

ECKSTEIN ATTACHMENT 1: COVER SHEET

MIDDLE SCHOOL INNOVATION AND LINKAGE RFI

School Information:

School name:	Eckstein Middle School
School address:	3003 NE 75 th Street Seattle, WA 98115

Applying for (please check one):

- Innovation
- Linkage
- Innovation AND Linkage (only one investment will be awarded)

Principal's Contact Information:

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Signature:		Date:	

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Signature:		Date:	

ECKSTEIN ATTACHMENT 2: SCHOOL NARRATIVE

The largest middle school in Washington State, Eckstein Middle School is a community of life-long learners working together to help all students reach their full potential. Eckstein graduates are emotionally healthy, self-confident, resilient and responsible world citizens ready for high school and post-secondary endeavors. By the time they leave Eckstein, our mission is for every student to read, write, and do math at standard or above.

Over the past several years, we have seen significant demographic changes within our growing student population. With approximately 1300 students, Eckstein is serving a more racially diverse and socio-economically fragile student population than in previous years. From the 2009-10 to the 2012-13 school year, the number of Black and Hispanic students has increased from 155 to 243 students. With the inclusion of the Northgate and Lake City communities, the number of students receiving bilingual services has increased from 36 to 65. The numbers of students receiving special education services has steadily increased from 123 to 197. Approximately 338 students receive free and reduce lunch currently. We are working hard to better meet the changing needs of our students and families.

We offer opportunities for all students to participate in full-inclusion classrooms. In order to provide adequate supports for all student learners, we have and continue to support co-taught humanities and math classes at all three grade levels. Our model allows us to have a general education content specialist teach in conjunction with a special education or ELL teacher. This structure allows us to provide all of our students a nurturing and safe learning environment, which honors individuality and encourages self-advocacy.

At Eckstein Middle School, we share a clear vision of what we must become to fulfill our mission. We engage in regular, data-based collaboration, examining common formative assessments within departments, grade levels, and Professional Learning Communities. A recent example of how our staff responds to data is that our counselors, administrators and teachers used the D/E list from first quarter to partner failing students who were not already receiving intervention support with a teacher mentor in the building. We understand that teaching is a public act, and consequently our open classrooms promote transparency and instructional excellence. Professional development is a continuous process that enhances teaching and learning and facilitates each staff member's professional growth. In previous years we invested our time in learning about and implementing common formative assessments and using data to drive instructional decisions. In response to our own data trends, our most recent school-wide Professional development has pertained to grading (*15 Fixes for Broken Grades*) and teaching literacy across all content areas.

As further described in the College and Career Readiness section of our application, this year for the first time we have implemented a school-wide advisory model across all grade levels. Advisory is an opportunity for students to take ownership of their learning and monitor their academic and social-emotional progress with the support of an adult mentor figure in the building. We use curriculum from Navigation 101, Southern Poverty Law Center, and teacher-created lessons to better prepare all students for their post-secondary pursuits. With levy funding, we will be able to provide more targeted support, including case management, to our most vulnerable students.

We engage families through a variety of outreach methods including Curriculum Night, student-led conferences, family workshops, home visits, a weekly parent/guardian bulletin, and regular phone/email contact. This year, our 7th Grade Language Arts department will host a non-fiction Book Night for students and their families to cultivate an appreciation for reading in our community. As outlined in the Work Plan section of this RFI, levy funding would enable us to reach out to the families of our struggling student subpopulations in an even more targeted way.

Combining funding from baseline and LAP, this year we piloted *I Can Learn* and *Read 180* as elective classes for students below standard in math and reading, respectively. These support classes target a wide range of skill gaps that are not always covered in the content area classes. Levy funding would enable us to target more students and better support our intervention teachers, as outlined in the Work Plan section of the RFI. We have been made aware of the fact that LAP funding levels/protocols are subject to change next year, making that an uncertain funding source for these valuable classes.

With one-year funding from Seattle Parks and Recreation and levy performance pay from last year, we piloted four after-school academic interventions to target specific at-risk student populations. Due to budget limitations, we targeted less students and offered fewer sessions than ideal. In the Work Plan section of this RFI, we will describe how levy funding will enable us to strengthen these interventions.

