNReady English II (%) | 32.6% | 9.1% | N/A | N/A | N/A |
| TNReady English III (%) | 7.7% | 7.7% | N/A | N/A | N/A |
| TVAAS Literacy | 3 | 4 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

| Total SBB Allocation | | \$1,681,593 |
|--|---|---|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | \$1,681,593 |
| 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 |
| Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | | Last Year (1920) \$1,699,470 This Year (2021) \$1,681,593 Total Difference \$(17,877) |
| How has funding changed under SBB? | Changes to enrollment impact the budget BEFORE SBB applies | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment \$(9,236) |
| | Estimated changes to the budget due to SBB transition | Change from SBB \$(8,641) |

| Detailed Breakdown | | | | | |
|--|--------|--------------------|------------|-------------|--------------------|
| 1. SBB Allocations | | | | | |
| SBB Weights | Weight | Amount per Student | Enrollment | Total | |
| Base Weight | | | | | |
| All Students | 1 | \$3,330 | 366 | \$1,218,780 | |
| Grade Weights | | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- | |
| Grade 1 | 0.30 | \$999 | 0 | \$- | |
| Grade 2 | 0.30 | \$999 | 0 | \$- | |
| Grade 3 | 0.20 | \$666 | 0 | \$- | |
| Grade 4 | 0.20 | \$666 | 0 | \$- | |
| Grade 5 | 0.20 | \$666 | 0 | \$- | |
| Poverty Weight | | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 239 | \$84,367 | |
| ELL Weight | | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 | |
| Mobility Weights | | | | | |
| Mobility | 0.29 | \$966 | 59 | \$56,976 | |
| Academic Performance Weights | | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 335 | \$111,555 | |
| Incoming High Proficiency | 0.10 | \$333 | 1 | \$333 | |
| Increments for Locked Students | | | | | |
| SWD Self-Contained | 0.24 | \$825 | 0 | \$- | |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | | |
| | | | | | \$0 |
| SBB Allocations Total | | | | | \$1,681,593 |

| 2. SBB Transition Supplements | | \$0 |
|-------------------------------|--|-----|
| Staffing Supplement | | |

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

\$211,862

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|--------------------------------|
| \$4,595 | 4,618.12 | \$(24) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.005112129 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Overton High School

1770 Lanier, Memphis, TN 38117

Phone: (901) 416-2136 Fax: (901) 416-2135

| | | | | | |
|-----------------------------|---------------------------------|-----------------------------------|----------------------------------|--------------------------------------|------------------|
| Grade Level: 9-12 | School Type: Optional | Square Footage: 177,940 | Student Capacity: 1289 | FY2019-20 Utilization: 93% | FCI: 8 |
|-----------------------------|---------------------------------|-----------------------------------|----------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|------|-------|-------|------|-----|
| K-12 | 1206 | 1140 | 1097 | 1260 | 163 |
| Attendance Rate | 92% | 90.7% | 90.7% | - | NA |
| Student-Teacher Ratio | 1:19 | 1:19 | 1:19 | 1:19 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 47% | 74.4% | 53.2% | - | - |
| Students with Disabilities (%) | 10.8% | 10.7% | 9.8% | - | - |
| English Language Learners (%) | 9.1% | 8.6% | 12.8% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 3 | 2 | - | 4 | 4 |
| Classroom Teacher | 63 | 62 | - | 69 | 69 |
| Special Skills | 4 | 3 | - | 4 | 4 |
| Counselor | 3 | 3 | - | 3 | 3 |
| Educational Assistant | 5 | 5 | - | 6 | 6 |
| Instructional Facilitator | 2 | 2 | - | 2 | 2 |
| Librarian | 2 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 0 | 0 | - | 1 | 1 |
| Nutrition | 8 | 4 | - | 2 | 2 |
| Other | 10 | 10 | - | 13 | 13 |

School Level Funds

| | | | | | |
|--------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$6,203,614 | \$6,477,567 | \$6,303,171 | \$6,875,747 | \$572,575 |
| Title I | \$488,133 | \$482,471 | \$559,353 | \$507,360 | -\$51,993 |
| IDEA, Part B | \$83,683 | \$110,636 | \$102,497 | \$154,075 | \$51,577 |
| Total | \$6,775,431 | \$7,070,674 | \$6,965,022 | \$7,537,182 | \$572,160 |

Teacher Quality

| | | | |
|----------------------------------|-----|-----|--|
| Teachers with TEM 3 or above (%) | 99% | 95% | |
| TEM 5 | 60% | 32% | |
| TEM 4 | 25% | 39% | |
| TEM 3 | 13% | 24% | |

Postsecondary Readiness

| | | | |
|-----------------------------|-------|-------|--|
| Graduation Rate | 81.3% | 76% | |
| Average ACT Composite Score | 17.40 | 18.00 | |
| ACT21+ (%) | 19% | 24% | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 43.6% | 2.4% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 51.2% | 6.2% | N/A | N/A | N/A |
| TNReady Biology I (%) | 48.3% | 47.8% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 23% | 18.6% | N/A | N/A | N/A |
| TNReady English I (%) | 56.8% | 16.2% | N/A | N/A | N/A |
| TNReady English II (%) | 52.1% | 29.4% | N/A | N/A | N/A |
| TNReady English III (%) | 28.3% | 20.7% | N/A | N/A | N/A |
| TVAAS Literacy | 5 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

Total SBB Allocation \$4,979,461

| | | | | | |
|------------------------------------|---|------------------------|-------------|--|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$4,979,461 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| | | Last Year (1920) | \$5,162,078 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$4,979,461 | | |
| How has funding changed under SBB? | | Total Difference | \$(182,617) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$49,635 | | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(232,252) | | |

Detailed Breakdown

1. SBB Allocations \$4,979,461

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 1,260 | \$4,195,800 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 648 | \$228,744 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 193 | \$186,380 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 1,042 | \$346,986 |
| Incoming High Proficiency | 0.10 | \$333 | 22 | \$7,326 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 15 | \$12,375 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$4,979,461 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$3,952 | 4,136.28 | \$(184) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.04456354 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Raleigh Egypt High School

3970 Voltaire, Memphis, TN 38128

Phone: (901) 416-4108 Fax: (901) 416-4143

| | | | | | |
|-----------------------------|------------------------------|-----------------------------------|----------------------------------|--------------------------------------|-------------------|
| Grade Level: 6-12 | School Type: iZone | Square Footage: 145,850 | Student Capacity: 1095 | FY2019-20 Utilization: 83% | FCI: 18 |
|-----------------------------|------------------------------|-----------------------------------|----------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|------|-------|-------|------|------|
| K-12 | 831 | 1049 | 986 | 548 | -438 |
| Attendance Rate | 90% | 86.9% | 86.9% | - | NA |
| Student-Teacher Ratio | 1:15 | 1:15 | 1:15 | 1:15 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 72.8% | 89.2% | 76.2% | - | - |
| Students with Disabilities (%) | 15.7% | 17.8% | 14.2% | - | - |
| English Language Learners (%) | 3.9% | 2.3% | 3% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 3 | - | 2 | 2 |
| Classroom Teacher | 40 | 59 | - | 35 | 35 |
| Counselor | 3 | 4 | - | 1 | 1 |
| Educational Assistant | 3 | 6 | - | 6 | 6 |
| Instructional Facilitator | 1 | 2 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 5 | 3 | - | 2 | 2 |
| Other | 15 | 10 | - | 7 | 7 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|---------------------|
| General Fund | \$6,100,378 | \$6,212,888 | \$5,688,304 | \$3,923,638 | -\$1,764,665 |
| Title I | \$485,233 | \$597,647 | \$322,387 | \$323,400 | \$1,012 |
| IDEA, Part B | \$150,923 | \$115,205 | \$103,074 | \$78,411 | -\$24,663 |
| School Improvement Grants (SIG) | \$18,684 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$41,196 | \$61,644 | \$-30,000 | \$50,475 | \$80,475 |
| Total | \$6,796,415 | \$6,987,385 | \$6,083,765 | \$4,375,925 | -\$1,707,840 |

Teacher Quality

| | | | |
|----------------------------------|-----|-----|--|
| Teachers with TEM 3 or above (%) | 85% | 90% | |
| TEM 5 | 13% | 28% | |
| TEM 4 | 23% | 40% | |
| TEM 3 | 49% | 22% | |

Postsecondary Readiness

| | | | |
|-----------------------------|-------|-------|--|
| Graduation Rate | 67.6% | 78.3% | |
| Average ACT Composite Score | 15.10 | 16.30 | |
| ACT21+ (%) | 3.3% | 8.5% | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 73.7% | 3.1% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 44.9% | 3.1% | N/A | N/A | N/A |
| TNReady Biology I (%) | 20.8% | 8% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 4.6% | 4.2% | N/A | N/A | N/A |
| TNReady English I (%) | 32.9% | 5.5% | N/A | N/A | N/A |
| TNReady English II (%) | 26.4% | 17.3% | N/A | N/A | N/A |
| TNReady English III (%) | 15.3% | 12.7% | N/A | N/A | N/A |
| TVAAS Literacy | 3 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

Total SBB Allocation **\$2,282,020**

| | | | | | |
|------------------------------------|---|------------------------|-------------|--|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$2,282,020 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| | | Last Year (1920) | \$2,451,555 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$2,282,020 | | |
| How has funding changed under SBB? | | Total Difference | \$(169,535) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(48,242) | | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(121,294) | | |

Detailed Breakdown

1. SBB Allocations **\$2,282,020**

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 548 | \$1,824,840 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 385 | \$135,905 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 130 | \$125,541 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 518 | \$172,494 |
| Incoming High Proficiency | 0.10 | \$333 | 0 | \$- |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 35 | \$28,875 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| SBB Allocations Total | | | | \$2,282,020 |

2. SBB Transition Supplements **\$0**

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,164 | 4,385.60 | \$(221) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.05046935 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Ridgeway High School

2009 Ridgeway Rd, Memphis, TN 38119

Phone: (901) 416-8820 Fax: (901) 416-1545

| | | | | | |
|-----------------------------|---------------------------------|-----------------------------------|----------------------------------|--------------------------------------|------------------|
| Grade Level: 9-12 | School Type: Optional | Square Footage: 247,000 | Student Capacity: 1330 | FY2019-20 Utilization: 94% | FCI: 6 |
|-----------------------------|---------------------------------|-----------------------------------|----------------------------------|--------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|------|
| K-12 | 1262 | 1342 | 1124 | 938 | -186 |
| Attendance Rate | 93.4% | 88.5% | 88.5% | - | NA |
| Student-Teacher Ratio | 1:20 | 1:20 | 1:20 | 1:20 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 41.5% | 67.3% | 48.3% | - | - |
| Students with Disabilities (%) | 9.7% | 10.1% | 9.9% | - | - |
| English Language Learners (%) | 1.5% | 1.3% | 1.4% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 3 | 4 | - | 3 | 3 |
| Classroom Teacher | 56 | 61 | - | 49 | 49 |
| Special Skills | 3 | 2 | - | 1 | 1 |
| Counselor | 4 | 4 | - | 3 | 3 |
| Educational Assistant | 6 | 6 | - | 7 | 7 |
| Instructional Facilitator | 2 | 2 | - | 2 | 2 |
| Librarian | 2 | 1 | - | 1 | 1 |
| Nutrition | 10 | 5 | - | 2 | 2 |
| Other | 7 | 7 | - | 8 | 8 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$6,035,722 | \$6,423,046 | \$6,062,086 | \$5,652,362 | -\$409,723 |
| Title I | \$423,571 | \$329,296 | \$485,700 | \$316,680 | -\$169,020 |
| IDEA, Part B | \$146,763 | \$199,342 | \$180,563 | \$205,601 | \$25,038 |
| Other Special Revenue & Federal Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$6,606,056 | \$6,951,686 | \$6,728,350 | \$6,174,644 | -\$553,705 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 87% | 89% | | | |
| TEM 5 | 19% | 28% | | | |
| TEM 4 | 45% | 43% | | | |
| TEM 3 | 23% | 19% | | | |

Postsecondary Readiness

| | | | | | |
|-----------------------------|-------|-------|--|--|--|
| Graduation Rate | 82.2% | 86.2% | | | |
| Average ACT Composite Score | 17.30 | 17.20 | | | |
| ACT21+ (%) | 17.7% | 19.6% | | | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 47.4% | 2.3% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 30.2% | 4.6% | N/A | N/A | N/A |
| TNReady Biology I (%) | 34.6% | 29.4% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 14.9% | 3.4% | N/A | N/A | N/A |
| TNReady English I (%) | 64.4% | 7.9% | N/A | N/A | N/A |
| TNReady English II (%) | 51.1% | 23.1% | N/A | N/A | N/A |
| TNReady English III (%) | 13.7% | 13.9% | N/A | N/A | N/A |
| TVAAS Literacy | 3 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

Total SBB Allocation \$3,629,509

| | | | | | |
|------------------------------------|---|------------------------|-------------|--|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$3,629,509 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| | | Last Year (1920) | \$4,189,543 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$3,629,509 | | |
| How has funding changed under SBB? | | Total Difference | \$(560,035) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(294,804) | | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(265,230) | | |

Detailed Breakdown

1. SBB Allocations \$3,629,509

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 938 | \$3,123,540 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 363 | \$128,139 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 94 | \$90,776 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 848 | \$282,384 |
| Incoming High Proficiency | 0.10 | \$333 | 4 | \$1,332 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 10 | \$8,250 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$3,629,509 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$3,869 | 4,152.17 | \$(283) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.068099654 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Sheffield High School

4315 Sheffield Avenue Memphis, TN 38118
 Phone: (901) 416-2370 Fax: (901) 416-2407

| | | | | | |
|-----------------------------|------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|
| Grade Level: 9-12 | School Type: iZone | Square Footage: 193,236 | Student Capacity: 991 | FY2019-20 Utilization: 76% | FCI: 11 |
|-----------------------------|------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| K-12 | 754 | 720 | 604 | 511 | -93 |
| Attendance Rate | 89.5% | 85.4% | 85.4% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 58.9% | 86.4% | 61.3% | - | - |
| Students with Disabilities (%) | 12.7% | 15.3% | 14.4% | - | - |
| English Language Learners (%) | 17.4% | 19% | 21.7% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 2 | 2 |
| Classroom Teacher | 42 | 41 | - | 36 | 36 |
| Counselor | 2 | 2 | - | 2 | 2 |
| Educational Assistant | 4 | 5 | - | 6 | 6 |
| Instructional Facilitator | 2 | 1 | - | 2 | 2 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Bilingual Cultural Mentor | 1 | 1 | - | 1 | 1 |
| Nutrition | 8 | 4 | - | 1 | 1 |
| Other | 8 | 10 | - | 7 | 7 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$3,872,137 | \$4,345,587 | \$3,748,257 | \$3,579,923 | -\$168,334 |
| Title I | \$357,644 | \$375,142 | \$370,423 | \$241,080 | -\$129,343 |
| IDEA, Part B | \$62,126 | \$107,749 | \$100,050 | \$92,553 | -\$7,496 |
| Other Special Revenue & Federal Funds | \$34,378 | \$49,896 | \$2,114 | \$34,588 | \$32,474 |
| Total | \$4,326,286 | \$4,878,376 | \$4,220,845 | \$3,948,145 | -\$272,700 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 88% | 72% | | | |
| TEM 5 | 30% | 11% | | | |
| TEM 4 | 40% | 26% | | | |
| TEM 3 | 18% | 36% | | | |

Postsecondary Readiness

| | | | | | |
|-----------------------------|-------|-------|--|--|--|
| Graduation Rate | 69.3% | 64% | | | |
| Average ACT Composite Score | 14.30 | 13.90 | | | |
| ACT21+ (%) | 2.6% | 1.6% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 53.8% | 1.1% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 25.5% | 0.7% | N/A | N/A | N/A |
| TNReady Biology I (%) | 34.8% | 17.2% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 21.3% | 3.9% | N/A | N/A | N/A |
| TNReady English I (%) | 31.8% | 5.3% | N/A | N/A | N/A |
| TNReady English II (%) | 37.1% | 11.6% | N/A | N/A | N/A |
| TNReady English III (%) | 12.3% | 7.9% | N/A | N/A | N/A |
| TVAAS Literacy | 2 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

Total SBB Allocation **\$2,473,099**

| | | | | | |
|------------------------------------|---|------------------------|------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$2,473,099 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| | | | Last Year (1920) | \$2,526,590 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | | This Year (2021) | \$2,473,099 | |
| How has funding changed under SBB? | | | Total Difference | \$(53,490) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | | \$(196,107) | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | | \$142,617 | |

Detailed Breakdown

1. SBB Allocations **\$2,473,099**

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 511 | \$1,701,630 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 289 | \$102,017 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 114 | \$110,090 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 484 | \$161,172 |
| Incoming High Proficiency | 0.10 | \$333 | 2 | \$666 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 15 | \$12,375 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$2,473,099 |

2. SBB Transition Supplements **\$0**

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$378,464

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,840 | 4,560.63 | \$279 |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| 0.061196224 | | \$0 |
| SBB Total Supplements TOTAL | | |
| \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Southwind High School

7900 East Shelby Dr., Memphis, TN 38125
 Phone: (901) 416-3250 Fax: (901) 752-2898

Grade Level: 9-12 **School Type:** Traditional **Square Footage:** 326,926 **Student Capacity:** 2155 **FY2019-20 Utilization:** 69% **FCI:** 1

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|------|------|------|------|
| K-12 | 1459 | 1501 | 1667 | 1549 | -118 |
| Attendance Rate | 93.3% | 92% | 92% | - | NA |
| Student-Teacher Ratio | 1:19 | 1:18 | 1:18 | 1:18 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 35.8% | 68.9% | 41.4% | - | - |
| Students with Disabilities (%) | 12.2% | 11.5% | 10.5% | - | - |
| English Language Learners (%) | 2.6% | 3.6% | 3.1% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 4 | 4 | - | 5 | 5 |
| Classroom Teacher | 81 | 79 | - | 83 | 83 |
| Counselor | 5 | 5 | - | 5 | 5 |
| Educational Assistant | 11 | 10 | - | 10 | 10 |
| Instructional Facilitator | 1 | 1 | - | 3 | 3 |
| Librarian | 2 | 2 | - | 2 | 2 |
| Nutrition | 10 | 6 | - | 4 | 4 |
| Other | 7 | 7 | - | 10 | 10 |

School Level Funds

| | | | | | |
|--------------|-------------|-------------|-------------|-------------|------------|
| General Fund | \$7,463,542 | \$7,846,421 | \$8,098,918 | \$7,893,821 | -\$205,096 |
| Title I | \$489,729 | \$471,943 | \$599,638 | \$438,480 | -\$161,158 |
| IDEA, Part B | \$106,072 | \$122,059 | \$140,178 | \$159,465 | \$19,286 |
| Total | \$8,059,344 | \$8,440,423 | \$8,838,735 | \$8,491,766 | -\$346,968 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 99% | 86% | | | |
| TEM 5 | 21% | 22% | | | |
| TEM 4 | 58% | 46% | | | |
| TEM 3 | 20% | 18% | | | |

Postsecondary Readiness

| | | | | | |
|-----------------------------|-------|-------|--|--|--|
| Graduation Rate | 79.3% | 85.4% | | | |
| Average ACT Composite Score | 17.20 | 16.60 | | | |
| ACT21+ (%) | 17.5% | 15.3% | | | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 69.6% | 1.1% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 41.4% | 6.7% | N/A | N/A | N/A |
| TNReady Biology I (%) | 35% | 27.3% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 29.4% | 22.7% | N/A | N/A | N/A |
| TNReady English I (%) | 57.3% | 11.2% | N/A | N/A | N/A |
| TNReady English II (%) | 51.5% | 20.1% | N/A | N/A | N/A |
| TNReady English III (%) | 30.5% | 23.9% | N/A | N/A | N/A |
| TVAAS Literacy | 3 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 3 | N/A | N/A | N/A |

Total SBB Allocation \$5,992,921

| | | | | | |
|------------------------------------|---|------------------------|------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$5,992,921 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| | | | Last Year (1920) | \$6,341,128 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | | This Year (2021) | \$5,992,921 | |
| How has funding changed under SBB? | | | Total Difference | \$(348,207) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | | \$(124,415) | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | | \$(223,792) | |

Detailed Breakdown

1. SBB Allocations \$5,992,921

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 1,549 | \$5,158,170 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 501 | \$176,853 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 189 | \$182,517 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 1,334 | \$444,222 |
| Incoming High Proficiency | 0.10 | \$333 | 12 | \$3,996 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 38 | \$31,350 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$5,992,921 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$3,869 | 4,013.37 | \$(144) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.035998441 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Trezevant High School

3350 Trezevant, Memphis, TN 38127

Phone: (901) 416-3760 Fax: (901) 416-3761

| | | | | | |
|-----------------------------|------------------------------|-----------------------------------|----------------------------------|--------------------------------------|-------------------|
| Grade Level: 9-12 | School Type: iZone | Square Footage: 269,765 | Student Capacity: 1414 | FY2019-20 Utilization: 44% | FCI: 19 |
|-----------------------------|------------------------------|-----------------------------------|----------------------------------|--------------------------------------|-------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|-----|
| K-12 | 580 | 498 | 514 | 445 | -69 |
| Attendance Rate | 84.7% | 84.3% | 84.3% | - | NA |
| Student-Teacher Ratio | 1:18 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 77% | 89.1% | 83.3% | - | - |
| Students with Disabilities (%) | 19.1% | 19.5% | 19% | - | - |
| English Language Learners (%) | 0.3% | 0.2% | 0.8% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 3 | 2 | - | 2 | 2 |
| Classroom Teacher | 36 | 69 | - | 25 | 25 |
| Counselor | 2 | 4 | - | 1 | 1 |
| Educational Assistant | 9 | 16 | - | 6 | 6 |
| Instructional Facilitator | 1 | 4 | - | 1 | 1 |
| Librarian | 1 | 2 | - | 1 | 1 |
| Nutrition | 12 | 7 | - | 3 | 3 |
| Other | 8 | 16 | - | 9 | 9 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$3,233,083 | \$3,734,141 | \$3,246,860 | \$3,295,986 | \$49,126 |
| Title I | \$298,323 | \$239,395 | \$285,710 | \$252,525 | -\$33,185 |
| IDEA, Part B | \$135,722 | \$170,414 | \$161,986 | \$140,449 | -\$21,536 |
| School Improvement Grants (SIG) | \$1,241,491 | \$532,487 | \$70,286 | \$3,809 | -\$66,477 |
| Other Special Revenue & Federal Funds | \$0 | \$27,624 | \$-27,968 | \$0 | \$27,968 |
| Total | \$4,908,622 | \$4,704,062 | \$3,736,875 | \$3,692,770 | -\$44,104 |

Teacher Quality

| | | | |
|----------------------------------|-----|-----|--|
| Teachers with TEM 3 or above (%) | 89% | 61% | |
| TEM 5 | 18% | 0% | |
| TEM 4 | 50% | 2% | |
| TEM 3 | 21% | 59% | |

Postsecondary Readiness

| | | | |
|-----------------------------|-------|-------|--|
| Graduation Rate | 64.4% | 58.1% | |
| Average ACT Composite Score | 14.70 | 14.20 | |
| ACT21+ (%) | 2.8% | 2.2% | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 30.2% | 1.1% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 32.7% | 0% | N/A | N/A | N/A |
| TNReady Biology I (%) | 21.9% | 5.6% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 4.1% | 1.5% | N/A | N/A | N/A |
| TNReady English I (%) | 23% | 0.6% | N/A | N/A | N/A |
| TNReady English II (%) | 21.1% | 3.4% | N/A | N/A | N/A |
| TNReady English III (%) | 7% | 2.3% | N/A | N/A | N/A |
| TVAAS Literacy | 1 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

Total SBB Allocation \$1,861,260

| | | | | | |
|------------------------------------|---|------------------------|-------------|--|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$1,861,260 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| | | Last Year (1920) | \$2,160,619 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$1,861,260 | | |
| How has funding changed under SBB? | | Total Difference | \$(299,358) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(140,713) | | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(158,646) | | |

Detailed Breakdown

1. SBB Allocations \$1,861,260

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 445 | \$1,481,850 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 332 | \$117,196 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 102 | \$98,501 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 436 | \$145,188 |
| Incoming High Proficiency | 0.10 | \$333 | 0 | \$- |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 29 | \$23,925 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$1,861,260 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$4,183 | 4,539.11 | \$(357) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.078541231 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Westwood High School

4480 Westmont Avenue Memphis, TN 38109
 Phone: (901) 416-8000 Fax: (901) 416-8027

Grade Level: 9-12 **School Type:** iZone **Square Footage:** 181,342 **Student Capacity:** 1003 **FY2019-20 Utilization:** 33% **FCI:** 42

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|-------|-------|------|----|
| K-12 | 279 | 342 | 333 | 345 | 12 |
| Attendance Rate | 87.7% | 84.3% | 84.3% | - | NA |
| Student-Teacher Ratio | 1:13 | 1:11 | 1:11 | 1:11 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 85.8% | 77.7% | 76.5% | - | - |
| Students with Disabilities (%) | 23.3% | 22% | 24.3% | - | - |
| English Language Learners (%) | 0% | 0.3% | 0.8% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 1 | 1 | - | 1 | 1 |
| Classroom Teacher | 27 | 25 | - | 24 | 24 |
| Counselor | 1 | 1 | - | 2 | 2 |
| Educational Assistant | 6 | 5 | - | 7 | 7 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 1 | 1 | - | 1 | 1 |
| Nutrition | 5 | 3 | - | 1 | 1 |
| Other | 13 | 8 | - | 7 | 7 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| General Fund | \$2,924,668 | \$3,041,269 | \$2,630,618 | \$2,803,279 | \$172,660 |
| Title I | \$262,869 | \$215,391 | \$199,612 | \$190,050 | -\$9,562 |
| IDEA, Part B | \$85,817 | \$96,963 | \$108,810 | \$136,920 | \$28,109 |
| Other Special Revenue & Federal Funds | \$0 | \$22,893 | \$-30,000 | \$0 | \$30,000 |
| Total | \$3,273,355 | \$3,376,517 | \$2,909,041 | \$3,130,249 | \$221,208 |

Teacher Quality

| | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 90% | 66% | | | |
| TEM 5 | 5% | 7% | | | |
| TEM 4 | 43% | 7% | | | |
| TEM 3 | 43% | 52% | | | |

Postsecondary Readiness

| | | | | | |
|-----------------------------|-------|-------|--|--|--|
| Graduation Rate | 77.9% | 81.1% | | | |
| Average ACT Composite Score | 14.60 | 16.10 | | | |
| ACT21+ (%) | 3.5% | 10.1% | | | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 50% | 2% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 22.4% | 0% | N/A | N/A | N/A |
| TNReady Biology I (%) | 26.9% | 21.4% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 6.8% | 2.6% | N/A | N/A | N/A |
| TNReady English I (%) | 45.2% | 3% | N/A | N/A | N/A |
| TNReady English II (%) | 27.4% | 13% | N/A | N/A | N/A |
| TNReady English III (%) | 11.9% | 16% | N/A | N/A | N/A |
| TVAAS Literacy | 2 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

Total SBB Allocation \$1,681,719

| | | | | | |
|------------------------------------|---|------------------------|-------------|--|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$1,681,719 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$0 |
| | | Last Year (1920) | \$1,624,865 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$1,681,719 | | |
| How has funding changed under SBB? | | Total Difference | \$56,853 | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$28,759 | | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$28,095 | | |

Detailed Breakdown

1. SBB Allocations \$1,681,719

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 345 | \$1,148,850 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 237 | \$83,661 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 70 | \$67,599 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 319 | \$106,227 |
| Incoming High Proficiency | 0.10 | \$333 | 1 | \$333 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 30 | \$24,750 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| | | | | \$0 |
| SBB Allocations Total | | | | \$1,681,719 |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$253,512

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|--------------------------------|
| \$4,875 | 4,793.11 | \$81 |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| 0.016989818 | | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



White Station High School

514 S. Perkins Memphis, TN 38117

Phone: (901) 416-8880 Fax: (901) 416-8911

| | | | | | |
|-----------------------------|---------------------------------|-----------------------------------|----------------------------------|---------------------------------------|------------------|
| Grade Level: 9-12 | School Type: Optional | Square Footage: 247,624 | Student Capacity: 1991 | FY2019-20 Utilization: 109% | FCI: 9 |
|-----------------------------|---------------------------------|-----------------------------------|----------------------------------|---------------------------------------|------------------|

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-----------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| Enrollment | | | | | |
| K-12 | 2170 | 2166 | 1836 | 2013 | 177 |
| Attendance Rate | 95.2% | 97.1% | 97.1% | - | NA |
| Student-Teacher Ratio | 1:19 | 1:20 | 1:20 | 1:20 | - |

| | | | | | |
|--------------------------------|------|-------|-------|---|---|
| Student Demographics | | | | | |
| Economically Disadvantaged (%) | 24% | 48.7% | 26.4% | - | - |
| Students with Disabilities (%) | 9.2% | 8.9% | 9.1% | - | - |
| English Language Learners (%) | 1.7% | 3.1% | 3.7% | - | - |

| Key School Positions - All Funding Sources | | | | | |
|---|-----|-----|---|-----|-----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 5 | 5 | - | 6 | 6 |
| Classroom Teacher | 111 | 112 | - | 107 | 107 |
| Special Skills | 5 | 5 | - | 6 | 6 |
| Counselor | 5 | 5 | - | 6 | 6 |
| Educational Assistant | 5 | 6 | - | 13 | 13 |
| Instructional Facilitator | 2 | 3 | - | 4 | 4 |
| Librarian | 2 | 2 | - | 2 | 2 |
| Nutrition | 11 | 7 | - | 3 | 3 |
| Plant/Maintenance | 1 | 1 | - | 1 | 1 |
| Other | 13 | 13 | - | 15 | 15 |

| School Level Funds | | | | | |
|---------------------------------------|---------------------|---------------------|---------------------|---------------------|-------------------|
| General Fund | \$11,009,810 | \$11,796,274 | \$10,637,806 | \$10,839,295 | \$201,489 |
| Title I | \$473,814 | \$449,307 | \$497,637 | \$0 | - |
| IDEA, Part B | \$216,530 | \$367,323 | \$429,070 | \$491,179 | \$62,109 |
| Other Special Revenue & Federal Funds | \$1,876 | \$0 | \$6,214 | \$0 | -\$6,214 |
| Total | \$11,702,031 | \$12,612,905 | \$11,570,728 | \$11,330,474 | -\$240,253 |

| Teacher Quality | | | | | |
|----------------------------------|-----|-----|--|--|--|
| Teachers with TEM 3 or above (%) | 99% | 98% | | | |
| TEM 5 | 83% | 33% | | | |
| TEM 4 | 14% | 53% | | | |
| TEM 3 | 2% | 11% | | | |

| Postsecondary Readiness | | | | | |
|--------------------------------|-------|-------|--|--|--|
| Graduation Rate | 85.1% | 90.4% | | | |
| Average ACT Composite Score | 23.70 | 22.80 | | | |
| ACT21+ (%) | 65.3% | 59.7% | | | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 57.2% | 19.1% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 73.9% | 41.1% | N/A | N/A | N/A |
| TNReady Biology I (%) | 74.8% | 64.8% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 61.2% | 70% | N/A | N/A | N/A |
| TNReady English I (%) | 77.7% | 46.8% | N/A | N/A | N/A |
| TNReady English II (%) | 76.7% | 56.6% | N/A | N/A | N/A |
| TNReady English III (%) | 55.7% | 46.5% | N/A | N/A | N/A |
| TVAAS Literacy | 5 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 1 | N/A | N/A | N/A |

Total SBB Allocation \$7,606,076

| | | | | | |
|------------------------------------|---|------------------------|-------------|--|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$7,442,920 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$163,157 |
| | | Last Year (1920) | \$7,964,900 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$7,606,076 | | |
| How has funding changed under SBB? | | Total Difference | \$(358,823) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(70,590) | | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(288,233) | | |

Detailed Breakdown

1. SBB Allocations \$7,442,920

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 2,013 | \$6,703,290 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 368 | \$129,904 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 107 | \$103,330 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 1,017 | \$338,661 |
| Incoming High Proficiency | 0.10 | \$333 | 289 | \$96,237 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 12 | \$9,900 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| SBB Allocations Total | | | | \$7,442,920 |

2. SBB Transition Supplements \$163,157

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$62,224

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|---|---|-----------------------------------|
| \$3,697 | 3,921.66 | \$(224) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.057179156 | | \$163,157 |
| SBB Total Supplements TOTAL | | \$163,157 |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

Whitehaven High School

4851 Elvis Presley Blvd. Memphis, TN 38116
 Phone: (901) 416-3000 Fax: (901) 416-3058

| | | | | | |
|---------------------|----------------------|------------------------|--------------------------|-------------------------------|-------------|
| Grade Level: | School Type: | Square Footage: | Student Capacity: | FY2019-20 Utilization: | FCI: |
| 9-12 | Empowerment/Optional | 212,776 | 1465 | 120% | 8 |

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|-------|------|------|------|-----|
| K-12 | 1716 | 1648 | 1692 | 1616 | -76 |
| Attendance Rate | 96.3% | 91% | 91% | - | NA |
| Student-Teacher Ratio | 1:20 | 1:20 | 1:20 | 1:20 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 48% | 77.1% | 54.1% | - | - |
| Students with Disabilities (%) | 10.8% | 11.9% | 11% | - | - |
| English Language Learners (%) | 0.4% | 0.5% | 0.8% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 0 | - | - | - |
| Vice/Assistant Principal | 5 | 5 | - | 6 | 6 |
| Classroom Teacher | 92 | 87 | - | 87 | 87 |
| Special Skills | 3 | 3 | - | 3 | 3 |
| Counselor | 5 | 5 | - | 5 | 5 |
| Educational Assistant | 3 | 2 | - | 3 | 3 |
| Instructional Facilitator | 2 | 2 | - | 3 | 3 |
| Librarian | 2 | 2 | - | 2 | 2 |
| Nutrition | 15 | 8 | - | 4 | 4 |
| Other | 14 | 13 | - | 14 | 14 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$8,240,348 | \$8,643,583 | \$9,101,042 | \$9,028,430 | -\$72,611 |
| Title I | \$616,890 | \$475,365 | \$755,720 | \$608,160 | -\$147,560 |
| IDEA, Part B | \$28,173 | \$29,386 | \$27,547 | \$31,755 | \$4,208 |
| Other Special Revenue & Federal Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$8,885,413 | \$9,148,335 | \$9,884,309 | \$9,668,345 | -\$215,963 |

Teacher Quality

| | | | | |
|----------------------------------|-----|-----|--|--|
| Teachers with TEM 3 or above (%) | 87% | 97% | | |
| TEM 5 | 17% | 39% | | |
| TEM 4 | 36% | 40% | | |
| TEM 3 | 34% | 17% | | |

Postsecondary Readiness

| | | | | |
|-----------------------------|-------|-------|--|--|
| Graduation Rate | 91.7% | 90.1% | | |
| Average ACT Composite Score | 17.60 | 17.60 | | |
| ACT21+ (%) | 21.2% | 19.7% | | |



| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 62.9% | 5.8% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 49.7% | 14.7% | N/A | N/A | N/A |
| TNReady Biology I (%) | 44.6% | 32.4% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 26.6% | 17.4% | N/A | N/A | N/A |
| TNReady English I (%) | 58.8% | 13.1% | N/A | N/A | N/A |
| TNReady English II (%) | 55.7% | 27.3% | N/A | N/A | N/A |
| TNReady English III (%) | 29.2% | 22.8% | N/A | N/A | N/A |
| TVAAS Literacy | 5 | 5 | N/A | N/A | N/A |
| TVAAS Numeracy | 5 | 1 | N/A | N/A | N/A |

Total SBB Allocation \$6,247,599

| | | | | | |
|------------------------------------|---|------------------------|-------------|--|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$6,217,153 |
| 2. SBB Transition Supplements | Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB | | | | \$30,446 |
| | | Last Year (1920) | \$6,592,455 | | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | This Year (2021) | \$6,247,599 | | |
| How has funding changed under SBB? | | Total Difference | \$(344,856) | | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | \$(56,622) | | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | \$(288,233) | | |

Detailed Breakdown

1. SBB Allocations \$6,217,153

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|--------------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 1,616 | \$5,381,280 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 759 | \$267,927 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 142 | \$137,129 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 1,246 | \$414,918 |
| Incoming High Proficiency | 0.10 | \$333 | 54 | \$17,982 |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 14 | \$11,550 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| SBB Allocations Total | | | | \$6,217,153 |

2. SBB Transition Supplements \$30,446

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|--------------------------------|
| \$3,847 | 4,044.45 | \$(197) |
| % Change in Dollar per Pupil | | Transition Policy Dollars |
| -0.048758797 | | \$30,446 |
| SBB Total Supplements TOTAL | | \$30,446 |



Wooddale High School

5151 Scottsdale Memphis, TN 38118
 Phone: (901) 416-2440 Fax: (901) 416-2476

| | | | | | |
|---------------------|---------------------|------------------------|--------------------------|-------------------------------|-------------|
| Grade Level: | School Type: | Square Footage: | Student Capacity: | FY2019-20 Utilization: | FCI: |
| 9-12 | Optional | 263,513 | 1234 | 71% | 5 |

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
|----------------|----------------------|----------------------|----------------------|---------------------|---------------------------|

Enrollment

| | | | | | |
|-----------------------|------|-------|-------|------|-----|
| K-12 | 778 | 662 | 485 | 606 | 121 |
| Attendance Rate | 89% | 88.3% | 88.3% | - | NA |
| Student-Teacher Ratio | 1:17 | 1:17 | 1:17 | 1:17 | - |

Student Demographics

| | | | | | |
|--------------------------------|-------|-------|-------|---|---|
| Economically Disadvantaged (%) | 60.2% | 85.9% | 65.6% | - | - |
| Students with Disabilities (%) | 16.9% | 16.2% | 15.7% | - | - |
| English Language Learners (%) | 8.6% | 8.2% | 8.9% | - | - |

Key School Positions - All Funding Sources

| | | | | | |
|---------------------------|----|----|---|----|----|
| Principal | 1 | 1 | - | 1 | 1 |
| Vice/Assistant Principal | 2 | 2 | - | 3 | 3 |
| Classroom Teacher | 60 | 51 | - | 34 | 34 |
| Special Skills | 1 | 1 | - | - | - |
| Counselor | 3 | 4 | - | 3 | 3 |
| Educational Assistant | 7 | 6 | - | 7 | 7 |
| Instructional Facilitator | 1 | 1 | - | 1 | 1 |
| Librarian | 2 | 1 | - | 1 | 1 |
| Nutrition | 11 | 6 | - | 3 | 3 |
| Other | 9 | 8 | - | 11 | 11 |

School Level Funds

| | | | | | |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| General Fund | \$4,693,547 | \$3,876,269 | \$4,640,153 | \$3,853,231 | -\$786,922 |
| Title I | \$503,194 | \$403,532 | \$332,090 | \$309,120 | -\$22,970 |
| IDEA, Part B | \$148,708 | \$118,351 | \$109,444 | \$109,521 | \$76 |
| School Improvement Grants (SIG) | \$743 | \$0 | \$0 | \$0 | \$0 |
| Other Special Revenue & Federal Funds | \$0 | \$21,335 | \$-30,000 | \$0 | \$30,000 |
| Total | \$5,346,193 | \$4,419,488 | \$5,051,688 | \$4,271,872 | -\$779,816 |

Teacher Quality

| | | | |
|----------------------------------|-----|-----|--|
| Teachers with TEM 3 or above (%) | 94% | 65% | |
| TEM 5 | 17% | 6% | |
| TEM 4 | 35% | 15% | |
| TEM 3 | 42% | 44% | |

Postsecondary Readiness

| | | | |
|-----------------------------|-------|-------|--|
| Graduation Rate | 57.5% | 66.1% | |
| Average ACT Composite Score | 15.30 | 15.40 | |
| ACT21+ (%) | 5.2% | 3.4% | |



SHELBY COUNTY SCHOOLS: FY2020-21 DISTRICT BUDGET

| School Measure | FY2017-18 Actuals | FY2018-19 Actuals | FY2019-20 Amended | FY2020-21 Budget | FY20 vs. FY21 Variance |
|-------------------------|----------------------|----------------------|----------------------|---------------------|---------------------------|
| TNReady Algebra I (%) | 47.9% | 2.7% | N/A | N/A | N/A |
| TNReady Algebra II (%) | 24.7% | 5.2% | N/A | N/A | N/A |
| TNReady Biology I (%) | 29.9% | 18.3% | N/A | N/A | N/A |
| TNReady Chemistry (%) | 13.9% | 9.6% | N/A | N/A | N/A |
| TNReady English I (%) | 36.9% | 4.4% | N/A | N/A | N/A |
| TNReady English II (%) | 30.2% | 12.5% | N/A | N/A | N/A |
| TNReady English III (%) | 0% | 18.1% | N/A | N/A | N/A |
| TVAAS Literacy | 3 | 1 | N/A | N/A | N/A |
| TVAAS Numeracy | 1 | 1 | N/A | N/A | N/A |

Total SBB Allocation \$2,538,210

| | | | | | |
|------------------------------------|---|------------------------|------------------|-------------|-------------|
| 1. SBB Allocations | Dollars allocated to the school through the SBB formula and baseline policy | | | | \$2,538,210 |
| 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 |
| | | | Last Year (1920) | \$2,599,571 | |
| | Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation) | | This Year (2021) | \$2,538,210 | |
| How has funding changed under SBB? | | | Total Difference | \$(61,361) | |
| | Changes to enrollment impact the budget BEFORE SBB applies | | | | |
| | Estimated change to the budget due to Enrollment changes | Change from Enrollment | | \$12,933 | |
| | Estimated changes to the budget due to SBB transition | Change from SBB | | \$(74,294) | |

Detailed Breakdown

1. SBB Allocations \$2,538,210

| SBB Weights | Weight | Amount per Student | Enrollment | Total |
|--|--------|--------------------|------------|-------------|
| Base Weight | | | | |
| All Students | 1 | \$3,330 | 606 | \$2,017,980 |
| Grade Weights | | | | |
| Grade K | 0.30 | \$999 | 0 | \$- |
| Grade 1 | 0.30 | \$999 | 0 | \$- |
| Grade 2 | 0.30 | \$999 | 0 | \$- |
| Grade 3 | 0.20 | \$666 | 0 | \$- |
| Grade 4 | 0.20 | \$666 | 0 | \$- |
| Grade 5 | 0.20 | \$666 | 0 | \$- |
| Poverty Weight | | | | |
| Poverty (Direct Certified) | 0.10 | \$353 | 337 | \$118,961 |
| ELL Weight | | | | |
| ELL Weight | 0.03 | \$88 | - | \$0 |
| Mobility Weights | | | | |
| Mobility | 0.29 | \$966 | 201 | \$194,106 |
| Academic Performance Weights | | | | |
| Incoming Low Proficiency | 0.10 | \$333 | 581 | \$193,473 |
| Incoming High Proficiency | 0.10 | \$333 | 0 | \$- |
| Increments for Locked Students | | | | |
| SWD Self-Contained | 0.24 | \$825 | 17 | \$14,025 |
| Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. | | | | |
| SBB Allocations Total \$2,538,210 | | | | |

2. SBB Transition Supplements \$0

Staffing Supplement

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

| Dollar per Pupil Next Year (2020-2021) | Dollar per Pupil This Year (2019-2020) | Difference in Dollar per Pupil |
|--|--|--------------------------------|
| \$4,188 | 4,311.06 | \$(123) |
| | % Change in Dollar per Pupil | Transition Policy Dollars |
| | -0.02843784 | \$0 |
| SBB Total Supplements TOTAL \$0 | | |



IV. DEBT RETIREMENT SCHEDULE

Outstanding Debt

Shelby County Schools does not have legal authority to issue general obligation debt and relies upon Shelby County Government for financing its capital needs.

Shelby County Schools does not have any long-term debt obligations.



V. PROPERTY CLASSIFICATIONS AND ASSESSED PROPERTY VALUE

i. Assessed Value and Estimated Actual Value of Taxable Property

Shelby County, Tennessee

| Fiscal Year | Tax Year | Residential Property (b) | Commercial Property (b) | Personal Property (b) | Public Utilities (a) |
|-------------|----------|--------------------------|-------------------------|-----------------------|----------------------|
| 2010 (d) | 2009 | 10,954,449,590 | 6,285,548,950 | 1,468,617,700 | 948,762,385 |
| 2011 | 2010 | 10,794,438,245 | 6,116,755,995 | 1,388,887,495 | 1,012,006,455 |
| 2012 | 2011 | 10,721,303,794 | 5,828,574,575 | 1,380,179,795 | 1,069,425,931 |
| 2013 | 2012 | 10,649,905,970 | 5,660,543,555 | 1,438,945,120 | 1,098,465,902 |
| 2014 (d) | 2013 | 9,588,110,655 | 5,919,308,700 | 1,533,153,805 | 1,125,314,171 |
| 2015 | 2014 | 9,553,959,920 | 5,650,054,415 | 1,473,774,000 | 1,289,100,925 |
| 2016 | 2015 | 9,595,800,610 | 5,701,519,115 | 1,426,582,015 | 1,215,978,130 |
| 2017 | 2016 | 9,658,521,795 | 5,751,939,895 | 1,461,401,325 | 1,230,992,434 |
| 2018 | 2017 | 10,678,297,610 | 6,763,926,870 | 1,521,169,795 | 1,284,144,752 |
| 2019 | 2018 | 10,746,690,380 | 6,775,006,250 | 1,569,997,235 | 1,279,368,476 |

(a) Public Utilities information is based on information received from the State of Tennessee Comptroller of the Treasury assessments.

(b) Assessed value is the most current tax year value prepared by the County Assessor of Property as of April 20 prior to the beginning of each fiscal year.

(c) The State of Tennessee tax statutes classify property as follows for computing assessed valuations:

| | |
|---|---------------------|
| Real Estate-Residential and Farms | 25% of actual value |
| Real Estate-Commercial and Industrial | 40% of actual value |
| Personal Property-Commercial and Industrial | 30% of actual value |
| Public Utilities | 55% of actual value |

(d) The effect of property reappraisals are reflected in FY 2006, 2010, 2014, and 2018 amounts.



**Revenue Capacity Information
Assessed and Estimated Value of Taxable Property
Last Ten Fiscal Years**

| Total Taxable Assessed Value | Total Direct Tax Rate | Estimated Actual Taxable Value | Assessed Value as a Percentage of Actual Value (c) |
|------------------------------------|--------------------------------|---|--|
| 19,657,378,625 | 4.02 | 66,374,654,928 | 29.62% |
| 19,312,088,190 | 4.02 | 65,216,500,736 | 29.61% |
| 18,999,484,095 | 4.02 | 64,287,973,983 | 29.55% |
| 18,847,860,547 | 4.02 | 63,834,911,731 | 29.53% |
| 18,165,887,331 | 4.38 | 60,586,935,365 | 29.98% |
| 17,966,889,260 | 4.37 | 59,884,233,964 | 30.00% |
| 17,939,879,870 | 4.37 | 59,897,289,027 | 29.95% |
| 18,102,855,449 | 4.37 | 60,418,966,162 | 29.96% |
| 20,247,539,027 | 4.11 | 67,338,526,740 | 30.07% |
| 20,371,062,341 | 4.05 | 67,794,202,302 | 30.05% |



Information Section

ii. Impact on Taxpayers

| | Fiscal Year | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| | 2015 | 2016 | 2017 | 2018 | 2019 |
| Market value of a home | \$ 150,000 | \$ 150,000 | \$ 150,000 | \$ 150,000 | \$ 150,000 |
| Appraised % of market value | 25% | 25% | 25% | 25% | 25% |
| Taxable value | \$ 37,500 | \$ 37,500 | \$ 37,500 | \$ 37,500 | \$ 37,500 |
| Property tax rate assessed | | | | | |
| City of Memphis | \$ 3.40 | \$ 3.40 | \$ 3.40 | \$ 3.19 | \$ 3.19 |
| Shelby County | 4.37 | 4.37 | 4.37 | 4.05 | 4.05 |
| Total Combined Tax Rate | <u>\$ 7.77</u> | <u>\$ 7.77</u> | <u>\$ 7.77</u> | <u>\$ 7.24</u> | <u>\$ 7.24</u> |
| Property tax due | \$2,913.75 | \$2,913.75 | \$ 2,913.75 | \$2,715.00 | \$2,715.00 |
| Property tax increase (decrease) from prior year | \$ (3.75) | \$ - | \$ - | \$ (198.75) | \$ - |

Property Tax on \$150,000 Home in Shelby County





Information Section

iii. Principal Property Tax Payers

Shelby County, Tennessee

Revenue Capacity Information
Principal Property Tax Payers - Current and Nine Years Ago
June 30, 2019

| Name of Taxpayer | Fiscal 2019 Assessments | | | Fiscal 2010 Assessments | | |
|--|--------------------------|------|---|--------------------------|------|---|
| | Taxable Assessed Value | Rank | Percentage of Total County Taxable Assessed Value | Taxable Assessed Value | Rank | Percentage of Total County Taxable Assessed Value |
| FedEx Express Corporation (and related divs) | \$ 765,612,812 | 1 | 3.76% | \$ 292,055,300 | 1 | 1.61% |
| AT&T Mobility LLC | 78,004,720 | 2 | 0.38% | | | |
| Lightman Michael A (and affiliated LPs) | 76,025,610 | 3 | 0.37% | | | |
| G&I VII Retail Carriage LLC (and related divs) | 71,885,120 | 4 | 0.35% | | | |
| Kroger Companies | 71,710,615 | 5 | 0.35% | | | |
| Exter Property Group | 65,229,640 | 6 | 0.32% | | | |
| AMISUB (SFH) Inc. | 65,138,115 | 7 | 0.32% | 143,247,400 | 4 | 0.79% |
| Galleria at Wolfchase, LLC | 64,520,470 | 8 | 0.32% | 155,656,600 | 2 | 0.86% |
| Boyle Investment Co. | 50,422,765 | 9 | 0.25% | | | |
| Baptist Memorial Hospital | 49,680,675 | 10 | 0.24% | 153,278,600 | 3 | |
| Cargill Inc. | | | | 101,103,700 | 5 | 0.56% |
| Smith & Nephew Inc. | | | | 93,120,000 | 6 | 0.51% |
| Carriage Avenue LLC | | | | 89,135,100 | 7 | 0.49% |
| Kellogg USA Inc. | | | | 75,379,400 | 8 | 0.42% |
| Shopping Center Associates (PSO) | | | | 65,146,900 | 9 | 0.36% |
| IPC Crescent Center LLC | | | | 60,441,100 | 10 | 0.33% |
| Total Assessed Valuation of Top Ten Taxpayers | 1,358,230,542 | | 6.67% | 1,228,564,100 | | 5.08% |
| Balance of Assessed Valuation | 19,012,831,799 | | 93.33% | 16,860,740,029 | | 94.92% |
| Total Assessed Valuation | <u>\$ 20,371,062,341</u> | | <u>100.00%</u> | <u>\$ 18,089,304,129</u> | | <u>100.00%</u> |

Source: Shelby County Assessor and Trustee Offices



VI. TAX RATE TRENDS

i. Property Tax Rates and Levies

Shelby County, Tennessee

Revenue Capacity Information
Property Tax Levies and Collections
Last Ten Fiscal Years

| Fiscal Year | Original Taxes | | Collected within the Fiscal Year of the Levy | | Collections | Total Collections to Date | | | |
|-------------|----------------|-----------------------------|--|-----------------------------|-------------|---------------------------|-------------|---------------|------------|
| | Amount | Percentage of Original Levy | Amount | Percentage of Original Levy | | Amount | Percentage | Adjusted Levy | Percentage |
| 2010 | (a) 2009 | 791,055,910 | 719,276,815 | 90.93% | 34,602,482 | 755,375,587 | 753,879,296 | 99.80% | 95.30% |
| 2011 | 2010 | 776,865,051 | 713,667,892 | 91.87% | 30,082,163 | 746,009,104 | 743,750,055 | 99.70% | 95.74% |
| 2012 | 2011 | 764,302,988 | 710,934,070 | 93.02% | 30,868,232 | 744,536,619 | 741,802,302 | 99.63% | 97.06% |
| 2013 | 2012 | 760,525,341 | 713,245,234 | 93.78% | 27,743,011 | 743,724,194 | 740,988,244 | 99.63% | 97.43% |
| 2014 | (a) 2013 | 798,327,814 | 741,958,610 | 92.94% | 25,003,137 | 770,157,952 | 766,961,747 | 99.58% | 96.07% |
| 2015 | 2014 | 783,507,158 | 750,097,124 | 95.74% | 20,881,852 | 774,912,437 | 770,978,976 | 99.49% | 98.40% |
| 2016 | 2015 | 784,554,974 | 754,081,040 | 96.12% | 19,870,625 | 778,589,869 | 773,951,665 | 99.40% | 98.65% |
| 2017 | 2016 | 791,094,783 | 761,608,732 | 96.27% | 19,721,851 | 787,301,062 | 781,330,583 | 99.24% | 98.77% |
| 2018 | 2017 | 832,173,142 | 797,712,672 | 95.86% | 15,264,591 | 823,036,890 | 813,441,752 | 98.83% | 97.75% |
| 2019 | 2018 | 825,220,824 | 797,867,575 | 96.69% | N/A | 821,656,618 | 797,867,575 | 97.10% | 96.69% |

(a) The effect of property reappraisals are reflected in FY 2010, 2014, and 2018 amounts.
Source: Shelby County Trustee Offices.



Information Section

ii. Tax Rate Trends

Shelby County, Tennessee

Revenue Capacity Information Property Tax Levies and Collections Last Ten Fiscal Years

| County Direct Rates | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|-------------------------------|------|------|------|------|------|------|------|------|------|------|
| General Funds | 1.23 | 1.33 | 1.36 | 1.36 | 1.45 | 1.45 | 1.45 | 1.45 | 1.43 | 1.49 |
| Education (a) | 1.98 | 1.90 | 1.91 | 1.91 | 2.14 | 2.14 | 2.14 | 2.14 | 1.99 | 1.94 |
| Debt Service | 0.81 | 0.79 | 0.75 | 0.75 | 0.79 | 0.78 | 0.78 | 0.78 | 0.69 | 0.62 |
| Total Direct Rate | 4.02 | 4.02 | 4.02 | 4.02 | 4.38 | 4.37 | 4.37 | 4.37 | 4.11 | 4.05 |
| Rural School Bonds (b) | 0.05 | 0.04 | 0.04 | 0.04 | 0.04 | 0.04 | 0.00 | 0.00 | 0.00 | 0.00 |
| City & Town Rates | | | | | | | | | | |
| Memphis (c) | 3.25 | 3.20 | 3.20 | 3.19 | 3.11 | 3.40 | 3.40 | 3.40 | 3.27 | 3.20 |
| Arlington | 1.00 | 1.00 | 1.00 | 1.00 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 |
| Bartlett | 1.54 | 1.49 | 1.49 | 1.49 | 1.49 | 1.62 | 1.62 | 1.62 | 1.83 | 1.83 |
| Collierville | 1.28 | 1.18 | 1.18 | 1.43 | 1.43 | 1.53 | 1.53 | 1.78 | 1.63 | 1.83 |
| Germantown | 1.54 | 1.43 | 1.43 | 1.49 | 1.49 | 1.93 | 1.93 | 1.93 | 1.97 | 1.95 |
| Lakeland (d) | 0.00 | 0.00 | 0.00 | 0.00 | 0.85 | 0.85 | 0.85 | 1.40 | 1.25 | 1.25 |
| Millington | 1.23 | 1.23 | 1.23 | 1.23 | 1.23 | 1.53 | 1.53 | 1.53 | 1.53 | 1.53 |

(a) Direct rates apply to all property within Shelby County.

(b) The portion of property taxes designated for education is allocated among the Shelby County Board of Education and the municipal school districts based on average daily attendance.

(c) Beginning in 2003 an additional tax rate was established to fund Rural School Bonds and was applied only to taxpayers living outside of the Memphis (about 30% of the county population). That rate was discontinued effective July 1, 2014.

(d) Overlapping rates those that apply only to property owners within the named municipality. These rates are in addition to the Direct rate for those areas.

(e) Approximately 70% (or over two-thirds) of the County's population resides in the City of Memphis.

(f) Prior to FY 2014 the City of Lakeland did not have a property tax.