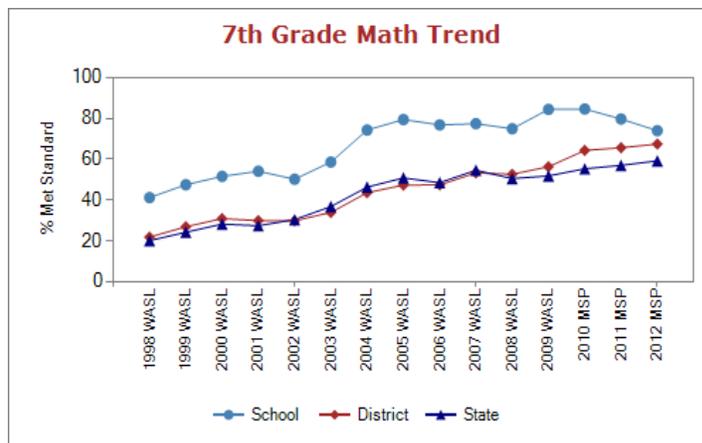
- *Mathletes*: Each month, our 6th grade math teachers identify students who are struggling on the current standards being taught. These students stay after-school for a two-hour session, twice a week for two weeks. The sessions are taught by their math teachers and include re-teaching of the specific skill in which students are below standard and previewing the upcoming content.
- *ELL Intensive*: On the same schedule, we are running an after-school intensive for a cohort of 10 ELL students. Students were identified based on their MSP score (Level 2) and US entry date (they have lived in the U.S. for a significant amount of time and are still below standard). Our ELL department consulted with a district ELL specialist to develop an appropriate reading curriculum. Regular Lexile and fluency assessments, in addition to MAP data, are being used to monitor their progress.
- *Mandatory After-School Study Hall (MASH)*: 22 7th and 8th grade students were selected to participate in this program based on risk factors for attendance, discipline and passing core classes. Sessions run twice a week for two hours after-school and include a mini-lesson regarding academic responsibility, time for goal setting/reflection, and study hall. Tutors from the University of Washington work with students in small groups during the study hall portion. Students' grades, attendance, behavior, and goal setting are linked to an incentive-based program (MASH Money).
- *Homework Center*: We offer a two-hour after-school homework support by grade level once a week. A Language Arts and Math teacher is assigned to work with students at each grade level. Before opening this support program to all students, Level 2 students who were not receiving other academic interventions were given priority to enroll. We track core course grades and MAP data to monitor progress.

ATTACHMENT 3: DATA ANALYSIS SUMMARY

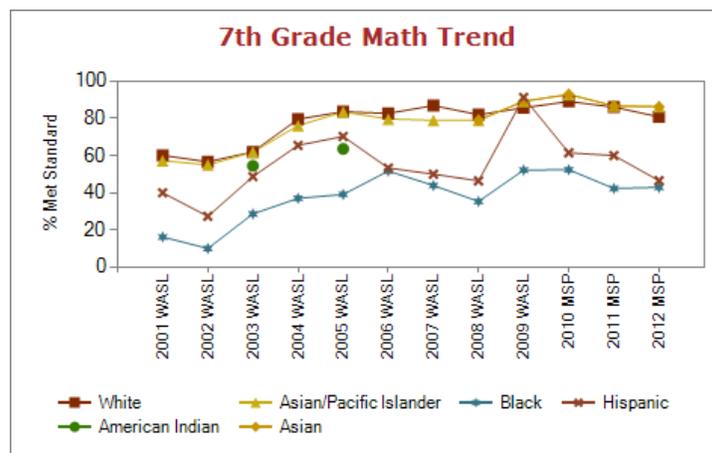
Area of Concentration: Math

Our 8th graders have consistently outperformed the district and state on the Science MSP and are on a positive trajectory. Additionally, this year our science department has engaged in Professional Development with a district ELL specialist to incorporate ELL best practices into their content area. For these reasons, we will focus our levy funding on math instead of science.

While Eckstein has outperformed the district and state on math state assessments since 1998, over the past four years that gap has narrowed, as illustrated on the graph below. Although this graph shows 7th grade data only, it is representative of the trends in all three grade levels.



Analyzing school-level data reveals that there are significant discrepancies between the performance of our Black and Hispanic students compared to white students, as highlighted on the graph below. At all three grade levels, white students have met standard on the Math MSP at higher percentages than Black and Hispanic students. For example, while 80.8% of our white students met standard on the 7th grade Math MSP last year, only 42.9% and 46.5% of our Black and Hispanic students respectively did so. With that said, we still had a large number, 111 (19.2%), of our white students below standard.



Area of Concentration: Math (continued)

According to the RFI Data Template, last year 263 students scored below standard on the Math MSP with a pretty even distribution between Level 1 and Level 2 scores (136 and 127 students, respectively). A deeper look at subpopulations within our Level 1 and Level 2 students show some important trends that guide the interventions outlined in our Work Plan:

- 75% of ELL students (35 students total), primarily of Somali and Hispanic backgrounds, did not meet standard on the Math MSP last year. 48% of ELL students did not meet target on the MAP test.
- 65% of the students who scored a Level 1 received Special Education services (89 students total).
- We see a correlation between MSP and grades/attendance data. Approximately one quarter of the Level 1 students were also at-risk of passing core courses. 55% of Level 1 and 44% of Level 2 students missed five or more days of school.

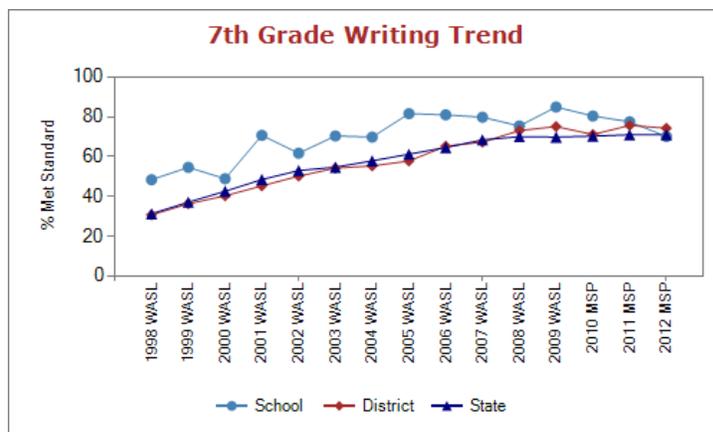
Based on this analysis, we will primarily use levy funds to target our Level 1 and 2 students who are not receiving Special Education support, with an emphasis on Black and Hispanic students (ELL and non-ELL) and the 111 white, free and reduced lunch students. In order to continue to close the gap between our Special Education and General Education students, a smaller portion of levy funds will be used for curricular support for our Special Education students who are below standard.

MAP strand data reveals that our below standard students are equally in need of support in the areas of Algebra, Geometry and Measurement, Numbers and Operations, and Probability and Data. From classroom-based assessments, our math intervention teachers report a wide range of skill gaps for these students, as well, including mastery of basic math operations and number sense to solving algebraic equations, interpreting inequalities and deriving meaning from story problems. These teachers report that, in addition to filling in the gaps, our target students need support in critical thinking and problem solving. They need more opportunities to learn how to process information, make connections to what they know and are about to learn, assess their understanding, and develop the stamina and strategies needed to face a difficult task. The interventions that we have piloted this year and would like to develop upon next year address these needs.

ECKSTEIN ATTACHMENT 3: DATA ANALYSIS SUMMARY

Area of Concentration: Reading/Writing

We will primarily focus our levy funded efforts across all three grade levels on Reading. However, over the past four years our 7th Grade MSP Writing scores have declined, as illustrated below. According to the 5th Grade Riser Risk Report, approximately 90 of our current 6th graders did not meet standard in 4th grade Writing. The majority of below standard scores were in the Level 2 range. These students were primarily non-ELL and included both IEP and non-IEP students. MSP strand data reveals that our 7th grade students struggled most in the area of Content, Organization, and Style on the Spring 2012 MSP.

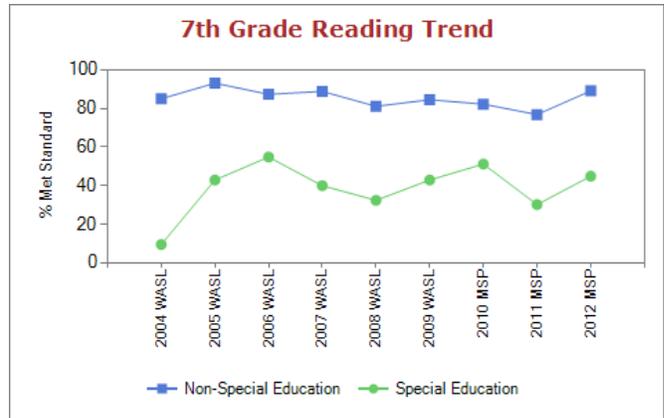
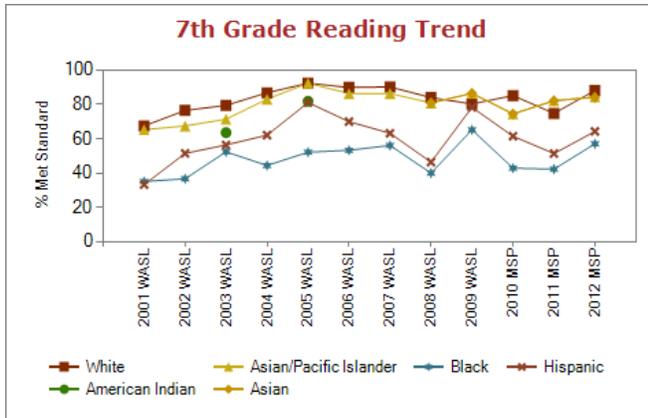


Although we outperformed the district and state averages and approximately 83% of our students met standard in Reading, 454 students were below standard. There are important trends and subpopulations within this group:

- A significant amount of the students below standard scored in the Level 2 range. The majority of these students were non-IEP (101 students total).
- The majority of Level 1 students are IEP students (53 students total). The right-hand graph on the following page highlights the discrepancy between non-IEP and IEP students.
- MAP data also points to a need within our Special Education student population: Only 46% of our Special Education students met target growth in Reading last year.
- 86% of our ELL students, primarily of Somali and Hispanic backgrounds, were below standard in Reading. Of these 35 students, 54% scored Level 1 and 32% scored Level 2.

Area of Concentration: Reading/Writing (continued)

- An achievement gap exists between our Black and Hispanic students and white students, as illustrated on the left-hand graph below. 35% of Black students and 25% of Hispanic students scored below standard, compared to only 11% of white students. With that said, 77 white students were below standard, which is a significantly higher number than our Black and Hispanic student subpopulations.