VII. STATISTICAL AND OTHER INFORMATION

i. Income Per Capita

| Fiscal Year | Population | Personal Income | Per Capita Income | Unemployment Rate |
|-------------|------------|-----------------|-------------------|-------------------|
| 2009 | 920,685 | \$ 36,928,724 | \$ 40,110 | 6.7% |
| 2010 | 922,541 | \$ 35,471,764 | \$ 38,450 | 10.5% |
| 2011 | 928,652 | \$ 36,711,896 | \$ 39,532 | 9.8% |
| 2012 | 933,011 | \$ 38,439,044 | \$ 41,199 | 9.2% |
| 2013 | 938,965 | \$ 40,257,876 | \$ 42,875 | 8.2% |
| 2014 | 938,091 | \$ 39,873,746 | \$ 42,505 | 7.8% |
| 2015 | 937,162 | \$ 40,897,269 | \$ 43,639 | 6.5% |
| 2016 | 936,131 | \$ 42,104,984 | 44,978 | 5.8% |
| 2017 | 934,603 | \$ 43,210,184 | 46,234 | 4.8% |
| 2018 | - | N/A | N/A | 3.7% |

Sources:

Population and personal income data provided by the U.S. Bureau of the Census through Bureau of Economic Analysis (BEA).
 Unemployment rates provided by Tennessee Department of Labor and Workforce Development.

Note:

Population data are midyear estimates. Personal income amounts are totals for each calendar year. Per capita personal income amounts are computed on the basis of the mid-year population estimates given at left. Unemployment rates are calendar year average rates for the civilian workforce. BEA released the population and personal income data shown here in November 2017.

ii. Principal Employers

Shelby County, Tennessee

**Demographic and Economic Information
 Principal Employers
 Current Year and Nine Years Ago**

| Employer | 2019 | | | 2010 | | |
|------------------------------------|-----------|------|--------------------------------|-----------|------|--------------------------------|
| | Employees | Rank | Percentage of Total Employment | Employees | Rank | Percentage of Total Employment |
| FedEx Corp | 30,000 | 1 | 4.73% | 31,000 | 1 | 5.61% |
| Shelby County Schools (a) | 15,500 | 2 | 2.44% | 5,200 | 10 | 0.94% |
| Tennessee State Government | 15,400 | 3 | 2.43% | 9,000 | 4 | 1.63% |
| United States Government | 13,400 | 4 | 2.11% | 15,500 | 3 | 2.80% |
| Methodist Le Bonheur Healthcare | 13,183 | 5 | 2.08% | 8,025 | 5 | 1.45% |
| City of Memphis | 8,200 | 6 | 1.29% | 7,231 | 6 | 1.31% |
| Baptist Memorial Health Care Corp. | 7,313 | 7 | 1.15% | 6,845 | 7 | |
| Naval Support Activity Mid-South | 6,500 | 8 | 1.02% | | | 0.00% |
| Wal-Mart Stores Inc. | 6,280 | 9 | 0.99% | 6,000 | 9 | 1.09% |
| The Kroger Company | 6,198 | 10 | 0.98% | | | |
| Memphis City Schools (a) | | | | 15,991 | 2 | 2.89% |
| Shelby County Government | | | | 6,336 | 8 | 1.15% |
| Total | 121,974 | | 19.21% | 111,128 | | 20.11% |

(a) In 2013 Shelby County Schools and Memphis City Schools merged into a single school district that is now Shelby County Schools.

Sources:

Largest employer data for 2009 and 2018 comes from Memphis Business Journal Book of Lists for each year. The largest employer numbers are for the Memphis area as defined by the Memphis Business Journal and are as of the survey period January and February of the year reported. Total employment from the TN Department of Labor & Workforce Development-Employment Security Division are for the Memphis Metropolitan Statistical Area. Total employment for 2018, from the TN Department of Labor & Workforce Development-Employment Security Division, is used as a surrogate for the 2019 figure, which is not expected to be available until 2020.*

| | | |
|-------------------|------|---------|
| Total Employment: | 2018 | 634,900 |
| | 2010 | 552,720 |



Information Section

iii. School Lunch Program

| SHELBY COUNTY SCHOOLS | | | | |
|--|-------------|-------------|-------------|-------------|
| | <u>2019</u> | <u>2018</u> | <u>2017</u> | <u>2016</u> |
| Charge per lunch to students | | | | |
| Paid Elementary | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Paid Secondary | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Paid High School | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Reduced | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Charge per lunch to adults | \$3.75 | \$3.75 | \$2.00 | \$2.00 |
| Number of days served | 180 | 175 | 179 | 179 |
| Number of free lunches served | 14,435,594 | 13,979,805 | 14,504,635 | 15,067,418 |
| Percent of total lunches served | 100.00% | 100.00% | 100.00% | 100.00% |
| Average number of free lunches served daily | 80,198 | 79,885 | 81,031 | 84,176 |
| Number of paid lunches served at reduced price | 0 | 0 | 0 | 0 |
| Percent of total lunches served | 0.00% | 0.00% | 0.00% | 0.00% |
| Number of paid lunches served at regular price | 0 | 0 | 0 | 0 |
| Percent of total lunches served | 0.00% | 0.00% | 0.00% | 0.00% |
| Average number of paid lunches served daily: | | | | |
| At reduced price | 0 | 0 | 0 | 0 |
| At regular price | 0 | 0 | 0 | 0 |
| Total number of lunches served | 14,435,594 | 13,979,805 | 14,504,635 | 15,067,418 |
| Average number of lunches served daily | 80,198 | 79,885 | 81,030 | 84,176 |
| Weighted FTE Average Daily Attendance | | | | 139,755 |

Source: Tennessee Department of Education School Nutrition Program Year-to-Date Meal Counts/Participation

Note: In FY2015, the Shelby County Board of Education implemented the Community Eligibility Provision (CEP) for all schools served by its Division of Nutrition Services. Under Section 104a of the Healthy, Hunger-Free Kids Act, CEP permits the District to serve every student a breakfast and a lunch every day at no charge, regardless of economic status. Because of the percentage of students served who can be directly certified as free without a meal application, USDA reimburses the district for every eligible breakfast and lunch served at 100% of the free meal rate.

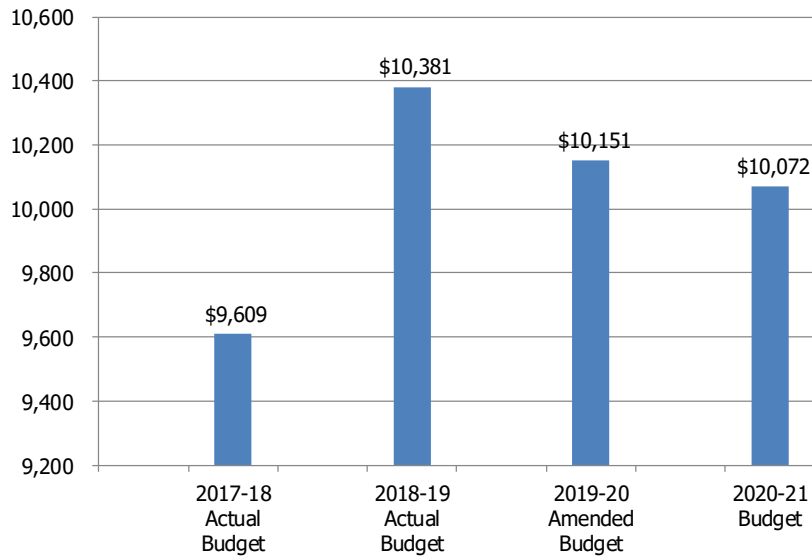


Information Section

iv. General Fund Expenditure Per Pupil

| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-------|-----------------------|----------------------|----------------------|-----------------------|------------------|
| | | Actual Budget | Actual Budget | Amended Budget | Budget |
| (A) | Expenditure | \$ 997,243,039 | \$ 1,067,712,167 | \$ 1,063,549,476 | \$ 1,052,093,414 |
| (B) | 40 Day Enrollment | 103,787 | 102,853 | 104,770 | 104,460 |
| (A/B) | Expenditure per Pupil | \$ 9,609 | \$ 10,381 | \$ 10,151 | \$ 10,072 |

Expenditure Per Pupil





VIII. DISTRICT PERFORMANCE OBJECTIVES

Key Findings

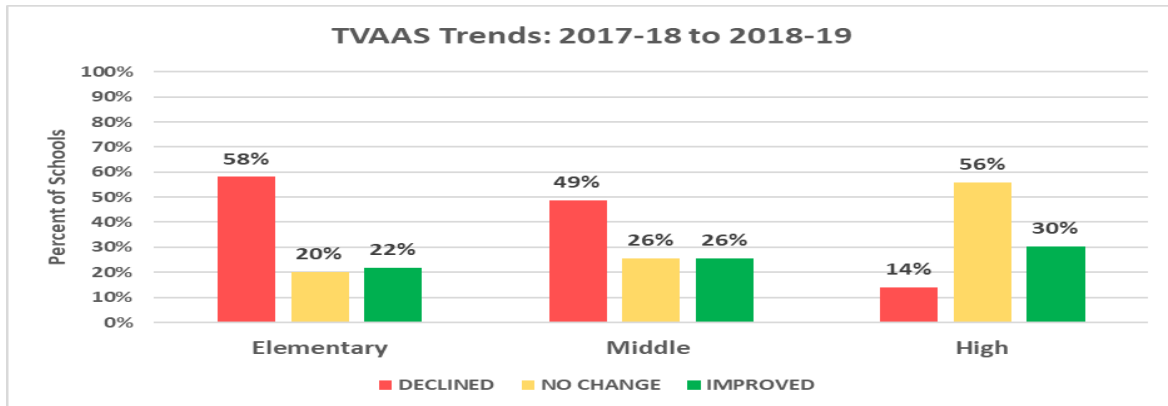
The key performance indicators for October report TVAAS growth rates, TNReady and End of Course (EOC) achievement gaps by subgroup, and graduation rate. Achievement gaps in Math and English/Language Arts (ELA) are examined between Black/Hispanic/Native American & Non-Black/Hispanic/Native American (BHNA & Non-BHNA) and economically disadvantaged & non economically disadvantaged (ED & Non-ED) subgroups. These performance indicators align with priorities 1 and 2 of Destination 2025: Strengthen Early Literacy and Improve Post-Secondary Readiness. The following are the key findings:

- In 2019, SCS earned a composite TVAAS score of 1.
- Overall, 47% of elementary schools, 45% of middle schools, and 48% of high schools earned a Level 3 or above composite TVAAS score.
- SCS earned a Level 3 or above TVAAS score across 14 subjects and grade levels. Notably, Algebra I, Algebra II, and Geometry are included for the first time in three years.
- TNReady On Track/Mastered (OTM) rates improved from 23% to 28% and from 12% to 14% in grades 3-8 and high school math, respectively.
- In ELA subjects, high school OTM rates improved from 16% to 20%, and in grades 3-8, dropped subtly from 22% to 21%.
- Gaps in achievement exist across race/ethnicity and ED for all ELA and math subjects and grade levels. OTM rates for BHNA and ED students remain lower than their Non-BHNA, and Non-ED peers.
- The cohort graduation rate increased slightly from 79.2% to 79.3%. Annual change in graduation rate by subgroups reveal that white students showed the greatest improvement from 2018 to 2019 (+4.8 points). Graduation rates by subgroup are as follows: Black, 80.3%; White, 78.6%; Hispanic, 71.2%; and ED, 76.3%.

TVAAS Growth Rates

The TVAAS assessment system measures year-to-year student growth and scores range from 1 (no growth) to 5 (highest level of growth). The District received a composite TVAAS score of 1 in literacy, numeracy, social studies, and overall. This score indicates a decrease from 2018 in both literacy and the overall composite score. However, TVAAS trends by school type indicate that 22% of elementary schools, 26% of middle schools, and 30% of high schools showed improvements in TVAAS from 2017/18 to 2018/19. Figure 1 provides additional trends in growth by school type.

Figure 1: TVAAS Trends by School Type: 2017/18 to 2018/19

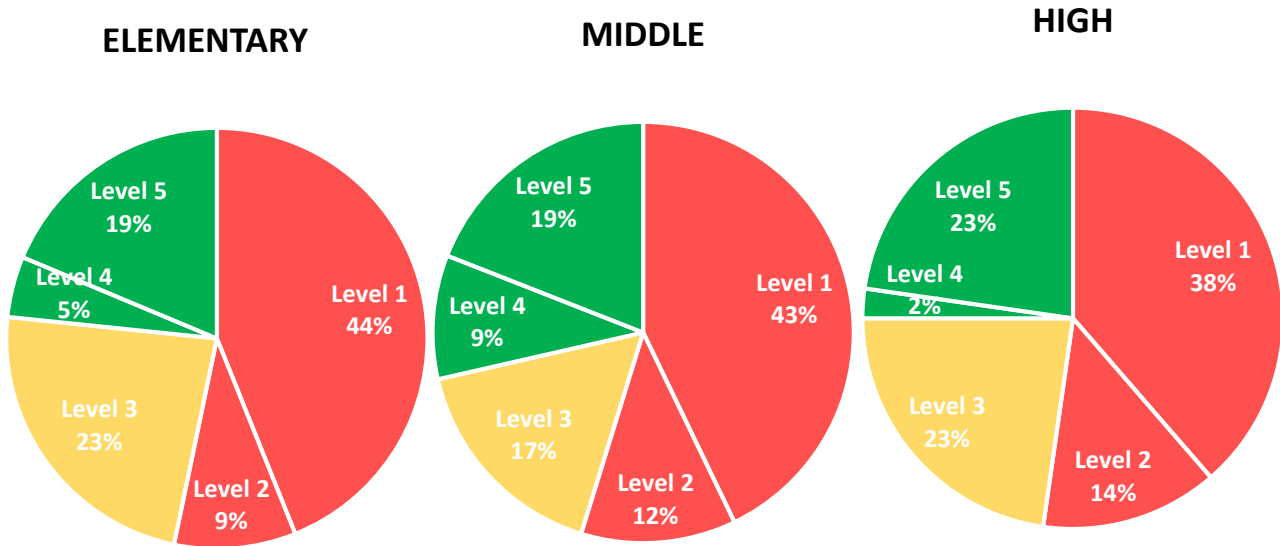




Information Section

Figure 2 provides the percentage of schools that earned each TVAAS level by school type. Forty-seven percent of elementary schools, 45% of middle schools, and 48% of high schools received scores representing student growth at or above the expected amount (designated by a Level 3 or above).

Figure 2: TVAAS Composites by School Type



SCS showed additional improvements in TVAAS scores earned by subject. Notably, the District received a Level 3 or above for Algebra I, Algebra II, and geometry for the first time in three years. The District's English I students continue to show growth and earned a Level 3 or above for the third consecutive year. Students in each subject in the grade levels below showed notable growth and earned a Level 3 or above TVAAS score.

Table 1: 2018/19 TVAAS Level 3 and Above by Subject and Grade

TNREADY

| Subject | Grade | TVAAS Level |
|----------------|-------|-------------|
| ELA | 5 | Level 4 |
| ELA | 6 | Level 3 |
| Math | 3 | Level 5 |
| Math | 5 | Level 3 |
| Math | 7 | Level 5 |
| Social Studies | 6 | Level 4 |
| Social Studies | 7 | Level 5 |



EOC

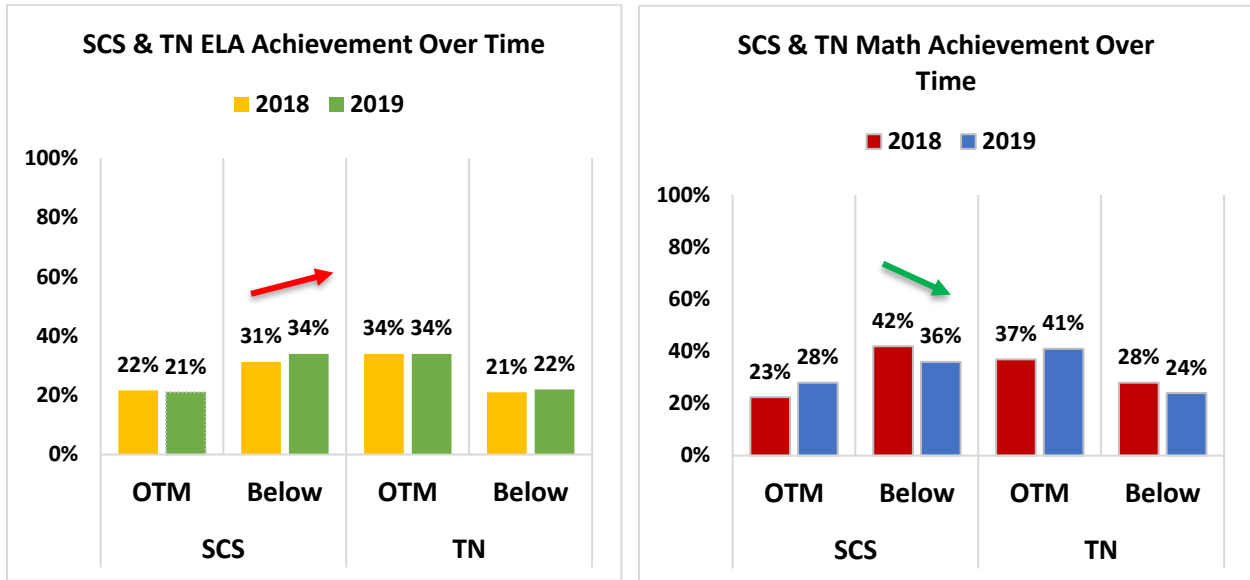
| Subject | Grade | TVAAS Level |
|------------------------|-------|-------------|
| Algebra I | 9-12 | Level 5 |
| Algebra II | 9-12 | Level 3 |
| English I | 9-12 | Level 3 |
| Geometry | 9-12 | Level 3 |
| Integrated Math I & II | 9-12 | Level 3 |
| Integrated Math III | 9-12 | Level 5 |

Trends in TNReady Achievement

Achievement rates are determined by the percentage of students achieving on-track or mastered scores (OTM) on the TNReady assessments. Figures 3 and 4 show the OTM and below proficiency rates for SCS and the state. In grades 3-8 ELA, both SCS and TN rates changed very little from 2017/18 to 2018/19. In grades 3-8 math, both SCS and TN showed improvements in their OTM and below rates from 2017/18 to 2019/19. SCS math OTM rates increased by five percentage points, and the below rate decreased by six percentage points.

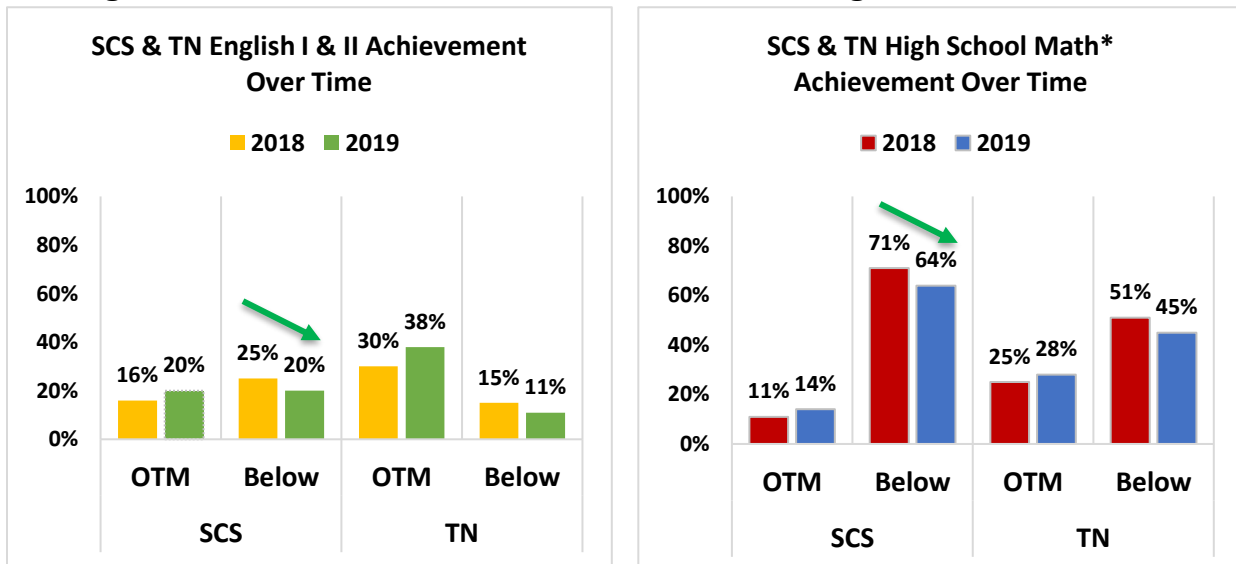


Figure 3: District and State Achievement Over Time in Grades 3-8 ELA and Math



Additionally, SCS high school students demonstrated improvements in ELA and math. Figure 4 shows SCS and TN OTM and below rates for English I and English II combined and for the following math subjects combined: Algebra I, Algebra II, Geometry, and Integrated Math I-III*. In ELA subjects, the SCS OTM rate increased by 4 percentage points, and the below rate dropped by 5 percentage points. In math subjects, the SCS OTM rate improved by 3 percentage points, and the below rate dropped by 7 percentage points. Overall, the District’s trends mirror those of the state, with improvements in both OTM and below rates.

Figure 4: District and State Achievement Over Time in High School ELA and Math



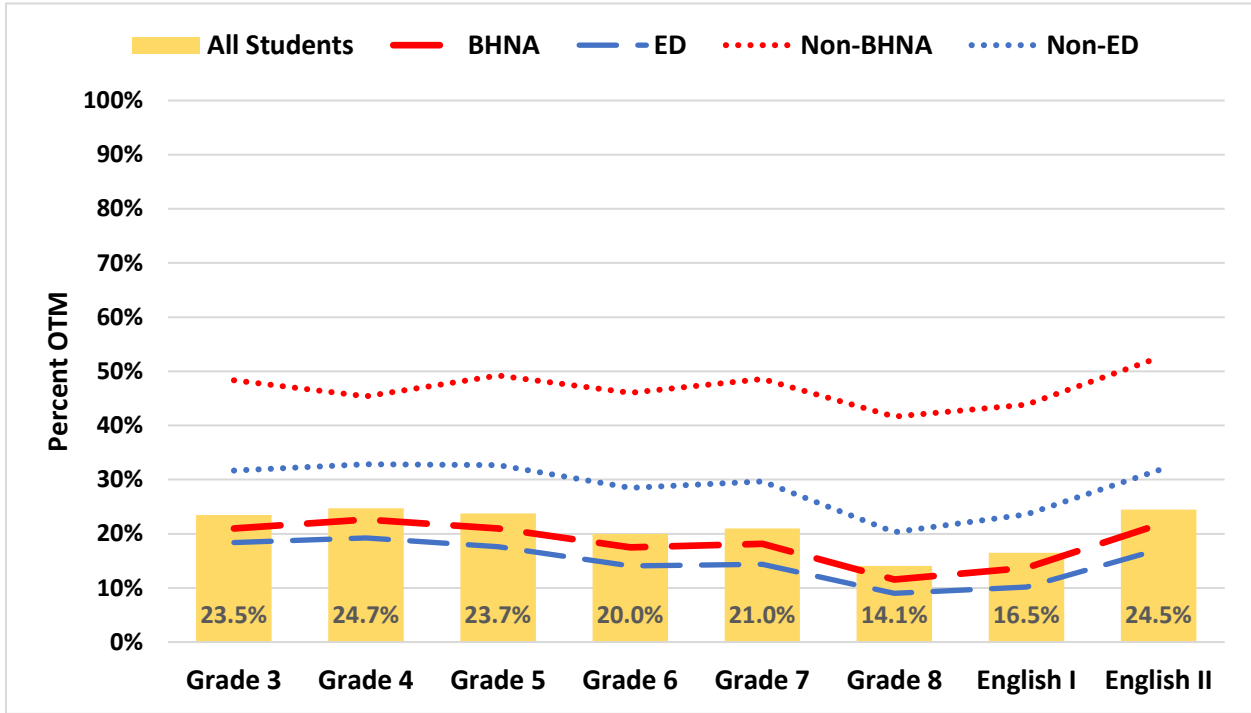
TNReady Achievement by Subgroup

Gaps in achievement exist across race/ethnicity and socioeconomic factors at both the District and state levels. In the following figures, the subgroups include BHNA & Non-BHNA and ED & Non-ED students. As shown in Figure 6, approximately 22% of all students are OTM in ELA subjects across grade levels. Grade 8 and English I earned the lowest OTM rates of 14.1% and 16.5%, respectively. Including subgroup results reveals that OTM rates for Non-BHNA students exceed those of their



peers, but OTM rates of BHNA and ED students were lower than those of their peers. Figure 6 also reveals that OTM rates vary little across grade level within each group. The widest achievement gap (-35.5 points) by grade was between Non-BHNA and ED English II students.

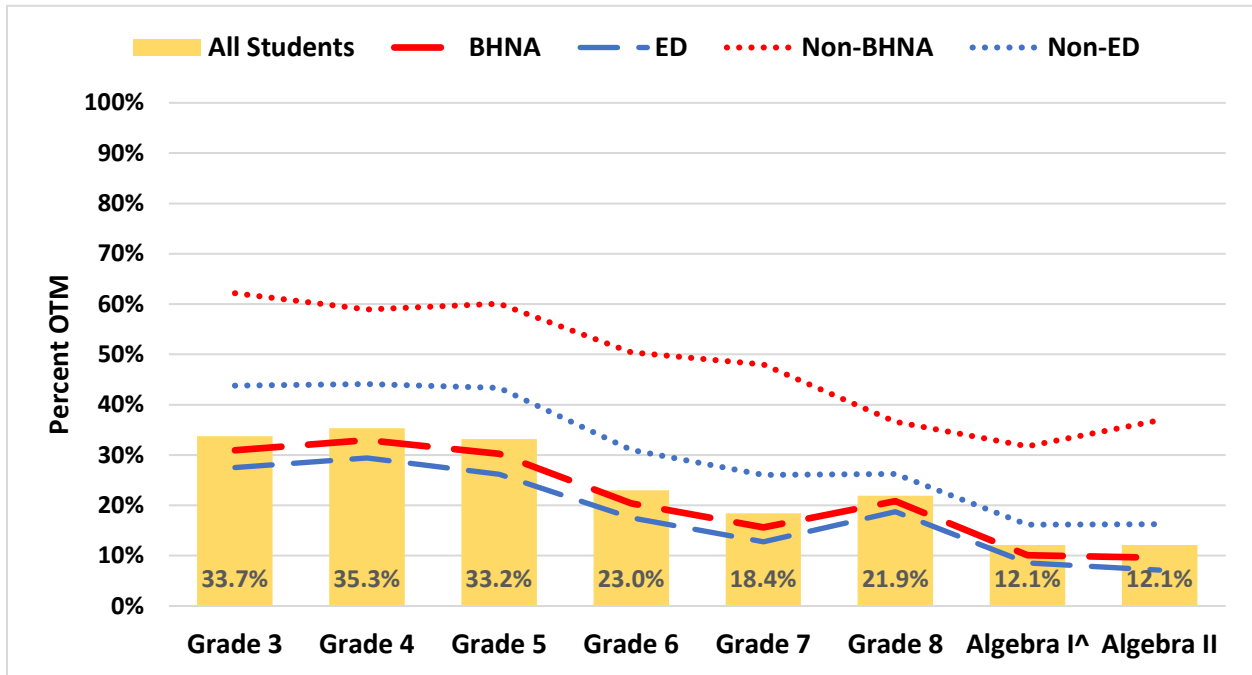
Figure 6: ELA TNReady OTM Rates by Grade and Subgroup



In math subjects, OTM rates vary more by grade for all students, with 4th graders achieving the highest OTM rate (35.3%) and Algebra I and II students receiving the lowest OTM rates (12.1%). 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 OTM rates. The widest achievement gap (-35.2 points) by grade was present between Non-BHNA and ED students in 7th grade.



Figure 7: Math TNReady OTM Rates by Grade and Subgroup



It is necessary to point out that 7th and 8th grades (528 students) who took Algebra I are included in calculations for the Algebra I OTM rate. When 9-12 grade Algebra I students are isolated, the OTM rate decreases from 12.1% to 8.0%. Because the majority of Algebra I students (84%) are in 9th grade, and only 8.7% of 9th graders were OTM, emphasis should be placed on increasing interventions and improving the outcomes of our 9th grade Algebra I students.