Based on the analysis of our struggling subpopulations, we will use levy funds to target our non-IEP students who scored in the Level 2 range. We will also further develop the interventions we have piloted in a limited capacity this year for our ELL and Special Education students. We will continue to work to close the racial achievement gap by targeting our Black and Hispanic students, while acknowledging the notable subpopulation of White students below standard.

To best support our target students, we must identify their skill gaps and needs. MAP strand data reveals that below standard students need pretty even support in all strands. However, they struggled slightly more in the sub strands of “Know Text Components” and “Reading Comprehension.” Based on classroom assessments and growth reports generated by the Read 180 software, our intervention teachers report vocabulary, fluency, and identifying key ideas in a text as areas in which our target students need support. Once students develop the ability to read a text fluently, they need support in comprehending the meaning of it and engaging with it on a deeper level. The strategies we have proposed in the Work Plan section of this RFI are driven by these data trends and needs.

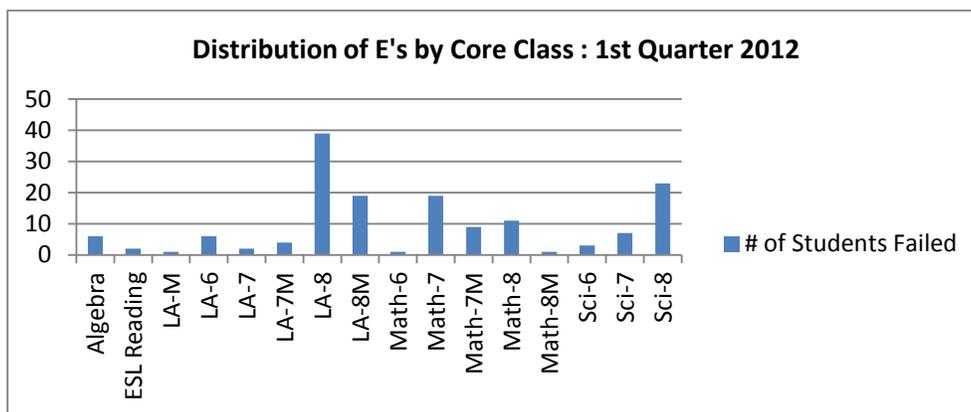
ECKSTEIN ATTACHMENT 3: DATA ANALYSIS SUMMARY

Area of Concentration: Passing Core Classes

On a school-wide scale, students pass core classes at Eckstein at high rates. According to the RFI Data Template, approximately 95% of 7th and 8th graders passed classes in 2011-12. However, this data reveals that there are clear trends within the subpopulation of students who are at-risk of passing core classes:

- 25% of our ELL students (10 students total) did not pass core classes last year. The majority of these students were of Somali and Hispanic backgrounds.
- Likewise, 11% of IEP students (14 students total) did not pass core classes vs. 4% of non-IEP students (28 students total).
- 13% of our Black students (7 students total) and 9% of our Hispanic students (6 students total) failed classes vs. 3% of our White students (14 students total). *Note: While Native American students failed classes at the highest percentage, there were a total of six Native American students enrolled at Eckstein last year.*
- Quarter 1 Final Grades from this school year also depicted a racial achievement gap. Of the total number of E's that were given first quarter, nearly half were attributed to Black and Hispanic students, while these students represent approximately 19% of our total student population.
- As depicted on the graph below, there was a pretty significant discrepancy in the number of E's assigned to students Quarter 1 by grade level and content area. The most E's were earned in 8th grade Language Arts, 8th grade Science, and 7th grade Math.
- According to the Secondary Risk Report, nearly a quarter of the current 7th & 8th graders who earned E's first quarter are medium to high risk for unexcused absences and approximately 16% are medium-high risk for discipline .

Based on this analysis, we will use levy funds to support our Black and Hispanic students – ELL and non-ELL – using behavioral risk factor data to target specific subpopulations. As outlined in the Work Plan, our strategy will include both student interventions and support to our teachers around grading practices, which includes information about homework. This will be particularly useful at addressing the disproportionate number of E's in 8th grade, particularly in 8th grade LA.



ECKSTEIN ATTACHMENT 3: DATA ANALYSIS SUMMARY

Area of Concentration: Attendance

The RFI Data Template confirms that students at Eckstein attend school very regularly. Last year, a majority of students at all three grade levels did not miss more than five days/semester (79% first semester, 69% second semester). Furthermore, Eckstein's school absence rates are slightly lower than the middle school district averages so far into this school year. With that said, a variety of factors appear to correlate with absences:

- There were significantly more absences during second semester than first semester in both the medium (5-7 absences) and high (8+ absences) risk ranges. In fact, 57 more students were in the medium risk range and 69 more students were in the high risk range in second semester.
- Absences also steadily increased by grade level. For example, while only 10% of 6th graders missed more than eight days second semester, 19% of 8th graders did.
- Our ELL and non-ELL students missed school at pretty even rates. Hispanic ELL students missed more school than other racial/ethnic groups.
- IEP students missed school at slightly higher rates than non-IEP students, particularly during first semester. The gap had narrowed by second semester.
- Our non-ELL Hispanic students were notably at-risk for attendance. 20% of these students missed more than eight days second semester, compared to lower (although still significant) rates of Black, multi-racial, and white students. Note: The percentages for our Native American and Pacific Island students were very high, but they represented a total of 9 students.

Analyzing the Student Risk Report from last year, we see that 28 7th and 8th graders missed more than five days. Of these students, 42% also had at least one discipline incident. While the majority of these students passed their Math and Language Arts classes, approximately 68% of them did not meet standard on the Math and/or Reading MSP last Spring.

Based on this analysis, we will use levy funds to target 7th and 8th graders who have historically missed five or more days. Our interventions will take into account the unique needs within our Hispanic student population – ELL and non-ELL. As outlined in the Work Plan, our attendance interventions will address the behavioral trends and academic ramifications that correlate with attendance.

ECKSTEIN ATTACHMENT 4: DATA SAMPLE

Our I Can Learn teachers use a variety of data reports to monitor the progress of their students:

The following chart provides a weekly overview of the rate at which students are progressing through the lessons and their average quiz scores. Our teachers use this data as a goal-setting tool with their students.

Student	Oct. 5			Oct. 12		
	# of Lessons	Avg. Score	Power-Up	# of Lessons	Avg. Score	Power-Up
A	2	90	100	1	90	100
B	5	94	100	2	85	100
C	2	90	100	2	85	100
D	3	87	94	1	80	88
E	5	98	88	1	100	94
F	2	85	94	1	80	100

Our teachers use the data from the chart below to monitor individual students' progress through specific skill areas and provide targeted support. Teachers also use this data to group students by strength or need. It is also helpful to core math teachers, as they are covering different content in their classes but can use this to differentiate instruction. (*Note: An "auto-filled" attempt means that students passed that pre-test and got to skip to the next lesson/skill.*)

"Student A"		
Skill	Attempt #	Score
Identifying Exponential and Standard Form of a Number	Auto-filled	100
Identifying and Finding Number Patterns Using Whole Numbers	Auto-filled	100
Identifying Place Value to the Billions	1	80
Writing Numbers in Expanded Form	2	100
Rounding Whole Numbers to the Nearest Million, 10 Million, 100 Million, Billion	1	80
Comparing Numbers	1	80
Identifying the Properties of Addition	Auto-filled	100
Estimating Sums and Differences	1	90
Adding Three or More Whole Numbers and Subtracting with Re-Grouping	1	100

In addition to the growth reports the *I Can Learn* software generates, we will look at other data points to monitor the progress of these students throughout the year. MSP, MAP and Math core class grades will be regularly monitored, as highlighted in a snapshot from our baseline data below.

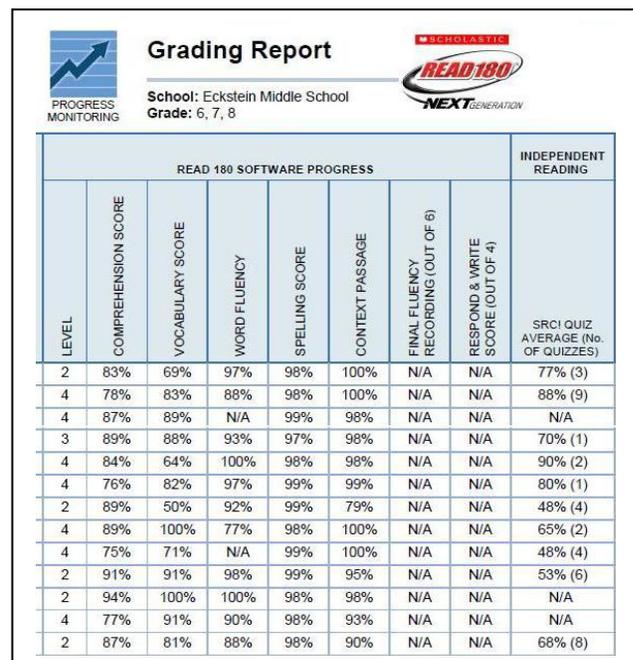
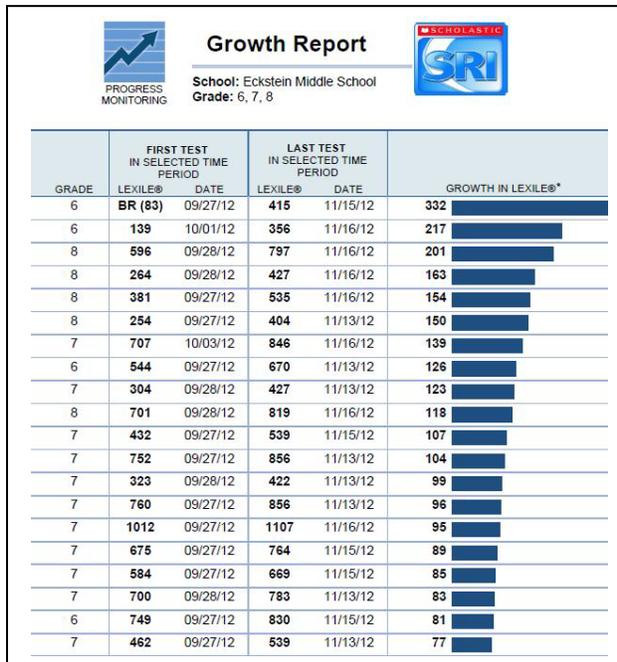
Sp '12 MSP	Sp '12 MAP	Qtr. 1 Math Grade
L2	232	B
L2	225	B-
L2	194	D+
L2	219	A-
L2	232	C+
L2	219	D
L2	218	D
L2	215	C-
L2	226	B