Examination of High Schools – Race/Ethnicity and ED Subset

To examine achievement gaps across race/ethnicity further, OTM rates for the high schools with the highest concentration of Non-BHNA (specifically, White) students were isolated. This subset of schools¹ accounts for 36% of the District’s total enrollment, yet 86% of the District’s White student enrollment. The OTM rates for this subset are compared with the District’s overall OTM rates, as the majority of the District’s enrollment are BHNA students (91%). Additionally, 73% of the District’s high school students are identified as economically disadvantaged, yet this high school subset accounts for 23% of the District’s economically disadvantaged students. OTM rates for the subset are presented in Figure 8, and OTM rates for high schools NOT in the subset are presented in Figure 9. Although gaps in achievement are present in both figures, the gaps are substantially smaller with the subset of high schools is removed. In general, OTM rates by subgroup and subject were higher in the high school subset; however general trends in achievement remained with ED and BHNA students fairing worse than their peers. This exploration of race/ethnicity and ED status reveals that achievement gaps in TNReady EOC subjects are reflected both within and between SCS schools.



Figure 8: OTM Rates by Subject and Subgroup for High School Subset

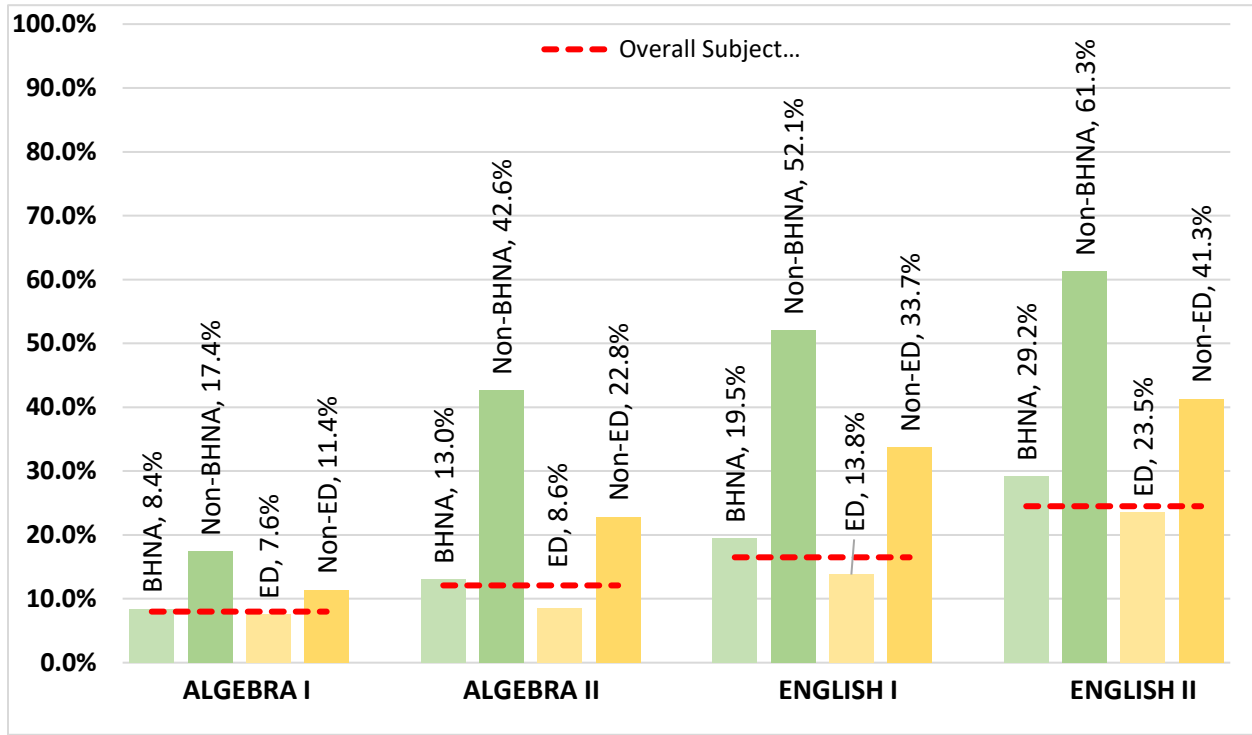
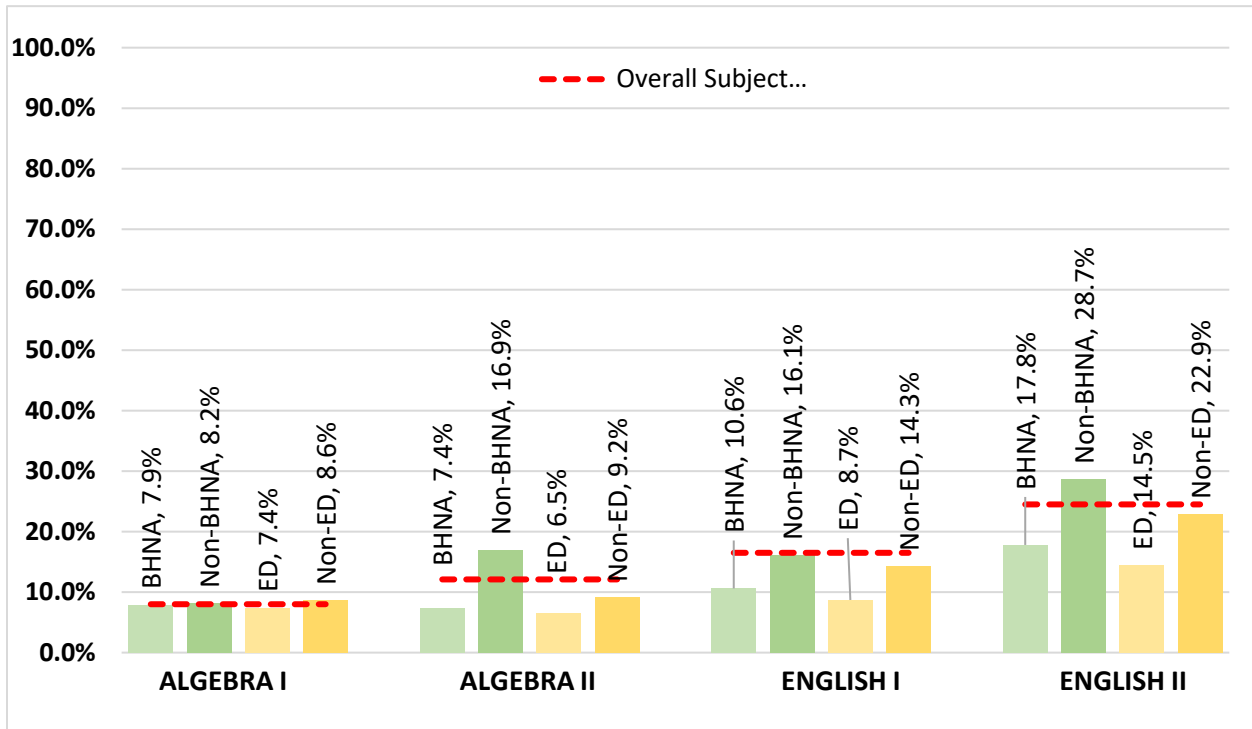


Figure 9: OTM Rates by Subject and Subgroup for High Schools NOT in Subset





¹Bolton, Central, Cordova, Crosstown, Germantown, Kingsbury, Overton and White Station High Schools.

TNReady Achievement – Gender and Race

As a part of the District-wide strategic plan to develop more effective support for African American male students, TNReady achievement results for Black, Hispanic, and White female and male students are presented below. In Figure 10, we see that OTM rates in grades 3-8 ELA and Math were lowest for Black males. This trend persists in high school, as shown in Figure 11. In English I and II, the lowest OTM rates were for Black males (14%), Black females (20%), and Hispanic males (21%). In high school math subjects, the lowest OTM rates were for Black males (9%), Black females (12%), and Hispanic students (16%).

Figure 10: TNReady Grades 3-8 Achievement by Gender and Race

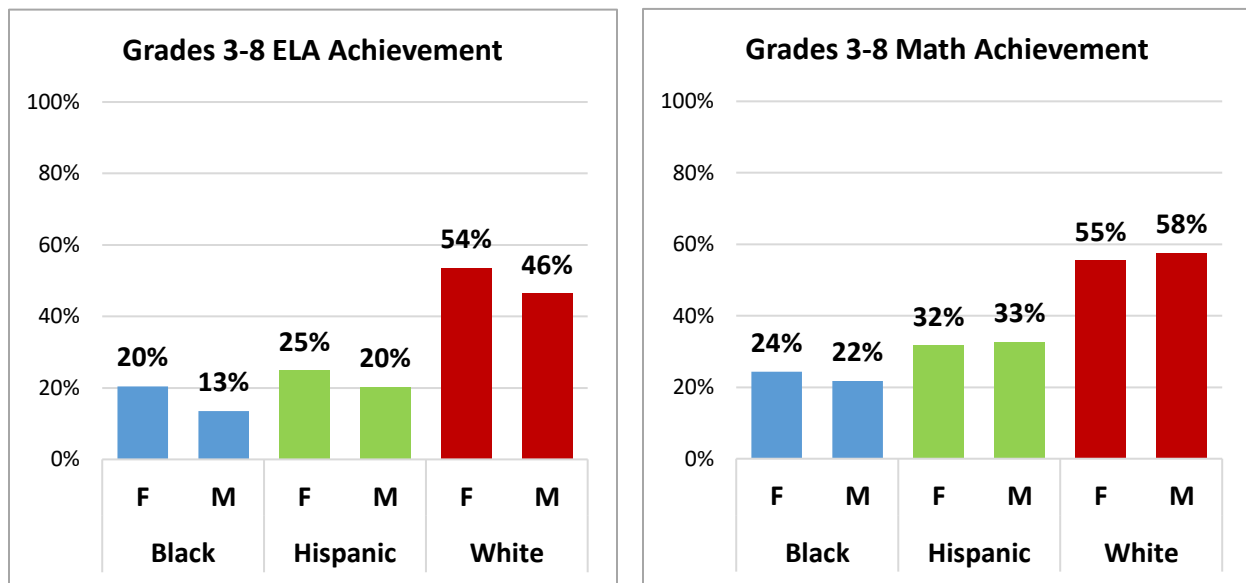
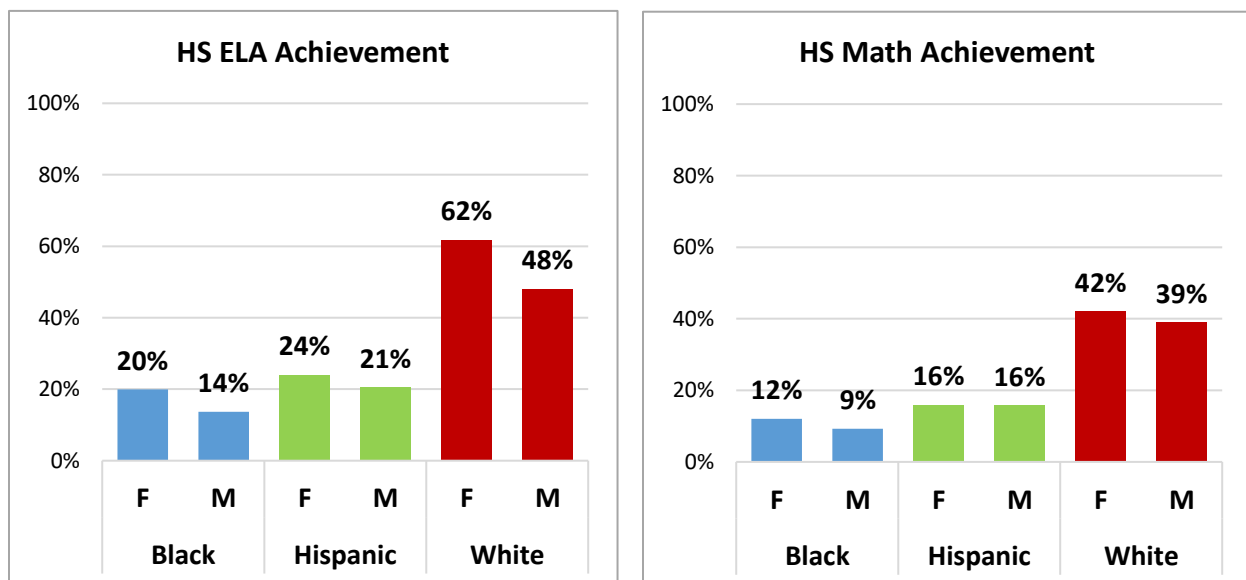


Figure 11: TNReady EOC Achievement by Gender and Race





Trends in Cohort Graduation Rate

The cohort graduation rate measures the proportion of students who attain a regular high school diploma within four years (plus the last summer if needed) of starting ninth grade. The District’s graduation rate remains at 79% for the 2018/19 school year.

Figure 12: Trends in Graduation Rate – D2025 Target vs. Actual

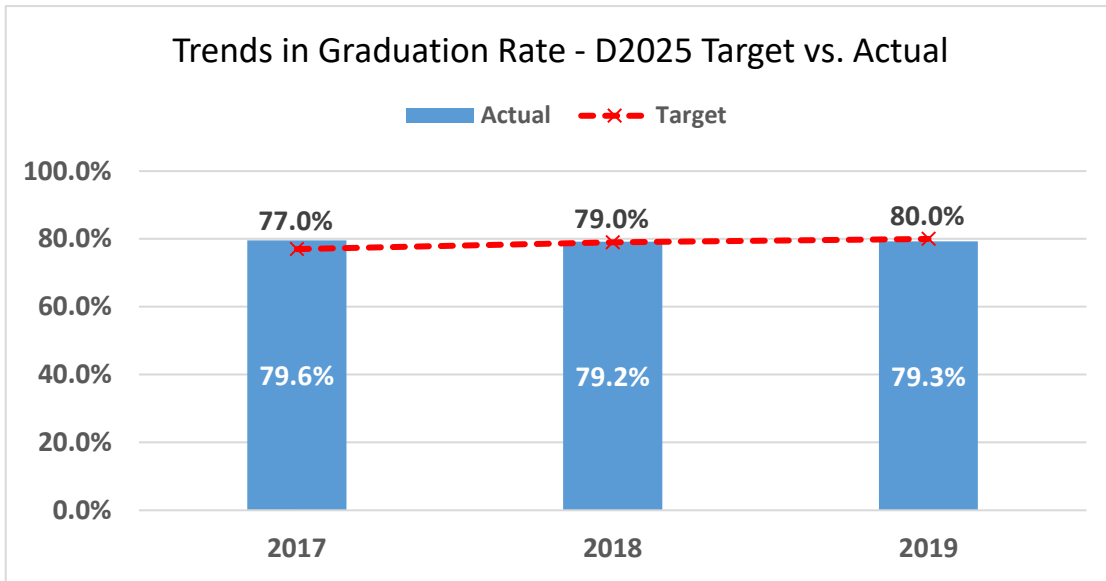


Figure 13 shows the annual change in graduation rate by subgroup. From 2018 to 2019, white students showed the greatest improvement in graduation rate after demonstrating the greatest drop in graduation rate from 2017 to 2018. Although the change in graduation rate for Black students did indicated a minor drop from 2018 to 2019, the overall the graduation rate made a modest increase from 2018 to 2019. Graduation rates by subgroup are as follows: Black, 80.3%; White, 78.6%; Hispanic, 71.2%; and ED, 76.3%.

Figure 13: Annual Change in Graduation Rate by Race/Ethnicity Subgroup

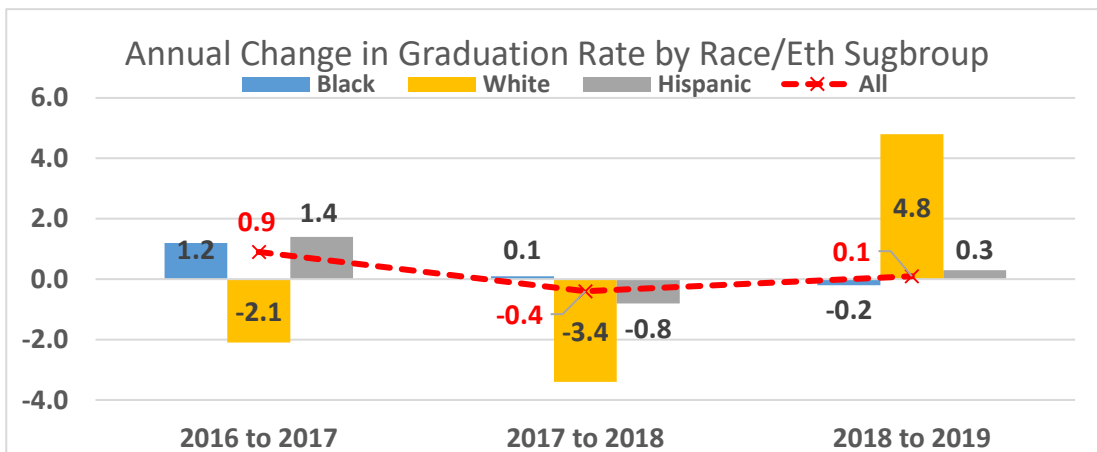
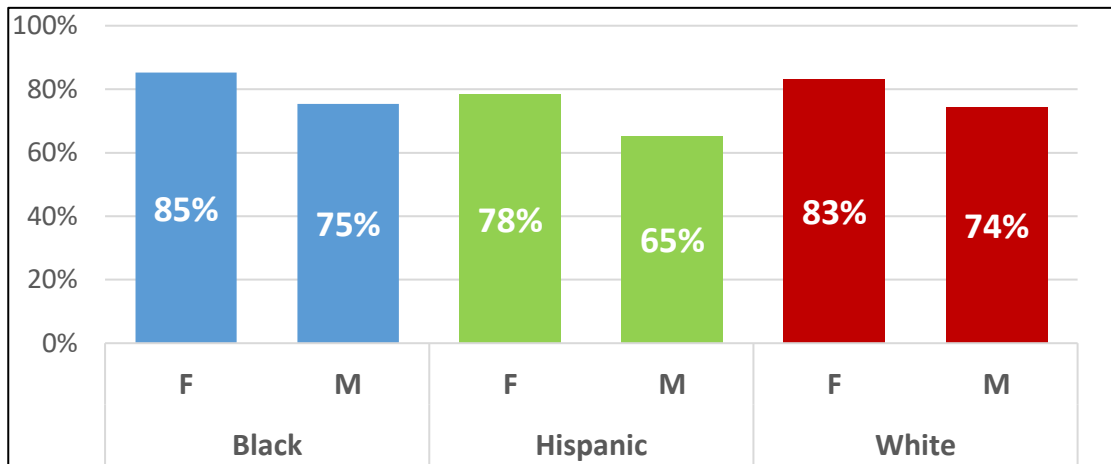




Figure 14 presents graduation rates by gender and race and reveals that black (85%) and white (83%) females exceeded the target graduation rate of 80% for 2019. The graduation rates for Hispanic females, and black and white males were all within 6 points of the target; however, the graduation rate for Hispanic males was the lowest at 65%.

Figure 14: 2018-19 Graduation Rates by Gender and Race



District Strategies to Increase Achievement

- Provide ACT workshops to support high school students master more rigorous content
- Deploy high school literacy coaches to students needing ELA support
- Adopt TNReady-aligned high school ELA curriculum for 2020-21 and math curriculum for 2021-22 to support instruction
- Utilize curriculum implementation data from the District IPG (Instructional Practice Guides) Walkthroughs conducted by C & I and PD at select schools in 2019-20
- Improve monitoring and support for ATSI schools with large achievement gaps between student groups
- Improve access to advanced coursework and early postsecondary opportunities for African American male students

IX. SURVEYS

i. Students’ Teacher Ratings

Each year, SCS students complete a student perception survey (Panorama) to assess their classroom experiences and teachers’ instructional practices. For each teacher, the Panorama survey provides overall ratings as well as scores for each of the five Panorama domains on a scale of 1 – 5. Both Fall and Spring scores are used to calculate the teacher’s overall average. Below are the mean scores for School Year 2019-2020:



Information Section

| Panorama Domain | Average Score (District wide) | Description |
|---|-------------------------------|--|
| Overall Mean | 4.17 | Composite rating of all five Student Perception Survey domain (scored on a 5-point scale) |
| Classroom Engagement | 3.84 | How attentive and invested students are in class? |
| Classroom Learning Strategies | 4.07 | How well students deliberately use strategies to manage their own learning processes in class? |
| Classroom Rigorous Expectation | 4.34 | How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence and performance in class? |
| Classroom Teacher Student Relationships | 4.27 | How strong the social connection is between teachers and students within and beyond the classroom? |
| Pedagogical Effectiveness | 4.42 | Perceptions of the quality of teaching and amount of learning students experience from a particular teacher. |



ii. Climate Survey

SHELBY COUNTY SCHOOLS 2018-19 SCHOOL CLIMATE SURVEY FOR PARENTS

Key Findings

- The percentage of stakeholders who agree that the District is on track to improve student achievement stayed approximately the same with 80% in 2018 and 82% in 2019. The percentage of stakeholders who completely agree rose from 27% in 2018 to 38% in 2019.
- The percentage of stakeholders who agree that the schools are on track to improve student achievement stayed approximately the same with 83% in 2018 to 82% in 2019. The percentage of stakeholders who completely agree rose from 34% in 2018 to 39% in 2019.
- A higher percentage of parents completely agree that their children's schools are on track (56%) than in 2018 (44%) and versus SCS schools in general (39%).
- Across all stakeholders, 27% report that SCS is of higher quality, 38% report that SCS is of similar quality, and 35% report that SCS is of lower quality than neighboring school districts. The percentage of respondents reporting that SCS is of higher or similar quality (65%) remained constant, but the higher quality rating slightly increased (27% vs 25% in 2018) and the similar quality rating slightly decreased (38% vs 40% in 2018) since last year. By group, community members perceive the quality of SCS as lower than SCS parents and employees.
- The majority (75%) of SCS parents report that they will re-enroll their school-age children next year, which is a decline from 80% in 2018.
- Priority schools have a range of one to ten thirteen community/business partnerships, with most schools having one to four partnerships.
- Over half (58%) of all of the respondents reported that they were aware of the SCSis901 campaign. Among aware respondents, 8 in 10 people (80%) believe that the campaign can help improve the perception of SCS.

Overview

The three key performance indicators (KPIs) addressed in this report are aligned to Priority 5 of Destination 2025: mobilize family and community partners. This month's KPIs are:

- Priority 5, KPI 1: community survey data; stakeholder confidence and perceptions
- Priority 5, KPI 2: parent survey data; parents' intent to re-enroll students
- Priority 5, KPI 3: community/business partnerships with Priority schools

In May through June of 2019, SCS administered English and Spanish versions of the 2019 Community Confidence Survey.¹ English and Spanish versions were available for SCS parents, SCS employees, and community members. This report combines the results of the shared questions in the both versions. To include all of the 2019 respondents and align respondent grouping over the past two years, we report the results for three groups: SCS parents, SCS employees (school and district staff), and Community members.²

¹ In 2018, the Spanish version of the survey was administered only to parents, but in 2017 and 2019, SCS also fielded surveys in Spanish for SCS employees and community members. In 2019, the majority (97%) of the respondents who took the Spanish survey were also parents.

² In 2019, respondents who did NOT identify as SCS parents were asked what role best describes their relationship to SCS and provided the following answer options: SCS school-based employee, SCS central office employee, Community partner, Student, Community member, and Other (please specify). This is in contrast to the options in 2018, which included SCS employee (Teacher, School administrator, School-based employee, District employee) and Community member. To align the categories for the two years, we report the responses for three groups: SCS parents, SCS employees (school and district staff), and Community members (including the respondents who selected Community member, partner, student, and Other).



The total number of respondents was 3,947, with 2,537 SCS parents, 1,213 SCS employees, and 197 community members.

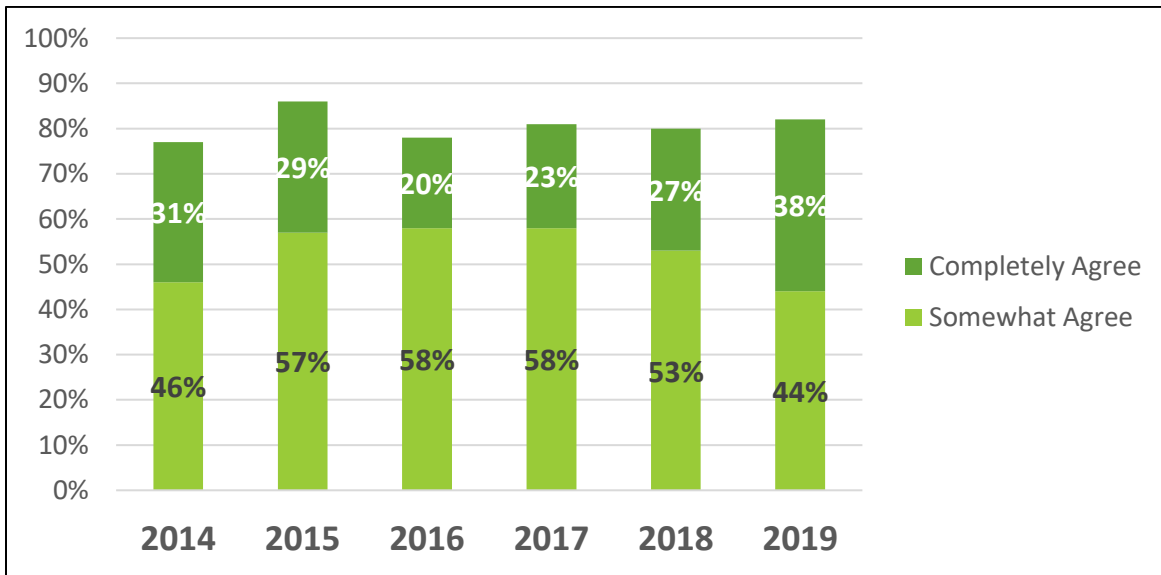
³ The number of respondents in 2019 increased from last year (3,756), mainly due to a higher number of parents taking the 2019 survey. ⁴

Stakeholder Confidence and Perceptions of SCS

On Track to Improve Student Achievement

The percentage of stakeholders who agree that the District is on track to improve student achievement stayed approximately the same with 80% in 2018 and 82% in 2019. The percentage of stakeholders who completely agree rose from 27% in 2018 to 38% in 2019 (see Figure 1).

Figure 1. Percentage of Stakeholders Who Agree that the District is On Track to Improve Student Achievement



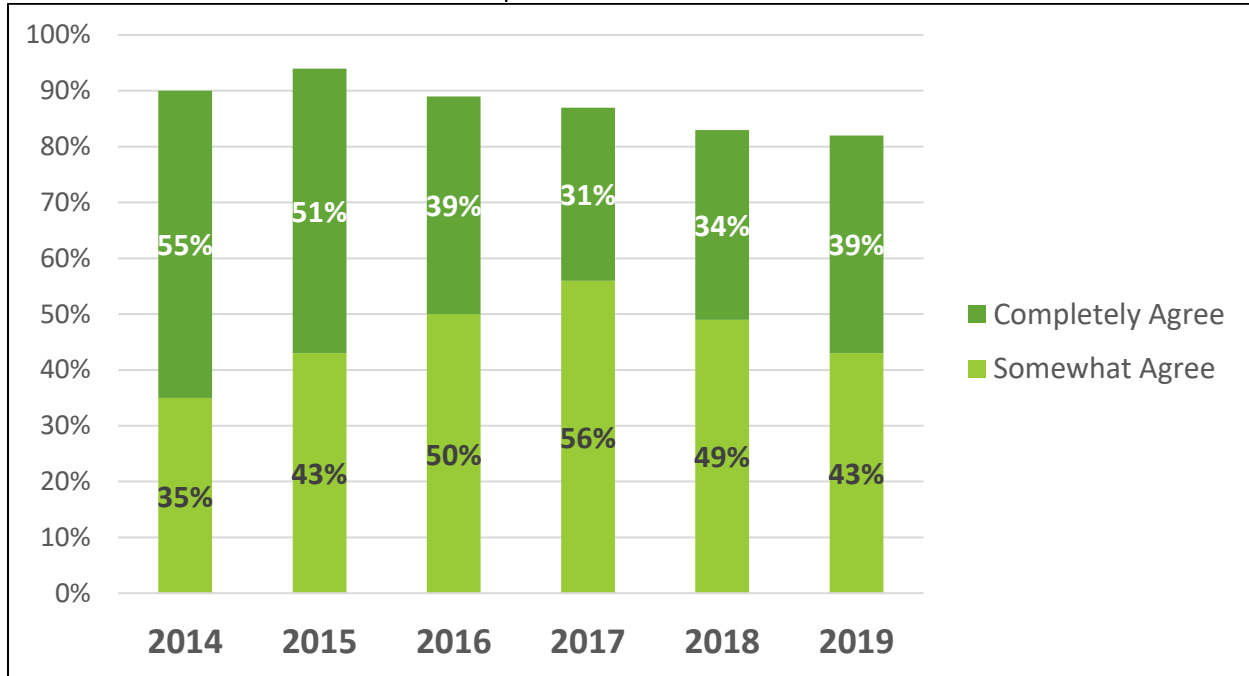
The percentage of stakeholders who agree that the schools are on track to improve student achievement stayed approximately the same with 83% in 2018 to 82% in 2019 (see Figure 2). The percentage of stakeholders who completely agree rose from 34% in 2018 to 39% in 2019.