ECKSTEIN ATTACHMENT 4: DATA SAMPLE

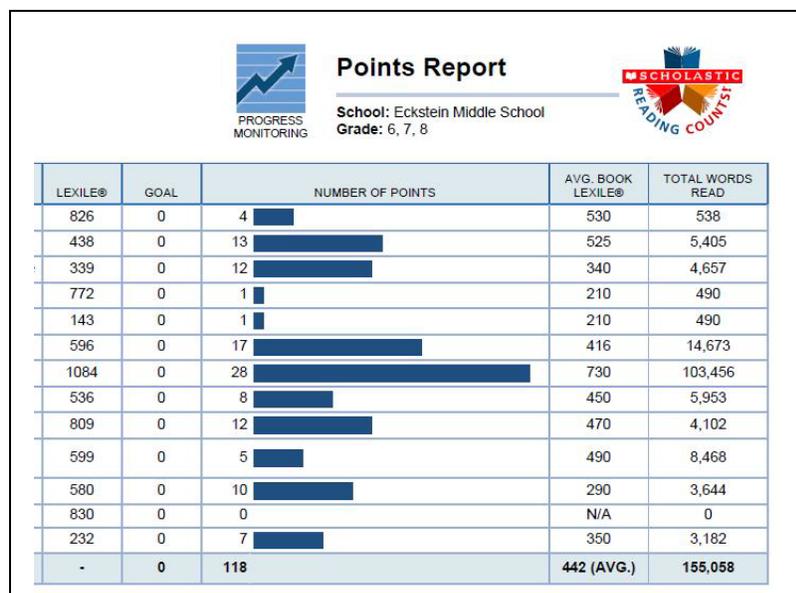
Our Read 180 teachers use a variety of data reports to monitor the progress of their students to inform instruction:

The chart below shows Lexile growth from September to November from the Scholastic Reading Inventory (SRI). We will use the SRI to monitor progress throughout the school year.

The data below gives our Read 180 teachers more detailed information about the specific skill gaps students have. It is used to group students appropriately through the three Read 180 stations and target specific skill areas in the Teacher-Directed Instruction rotations of the class.



The graph below charts students' progress through independent reading. Our teachers use this data to set individual and class goals tied to incentives.



ECKSTEIN ATTACHMENT 4: DATA SAMPLE

Our Mathletes instructors use a variety of data points to identify student participants each month, create targeted lessons, and monitor student progress.

Both of our Mathletes teachers use standards-based grading in their regular math class. Because the after-school Mathletes sessions target the current standards being taught in class, we look to grades to monitor progress, as depicted below. We will also use MAP and MSP scores, as these assessments occur throughout the school year.

Sp '12 MSP	Sp '12 MAP	Math Grade Pre-Session	Math Grade Post-Session
L1	197	1 Beginning	2 Approaching
L1	219	2 Approaching	1 Beginning
L2	218	2 Approaching	4 Above Standard
L2	215	3 Meeting Standard	4 Above Standard
L1	214	1 Beginning	3 Meeting Standard
L1	199	1 Beginning	2 Approaching
L2	221	2 Approaching	3 Meeting Standard
L2	208	3 Meeting Standard	3 Meeting Standard
L1	207	2 Approaching	3 Meeting Standard
L1	194	1 Beginning	2 Approaching
n/a	n/a	2 Approaching	4 Above Standard
L2	216	1 Beginning	2 Approaching
L4	230	2 Approaching	4 Above Standard
L2	215	1 Beginning	2 Approaching
L1	206	1 Beginning	2 Approaching
L1	226	1 Beginning	2 Approaching
L2	215	2 Approaching	2 Approaching
L3	215	3 Meeting Standard	3 Meeting Standard

Summary of data at left:

	Before (# of students)	After (# of students)
Below Standard	8	1
Approaching Standard	7	8
Meeting Standard	3	5
Above Standard	0	4

The data below compares pre-assessment/post-assessment scores of targeted students who participated in Mathletes regularly vs. targeted students who only attended once or never.