³ Based on the number of respondents who answered more than the role questions.

⁴ In 2019, there were 2,537 parent respondents, with 2,189 parents completing the English version and 348 parents completing the Spanish version. In 2018, there were 2,370 parent respondents, with 2,053 parents completing the English version and 317 parents completing the Spanish version.



Figure 2. Percentage of Stakeholders Who Agree that Schools Are On Track to Improve Student Achievement



The 2017-2019 surveys asked SCS parents for their level of agreement on whether their children’s schools are on track to improve student achievement.⁵ In 2019, 56% completely agreed and 27% somewhat agreed, which was the same overall level of agreement but an increase in complete agreement compared to 2018 (44% completely agreed).⁶

SCS Quality compared to Neighboring Districts

Across all stakeholders, 27% report that SCS is of higher quality, 38% report that SCS is of similar quality, and 35% report that SCS is of lower quality than neighboring school districts. The percentage of respondents reporting that SCS is of higher or similar quality (65%) remained constant, but the higher quality rating slightly increased (27% vs 25% in 2018) and the similar quality rating slightly decreased (38% vs 40% in 2018) since last year.

By group, community members perceive the quality of SCS as lower than SCS parents and employees (see Figure 3).⁷ (See Appendices A-C, for themes and related comments based on qualitative analysis of each group’s ranking explanations.)

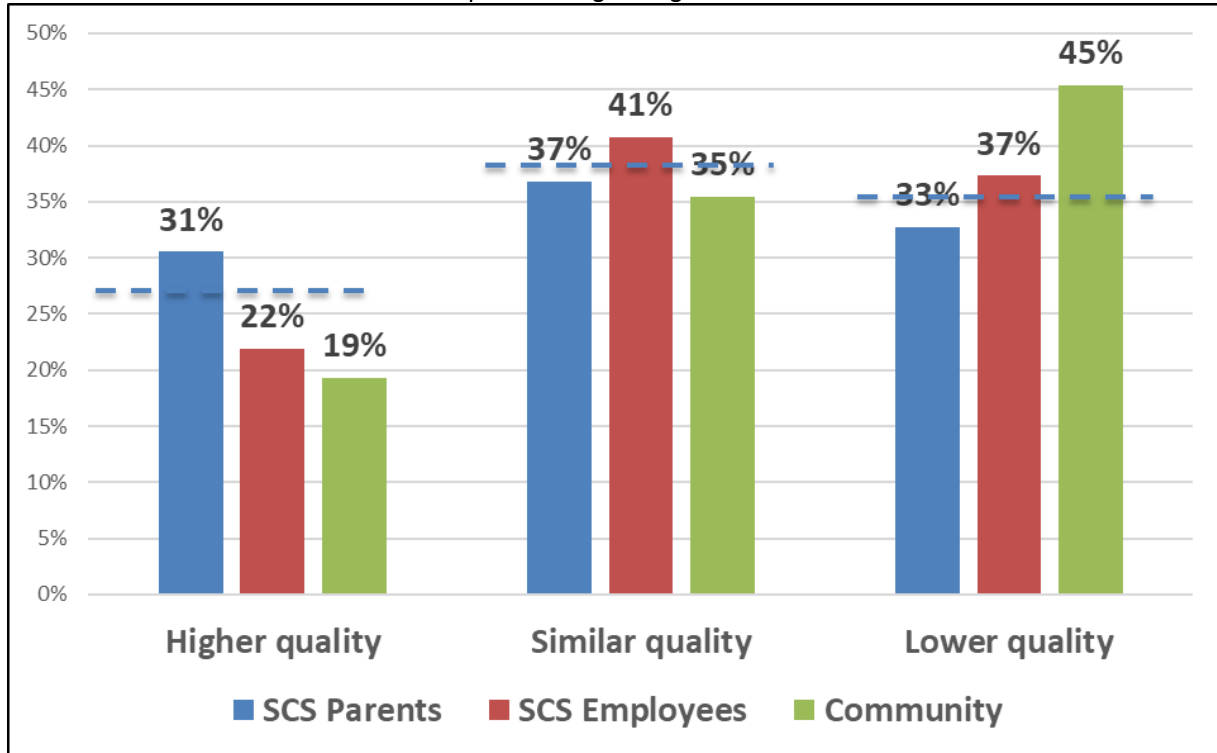
⁵ This question was moved after parents identified their children’s school(s) and was asked for each school identified. For the first time, parents were able to rate each school if they had children at more than one schools.

⁶ A higher percentage of parents completely agree that their children’s schools are on track (56%) versus SCS schools in general (39%), with an even larger gap (17%) than in 2018 (10%). See note above about related survey question change.

⁷ As in 2018, the across-stakeholder dotted lines and by-group results include SCS parents, SCS school-based and district employees, and community members.



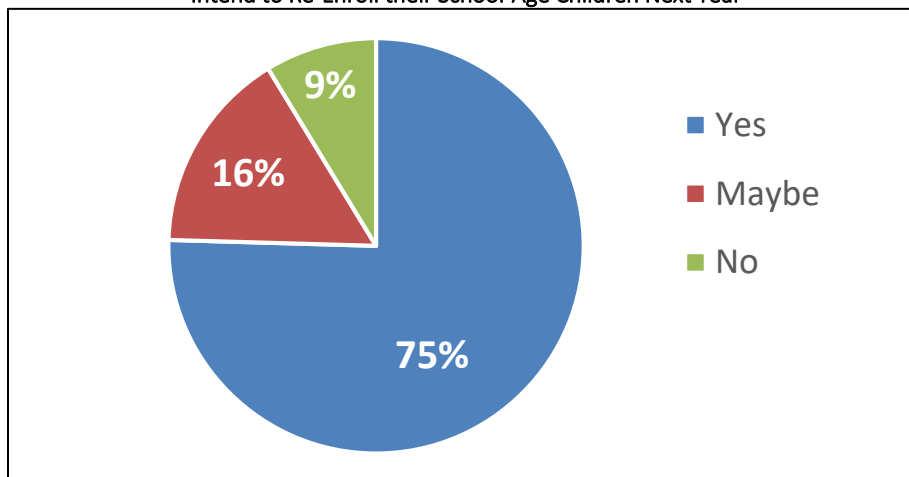
Figure 3. Percentage of Perceived Overall Quality of SCS Compared to Neighboring School Districts



Parents' Intent to Re-enroll Students

The majority (75%) of SCS Parents report that they will re-enroll their school-age children next year (see Figure 4). Parents' plans for re-enrollment declined since last year (80%).

Figure 4: Percentage of SCS Parents/Family Members who Intend to Re-Enroll their School-Age Children Next Year

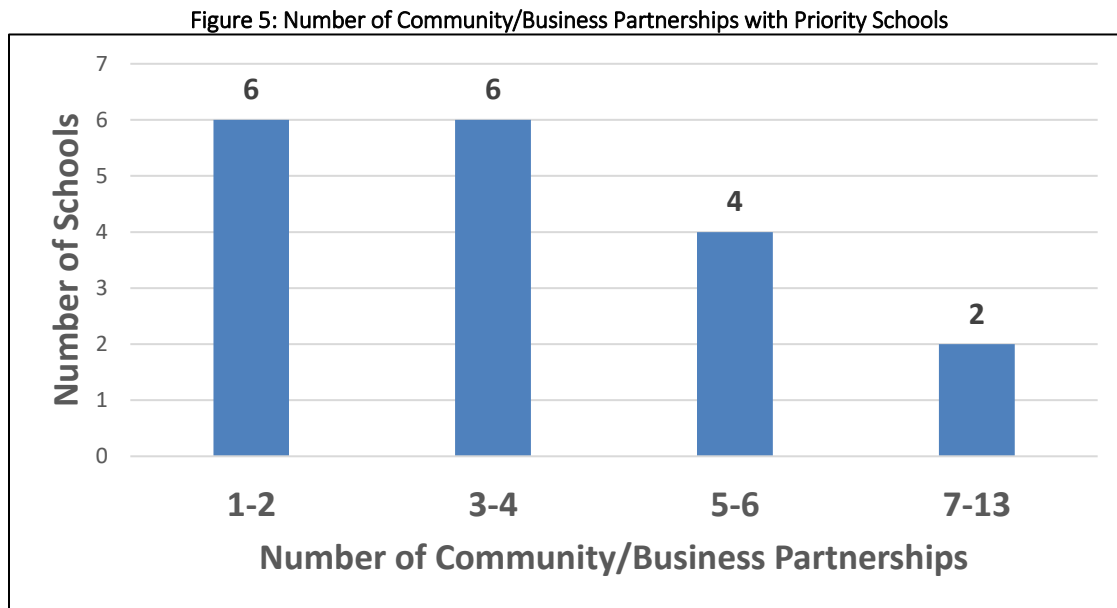




In 2018 and 2019, approximately 92% of the parents completing the Spanish version said that they would re-enroll their children compared to 73% of the parents completing the English version. (See Appendix D-E, for themes and related comments based on qualitative analyses of English and Spanish-speaking parents' explanations for why they may not re-enroll or will not re-enroll their children in SCS next year.)

Community/Business Partnerships with Priority Schools

Based on 2018-19 school reports to Community Engagement, priority schools had a range of one to thirteen community/business partnerships. Two thirds of the priority schools (67%; 12) had one to four partnerships (see Figure 5).



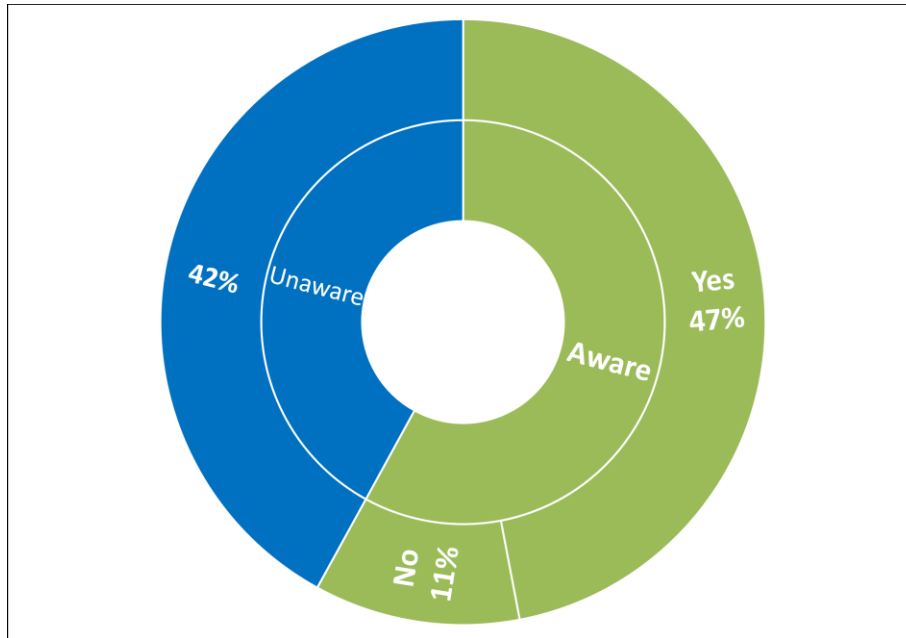
The School Performance Scorecard (SPS) results from the previous year show that all Priority Schools need support in Academics, and most need support improving attendance and behavior.

Awareness and Perceptions of SCSis901 Campaign

Over half (58%) of all of the respondents reported that they were aware of the SCSis901 campaign, with 47% of all respondents agreeing that the campaign can help improve the perception of SCS (see Figure 6). Among the respondents aware of the SCSis901 campaign, 8 in 10 people (80%) believe that the campaign can help improve the perception of SCS.



Figure 6: Percentage of the Respondents Who Are Aware of the SCSis901 Campaign and Believe the Campaign Can Help Improve the Perception of SCS



More Spanish than English survey respondents reported being aware of the campaign (65% vs. 58%). Among those respondents, almost all (99%) of the Spanish compared to three-quarters (77%) of the English survey respondents believe the campaign can help improve the perception of SCS.

Recommendations

Several District teams identified current initiatives and plans for next steps that address stakeholders’ feedback on the main areas that need improvement, including school-level experiences, district-level experiences, and community perceptions.

Improve School-Level Experiences

Current Initiatives

- Adverse Childhood Experiences (ACEs) training for all school and district staff
- Continue investment in School-Based Family Engagement Specialists to provide support for families in need by developing connections and making referrals to partner organizations to reduce academic and non-academic barriers to education
- Annual Very Special Arts Festival for students with disabilities
- Project Search transition school-to-work program for students with disabilities at LeBonheur, Methodist North, Peabody Hotel, Sheraton Hotel and College Campus transition program with University of Memphis
- Continue coaching and PD for principals with low Insight climate survey scores

Next Steps

- Universal CLUE screening for K-3 students to expand access
- Establish 30 Reset Rooms in middle and high schools and continue Social and Emotional Learning and Restorative Justice training with schools to reduce exclusionary discipline



Information Section

- Implement 5 Star Service Award to recognize schools that model exemplary customer service practices
- All schools will implement a Cycle of Professional Learning (CPL) on school culture
- Complete employee engagement focus groups in collaboration with HR and the Office of Schools

Improve District-Level Experiences

Current Initiatives

- Strengthen the capacity of Welcome Center staff to provide quality service by enhancing processes and access to information that supports an expedient resolution
- Deepen families' understanding of student academic data, school and district operations, and college and career readiness outcomes through the Family Academic School Team (FAST) and Families Connect Programs

Next Steps

- Expand communication of customer service expectations and guidelines by sharing during new employee orientation, SafeSchool Portal, and the school opening process/checklist.
- Launch stakeholder survey which grants daily opportunity to share feedback about their SCS experience; monitor and respond to data to support continuous improvement
- Start an employee campaign to address negative perceptions and highlight SCS assets
- Provide series of training sessions to develop skills that support a customer oriented, family-friendly culture and servant leadership
- Ensure that MOUs between the District and Community Partners are established and describe commitments to supporting school and community needs
- Develop quarterly communications around community impact data of engagement programs (e.g., Family Engagement Specialists, workshops/trainings, events)

Improve Community Perceptions

Current Initiatives

- "Officially" launched SCS is 901 storytelling campaign in April 2019. Approximately 1,500 people attended BIG Event, and our 10 feature stories reached 274,000+ people
- School and Central Office PROs (Public Relations Organizers) help tell their school and/or department's story by sharing successes on social media, web, and print
- Positive Story Pitches/Improved Media Narratives being shared and promoted on the main District social media channels has led to more media interest
- Through collaboration with Latinx marketing partners to improve bilingual communications, SCS perception and awareness has increased by over 8% in the past school year

Next Steps

- Building on our successful campaign launch in 2019-20:
 - Year-round storytelling – HEART, SOUL, PRIDE, INNOVATION & DETERMINATION
 - Expanding School PRO training to serve as our primary 901 ambassadors
 - 901 School Choice Marketing Campaign
 - Release Economic Impact Study (conducted by U of M) in Spring 2020
 - Extend our reach via 20+ strategic marketing partnerships (English & Spanish)
- Development of new school websites



APPENDIX A: Parents' Explanations for their Rankings of SCS as Higher and Lower Quality⁸

Key Themes in Ranking SCS as Higher Quality

- Wide Range of Educational Opportunities that Meet Students' Needs and Interests
- Teachers' Care for Students, Dedication to Student Success, & Communication with Parents
- Welcoming, Supportive, and Professional Environments Created by Principals/School Staff

I believe SCS has a lot more to offer its students than many other nearby school districts. SCS provides diversity, high standards, and plenty of AP/Honors classes.

SCS has more extracurricular activities that my children are interested in as well as more challenging coursework.

Can't really speak on the entire district, but my children's schools are the best. The teachers are really knowledgeable and caring.

Teachers take pride in teaching their students and are genuinely concerned about all kids well-being. They also do a great job keeping parents informed about everything going on at school.

The time and effort that the teachers put in to help our children.

The Principal and teachers are really dedicated to the students and their learning. I love the way they award the students for good behavior. They also take out time to deal with students if they are having problems. They build up students' self-esteem as well and treat every student important.

The school my child attends is an exceptional school with a professional, caring, and loving staff.

I don't know a lot about the other districts but SCS in my opinion is doing a great job on all facets of making things more efficient and better for students and parents.

Key Themes in Ranking SCS as Lower Quality

- Lack of Educational Opportunities and Resources in All Schools
- Poor Quality of Education and School Climate
- Ineffective District Leadership, Communications, and Operations

Lower simply because SCS doesn't offer the kids the same type of classes and activities that schools in other districts have.

The schools are not all similar in terms of the quality and quantity of staff. The student expectations are not the same. There is favoritism towards some students and not others.

The curriculum does not meet the needs of the students and there is no consistency in the district throughout the schools. Some schools seem to get more and better resources.

⁸ Parents' comments in the English version of the survey were analyzed, as comments were not requested in the Spanish version due to online survey design error. Thirty-eight percent (632) of non-SCS employee parents (567 parents only and 65 also a community partner) provided explanations of their quality rankings of SCS. This analysis only includes the non-SCS employee parents because the parents who were also SCS employees had distinctive feedback; those additional themes are represented in the analysis of SCS employees' comments.



I believe the entire school system focuses more on test scores rather than learning new things and growing the child as a whole.

Behavior and lack of consequences for is out of control. This is disruptive to everyone's learning process.

The administration and faculty teachers are of lower quality and seemingly very unprofessional.

I see other districts with more parental involvement, more communication between schools and parents.

Schools are destabilized with constant firing and movement of teachers and staff members.

You all aren't thinking about the students or parents with many decisions.

APPENDIX B: SCS Employees' Explanations for their Rankings of SCS as Lower Quality⁹

Key District Level Themes in Ranking SCS as Lower Quality

- Lack of support for the district's staffing and funding processes and hiring and promotion decisions
- Lack of confidence that district leaders prioritize the needs of schools and students
- Poor communication among Board members, district administrators, and schools that leads to inefficiency and conflict

There are too many Chiefs, Directors, Managers and how are they supporting schools? We have PD team and C&I team, but how are they supporting schools? Move the support to where it is needed, in schools and not at Central Office.

SCS continues to keep adding "Chiefs" when actual boots are needed on the ground. This is apparent to all of us teachers.

I love the district. But the problem I have is we are too "too heavy" in terms of district administration. Many of these high paid people are of no true support to our schools and as a result, teachers and students lose because funding is not adequately appropriated for improving education, and the people who truly make the district run, the teachers, are honestly underpaid. The municipalities don't have these problems.

Even just driving by the schools in our district versus the others, our schools are run down. Our test scores are lower and most importantly (and the biggest impact central office has on our kids) our class sizes are larger.

Unorganized, top heavy with administrative staff, the school based leadership does not know what the Board if Ed is planning so that teachers plan for one thing and then we are told another thing is expected of us.

Too many silos, the district departments do not work together. There are many departments doing similar work with crossover but no collaboration. As a result, school level staff are often left chasing their tails without ever finding clear answers. Many of the answers contradict each other. Staff are left to choose which department to listen to and/or left with no ability to affectively support students.

Key School and Teacher Level Themes in Ranking SCS as Lower Quality

- Poor working conditions for teachers in terms of constant change; lack of respect, support, and flexibility; and micro-managing by district and school leaders

⁹ The analysis focused on unique themes provided by employees. Forty percent (674) of SCS employees (including those who are also parents) provided explanations of their quality rankings of SCS. Most (90%) of the employee comments are from school-based versus central office employees.



Information Section

- Too much or not the right focus on student and school data

Lack of trust in the classroom teacher. Leadership selects new curriculum(s), yet, never ask teachers (the experts) their opinions. Curriculums change every 1-3 years. School-based policies and procedures frequently change mid-year. I've not EVER seen another district so indecisive and poorly run. No consistency.

Central office is too top heavy and teachers are not treated or trusted as professionals.

Too many corners cut with our children's learning. Materials and books are outdated. Discipline is not handled properly. Tons of workplace bullying apart from children. Staff is underpaid, so therefore there is no general care for the children.

Teachers in SCS teach harder than other teachers around but do not feel valued as educators. We are not respected by parents, district staff, or the community.

We do not stress individualized education, instead focusing on a curriculum that treats students as input, their results as output. The students are not data. They're individuals and their teachers need to be able to treat them as such.

Majority of gen-ed students are multiple years behind grade level with unacceptable levels of absences, tardies, and incomplete work. Middle and grade school teacher are coerced into passing all students regardless of their understanding of the materials.

APPENDIX C: Community Members' Explanations for their Rankings of SCS as Lower Quality¹⁰

Key Themes

- Negative media coverage, online reports, and teacher comments
- District has fewer resources, poorer facilities, lower performance, and crowded classes

The news stations tend to focus on negative aspects of SCS & on the more positive aspects of the municipalities.

Based on numbers on apps like Zillow for neighborhood schools and media coverage.

Based on items on the news and teachers' posts on Facebook pages.

Based on what I hear from neighbors and news reports, SCS well under performs compared to the munis in most areas except for a few targeted schools.

Low performing schools, low staff morale.

Test scores, discipline out of control, comments from friends who teach.

Many of the schools are failing in Memphis. The grounds, paint and overall aesthetic of many schools is horrible. It is SO SAD looking. I would hate to walk into that school every day if I was a student.

Only way to get a decent education is in Optional program. Not appropriately responsive to community concerns.

Schools are closed when classes are crowded.

System does not have the correct ratio to meet the students' needs. Students in the inner city need a much lower ratio to improve academic outcomes. Children need to develop relationships that insure true concern and trust before they can achieve academically.

¹⁰ The analysis focused on unique themes provided by community members. Forty-five percent (81) of community members provided explanations of their quality rankings of SCS.



APPENDIX D: English-Speaking Parents' Explanations for Maybe/Not Intending to Re-Enroll Students in SCS Next Year¹¹

Key Themes

- Considering other school options
- Poor educator quality
- Poor discipline/climate

I am researching better schools for my child, I would really love for my child to be in a smaller class and have a patient and attentive teacher that's passionate about teaching and can reach the students.

Charter schools has more activities, more teacher student interaction and they put more effort in learning than just teaching Education staff and principals need more meaningful/ongoing training throughout the school year. Customer service lacks for the staff at my children's school.

The children are not treated with respect which in return disrespect was given. Poor communication, and lack of professionalism on the teachers' behalf.

I feel that the administrative staff could be more attentive to their disciplinary processes that should involve the parent to find better solutions to students' behavior and matriculation at any school.

APPENDIX E: Spanish-Speaking Parents' Experiences and Needs that Impact Confidence in SCS¹²

Key Themes

- Concerns about school climate and safety
- Poor communications and relationships between schools and families
- Lack of Bilingual Personnel and Interpreters

Be more attentive and aware about bullying. And make sure weapons don't enter the school.

There is a lot of racism and bullying towards Hispanics, the teachers don't even pay attention to the Latinos.

We don't feel welcomed.

Improve how families are treated.

Remove impatient teachers.

I'd like for more time to be dedicated to help the students become bilingual. And that there's an interpreter.

As a Hispanic mom, when I go to my child's school I can't understand anything, and qualified bilingual personnel isn't available. So I'm not able to interact with the people who are educating my children.

¹¹ Sixty-two percent (351) of parents completing the English survey who responded maybe or no to the re-enrollment question provided an explanation.

¹² An SCS Bilingual Communications & Outreach Analyst provided translated interpretations of the parents' responses to two questions in the Spanish survey, including parents' explanations for maybe or not intending to re-enroll students in SCS next year and parents' suggestions for what else SCS can do to improve their confidence in the District and/or their child's school. Seventy-eight percent (21) of parents completing the Spanish survey who responded maybe or no to the re-enrollment question provided an explanation. Twenty-six percent (92) of parents completing the Spanish survey provided suggestions for SCS improvement.



X. RESOLUTION APPROVING THE SCS FISCAL YEAR 2020-21 BUDGET



RESOLUTION APPROVING THE SHELBY COUNTY BOARD OF EDUCATION'S FISCAL YEAR 2020-21 ADOPTED BUDGET

WHEREAS, T.C.A. § 49-2-301(W)(i) provides that the budget shall set forth in itemized form the amount necessary to operate the schools for the scholastic year beginning on July 1, following, or on such date as provided for by charter or private legislative act;

WHEREAS, Pursuant to the Shelby County Board of Education Policy Manual, Section 2001, the Shelby County Superintendent presented a Budget to the Shelby County Board of Education showing the amount necessary to carry out the functions of the District's public-school system for the coming fiscal year;

WHEREAS, the District's Budget was prepared using zero/goal based budgeting and aligned to the District's mission Destination 2025, the 80%/90%/100% strategic plan; which by 2025, 80-percent of our children will graduate from high school college or career ready, our school district will have a 90-percent graduation rate and 100-percent of our students who graduate will enroll in a post-secondary opportunity;

WHEREAS, the Board of Education reviewed the General Fund Budget for Shelby County Schools and recommends it be approved to fund the District's General Fund Budget for Fiscal Year 2020-21 in Exhibit A;

WHEREAS, the Superintendent is recommending that Planned Use of Fund Balance in the amount of \$5,000,000 be appropriated to balance the Fiscal Year 2020-21 General Fund Budget;

WHEREAS, the Board of Education reviewed the budgets for other funds within Shelby County Schools and recommends the following for Fiscal Year 2020-21: the expenditure budget be approved to fund the Capital Projects Fund; the expenditure budget be approved to fund the Non-Federal Programs Fund; the expenditure budget be approved to fund the Federal Programs Fund; the expenditure budget be approved to fund the Nutrition Services Fund; and the expenditure budget be approved to fund the Internal Service Funds;

WHEREAS, the Superintendent is recommending that planned use of fund balance in the amount of \$4,331,829 be appropriated to balance the Fiscal Year 2020-21 Non-Federal Programs Fund Budget.

WHEREAS, the Superintendent is recommending that planned use of fund balance in the amount of \$10,069,704 be appropriated to balance the Fiscal Year 2020-21 Nutrition Services Programs Budget.

NOW THEREFORE BE IT RESOLVED that the Board of Education approves the Fiscal Year 2020-21 General Fund Budget in the amount of \$1,052,093,413 for submission to the Shelby County Board of Commissioners.

BE IT FURTHER RESOLVED that the Board of Education approves the use of Planned Use of Fund Balance in the amount of \$5,000,000 to balance the Fiscal Year 2020-21 General Fund Budget.



Information Section

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2020-21 Capital Projects Fund Budget in the amount of \$53,800,470, which includes the \$25,466,024 CIP appropriations for FY 2020-2021.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2020-21 Non-Federal Programs Fund Budget in the amount of \$31,327,178.

BE IT FURTHER RESOLVED that the Board of Education approves the use of Planned Use of Fund Balance in the amount of \$4,331,829 to balance the Fiscal Year 2020-21 Non-Federal Programs Fund Budget.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2020-21 Nutrition Services Programs Fund Budget in the amount of \$92,158,276.

BE IT FURTHER RESOLVED that the Board of Education approves the use of Planned Use of Fund Balance in the amount of \$10,069,704 to balance the Fiscal Year 2020-21 Nutrition Services Programs Fund Budget.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2020-21 Federal Programs Fund Budget in the amount of \$213,248,463.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2020-21 Internal Service Funds Budget in the amount of \$3,697,972.

BE IT FURTHER RESOLVED that the Board of Education approves the Shelby County Schools' Final Operating Budget for all funds of \$1,446,325,772 for Fiscal Year 2020-21 as recommended in Exhibit A.

On this 8th day of June 2020.