Student A (came to every session) **15%/97%**
 Student B (came to every session) **7.5% /91%**
Student C (came to 1 session) 0%/25%
Student D (came to 1 session) 7.5%/65%
 Student E (declined) **15%/59%**
 Student F (declined) **7.5%/47%**
 Student G (declined) **0%/56%**

ECKSTEIN ATTACHMENT 4: DATA SAMPLE

The following three spreadsheets are examples of how we have monitored the grades, attendance and discipline patterns of students enrolled in our Mandatory After-School Study Hall (MASH) program. We use this data to group students, set goals, and inform mini-lessons.

2011-12 Failure Risk Rate	2011-12 Final Math Grade	2012-13 Qtr 1 Math Grade	2011-12 Final LA Grade	2012-13 Qtr 1 LA Grade	1st Qtr: # of E's
Low	B-	E	D+	A-	1
Low	B-	E	B-	B-	1
Low	B+	D	C	B-	0
Low	D+	D+	C+	E	2
High	B	B	C	E	3
Low	C+	D	C+	B	0
Low	B	D	C+	D	0
Low	C+	E	C+	C+	1
Medium	C	E	A	C+	1
Low	C	C	C-	B	0
Low	B+	B-	C	C+	0
Low	B	C-	D	B+	0
Low	C	E	C-	C-	1
Low	D+	E	C-	D	2
Low	C+	E	B-	E	4
Low	A	B	B	C-	1
Low	B-	E	D	B	1
Low	B-	D	C-	B	0
Low	C-	D	C	C	1
Medium	C	E	C-	C+	2
Low	C-	B	A-	C-	2
Low	C+	C	B	C	0

2011-12 Attendance Risk Rate	Pre-Program: # of unexcused absences (days)	1st Qtr: # of unexcused absences (days) since enrollment in MASH	Pre-Program: # of unexcused tardies	1st Qtr: # of unexcused tardies since enrollment in MASH
Low	1	0	6	5
High	0.5	0.25	7	2
Low	0	0	3	6
High	0	0	3	0
High	1.5	0.5	17	8
Low	0	0	8	7
Low	0	0	1	0
High	1	0	4	5
High	0	0	1	4
Low	0	0	6	9
Low	0	0.2	8	4
Medium	0	1	6	0
Medium	0	0	1	0
Medium	0	0	28	10
Medium	0.2	0	3	0
Low	0	0	0	0
Low	0	0	0	1
High	1.2	0.2	5	6
Medium	0.4	0	1	0
High	0.2	0.2	5	0
Medium	3.5	0.5	3	1
Low	0	0	2	2

2011-12 Discipline Risk Rate	Pre-Program: # of Discipline Incidents	1st Qtr: # of Discipline Incidents since enrollment in MASH
Low	0	0
Low	0	0
High	0	0
High	1	0
High	1	0
Low	0	0
Medium	0	0

To the left: This is only a snapshot of the Discipline data. Of the 22 MASH students, only one student has had a discipline incident.

MASH Baseline Survey Results:

Lowest two areas: "When I'm at school, I feel safe, comfortable and connected ..." and "I monitor my grades & attendance" (Note: this is consistent across all racial groups, with the exception of White/Asian students who rated themselves 4.5 for "monitoring grades")

Female lowest area: "I monitor my grades & attendance"

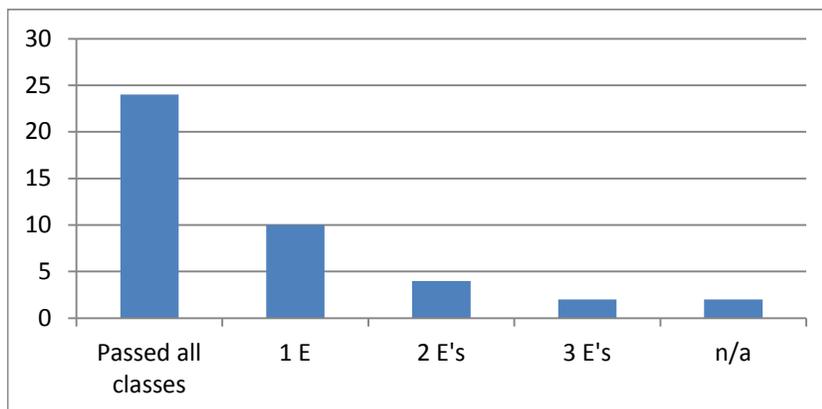
Male lowest areas: "I have at least 1 adult in the building..." and "When I'm at school, I feel safe, comfortable and connected..."

ECKSTEIN ATTACHMENT 4: DATA SAMPLE

Below is a sample from the baseline data we gathered for our **after-school ELL intensive**. We will use interim fluency assessments to monitor progress, in addition to MSP and MAP.