DocuSigned by: Miska Clay Bibbs, Chair Shelby County Board of Education

Dr. Joris M. Ray, Superintendent Shelby County Board of Education Secretary to the Board



Information Section



EXHIBIT A
Page 3 of 4

SHELBY COUNTY SCHOOLS
ADOPTED BUDGET SUMMARY FOR FISCAL YEAR 2020-21
FOR THE PERIOD JULY 1, 2020 THROUGH JUNE 30, 2021

| | GENERAL FUND | CAPITAL IMPROVEMENT PROGRAM | NON-FEDERAL PROGRAMS | NUTRITION SERVICES | FEDERAL PROGRAMS | INTERNAL SERVICE | TOTAL FUNDS |
|------------------------------------|-------------------------|-----------------------------|----------------------|----------------------|-----------------------|---------------------|-------------------------|
| REVENUES / SOURCE OF FUNDS | | | | | | | |
| City of Memphis | \$ 1,333,333 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,333,333 |
| State | 543,938,582 | - | 13,640,729 | 630,000 | - | - | 558,209,311 |
| Federal | 16,128,066 | - | - | 78,883,399 | 213,248,463 | - | 308,259,928 |
| County | 478,409,181 | 53,800,470 | - | - | - | - | 532,209,651 |
| Other local sources | 7,284,251 | - | 13,354,620 | 2,575,173 | - | 3,697,972 | 26,912,016 |
| Planned use of fund balance | 5,000,000 | - | 4,531,829 | 10,069,704 | - | - | 19,401,533 |
| TOTAL SOURCE OF FUNDS | \$ 1,052,093,413 | \$ 53,800,470 | \$ 31,327,178 | \$ 92,158,276 | \$ 213,248,463 | \$ 3,697,972 | \$ 1,446,325,772 |
| EXPENDITURES | | | | | | | |
| Instruction | 496,876,692 | \$ - | \$ 1,925,271 | \$ - | \$ 78,255,250 | \$ 784,978 | \$ 577,842,191 |
| Instructional Support | 36,518,469 | - | 346,131 | - | 51,258,523 | - | 88,123,123 |
| Education Technology | 24,649,707 | - | - | - | 27,703,303 | - | 52,353,010 |
| Student Support | 66,500,942 | - | 176,965 | - | 12,048,792 | - | 78,726,699 |
| Office of Principal | 60,717,806 | - | - | - | - | - | 60,717,806 |
| General Administration | 17,927,860 | - | - | - | - | - | 17,927,860 |
| Fiscal Services | 9,807,250 | - | - | - | - | - | 9,807,250 |
| Other Support Services | 11,314,767 | - | - | - | - | 65,451 | 11,380,218 |
| Transportation | 26,878,218 | - | - | - | 2,616,000 | 389,637 | 29,883,855 |
| Plant Services | 88,480,768 | - | 814,467 | - | 3,693,774 | 2,457,906 | 95,446,915 |
| Community Service | 10,296,590 | - | 28,064,344 | - | 26,021,153 | - | 64,382,087 |
| Charter Schools | 173,293,941 | - | - | - | 11,651,668 | - | 184,945,609 |
| Retiree Benefits | 28,830,403 | - | - | - | - | - | 28,830,403 |
| Food Service | - | - | - | 92,158,276 | - | - | 92,158,276 |
| Indirect Cost/Transfers In and Out | - | - | - | - | - | - | - |
| Capital outlay | - | 53,800,470 | - | - | - | - | 53,800,470 |
| TOTAL EXPENDITURES | \$ 1,052,093,413 | \$ 53,800,470 | \$ 31,327,178 | \$ 92,158,276 | \$ 213,248,463 | \$ 3,697,972 | \$ 1,446,325,772 |
| Difference | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |



**SHELBY COUNTY SCHOOLS CAPITAL IMPROVEMENT PLAN
BUILDINGS AND PROPERTY PROJECT SUMMARY**

| PROPOSED PROJECT REQUEST BY YEAR | | | | |
|--------------------------------------|-----------|----------------------|----------------------------------|-------------------|
| PROJECT TITLE: | | | | FY 2021 |
| New Construction | FCI Score | Building Utilization | Type | |
| Fairgrounds Complex | 7% | 115% | Athletic Fields | \$756,024 |
| Germantown MS | 21% | 89% | Athletic Fields | \$1,400,000 |
| Sub-Total | | | | 2,156,024 |
| Deferred Maintenance | FCI Score | Building Utilization | Type | |
| Riverview MS | 9% | 76% | Cooling Replacement | \$430,000 |
| Kingsbury MS/ HS | 6% | 132% | HVAC | \$2,200,000 |
| Kingsbury MS/ HS | 6% | 132% | Int/Ext Campus Improvemen | \$500,000 |
| Willow Oaks ES | 2% | 120% | Chiller Replacement | \$775,000 |
| Germantown HS | 20% | 96% | Chiller/Boiler Replacement | \$1,600,000 |
| Kate Bond ES | 10% | 104% | Repaving | \$200,000 |
| Sherwood ES | 13% | 117% | Boiler Repacement | \$625,000 |
| Winchester ES | 4% | 116% | Boiler Repacement | \$3,450,000 |
| Egypt ES | 30% | 106% | Roofing | \$1,500,000 |
| Alton ES | 26% | 73% | Chiller Replacement | \$480,000 |
| Germantown HS | 20% | 96% | Intercom Sys Replacement | \$500,000 |
| Southwind HS | 0% | 70% | Track Field Replacement | \$450,000 |
| Multiple Schools | 0% | 100% | Traffic Control Sign intallation | \$400,000 |
| Sub-Total | | | | 13,110,000 |
| Building Additions | FCI Score | Building Utilization | Type | |
| Kingsbury HS- Gym/ Safe Bldg. | 6% | 132% | Construction | \$4,500,000 |
| Cummings K-8- Gym/ Safe Bldg. | 19% | 79% | Construction | \$3,700,000 |
| Belle Forest ES- Gym/ Safe Bldg. | 0% | 114% | Construction | \$1,000,000 |
| Whitehaven HS-Stem Building Addition | 4% | 116% | Construction | \$1,000,000 |
| Sub-Total | | | | 10,200,000 |
| Total | | | | 25,466,024 |



Information Section

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XI. POSITION CONTROL AT FUND LEVEL

| GENERAL FUND | |
|---|---------------|
| Job Title | FY-2021 FTE |
| Board of Education | 12.00 |
| Board Administrative Assistant | 1.00 |
| Board Member | 9.00 |
| Manager Board Office | 1.00 |
| Policy and Legislative Advisor | 1.00 |
| Superintendent | 4.00 |
| Executive Assistant II | 1.00 |
| Receptionist II for Superintendent | 1.00 |
| Senior Executive Coordinator II | 1.00 |
| Superintendent | 1.00 |
| Chief of Staff | 3.00 |
| Chief of Staff | 1.00 |
| Executive Assistant to the Chief of Staff | 1.00 |
| Highly Specialized Strategic Planning Advisor | 1.00 |
| Academic Office | 240.75 |
| Academic Schools Support Manager | 1.00 |
| Admin Assistant for Assistant Superintendent | 1.00 |
| Admin. Assistant Professional Learning & Support | 1.00 |
| Administrative Assistant | 1.00 |
| Administrative Assistant Curriculum & Instruction | 1.00 |
| Administrative Assistant for Pre-K | 2.00 |
| Advisor | 3.00 |
| Arts Advisor | 1.00 |
| Assistant Superintendent of Priority Schools | 1.00 |
| Budget Specialist for Curriculum | 1.00 |
| Business Manager Chief of Schools | 1.00 |
| Chief Academic Officer | 1.00 |
| Classroom Teacher Pre K | 29.00 |
| Classroom Teacher Special Skills | 37.75 |
| Clerical Assistant Office of Schools | 1.00 |
| Clerical Assistant Textbook | 1.00 |
| Curriculum & Instruction Manager Literacy | 1.00 |
| Curriculum & Instruction Manager Mathematics | 1.00 |
| Director of Curriculum & Instruction | 1.00 |
| Director of Professional Learning & Support | 1.00 |
| Early Childhood Educational Assistant | 15.00 |
| Educational Assistant | 22.00 |
| Educational Asst - Instructional | 13.00 |
| Educational Support Manager | 1.00 |
| Environmental Health & Safety Compliance Advisor | 1.00 |



Information Section

| Job Title | FY-2021 FTE |
|--|-------------|
| Executive Assistant | 1.00 |
| Executive Director - Early Childhood | 1.00 |
| Financial Support Specialist | 1.00 |
| Highly Specialied Advisor - Academics | 1.00 |
| Highly Specialized Advisor | 1.00 |
| Highly Specialized Professional Learning Advisor | 1.00 |
| HPELW Advisor | 1.00 |
| Humanities Manager | 1.00 |
| Instructional Advisor Arts | 2.00 |
| Instructional Advisor HPELW | 1.00 |
| Instructional Advisor Literacy | 3.00 |
| Instructional Advisor Pre-K | 3.00 |
| Instructional Advisor World Language | 1.00 |
| Instructional Curriculum Coach | 14.00 |
| Instructional Leadership Director iZone | 1.00 |
| Instructional Support Advisor | 5.00 |
| IT Instructional Specialists | 5.00 |
| I-Zone Clerk | 1.00 |
| Librarian | 2.00 |
| Library Services Advisor | 1.00 |
| Manager Instructional Technology | 1.00 |
| Manager of Curriculum | 1.00 |
| Manager Professional Learning & Support | 4.00 |
| Manager Strategic Ops and Academic Initiatives | 1.00 |
| Musical Instrument Repair Tech | 3.00 |
| Peer Assistance and Review Consulting Teacher | 5.00 |
| Professional Learning Analyst | 2.00 |
| Professional Learning Clerk | 1.00 |
| Program Director Office of Schools | 1.00 |
| Records Clerk for Educational Support | 2.00 |
| Records Clerk for Humanties | 1.00 |
| Records Clerk for STEM | 1.00 |
| RTI Advisor | 7.00 |
| RTI Analyst | 1.00 |
| RTI Specialist | 1.00 |
| Science Advisor | 1.00 |
| Senior Accountant | 1.00 |
| Senior Reading Advisor | 17.00 |
| Social Studies Advisor | 1.00 |
| STEM Manager | 1.00 |
| Textbook Manager | 1.00 |



Information Section

| Job Title | FY-2021 FTE |
|--|-----------------|
| Academic Office-School Based Formula | 5,702.60 |
| Assistant Principal High | 115.00 |
| Assistant Principal-Elementary/Middle | 59.00 |
| Behavioral Specialist | 21.00 |
| Campus Monitor | 5.00 |
| Classroom Teacher K-3 | 88.00 |
| Classroom Teacher K-5 | 1,880.50 |
| Classroom Teacher K-8 | 164.00 |
| Classroom Teacher Pre K | 1.00 |
| Classroom Teacher Secondary | 1,702.00 |
| Classroom Teacher Special Skills | 291.60 |
| Clerical Assistant | 256.00 |
| Computer Lab Assistant | 3.00 |
| Dean of Students | 2.00 |
| Education Assistant - Interventionist | 1.00 |
| Educational Assistant | 43.50 |
| Educational Asst - Elementary | 207.50 |
| Executive Principal T-STEM | 1.00 |
| Executive Principal-Empowerment Zone | 1.00 |
| Family Engagement Specialist | 4.00 |
| Family Engagement Specialist (part-time) | 4.00 |
| In-School Suspension Assistant | 57.00 |
| Instructional Curriculum Coach | 15.00 |
| Instructional Facilitator | 29.00 |
| Interventionist | 34.50 |
| Librarian | 136.00 |
| Principal-Elementary | 79.00 |
| Principal-K-8 | 5.00 |
| Principal-Middle | 28.00 |
| Principal-Senior | 24.00 |
| Professional School Counselor | 254.00 |
| School Compliance Coordinator | 3.00 |
| School Compliance Financial Assistant | 9.00 |
| School Secretary | 128.00 |
| Special Instruction | 1.00 |
| Special Project Assistant (Beh. Sup. / Stud. Leade | 1.00 |
| Specialty Principal | 2.00 |
| Study Hall Monitor | 29.00 |
| Vice Principal | 15.00 |
| Whitehaven Empowerment Zone - Director | 1.00 |
| Classroom Teacher Secondary In Training | 2.00 |



Information Section

| Job Title | FY-2021 FTE |
|--|---------------|
| Academic Operations and Student Support | 859.71 |
| 504 Clerical Assistant | 1.00 |
| 504 Compliance Advisor | 7.00 |
| 504 Compliance Assistant | 8.00 |
| 504 Compliance Associate | 5.00 |
| Academic Schools Support Manager | 1.00 |
| Administrative Assistant | 1.00 |
| Administrative Assistant for Alternative Schools | 1.00 |
| Administrative Assistant for Athletics Manager | 1.00 |
| Administrative Assistant for Director of Attendance | 1.00 |
| Administrative Assistant for Director of Coordination | 1.00 |
| Administrative Assistant for Director of School Operations | 1.00 |
| Administrative Assistant for Manager of ROTC | 1.00 |
| Administrative Assistant for School Operations | 1.00 |
| Advisor - Virtual Learning Management | 4.00 |
| Advisor Academic Records Compliance | 4.00 |
| Alternative Educ Spec - 10 MOS | 2.00 |
| Alternative Educ Specialist | 4.00 |
| Alternative Schools Analyst | 2.00 |
| Alternative Schools Transition Analyst | 1.00 |
| Analyst Academic Ops and School Supt Compliance | 1.00 |
| AP Advisor | 1.00 |
| Assistant - Advanced Academics | 1.00 |
| Assistant Principal High | 3.00 |
| Assistant Principal-Elementary/Middle | 3.00 |
| Assistant Superintendent Academic Operations | 1.00 |
| Athletics Director | 1.00 |
| Athletics Head Trainer | 1.00 |
| Athletics Specialist | 2.00 |
| Athletics Trainer | 1.00 |
| Attendance and Discipline Analyst | 6.00 |
| Attendance and Discipline Assistant | 3.00 |
| Attendance and Discipline Receptionist | 2.00 |
| Attendance Discipline and Hearing Official | 7.00 |
| Behavior Analyst | 1.00 |
| Behavioral Specialist | 6.00 |
| Behavioral Support/Student Leadership Manager | 1.00 |
| Bilingual Cultural Counselor | 3.00 |
| Bilingual Cultural Mentor | 17.00 |
| Bilingual Mentor/Counselor | 1.00 |
| Budget Analyst - Virtual School | 1.00 |



Information Section

| Job Title | FY-2021 FTE |
|---|-------------|
| Case Advocate | 4.00 |
| Case Worker | 1.00 |
| Chief of Academic Operations & School Support | 1.00 |
| Child Care Administrator | 1.00 |
| Classroom Teacher ESL | 248.50 |
| Classroom Teacher K-5 | 8.00 |
| Classroom Teacher K-8 | 1.00 |
| Classroom Teacher Secondary | 111.00 |
| Classroom Teacher Special ED | 2.00 |
| Classroom Teacher Special Skills | 57.25 |
| Clerical Assistant | 13.00 |
| Clerical Assistant CSH | 1.00 |
| Clinic/Health Promotion Manager | 1.00 |
| Command Sgt. Major | 1.00 |
| Computer Lab Assistant | 1.00 |
| Coordinated School Health Program Assistant | 1.00 |
| Counseling Services Manager (ES) | 1.00 |
| Counseling Services Manager (HS) | 1.00 |
| Counseling Services Manager (MS) | 1.00 |
| Counselor Alcohol / Drug | 1.00 |
| Data Processing Associate | 1.00 |
| Data Specialist Enrollment | 2.00 |
| Director of Academic Support | 1.00 |
| Director of Alternative Schools | 1.00 |
| Director of Optional Schools | 1.00 |
| Director of School Compliance | 1.00 |
| Director of School Operations | 1.00 |
| Director Virtual Schools and Online Learning | 1.00 |
| District Receptionist | 1.00 |
| Dual Enrollment Advisor | 1.00 |
| Educational Assistant | 10.00 |
| Educational Asst - Early Childhood | 5.00 |
| Educational Asst - Instructional | 3.00 |
| Educational Asst - Special ED | 3.00 |
| Educational Asst-Instructional | 3.00 |
| ESL Director | 1.00 |
| ESL Manager | 1.00 |
| Executive Assistant to Chief Acad Ops & Sch Supp | 1.00 |
| Executive Assistant to the Chief Academic Officer | 1.00 |
| Executive Director of Schools and Student Support | 1.00 |
| Extended Learning Specialist | 1.00 |



Information Section

| Job Title | FY-2021 FTE |
|--|-------------|
| Financial Analyst for Student Support | 1.00 |
| Health Technician | 10.00 |
| In-School Suspension Assistant | 6.00 |
| Instructional Advisor ESL | 1.00 |
| Instructional Curriculum Coach | 2.00 |
| Instructional Facilitator | 4.00 |
| Interventionist | 1.00 |
| Manager - 504 | 1.00 |
| Manager - Equity and Discipline | 1.00 |
| Manager - Registration | 1.00 |
| Manager Academic Ops and School Support | 1.00 |
| Manager Academic Ops and School Support Compliance | 1.00 |
| Manager Alternative Schools | 1.00 |
| Manager of ROTC | 1.00 |
| Manager Virtual School Operations | 1.00 |
| Newcomer Program Advisor | 1.00 |
| Optional Schools Assistant | 1.00 |
| Part time Certified Tutor | 33.00 |
| Part-time Bilingual Mentor | 0.00 |
| Part-time Certified ESL Tester | 3.00 |
| Part-time Clerical Fall Break Learning Academy | 0.00 |
| Part-Time Ed Assist Special Ed Summer Learning Aca | 0.00 |
| Part-time Educational Asst. FBLA | 0.00 |
| Part-time FBLA Site Administrator | 0.00 |
| Part-time Social Worker | 1.26 |
| Part-time Teacher Fall Break Learning Academy | 0.00 |
| Professional School Counselor | 11.00 |
| Program/Project Assistant for Optional Schools | 1.00 |
| Project Graduation Advisor | 1.00 |
| Project Graduation Manager | 1.00 |
| Project Stand - Senior Manager | 1.00 |
| Project Stand Advisor | 3.00 |
| Psychologist | 6.00 |
| Records Clerk | 1.00 |
| Records Clerk II | 3.00 |
| Records Clerk to Truancy Manager | 5.00 |
| Research Analyst (Coord. School Health) | 1.00 |
| ROTC Instructor | 38.00 |
| ROTC Logistics Management Specialist | 1.00 |
| School Compliance Advisor | 1.00 |



Information Section

| Job Title | FY-2021 FTE |
|--|--------------|
| School Compliance Associate | 1.00 |
| School Compliance Specialist | 1.00 |
| School Operations Academic Manager | 2.00 |
| School Operations Manager | 1.00 |
| School Redesign Manager | 1.00 |
| School Secretary | 4.00 |
| Senior Dual Enrollment Advisor | 1.00 |
| Senior Manager Mental Health Center | 1.00 |
| Social Work Supervisor | 1.00 |
| Social Worker | 62.00 |
| Special Project Assistant | 2.00 |
| Special Project Coordinator | 0.70 |
| Special Project Coordinator - Coordinated School H | 2.00 |
| Specialty Principal | 7.00 |
| Specialty Principal - Special Education | 1.00 |
| Specialty Principal/Alternative | 1.00 |
| Student Equity Enrollment & Discipline Executive D | 1.00 |
| Student Recruitment Advisor | 2.00 |
| Supervising Psychologist(Coord. School Health) | 4.00 |
| Teacher In Training | 1.00 |
| Teacher On Assignment | 1.00 |
| Training NCO | 1.00 |
| Truancy Attendance Specialist | 2.00 |
| Truancy Attendance Teacher | 3.00 |
| Vice Principal | 1.00 |
| Virtual School College and Career Counselor | 1.00 |
| Chief of Communications | 33.00 |
| Administrative Assistant Broadcast | 1.00 |
| Audio/Visual Production Tech | 2.00 |
| Bilingual Communications Analyst | 1.00 |
| Broadcast Engineer | 1.00 |
| Broadcast Production Associate | 2.00 |
| Broadcasting Specialist | 1.00 |
| Chief Engineer | 1.00 |
| Chief of Communications | 1.00 |
| Communication Manager Public Information Officer | 1.00 |
| Communication Specialist | 1.00 |
| Communications Advisor | 1.00 |
| Communications Manager | 1.00 |
| Deputy Chief of Communications | 1.00 |
| Exec. Assist. to the Chief of Communications | 1.00 |



Information Section

| Job Title | FY-2021 FTE |
|--|-----------------|
| Executive Communications Strategist | 1.00 |
| General Manager | 1.00 |
| Graphics Advisor | 1.00 |
| Graphics Specialist | 1.00 |
| Internal Communications Analyst | 1.00 |
| Internal Communications Manager | 1.00 |
| Multimedia Specialist | 1.00 |
| News Content Analyst | 1.00 |
| Radio Broadcast Associate | 2.00 |
| Special Projects Communications Manager | 1.00 |
| Teacher Resource Center Clerk | 1.00 |
| Video Coordinator | 3.00 |
| Web Services Advisor | 1.00 |
| Web Support Specialist | 1.00 |
| Chief of Schools | 1,665.85 |
| Academic Schools Support Manager | 1.00 |
| Admin Assistant for Assistant Superintendent | 1.00 |
| Administrative Assistant | 1.00 |
| Administrative Assistant for Exceptional Children | 4.00 |
| Assistant - Residential Training Center | 2.00 |
| Assistant for Health Services/School Nursing Manag | 1.00 |
| Assistant for Mental Health Center Services Manage | 1.00 |
| Assistant Superintendent Schools | 2.00 |
| Behavioral Specialist | 3.00 |
| CCTE Elementary Advisor | 2.00 |
| Classroom Teacher Con Home Ec | 34.00 |
| Classroom Teacher Special ED | 947.21 |
| Classroom Teacher-Vocational | 167.00 |
| Clerical Assistant | 4.00 |
| Clerk for Exceptional Children | 3.00 |
| Consulting Teacher | 2.00 |
| Coordinated School Health Manager | 1.00 |
| Deputy Superintendent of Academics | 1.00 |
| Director | 1.00 |
| Director (I) of Exceptional Children | 2.00 |
| Director Equity Office | 1.00 |
| Director II Career & Technical Education (CTE) | 1.00 |
| Director of Career & Technical Education | 1.00 |
| Director of Exceptional Children | 1.00 |
| Director of Leadership Development | 1.00 |
| District/Charge Nurse | 3.00 |



Information Section

| Job Title | FY-2021 FTE |
|--|-------------|
| EASY IEP Support Specialist | 2.00 |
| Educational Assistant | 19.00 |
| Educational Asst - Special ED | 243.00 |
| Exceptional Children Advisor SPED | 19.80 |
| Financial Analyst Fiscal Services | 2.00 |
| Health Services/School Nursing Manager | 1.00 |
| Highly Specialized Advisor | 7.00 |
| Instructional Leadership Director | 11.00 |
| Instructional Leadership Director iZone | 1.00 |
| Instructional Support Analyst 1 | 1.00 |
| IT Support Advisor | 1.00 |
| Licensed Practical Nurse | 46.00 |
| Middle Grades Manager - CCTE | 1.00 |
| MIS Data Specialists | 1.00 |
| Office Associate | 1.00 |
| Operations Manager | 1.00 |
| Part time Certified Tutor | 11.00 |
| Partnership Manager - CCTE | 1.00 |
| Physical and Occupational Therapist | 12.00 |
| PLC Advisor | 1.00 |
| Private School & Compliance Advisor | 1.00 |
| Project and Logistics Advisor | 1.00 |
| Project Specialist - CCTE | 1.00 |
| Psychologist | 30.40 |
| Psychology Intern | 4.00 |
| Receptionist | 1.00 |
| Regional Manager of Exceptional Children | 4.00 |
| Registered Nurse | 6.00 |
| Registered Nurse-Clinical Lead | 5.00 |
| Research and Analytics Advisor - CCTE | 1.00 |
| Resource Specialist-Special ED | 1.00 |
| RTI2-B-Support Specialist | 8.00 |
| School Secretary | 6.00 |
| Senior Executive Coordinator | 1.00 |
| Senior Manager Health Services | 1.00 |
| Senior Manager of Early Literacy | 1.00 |
| Social Worker | 5.00 |
| Special Project Coordinator - Coordinated School H | 4.00 |
| Specialty Principal - Special Education | 2.00 |
| Specialty Principal - VoTech | 2.00 |
| STEM Manager - CCTE | 1.00 |



Information Section

| Job Title | FY-2021 FTE |
|--|--------------|
| Student Data Analyst | 1.00 |
| Supervising Psychologist(Exceptional Children) | 2.00 |
| Teacher | 2.00 |
| Transition Specialist | 0.44 |
| Vice Principal | 2.00 |
| Work-Based Learning Coordinator - CCTE | 1.00 |
| Finance | 49.00 |
| Accountant | 2.00 |
| Accounting Associate | 1.00 |
| Accounts Payable Associate | 5.00 |
| Accounts Payable Director | 1.00 |
| Accounts Payable Specialist | 1.00 |
| Administrative Assistant | 3.00 |
| Administrative Assistant for Federal Programs Dire | 1.00 |
| Budget Advisor School Finance | 2.00 |
| Budget Analyst | 2.00 |
| Chief Financial Officer | 1.00 |
| Deputy Finance Budget and Operations | 1.00 |
| Deputy of Federal Program and Operations | 1.00 |
| Director Grants Management and Compliance | 1.00 |
| Director of Accounting & Reporting | 1.00 |
| Director of Budget & Fiscal Planning | 1.00 |
| Director of Payroll | 1.00 |
| Executive Assistant to the CFO | 1.00 |
| Highly Specialized Financial Systems Advisor | 1.00 |
| Manager of Accounting & Reporting | 2.00 |
| Manager of Accounts Payable | 1.00 |
| Manager of Budget | 2.00 |
| Payroll Accountant | 1.00 |
| Payroll Associate | 5.00 |
| Payroll Manager | 2.00 |
| Senior Accountant (Accounting) | 4.00 |
| Senior Budget Analyst | 3.00 |
| ERP Continuous Improvement Professional Part-Time | 1.00 |
| Manager of Financial Planning & Accountability | 1.00 |
| Finance and Business Operations | 4.00 |
| Deputy Superintendent Strategic Operations & Support | 1.00 |
| Director of Strategic Operations and Innovation | 2.00 |
| Senior Executive Coordinator | 1.00 |
| General Counsel | 23.00 |
| Associate General Counsel | 5.00 |



Information Section

| Job Title | FY-2021 FTE |
|--|--------------|
| Chief General Counsel | 1.00 |
| Contract Administrator | 1.00 |
| Contract Advisor | 3.00 |
| Deputy General Counsel | 1.00 |
| Executive Legal Assistant | 1.00 |
| Interns - General Counsel | 2.00 |
| Legal Assistant | 2.00 |
| Policy Development Advisor | 2.00 |
| Risk Advisor-Risk/Liability and Student Accident | 1.00 |
| Risk Management Manager | 1.00 |
| Safety Office - OSHA/Environmental Concerns/Inspection | 1.00 |
| Title IX Advisor | 1.00 |
| Worker's Compensation Specialist | 1.00 |
| Human Capital and Talent Management | 64.00 |
| Administrative Assistant | 1.00 |
| Associate Employee Evaluation and Support | 1.00 |
| Chief of Human Resources | 1.00 |
| Compensation Advisor | 1.00 |
| Compensation Analyst | 1.00 |
| Compensation Manager | 1.00 |
| Compensation Specialist | 1.00 |
| Customer Service Rep Human Resources | 2.00 |
| Deputy Chief for Human Resources | 1.00 |
| Deputy Chief of HR Operations and Strategy | 1.00 |
| Director of Instructional Talent | 1.00 |
| Director of Labor Empl Rel / Perf Mgmt & Sup | 1.00 |
| Employee Connect Clerk | 3.00 |
| Employee Connect Manager | 1.00 |
| Employee Enterprise Associate | 3.00 |
| Employee Enterprise Manager | 1.00 |
| Employee Relations Advisor | 2.00 |
| Employee Relations Specialist | 1.00 |
| Employee Systems Specialist | 1.00 |
| Executive Assistant Human Resources | 1.00 |
| HR Data Analyst | 1.00 |
| HR Senior Advisor of Teacher Pipeline Partnerships | 1.00 |
| HR Talent Associate Instructional | 2.00 |
| HR Talent Specialist Instructional | 3.00 |
| HR Talent Specialist Non-Instructional | 1.00 |
| Human Resource Staffing Advisor Instructional | 4.00 |
| Human Resource Staffing Advisor Non Instructional | 2.00 |



Information Section

| Job Title | FY-2021 FTE |
|--|---------------|
| Lead Labor Relations Advisor | 1.00 |
| Licensure and Compliance Specialist | 1.00 |
| Manager of Labor Relations | 1.00 |
| Non-Instructional Evaluation Specialist | 1.00 |
| Part time Certified Tutor | 2.00 |
| Senior Advisor HR Bus Ops and Spec Projects | 1.00 |
| Senior Compensation Advisor | 2.00 |
| Senior Employee Relations Advisor | 1.00 |
| Sr. Manager of Instructional Talent | 1.00 |
| Talent Acquisition & Retention Manager | 1.00 |
| Talent Acquisition Associate | 1.00 |
| Talent Acquisition Recruiter | 5.00 |
| Teacher and Leader Effectiveness Advisor | 3.00 |
| Teacher and Leadership Effectiveness Manager | 1.00 |
| Teacher Effectiveness Advisor | 1.00 |
| Teacher Evaluation Analyst | 1.00 |
| Information Technology | 117.00 |
| Chief Information Officer | 1.00 |
| Database Advisor (ERP) | 1.00 |
| Director of Business Relationships & Customer Serv | 1.00 |
| ERP Change Management Advisor | 1.00 |
| ERP Data Conversion and Interface Analyst | 1.00 |
| ERP Functional Advisor | 6.00 |
| ERP Functional Manager | 1.00 |
| ERP Program Manager | 1.00 |
| ERP Security Administrator | 1.00 |
| ERP Technology Development Manager | 1.00 |
| ERP Training Advisor | 1.00 |
| Executive Director- Information Technology | 1.00 |
| Highly Specialized Strategic Planning Advisor | 1.00 |
| IT Business Technology Advisor | 1.00 |
| IT Database Advisor | 2.00 |
| IT Departmental Assistant | 2.00 |
| IT Manager - System Administration and Security | 1.00 |
| IT Manager-Application Development | 1.00 |
| IT Manager-Technology Field Support | 3.00 |
| IT Network/Telecom Manager | 1.00 |
| IT Programmer Advisor | 4.00 |
| IT Report Analyst | 2.00 |
| IT Security Manager | 1.00 |
| IT Senior System Administrator | 3.00 |



Information Section

| Job Title | FY-2021 FTE |
|---|---------------|
| IT Support Analyst | 42.00 |
| IT Support Associate | 10.00 |
| IT Systems Administrator Analyst | 2.00 |
| Manager Project Management Office | 1.00 |
| Network Analyst | 5.00 |
| Programmer Advisor ERP | 1.00 |
| Project Manager | 4.00 |
| Service Desk Associate | 8.00 |
| Service Desk Manager | 1.00 |
| Telecom Analyst | 4.00 |
| Internal Audit | 15.00 |
| Associate Internal Auditor | 2.00 |
| Audit Director | 1.00 |
| Audit Supervisor | 2.00 |
| Chief Internal Auditor | 1.00 |
| Executive Assistant to the Chief Internal Auditor | 1.00 |
| INFORMATION TECHNOLOGY AUDITOR | 1.00 |
| Internal Auditor | 3.00 |
| MWBE Assistant | 1.00 |
| MWBE Manager | 1.00 |
| MWBE Specialist | 1.00 |
| Senior Internal Auditor Investigator | 1.00 |
| Operations | 401.00 |
| Academic Sourcing Manager | 1.00 |
| Administrative Assistant | 2.00 |
| Asbestos Supervisor | 1.00 |
| Asset Management Manager | 1.00 |
| Associate Fixed Asset | 2.00 |
| Buyer | 3.00 |
| Capacity Planning Advisor | 1.00 |
| Chief of Business Operations | 1.00 |
| Compliance Advisor | 3.00 |
| Construction Manager | 2.00 |
| Crewperson | 14.00 |
| Customer Service Associate | 1.00 |
| Data Info Specialist | 1.00 |
| Demographer | 1.00 |
| Deputy Chief of Business Operations | 1.00 |
| Diesel Mechanic Certified | 1.00 |
| Director of Construction | 1.00 |
| Director of Custodial and Grounds | 1.00 |



Information Section

| Job Title | FY-2021 FTE |
|--|-------------|
| Director of Facilities Maintenance | 1.00 |
| Director of Facility Planning | 1.00 |
| Director of Procurement | 1.00 |
| Environment Health and Safety Manager | 1.00 |
| Executive Assistant to the Chief of Business Opera | 1.00 |
| Executive Director of Business Operations | 1.00 |
| Executive Director of Facilities | 1.00 |
| Facilities Construction Sourcing Manager | 1.00 |
| Facilities Operations Specialist | 1.00 |
| Facility Planning and Property Management Analyst | 1.00 |
| Financial Analyst (Facilities) | 1.00 |
| General Services Manager | 1.00 |
| General Services Supervisor | 2.00 |
| GIS Planning Advisor | 1.00 |
| Grounds Supervisor | 4.00 |
| Heavy Equipment Mechanic | 1.00 |
| Heavy Equipment Operator | 2.00 |
| Information Technology Sourcing Manager | 1.00 |
| Inventory Clerk | 5.00 |
| Lead Mechanic I Certified | 1.00 |
| Low Voltage Supervisor | 1.00 |
| Mail Clerk | 1.00 |
| Maint Tech I - Sheet Metal Worker | 3.00 |
| Maint Tech II - Carpenter | 15.00 |
| Maint Tech II - Carpenter/Welder | 3.00 |
| Maint Tech III - Bricklayer | 2.00 |
| Maint Tech III - Painter | 7.00 |
| Maint Tech III - Plasterer | 1.00 |
| Maint Tech IV - Roofer | 6.00 |
| Maintenance Technician-Electrician | 18.00 |
| Maintenance Technician-HVAC | 27.00 |
| Maintenance Technician-Plumber | 12.00 |
| Manager Planning | 0.00 |
| Master Electrician | 1.00 |
| Master HVAC | 1.00 |
| Master of Plumbing | 1.00 |
| Mechanic I - Certified | 3.00 |
| Network Installation Analyst | 3.00 |
| Pest Control Manager | 1.00 |
| Pest Control Technician I | 6.00 |
| Pest Control Technician II | 2.00 |
| Plant Manager | 136.00 |



Information Section

| Job Title | FY-2021 FTE |
|--|--------------|
| Plant Manager II | 2.00 |
| Project Facilitator II | 1.00 |
| Project Management Lead | 2.00 |
| Project Manager | 1.00 |
| Record Clerk | 3.00 |
| Routing Specialist (Gen Ed SPED) | 2.00 |
| Senior Buyer | 3.00 |
| Small Engine Mechanic | 1.00 |
| Steam - Pipe Fitter | 1.00 |
| Technician - Asbestos Abatement I | 1.00 |
| Technician - Asbestos Abatement II | 6.00 |
| Technician - Asbestos Abatement III | 4.00 |
| Technician - Electronics II | 3.00 |
| Transportation Advisor | 1.00 |
| Transportation Data Analyst | 1.00 |
| Transportation Manager | 1.00 |
| Transportation Routing Analyst | 2.00 |
| Transportation Safety Specialist | 1.00 |
| Truck Driver | 1.00 |
| Truck Driver II | 2.00 |
| Truck Driver-Maintenance | 23.00 |
| Vendor Assistant | 1.00 |
| Warehouse Clerk | 1.00 |
| Warehouse First Line Supervisor | 3.00 |
| Zone 1-4 HVAC Supervisor | 3.00 |
| Zone 1-4 Manager | 3.00 |
| Zone 1-4 Supervisor - Custodial & Grounds | 5.00 |
| Zone 1A-4B Supervisor | 6.00 |
| Substitute Crewperson | 0.00 |
| Other Uses | 0.00 |
| Part time Certified Tutor | 0.00 |
| Strategy & Performance Management | 66.00 |
| Accountant Charter School | 1.00 |
| Administrative Assistant | 1.00 |
| Advisor Academic Quality & Accountability | 1.00 |
| Advisor School Development | 1.00 |
| Advisor School Governance and Compliance | 1.00 |
| Advisor SPED Charter Schools | 3.00 |
| Analytics Advisor | 3.00 |
| Assessment & Accountability Assistant | 1.00 |
| Assessment Advisor | 3.00 |



Information Section

| Job Title | FY-2021 FTE |
|--|--------------|
| Assessment Specialist | 2.00 |
| Business Process Analyst | 1.00 |
| Charter School Specialist Organizational Quality | 1.00 |
| Chief Innovation Officer | 1.00 |
| Continuous Improvement Advisor | 1.00 |
| Data Analyst | 2.00 |
| Database Engineer | 2.00 |
| Director of Assessment & Accountability | 1.00 |
| Director of Charter Schools | 1.00 |
| Director of Performance Management | 1.00 |
| Director of Student Information Management | 1.00 |
| Emergency Management Specialist | 1.00 |
| Executive Assistant to the Chief Innovation Office | 1.00 |
| Executive Director of Planning & Accountability | 1.00 |
| Highly Specialized Advisor Strategy & Innovation | 1.00 |
| Instructional Advisor ESL | 2.00 |
| Instructional Support Advisor RTI | 2.00 |
| Manager Decision Analytics & Information Mgmt | 1.00 |
| Manager Organizational Quality | 1.00 |
| Manager Research | 1.00 |
| Part-time SIM Data Worker | 4.00 |
| Records Assistant | 4.00 |
| Research Advisor | 1.00 |
| Research Associate | 1.00 |
| Senior Manager Decision Analytics Information | 1.00 |
| SIM Data Specialist | 10.00 |
| SIM Team Leader | 3.00 |
| Student Records Manager | 1.00 |
| Highly Specialized Advisor Charter School Devt | 1.00 |
| Student Family and Community Affairs | 51.00 |
| Administrative Assistant | 1.00 |
| Advisor Family Partnership and School Support | 5.00 |
| Chief of Community Engagement | 1.00 |
| Clerical Assistant Family Partnerships | 1.00 |
| Community Engagement Specialist | 3.00 |
| Community Schools Manager | 1.00 |
| Coordinator - Special Projects | 1.00 |
| Customer Service Assistant | 7.00 |
| Director Family and Community Engagement | 1.00 |
| Director of Customer Service | 1.00 |
| District Receptionist | 1.00 |



Information Section

| Job Title | FY-2021 FTE |
|--|---------------|
| Family Engagement Specialist | 15.00 |
| Family Resource Center Associate | 2.00 |
| Grant Writer Advisor | 1.00 |
| Manager Community Engagement | 2.00 |
| Manager Family and School Support | 1.00 |
| Manager Student Engagement and Initiatives | 1.00 |
| Manager Student Leadership | 1.00 |
| Manager Student Recruitment | 1.00 |
| Specialist Multicultural Family | 1.00 |
| Sr. Mgr. Partnership Accountability & Comm. Eng. | 1.00 |
| Student Recruitment Advisor | 1.00 |
| Student Recruitment Specialist | 1.00 |
| Safety and Security | 191.00 |
| Admin Assist to Exec Dir Safety & Sec | 1.00 |
| Alarm/CCTV Installation Analyst | 4.00 |
| CCTV Manager | 1.00 |
| CCTV Monitor | 4.00 |
| Chief of Safety Security & Student Support | 1.00 |
| Coordinator Fleet | 1.00 |
| Data Info Specialist | 1.00 |
| Director of Safety | 1.00 |
| Director of Security | 1.00 |
| Emergency Management Advisor | 1.00 |
| Executive Assistant (Safety & Security) | 1.00 |
| Executive Director of Safety & Security | 1.00 |
| Fingerprint/Background Analyst | 2.00 |
| Fingerprint/Background Specialist | 2.00 |
| GRASSY Special Project Coordinator I (Gang Counsel | 5.00 |
| Major | 2.00 |
| Mobile Security Officer | 125.00 |
| Records Clerk | 1.00 |
| Safety and Security Financial Analyst | 1.00 |
| Safety and Security Guard | 9.00 |
| Safety and Security Records Clerk | 1.00 |
| Security Advisor | 1.00 |
| Security System Operator | 6.00 |
| Security Systems Operator PART TIME | 5.00 |
| Sergeant | 5.00 |
| SHAPE Advisor | 1.00 |
| Special Project Assistant | 1.00 |
| Special Project Coordinator I | 2.00 |



Information Section

| Job Title | FY-2021 FTE |
|----------------------------------|-----------------|
| Special Project Safety Advisor | 1.00 |
| Special Project Training Advisor | 1.00 |
| Student Safety Manager | 1.00 |
| Systems Analyst | 1.00 |
| Grand Total | 9,501.91 |



| NON-FEDERAL SPECIAL REVENUE FUNDS | |
|---|--------------------|
| Job Title | FY-2021 FTE |
| After-School Childcare (ELOP) | 368.00 |
| ELOP Assistant (School Age Child Care) | 177.00 |
| ELOP Childcare Assistant SUBSTITUTES | 81.00 |
| ELOP Site Leader | 10.00 |
| ELOP Supervisor (School Age Child Care) | 22.00 |
| ELOP Tutor | 78.00 |
| Evening Reporting Center | 2.00 |
| Advisor Evening Reporting Center | 1.00 |
| Manager Evening Reporting Center | 1.00 |
| First 8.1 | 82.00 |
| Associate Fiscal Pre K | 1.00 |
| Classroom Teacher Pre K | 39.00 |
| Early Childhood Educational Assistant | 3.00 |
| Educational Asst - Early Childhood | 37.00 |
| Instructional Advisor Pre-K | 1.00 |
| Classroom Teacher Pre-K In Training | 1.00 |
| First 8.2 | 23.00 |
| Classroom Teacher Pre K | 10.00 |
| Educational Assistant | 1.00 |
| Educational Asst - Early Childhood | 10.00 |
| Instructional Advisor Pre-K | 1.00 |
| Classroom Teacher Pre-K In Training | 1.00 |
| Lottery for Education Afterschool Programs (LEAPS) | 86.04 |
| ELOP Assistant (School Age Child Care) | 46.00 |
| ELOP Childcare Assistant SUBSTITUTES | 9.00 |
| ELOP Supervisor (School Age Child Care) | 8.04 |
| ELOP Tutor | 23.00 |
| Memphis Education Fund | 8.00 |
| Classroom Teacher K-5 | 1.00 |
| Classroom Teacher Secondary | 1.00 |
| Educational Assistant | 2.00 |
| Instructional Support Manager | 1.00 |
| Manager Literacy Instructional Support | 1.00 |
| Manager Mathematics Instructional Support | 1.00 |
| Manager Science Instructional Support | 1.00 |
| Pre-K | 93.50 |
| Administrative Assistant for Pre-K | 1.00 |
| Assistant Pre-K Program | 1.00 |
| Classroom Teacher K-5 | 1.00 |



| NON-FEDERAL SPECIAL REVENUE FUNDS | |
|--|--------------------|
| Job Title | FY-2021 FTE |
| Classroom Teacher Pre K | 79.00 |
| Clerical Assistant | 1.00 |
| Education Director | 1.00 |
| Educational Asst - Early Childhood | 6.00 |
| Grant Fiscal Associate Pre-K | 1.00 |
| Instructional Advisor Pre-K | 1.00 |
| Manager Early Childhood | 1.00 |
| Manager Grant Fiscal | 0.50 |
| School Age Childcare (ELOP) | 22.50 |
| ELOP (School Age Childcare) Assistant | 1.00 |
| ELOP Monitor | 7.00 |
| ELOP Monitor SUBSTITUTES | 0.50 |
| Extended Learning Advisor | 4.00 |
| Extended Learning Assistant | 3.00 |
| Extended Learning Monitor Full-Time | 3.00 |
| Extended Learning Receptionist | 1.00 |
| Financial Analyst for Student Support | 1.00 |
| Manager of Extended Learning | 1.00 |
| School Age Child Care Manager | 1.00 |
| SPED Medicaid Reimbursement | 2.00 |
| Medicaid Specialist | 1.00 |
| NURSE PRACTITIONER | 1.00 |
| Trauma Intensive Parent (TIP) Grant | 2.00 |
| Parent Engagement Specialist | 2.00 |
| Urban Strategies | 4.00 |
| Student & Community Relations Advisor | 1.00 |
| Student and Community Resource Associate | 3.00 |
| Grand Total | 693.04 |



| FEDERAL SPECIAL REVENUE FUNDS | |
|---|--------------------|
| Job Title | FY-2021 FTE |
| 21st Century Community Learning GrantFY19 | 114.89 |
| ELOP Assistant (School Age Child Care) | 57.00 |
| ELOP Childcare Assistant SUBSTITUTES | 12.00 |
| ELOP Supervisor (School Age Child Care) | 10.89 |
| ELOP Tutor | 35.00 |
| 21st Century Primetime 6- Cohort 2 | 0.00 |
| Part time Certified Tutor | 0.00 |
| Carl Perkins | 12.00 |
| College Career & Technical Education Manager | 1.00 |
| College Career Technology Education Advisor | 5.00 |
| Early College Advisor | 4.00 |
| Program Project Assistant for CTE | 2.00 |
| CDCP HIV/STD PREVENTION (FY 2020) | 3.00 |
| Research Advisor | 1.00 |
| Special Project Coordinator I | 2.00 |
| Consolidated Administration | 32.00 |
| Associate Federal Programs Data Associate | 1.00 |
| Director of Grants Program | 1.00 |
| Executive Director- Federal Programs | 1.00 |
| Federal Programs Advisor - Grants & Special Popula | 1.00 |
| Federal Programs Advisor - School Support/Program | 3.00 |
| Federal Programs Advisor (Programs) | 4.00 |
| Federal Programs Analyst | 1.00 |
| Federal Programs Associate (Grants) | 1.00 |
| Federal Programs Associate (Programs) | 1.00 |
| Federal Programs Inventory Assistant | 2.00 |
| Federal Programs Inventory Associate | 2.00 |
| Federal Programs Manager | 3.00 |
| Financial Analyst (Federal Programs) | 2.00 |
| Fiscal Compliance Administrative Assistant | 1.00 |
| Grant Planning and Budgeting Director | 1.00 |
| Grants Administrative Assistant | 1.00 |
| Instructional Facilitator | 1.00 |
| Licensure and Compliance Specialist | 1.00 |
| Manager Grants and Special Populations Compliance | 1.00 |
| Program Compliance Administrative Assistant | 1.00 |
| Research Associate | 1.00 |
| Senior Accountant | 1.00 |
| FY19-20 21st Century Community Learning Center | 115.63 |
| ELOP Assistant (School Age Child Care) | 51.00 |
| ELOP Childcare Assistant SUBSTITUTES | 12.00 |



Information Section

| FEDERAL SPECIAL REVENUE FUNDS | |
|--|---------------|
| Job Title | FY-2021 FTE |
| ELOP Supervisor (School Age Child Care) | 13.63 |
| ELOP Tutor | 39.00 |
| Gear Up 3.0 | 1.00 |
| Instructional Facilitator | 1.00 |
| Head Start Jan-Dec 2020 | 182.50 |
| Advisor Compliance Pre-K/Head Start | 1.00 |
| Assistant Pre-K Program | 2.00 |
| Compliance Associate Pre-K/Head Start | 3.00 |
| Data Analyst | 1.00 |
| Director Head Start | 1.00 |
| Early Childhood Educational Assistant | 68.00 |
| Education Advisor | 1.00 |
| Educational Assistant | 5.00 |
| Educational Asst - Early Childhood | 44.00 |
| Educational Asst - Instructional | 1.00 |
| Environmental Health & Safety Compliance Advisor | 1.00 |
| Facilities Proj Advisor Early Childhood Head Start | 1.00 |
| Financial Analyst (Pre-K) | 1.00 |
| H.R. Senior Advisor Pre-K | 1.00 |
| Head Start Project Support Assistant | 1.00 |
| Health Services Program Advisor | 1.00 |
| Instructional Advisor Pre-K | 6.00 |
| Licensed Practical Nurse | 2.00 |
| Manager Comprehensive Services ERSEA | 1.00 |
| Manager Grant Fiscal | 0.50 |
| Pre-School Screener- Part-Time | 31.00 |
| Registered Nurse | 2.00 |
| Senior Accountant | 2.00 |
| Transition Services Advisor | 2.00 |
| Transition Services Manager | 1.00 |
| Warehouse Worker | 1.00 |
| Warehouseman | 1.00 |
| IDEA Part B | 654.80 |
| Administrative Assistant for Exceptional Children | 2.00 |
| Applications Support Analyst for Exception Childre | 1.00 |
| Assistant - Residential Training Center | 13.00 |
| Classroom Teacher Special ED | 1.00 |
| Clerical Assistant | 1.00 |
| Clerk for Exceptional Children | 6.00 |
| Coordinator - Residential Training Center | 1.00 |
| Data Info Specialist | 1.00 |



Information Section

| FEDERAL SPECIAL REVENUE FUNDS | |
|--|--------------------|
| Job Title | FY-2021 FTE |
| Deaf Interpreter | 12.00 |
| Educational Assistant | 18.00 |
| Educational Asst - Special ED | 490.00 |
| Exceptional Children Advisor SPED | 8.20 |
| Financial Advisor | 1.00 |
| Financial Support Specialist | 1.00 |
| Instructional Facilitator | 1.00 |
| Lead Physical/Occupational Therapist | 1.00 |
| Licensed Practical Nurse | 24.00 |
| Physical and Occupational Therapist | 12.00 |
| Psychologist | 30.60 |
| Regional Manager of Exceptional Children | 2.00 |
| RTI2-B-Support Specialist | 12.00 |
| Social Worker | 15.00 |
| Technician - Residential Training | 1.00 |
| IDEA Preschool | 5.00 |
| Classroom Teacher Special ED | 2.00 |
| Educational Asst - Special ED | 3.00 |
| Priority School Improvement Grant-Regular | 32.00 |
| Administrative Assistant | 1.00 |
| Behavioral Specialist | 1.00 |
| Data Analyst | 1.00 |
| Educational Asst - Elementary | 15.00 |
| Graduation Coach | 1.00 |
| Instructional Curriculum Coach | 9.00 |
| Instructional Support Advisor | 3.00 |
| Recruitment and Staffing Advisor | 1.00 |
| STEM in the Library | 1.00 |
| Project Coordinator STEM in Library | 1.00 |
| STOP Sch Violence Prev and Mental Health Training | 1.00 |
| Special Project Assistant | 1.00 |
| STOP Sch Violence Threat Assess | 1.00 |
| Psychologist | 1.00 |
| Substance Abuse Prevention & Treatment | 0.30 |
| Special Project Coordinator | 0.30 |
| Title 1 A Neglected | 0.00 |
| Part time Certified Tutor | 0.00 |
| Title I Part A Improving Academic Achievement | 575.00 |
| Behavioral Specialist | 16.00 |
| Bilingual Cultural Counselor | 5.00 |
| Bilingual Cultural Mentor | 9.00 |
| Classroom Teacher 4-6 | 1.00 |
| Classroom Teacher K-5 | 0.50 |
| Classroom Teacher K-8 | 2.00 |
| Classroom Teacher Secondary | 2.00 |
| Computer Lab Assistant | 51.00 |



| FEDERAL SPECIAL REVENUE FUNDS | |
|--|--------------------|
| Job Title | FY-2021 FTE |
| Education Assistant - Interventionist | 3.00 |
| Educational Assistant | 118.50 |
| Educational Asst - Elementary | 28.50 |
| Family Engagement Specialist | 31.00 |
| Family Engagement Specialist (part-time) | 1.00 |
| Federal Programs Advisor (Programs) | 1.00 |
| Federal Programs Specialist | 2.00 |
| Graduation Coach | 2.00 |
| In-School Suspension Assistant | 13.00 |
| Instructional Advisor ESL | 2.00 |
| Instructional Advisor Literacy | 2.00 |
| Instructional Advisor Mathematics | 1.00 |
| Instructional Curriculum Coach | 17.00 |
| Instructional Facilitator | 187.00 |
| Instructional Math/Literacy Coach | 8.00 |
| Instructional Support Advisor | 21.00 |
| Interventionist | 18.50 |
| Parent Liaison | 6.00 |
| Part time Certified Tutor | 0.00 |
| Professional Learning Advisor | 9.00 |
| Professional School Counselor | 17.00 |
| Part-Time Educational Asst. Extended Learning Prog | 0.00 |
| Title I Part D Subpart 1 Neglected/Delinquent | 1.00 |
| Federal Programs Analyst | 1.00 |
| Part time Certified Tutor | 0.00 |
| Title II Part A Training & Recruiting | 34.00 |
| Honors Advisor | 1.00 |
| Human Resource Staffing Advisor Instructional | 4.00 |
| Instructional Advisor Literacy | 4.00 |
| Instructional Advisor Mathematics | 4.00 |
| Instructional Advisor Science | 2.00 |
| Instructional Advisor Social Studies | 2.00 |
| Instructional Support Analyst 1 | 1.00 |
| PLC Advisor | 3.00 |
| Professional Learning Advisor | 10.00 |
| Research Advisor | 3.00 |
| Title III Part A English Language Acquisition | 24.00 |
| Bilingual Cultural Mentor | 24.00 |
| Part time Certified Tutor | 0.00 |
| Title IV- 21st Century Primetime 7 | 0.00 |
| Part time Certified Tutor | 0.00 |
| Title IV Part A-Student Support & Academic Enrich | 12.00 |
| Administrative Assistant | 1.00 |



| FEDERAL SPECIAL REVENUE FUNDS | |
|--|-----------------|
| Job Title | FY-2021 FTE |
| Advisor School Operations | 2.00 |
| Attendance Discipline and Hearing Official | 1.00 |
| Director of Student Affairs | 1.00 |
| Instructional Advisor Literacy | 2.00 |
| IT Instructional Specialists | 5.00 |
| Title IV Part B CCLC Primetime 6 | 0.00 |
| Part time Certified Tutor | 0.00 |
| Title IX Homeless | 1.00 |
| Federal Programs Specialist | 1.00 |
| Transition School to Work Program | 2.35 |
| Classroom Teacher Special ED | 0.79 |
| Transition Specialist | 1.56 |
| WIN IN SCHOOL GRANT | 5.00 |
| WIN - Advisor | 3.00 |
| WIN/WFD Manager | 1.00 |
| WIN-IS Associate | 1.00 |
| Grand Total | 1,810.47 |



| NUTRITION FUNDS | |
|---|-----------------|
| Job Title | FY-2021 FTE |
| Nutrition | 1,233.58 |
| Accountant | 1.00 |
| Accountant - Senior | 3.00 |
| Admin Assistant for Dir of Nutrition Operations | 1.00 |
| Admin Assistant for Dir of Nutrition Services | 1.00 |
| Administrative Secretary I | 1.00 |
| Analyst Distribution | 2.00 |
| Analyst Planning and Logistics | 1.00 |
| Associate Compliance CNC | 10.00 |
| Associate Planning and Logistics | 1.00 |
| Associate Warehouse & Distribution Inventory | 1.00 |
| Buyer | 1.00 |
| Clerical Assistant | 3.00 |
| Clerk for Distribution | 2.00 |
| Clerk for Planning and Procurement | 4.00 |
| Culinary Specialist | 2.00 |
| Data Warehouse Analyst | 1.00 |
| Dietitian | 3.00 |
| Director of Nutrition Finance | 1.00 |
| Director of Nutrition Operations | 1.00 |
| Distribution Manager | 1.00 |
| Equipment Maintenance Specialist | 3.00 |
| Equipment Operations Assistant | 1.00 |
| Equipment Operations Supervisor | 1.00 |
| Executive Director of Nutrition | 1.00 |
| Farm Education Program Manager | 1.00 |
| Farm Manager | 1.00 |
| First Line Supervisor Operations | 1.00 |
| Floating Clerk Nutrition Services | 1.00 |
| Food Quality Control Specialist | 1.00 |
| Food Quality Control Technican | 2.00 |
| Food Safety Specialist | 3.00 |
| Fork Lift Operator | 10.00 |
| Functional Advisor Nutrition Services | 1.00 |
| Human Resources Manager | 1.00 |
| Information Technology Manager | 1.00 |
| Inventory Clerk | 6.00 |
| IT Field Technician | 1.00 |
| Lunchroom Monitor | 13.75 |
| Manager Equipment Operations | 1.00 |
| Mechanic I - Certified | 1.00 |



| NUTRITION FUNDS | |
|---|-----------------|
| Job Title | FY-2021 FTE |
| Menu Planning Associate | 1.00 |
| Menu Planning Manager | 1.00 |
| Network Specialist | 5.00 |
| Nutrition Production Support | 19.00 |
| Nutrition Service Analyst | 2.00 |
| Nutrition Service Mobile Support | 45.00 |
| Nutrition Service Nutrition Instructor | 2.00 |
| Nutrition Service Support | 662.83 |
| Nutrition Services Area Mgr | 10.00 |
| Nutrition Supervisor SUBSTITUTE | 100.00 |
| Planning and Analysis Associate | 3.00 |
| Planning and Analysis Manager | 1.00 |
| Plant Manager | 1.00 |
| Receptionist for Nutrition Office | 1.00 |
| Refrigeration Repair Technician | 4.00 |
| Safety and Security Guard | 10.00 |
| School Operations Manager | 1.00 |
| Senior Buyer | 1.00 |
| Senior Manager Nutrition Services | 1.00 |
| Senior Manager Staff Development Nutrition Services | 1.00 |
| Sergeant | 1.00 |
| Sub IT Support | 1.00 |
| Supervisor Distribution Area (Inventory Control) | 1.00 |
| Supervisor Food Quality Control | 1.00 |
| Supervisor Nutrition Production | 2.00 |
| Supervisor School Nutrition | 29.00 |
| Supervisor School Nutrition II | 99.00 |
| Supervisor School Nutrition III | 68.00 |
| Supervisor School Nutrition IV | 9.00 |
| Supply Chain Manager | 1.00 |
| Talent Acquisition Associate | 1.00 |
| Technician Sanitation | 2.00 |
| Training & Food Safety Manager | 1.00 |
| Truck Driver II | 21.00 |
| Warehouse First Line Supervisor | 2.00 |
| Warehouse Lead | 4.00 |
| Warehouse Worker | 22.00 |
| Human Resource Staffing Advisor-Nutrition Services | 1.00 |
| Planning and Analysis Analyst | 1.00 |
| Supervisor Distribution Area | 2.00 |
| Grand Total | 1,233.58 |



| INTERNAL SERVICE FUNDS | |
|-----------------------------------|--------------|
| Job Title | FY-2021 FTE |
| Printing | 7.00 |
| Graphics Specialist | 1.00 |
| Printing Specialist | 6.00 |
| Warehouse | 24.00 |
| Fork Lift Operator | 1.00 |
| Inventory Clerk | 1.00 |
| Record Clerk | 1.00 |
| Truck Driver II | 9.00 |
| Warehouse Clerk | 5.00 |
| Warehouse First Line Supervisor | 2.00 |
| Warehouseman | 4.00 |
| Warehouse and Fulfillment Manager | 1.00 |
| Grand Total | 31.00 |



Information Section



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XII. GLOSSARY OF TERMS

Accounting System – The total structure of records and procedures which discover record, classify and report information on the financial position and operations of a school district or any of its funds, balanced account groups and organizational components.

Accrual Basis of Accounting – To recognize revenues in the period earned and expenses in the period incurred, regardless of when the cash is actually received or spent.

Accrue – To record revenues when earned or when levies are made and to record expenditures as soon as they result in liabilities, regardless of when the revenue is actually received or the payment is actually made. Sometimes, the term is used in a restricted sense to denote the recording of revenues earned but not yet due, such as accrued interest on investments and the recording of expenditures which result in liabilities that are payable in another accounting period, such as accrued interest on bonds. See also Accrual Basis of Accounting.

Achievement School District (ASD) – A district category in Tennessee in which the lowest performing schools can be either directly managed with state resources or by other educational operators, with the goal of increasing student achievement in those schools. The assigned task is to move the bottom 5% of schools in Tennessee to the top 25% by 2018.

Actual – Expenditures and/or revenues realized in the past.

ADA – Americans with Disabilities Act.

ADM – Average Daily Membership (count of students in public schools).

Adopted Budget – A plan of financial operation, legally approved by the Board, to provide an estimate of expenditures for a given fiscal year and a proposed means of financing them.

Allocation – Funds set aside or designated for specific purposes. An allocation does not authorize the expenditure of funds.

Annual Budget – A budget developed and enacted to apply to a single fiscal year.

Appropriation – An authorization granted by a legislative body to make expenditures and to incur obligations for specific purposes. Note: An appropriation is usually limited in amount and as to the time when it may be expended

Asset – Any tangible or intangible item to which a value can be assigned. An asset can be durable such as machinery or financial such as cash, accounts receivable, due from a primary government or investments.

Asset Acquisition – An operating expense used for the procurement of capital assets such as land, buildings, equipment, infrastructure and vehicles.

Assistant/Vice Principals – Responsible for the supervision, discipline, and monitoring of students. He is under the direction of the Building Principal to implement and enforces school board policies, administrative rules and regulations.

Balanced Budget – A budget developed wherein estimated revenues, including budgeted fund balance, meet or exceed budgeted expenditures.

Base (Baseline) Budget – An estimate of the funding required to continue existing programs at the currently budgeted level of service from one year to the next.

Basic Education Program (BEP) – is the funding formula through which the state of Tennessee education dollars is generated and distributed to Tennessee schools.



Information Section

Benefits – This category of spending includes the District’s contribution to employee medical insurance, life insurance, social security, retirement and unemployment compensation.

Board Member – The Shelby County Board of Education governs the business operations of Shelby County Schools and is comprised of seven Board members representing the county (with the exception of school districts governed by the municipalities such as Arlington and Bartlett). The Board appoints a Superintendent to oversee the operation of the District in accordance with the educational goals and policies it establishes.

Budget – A plan of financial operation embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them.

Budget Amendment – It is a revision to the adopted budget during the fiscal year as achieved by line item transfer.

Budget Assumptions – Foundational statements and expectations upon which the budget is developed.

Budget Calendar – A schedule of certain steps to be followed in the budgetary process and the dates by which item must be completed to comply with State and City law.

Budgetary Control – The control or management of the business affairs of the District in accordance with an approved budget with a responsibility to keep expenditures within the authorized amounts.

Capital Assets – Assets with a useful life in excess of one year and an initial cost exceeding \$5,000. Classifications include land, buildings, machinery, furniture, equipment and construction-in-progress.

Capital Budget – A five-year budget for capital expenditures.

Capital Expenditures – An expenditure that results in the acquisition or addition to fixed assets. Capital expenditures have an anticipated useful life of more than one year and belong to land, buildings, improvements, equipment or infrastructure. Infrastructure includes anything that would be attached to a building or structure such as boilers.

Capital Improvement Program (CIP) – A multi-year plan for the acquisition, expansion or rehabilitation of any element of the District’s infrastructure and the proposed methods for financing the projects.

Capital Projects Fund – Funds used to account for financial resources that are obtained and used for the acquisition, construction or improvement of capital facilities.

Career and Technology Centers (CTCs) – Provide high-quality CTE studies to high school students. Students may attend these centers for only a portion of the school day, week or year, or they may attend full time, receiving both academic and technical instruction at the center.

Career and Technical Education (CTE) – is a term applied to schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation. It was formerly (and is still commonly) called *vocational education*; however, the term has fallen out of favor with most educators.

CARES Act - The Coronavirus Aid, Relief, and Economic Security Act, also known as the CARES Act, is a law intended to address the economic fallout of the COVID-19 pandemic in the United States.

Certificated Employee – This is a District employee that is required to possess a state credential. All regularly employed teachers, librarians and counselors are certificated employees.

Classified Employee – This is a District employee who is not required to possess a state credential. Examples include instructional aides; secretaries, clerks and other office staff; and maintenance and custodial workers.



Information Section

Classroom Teachers – The role of the classroom teacher is to manage the classroom in a manner that meets the individual needs of each student in the class. This includes promoting learning and supplementing activities, coordinating and collaborating with support staff, using a variety of teaching approaches, and adapting instruction to include all students. The classroom teacher is in charge of each student's overall academic program. Additionally, ESL, CTE and ROTC are included as classroom teachers. The only teachers this does not include are those teachers not assigned a classroom.

Code of Federal Regulations (CDR) – is the codification of the general and permanent rules and regulations (sometimes called administrative law) published in the Federal Register by the executive departments and agencies of the Federal Government of the United States.

Comprehensive Annual Financial Report (CAFR) – The audited annual financial report of the District, showing the financial position and results of operations for the fiscal year, along with schedules detailing other financial matters.

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

Coordinated School Health (CSH) – An effective model for connecting physical, emotional, and social health with education. It consists of eight interactive components: health education, physical education, health services, nutrition services, counseling and psychological services, healthy school environment, health promotion for staff, and family/community involvement. Using this model, schools work within the family and community structure to ensure optimal health and wellness for children.

Cost of Living Adjustment (COLA) – An increase in salaries to offset the adverse effect of inflation on compensation.

Cost per Pupil – Current expenditures for a given period of time divided by a pupil unit of measure.

Counselor – Renders services to a student or group of students involving the application of principles, techniques, methods or procedures of the counseling profession, including appraisal activities, as defined by the law, counseling, consulting and referral activities.

Creative Learning in a Unique Environment (C.L.U.E) – An education program designed to meet the needs of academically talented and gifted students in the Shelby County Schools.

Deficit – The excess of expenditures over revenues for a given fund during a defined accounting period.

Department – Organizational unit within the District.

Depreciation – The decrease in value of physical assets due to use and passage of time.

District – A school district, special-purpose district or school system which operates public elementary and secondary schools usually within a specific physical boundary.

Dropout Rate – The percentage of students entering the 9th-grade that dropped out of school by the end of 12th grade.

Economically Disadvantaged Students – Students from families who meet certain income criteria making them eligible to receive free or reduced meals at school.

Education Assistants – Educational Assistants provide additional instructional support in the classroom for teachers.

Education Information System (EIS) – is a process to keep up with students' data information within school district.

EEOC – Equal Employment Opportunity Commission



Information Section

Effectiveness Measures – The results and outcomes of an activity; they assist in managing resources effectively and define what resulted from a job task.

Efficiency Measures – The relationship between business performance and resources such as manpower; these measures assist in managing whether a task was completed with the minimum expenditure of time and effort.

Elementary School – A school classified as elementary by the State and local practice and composed of any span of grades not above grade six. Shelby County Schools' grade structure currently includes students in grades Pre-K through 6.

Employee benefits – Amounts paid by the District on behalf of employees. These amounts are not included in the employees' gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, is part of the cost of personnel services. May include health and life insurance and may include payments to which employees or former employees may be entitled under a pension plan, including death and unemployment benefits.

Encumbrance – Obligation in the form of purchase orders or contracts that are chargeable to an appropriation and for which a part of the appropriation is reserved. Encumbrances are eliminated when paid or when an actual liability is set up.

Encumbrance Accounting – A system or procedure which involves giving recognition in the accounting budgetary expenditure control records for the issuance of purchase orders, statements or other commitments chargeable to an appropriation in advance of any liability or payment.

English as a Second Language (ESL) – A traditional term for the use or study of the English language by non-native speakers in an English-speaking environment.

English for Speakers of Other Languages (ESOL) – The program's overarching standard is that students will use English to communicate and demonstrate academic, social, and cultural understanding.

English Language Learners (ELL) – Non-English speaking students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

Enrollment – The number of students enrolled at a school based on the 20th day attendance period.

Enterprise Resource Planning (ERP) – Enterprise Resource Planning is business process management software that allows an organization to use a system of integrated applications to manage the business and automate many back office functions related to technology, services and human resources.

Equipment – Those moveable items used for school operations that are of a non-expendable and mechanical nature (i.e., perform an operation). Heating and air conditioning systems, lighting fixtures and similar items permanently fixed to or within a building are considered as part of the building.

Equity (Funding) – Students with the same types of needs get the same amount of funding, regardless of which school they attend.

Estimated Revenue – When the accounts are kept on an accrual basis, this term designates the amount of revenue estimated to accrue during a given period regardless of whether or not it is all to be collected during the period.

Every Student Succeeds Act (ESSA) – Federal Law which replaces the No Child Left Behind (NCLB) and requires states to incorporate nonacademic factors into their accountability systems which could help promote a broader vision of school success that extends beyond traditional measures, such as standardized-test scores.

Expenditures – The incurrence of an actual liability in accordance with the District's authority.



Information Section

Facility Condition Index (FCI) – This index is a measure of a building’s condition. A higher index indicates worsening conditions of a building. The calculation is equal to Total Dollars of Building Repair + Upgrades+ Renewal Needs/ the Current Replacement Value of the Building Components. A zero to 5% FCI demonstrates a building in good condition; a 5-10% FCI indicates a building in fair condition; a 10 – 30% FCI indicates a building in poor condition. The firms used to determine FCI are the following: O.T. Marshall Architects, Fleming & Associates Architects, Self-Tucker Architects, and All World Project Management.

Fair Labor Standards Act (FLSA) – A Federal law that governs the payment of minimum wages, overtime rates, compensatory time, record keeping of hours worked and other criteria for non-exempt employees, including governmental employees.

Family Resource Centers (FRCs) – Family Resource Centers offer parent education classes, child development activities, parent-to-parent support groups, afterschool and academic enrichment, GED and literacy instruction, health information, referrals and many other programs, activities and services. These services are modified and added to, depending on the needs and desires of local families.

Financial Accounting Standards Board (FASB) – The FASB defines GAAP for private sector entities. Occasionally, GASB and FASB make FASB standards applicable to National, State or local governments.

Fiscal Capacity – The County’s ability to pay based upon its tax base (sales, property). The fiscal capacity is expressed as an index measure, which is a proportion of the total fiscal capacity for all counties.

Fiscal Year – A consecutive twelve-month period designated as the operating year by an entity. For Shelby County Schools, the fiscal year begins July 1 and ends June 30 of the following calendar year.

Flexibility – different decisions around how resources can be allocated and used to address specific students’.

Free/Reduced Price Meals – Children from families who meet certain income criteria are eligible to receive free or reduced meals at school.

Full-Time Equivalent (FTE) – A measure of the effective number of authorized positions, indicating the percentage of time a position or group of positions is funded. An FTE of 1.00 is usually equal to 2,080 hours of work per year. (During a leap year, an FTE of 1.00 is equal to 2,088 hours of work per year.)

Fund – An accounting entity with a self-balancing set of accounts recording cash/or other resources together with all related liabilities, obligations, reserves and equities which are segregated for specific activities or objectives.

Fund Balance – A term used to express the equity (excess of assets minus liabilities) of governmental fund types and trust funds.

Fund Balance; Assigned – a. Intended use established by highest level of decision making b. Intended use established by body designated for that purpose. c. Intended use established by official designated for that purpose.

Fund Balance; Non-spendable – a. Portion of net resources that cannot be spent because of their form. b. Portion of net resources that cannot be spent because they must be maintained intact.

Fund Balance; Restricted – a. Limitations imposed by creditors, grantors, contributors, or laws and regulations of other governments. b. Limitations imposed by law through constitutional provisions or enabling legislation.

Fund Balance; Unassigned – The portion of the excess funds which has no legal commitments or formal designations by the Board for future funding needs.

Furniture & Equipment – Expenditures for furniture, furnishings, athletic equipment and other equipment.



Information Section

General Educational Development (GED) – (informally termed the “General Equivalency Diploma” generally taken by students who have not completed high school.) A student attends GED classes to receive a high school equivalency certificate.

General Fund – A fund used to account for all monies received and disbursed for general government purposes including all assets, liabilities, reserves, fund balances, revenues and expenditures which are not accounted for in any other fund.

General Fund Expenditures –Discretionary salaries and other expenses from the General Fund.

Generally Accepted Accounting Principles (GAAP) – These are nationally recognized uniform principles, standards and guidelines for financial accounting and reporting, governing the form and content of financial statements of an entity.

Government Finance Officers Association (GFOA) – Is a professional association of approximately 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.



Information Section

Individualized Education Plan (IEP) – Individualized Education Plan is a written document required for each child who is eligible to receive special education services. It is provided to a student who has been determined first to have a disability and, second, to need special education services because of that disability.

Instruction – The activities dealing directly with the teaching of students or improving the quality of teaching.

Internal Control – The development and management of the accounting system regarding:
(1) the safeguarding of assets against loss from unauthorized use or disposition; and (2) the reliability of financial records for preparing financial statements and maintaining accountability over assets.

Internal Services Fund – A fund established to finance and account for services and commodities furnished by one department to another department within the same governmental unit on a cost-reimbursement basis.

K-12 Enrollment – The number of K-12 students enrolled at a school based on the 20th day attendance period.

Liability – Debt or other legal obligations resulting from past transactions which must be liquidated, renewed or refunded at some future date.

Licensed Practical Nurse (LPN) – A person who has graduated from an accredited school of nursing and has become licensed to provide basic nursing care under the supervision of a physician or registered nurse.

Limited English Proficient Students – Tennessee students speak more than 140 languages. For these many students, English is not the first language they learned to speak, but it is the first language in which they have learned to read and write. ESL classes vary from district to district and from school to school, and are designed to address such challenges. See more at: <https://www.tn.gov/education/topic/english-learners#sthash.MAlFKbk.dpuf>.

Line Item – An account for recording specific revenues or expenditures within a fund or function; several “line item” accounts may be summarized in an expenditure category or “major object.”

Local Education Agency (LEA) – A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district.

Maintenance of Effort (MOE) – (TCA § 49-2-203; TCA § 49-3-314) No local government can reduce its budgeted amount of local revenue for schools unless there is a decrease in student enrollment. “MOE” generally refers to a requirement placed upon many federally funded grant programs that the State Education Agency (SEA) and Local Education Agencies (LEAs) or school districts, demonstrate that the level of State and local funding remains constant from year to year.

Major Funds – A fund is considered major if it is the primary operating fund of the Board and meets the following criteria:
a. Total assets, liabilities, revenues, or expenditures/expenses of that individual fund are at least 10% of the corresponding total for all funds of that category or type, and
b. Total assets, liabilities, revenues, or expenditures/expenses of that individual fund are at least five percent of the corresponding total for all funds. Major funds are organized into three major categories: governmental, proprietary, and fiduciary.

Measures of Effective Teaching (MET) – Measures designed to find out how evaluation methods could best be used to tell teachers more about the skills that make them most effective and to help districts identify and develop great teaching.

Memorandum of Understanding (MOU) – A legal document outlining the terms and details of an agreement between parties, including each parties’ requirements and responsibilities.

Memphis-Shelby County Education Association (M-SCEA) – The professional organization representing teachers, mental health employees, education support professionals (ESPs), and other educators in the Shelby County Schools.



Information Section

Middle School – A school offering education to students spanning both elementary and secondary levels. Shelby County Schools includes students in grades 6, 7 and 8.

Millage Rate – The rate or percentage applied to the proposed assessed value to determine the taxes owed during the year. One mill is one thousandth. The calculation is .001 multiplied by the assessed value of the home. One mill will cost a homeowner of a \$100,000 home \$100 per year in tax.

Minority and Disadvantaged Women Business Enterprises M/DWBEs – A Disadvantaged/Minority/ Women Business Enterprise is a for-profit small business concern, as defined in 49 CFR, Parts 23 and 26 owned by: a citizen or lawful permanent resident of the United States who is a minority, a woman or disadvantaged individual that represents themselves to be members of their designated group and possess majority ownership and control of a small business enterprise. The purpose of most local government D/M/WBE programs is to increase participation by disadvantaged, minority, and women-owned business enterprise firms in the purchase of goods and services.

Mission – A clear, concise statement of broad purpose for a department or division.

Modified Accrual Accounting – A basis of accounting, required for use by governmental funds, in which revenues are recognized in the period in which they become available and measurable and expenditures are recognized at the time a liability is incurred pursuant to appropriation authority.

Municipality – A political unit, such as a city, town or village, incorporated for local self-government; a body of officials appointed to manage the business of a local political unit. In this document, the term usually refers to the six other school district municipalities within Shelby County, TN including: Arlington, Bartlett, Collierville, Germantown, Millington and Lakeland.

Music, Arts, and Physical Education Teachers (MAPS) – Elementary teachers who specialized in one of the three listed. Although MAPS teachers in elementary are distinct, they are still counted in staffing formula per school, student to teacher ratio.

No Child Left Behind (NCLB) – A federal Law that require schools to have 100 percent proficiency among students in math, reading and language arts as of fiscal year 2014. The schools also had to meet graduation and attendance standards.

Number of Students – Average daily count of students enrolled, which is generally referred to as the Average Daily Membership or ADM. The ADM is used to determine the amount of State funding each system receives.

Object Code – A budget or accounting category that defines the resources to be applied to specific types of inputs such as personnel, travel, tools or supplies.

Objective – A measurable statement of the actual results that a program expects to achieve in support of a stated goal.

Observed Score – A student's observed score is the score reported for the student when he or she was tested.

Operating Budget – This is a plan of current expenditures and the proposed means of financing them; the annual appropriation to maintain the provision of Shelby County Schools' educational services.

OSHA (Occupational Safety and Health Administration) – Monitors the adherence of Federal health and safety regulations in the workplace in order to reduce job injuries.

Other Objects – Amounts paid for goods and services not otherwise classified such as staff development, travel when staff members travel to/from training and any supplies or material that are a part of the cost of providing the training.

Other Post-Employment Benefits (OPEB) – Benefits (other than pensions) that U.S. state and local governments provide to their retired employees. These benefits principally involve health care benefits, but also may include life insurance,



Information Section

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.



Information Section

Resolution – An official enactment by the Shelby County Board of Education to establish legal authority for Shelby County School officials to obligate or to expend funds.

Revenue – Funds that the District receives as income to support expenditures.

Risk Management – The group manages a program for Shelby County Schools' employees who may have been injured or become ill because of their jobs.

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

SCBE – Shelby County Board of Education

School – A division of the school system consisting of a group of pupils composed of one or more teachers to give instruction of a defined type and housed in a school plant of one or more buildings.

School Type – Specified schools such as Alternative, Career/Tech, Traditional, iZone, Charter, ASD and Municipal. Traditional and iZone schools are considered neighborhood schools for FY2015-16.

Science, Technology, Engineering, Arts and Math (STEAM) – Engages students in integrated learning as they explore the world around them, create innovative solutions to problems and communicate their results while learning Science, Technology, Engineering, Art and Math.

Science, Technology, Engineering and Math (STEM) – A curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach.

SCS – Shelby County Schools

Senior High School – This is a school offering the final years of high school work necessary for graduation; invariably preceded by a middle school in the same systems. Shelby County Schools' high school grade structure currently includes students in grades 9 through 12.

Single Audit Act – Federal law requiring a comprehensive district-wide audit of all Federal financial assistance.

Southern Association of Colleges and Schools (SACS) – Accredited elementary, middle and high schools based on rigorous standards for school improvement that focus on student performance.

Special Revenue Funds – A fund used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes.

Specific, Measurable, Achievable, Relevant, and Time-Based Goal (SMART) – Performance goals that are established by department annually.

Special Education (SPED) Services – Special education services that assist children, youth and adults with disabilities to be academically and socially successful life-long learners.

Square Footage – Measured length and width of the building, including boiler rooms and other usable space. This does not include portables and outside lands.

Standards Aligned System – A comprehensive, researched-based resource to improve student achievement.

Statute – A written law passed by the State legislature enacted to prescribe conduct, appropriate public monies and, in general, promote the public welfare.



Information Section

Student-based Budgeting (SBB) – A funding model that allocates school level budget based on different student needs.

Student-Body Activities – Services for public school pupils, such as interscholastic athletics, entertainments, publications, clubs, band and orchestra, that are managed or operated by the student body under the guidance and direction of an adult and are not part of the regular instructional program.

Student Capacity – Refers to programmatic capacity, which is a measure of how much general education K-12 students will fit in a building. It takes into account all the space used by SPED classrooms, Pre-K classrooms, art rooms, music rooms, PE rooms, computer labs, administrative uses, health professional uses, optional program uses, etc. If a building has a design capacity of 1,000, there is an assumption that 1,000 students can fit in that building. However, this is not the case. There are various uses that take up classroom space that cannot be used by the general K-12 enrollment (baseline enrollment). What is measured is how many general education students can fit into a school comfortably with the academic programs operating at their best.

Student/Teacher Ratio – The ratio is calculated by the number of students assigned in a school based on staffing formula per grade level from K to 12 which allocates the number of teachers.

Students with Disabilities (SWD) – Students with Disabilities means children or students who require special education because of: autism; communication disorders; deaf, blindness; emotional disturbances; hearing impairments, including deafness; intellectual disability; orthopedic impairments; other health impairments; specific learning disabilities; traumatic brain injuries; or visual impairments, including blindness.

Surplus – The amount by which government income exceeds spending.

Suspension – A student who is not allowed to attend school for a period of time not greater than ten days, but who remains as a part of the school.

Summer School – The name applied to the school session carried on during the period between the end of the regular school term and the beginning of the next regular school term. Tuition is charged to participants of a summer school program.

Supplies – The account class that includes articles and items that are consumed or materially altered when used by operating activities, such as office supplies, maintenance parts and minor equipment.

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

TCA – Tennessee Code Annotated (Tennessee Statutory Law)

TDOE – Tennessee Department of Education

Teacher & Leader Effectiveness Program (TLE) – A program which focuses on what it takes to attract, develop, and retain a world-class corps of educators.

Teacher Permits – Permission granted to a local school system to employ temporarily a degreed individual who does not hold a valid license when the school system is unable to obtain the services of a qualified teacher for the grade or subject area in which a vacancy exists.

Teacher Waivers – The teacher is licensed but teaching out of his or her field because no other certified teacher is available to teach that subject.

Technology Student Association (TSA) – A national, non-profit organization of middle and high school students who are engaged in science, technology, engineering, and mathematics (STEM).



Information Section

Tennessee Value-Added Assessment System (TVASS) – One method used to measure the influence of a district or school on the academic progress rates of individual students or groups of students and teachers from year-to-year.

The New Teacher Project (TNTP) – A national nonprofit committed to ending the injustice of educational inequality. Founded by teachers in 1997, TNTP works with schools, districts and states to provide excellent teachers to the students who need them most and advance policies and practices that ensure effective teaching in every classroom.

Title I Allocation – Federal Funds that supplement state and local funding for low-achieving children, especially in high-poverty schools. The program finances the additional academic support and learning opportunities that are often required to help disadvantaged students progress along with their classmates.

TDOE – Tennessee Department of Education.

TOA – A theory of action is a coordinated method for delivering high quality instruction. It is a coherent set of strategies that shall ensure academic rigor and maximize student learning at all levels by shaping management goals, policies, strategic planning and budgets.

Travel – Costs of transportation, meals, lodging and other expenses associated with traveling on business for the District.

United States Code (USC) – The USC is the general and permanent federal laws of the United States.

Utilization – This is a rate calculated by taking the Baseline Enrollment / Programmatic Capacity. Baseline enrollment includes Pre-K. The capacity utilization rate is a metric used to measure the rate at which potential output levels are being met or used. Displayed as a percentage, capacity utilization levels give insight into the overall slack that is in the school at a given point in time.

Value-Added – Value-added measures student progress within a grade and subject, which demonstrates the influence the school has on the students' performance. This reporting provides diagnostic information for improving educational opportunities for students at all achievement levels.

WFTEADA – Weighted Full-time Equivalent Average Daily Attendance. When calculating the weighted full time equivalent average daily attendance (WFTEADA), an average is used of the highest two months of the first three months for grades K-12 average daily attendance. The State Department of Education applies unique weights to each K-12 grade level, each vocational program coursework, and special education students based on the high level of service required in the self-contained classrooms. This weight is multiplied on the average enrollment to determine the WFTEADA enrollment. The WFTEADA for each local education agency (LEA) within a county is then given a percentage or split of the total county WFTEADA. All county revenues are then allocated to each LEA based on their district's percentage for that school year.

WFTEADM – Weighted Full-time Equivalency Average Daily Membership (Student Enrollment)



Information Section

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XIII. HELPFUL LINKS

CARES Act

<https://home.treasury.gov/policy-issues/cares>

Greater Memphis Chamber

<http://www.memphischamber.com/>

Measures of Effective Teaching

<http://www.metproject.org/>

Memphis-Shelby County Education Association

<http://mscea.org/>

PBIS| Positive Behavioral Interventions & Supports

<https://www.pbis.org/school>

Shelby County Board of Education

<http://www.scsk12.org/board/>

Shelby County Government

<http://shelbycountyttn.gov>

Shelby County Schools

<http://www.scsk12.org>

Tennessee Advisory Commission on Intergovernmental Relations (TACIR)

<https://www.tn.gov/tacir/>

Tennessee Department of Education

<https://www.tn.gov/education.html>

Tennessee Department of Education State Report Card

<https://www.tn.gov/education/data/report-card.html>

Tennessee Department of Education TVAAS web page

<https://tvaas.sas.com/welcome.html?as=c>

The Commercial Appeal

<http://www.commercialappeal.com>

TNTP

<http://tntp.org/about-tntp>

U.S. Department of Education

<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/adultbe.html>

USLegal

<http://definitions.uslegal.com/a/average-daily-attendance/>



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