Name/Grade	MSP READING LEVEL (2012)	SPRING MAP RIT (2012)	WELPA READING SCORE (out of 666) (2012)	US ENTRY DATE	CURRENT INTERVENTIONS	MAP FALL 2012 RIT	FLUENCY FALL 2012 (Aver. WPM/GE)
FL/ 7	L2	207	580 L4	2003	Exited ELL 2012 In Read 180	204	112/4.5
AM/ 7	L2	206	536 L3	Program Entry 2005	In Read 180	204	115/4.5
HN/ 7	L2	178	504 L3	Born in US	In Read 180	200	89/4.0
BP/ 7	L2	191	517 L3	Born in US	In Read 180	209	TBD/5.5
MA/ 8	L2	208	572 L3	2007	In Read 180 and ELL Advisory	209	TBD/5.5
OH /8	L2	204	557 L3	2004	In Read 180, ELL inclusion and ELL Advisory	208	113/5.5
MM /8	L2	210	557 L3	2004	In Read 180, ELL inclusion and ELL Advisory	196	86/3.5
JS/ 8	NA	NA	NA	Born in US	In ESL, ELL inclusion, and ELL Advisory	183	123/4.0
MV/ 8	L1	207	564 L3	2004	In ELL Advisory and Read 180	206	TBD/5.0

We monitored the grades of students who participated in **Homework Center** first quarter, as depicted below. We will also look at their MAP and MSP scores, as those assessments occur throughout the year.



ECKSTEIN ATTACHMENT 6: COLLEGE AND CAREER READINESS PLAN

A. Plan Overview

Eckstein has demonstrated a commitment to ensuring that students have the knowledge, skills and support to pursue post-secondary goals. In addition to having a plan in place for introducing the college and career tool, ConnectEdu, to our students, we built advisories into our school structure this year for the first time. Levy funding will enable us to strengthen and expand upon these efforts.

At the end of the 2011-12 school year, our staff voted and approved to adopt a school-wide advisory model, in which students regularly meet and work with a teacher in a small group setting. Instead of using a typical early-release schedule, in which students visit each class for a shortened, 30 minute period, we devote monthly early-release days to advisory. Students spend four hours in their advisory, working with their advisor and a small group of peers in the same grade level to explore post-secondary options, identify interests and corresponding careers, set goals, reflect on learning, and develop ways to execute their plans.

This school year, we began this valuable work with a career-and-interest inventory. Since then students have completed the first five lessons in the curriculum, which included a community service project. In subsequent months, students will engage in activities that deepen their understanding of the college admission process and career opportunities. In addition to using the Navigation 101 curriculum, our teachers have written their own lessons and incorporated materials from the Southern Poverty Law Center. Advisory sessions also integrate social-emotional elements, such as community building, problem solving, and service learning projects.

A critical component of advisory is the portfolio, which serves as a record of students' three years at Eckstein. By the time they enter high school, students' portfolios will include samples of their work, grades and test results, reflections on their learning, goals for post-secondary education and careers, a record of jobs, internships and volunteer service, and honors or awards they have received. It also drives the conversation students have with their parents/guardians at student-led conferences, which we plan to hold in both November and June next school year.

Student-led conferences are an opportunity for students to take ownership of and share their goals and learning with their family. The conversation is anchored around their academic, citizenship, and career/interest goals. Additionally, students provide samples of their work from each class and speak to their learning in the content areas. Research indicates that student-led conferences help students participate more actively in their own learning and accept personal responsibility for their academic performance, both of which are critical to reaching post-secondary goals.

On our first attempt at student-led conferences this fall, approximately 89% of our families attended. 95% of the feedback families provided on a survey was positive. Families commented on how meaningful these conversations were and that they learned a great deal about their

student from the conference. Common neutral/negative comments included families wanting time to talk with teachers, requests for childcare, and suggestions about making the conference more rigorous at subsequent grade levels. We will take this feedback into consideration when planning student-led conferences next year. In the Spring, students will have a portfolio-driven conference with their family at home. However, due to the positive responses from staff and families, our plan for the 2013-14 school year is to facilitate both Fall and Spring student-led conferences at Eckstein, pending contractual approval.

To ensure that our staff is implementing the advisory model consistently and with fidelity across the school, our Building Leadership Team has developed each advisory lesson and presented it to the staff during our monthly Grade Level meetings, allotting time during subsequent Building Leadership Team (BLT) meetings for feedback, questions, or concerns. With levy funding, an Academic Intervention Specialist (AIS) will work alongside the BLT to develop and implement advisory lessons. He/she will support the counselors in enrolling at least 95% of eligible students in the College Bound Scholarship program. We will use Curriculum Night, student-led conferences, parent/guardian meetings, home visits, and an incentive-based campaign to enroll students.

B. Case Management

In addition to the responsibilities described above, the AIS will case-manage a cohort of students at-risk of accessing a post-secondary education, beginning at the 6th grade level, adding an additional grade level each year. Based on the RFI School Data Report and the Secondary Risk Report, we know that our Black and Hispanic students, including ELL and non-ELL students, are in need of the greatest level of support in this area.

The AIS will meet with target students at least one time per month using the *My Dreams, My Story, My Voice* curricular supplements from Navigation 101. According to OSPI, this curriculum was “designed to help schools increase a student’s sense of self-advocacy as a predictor of student success. The 32 lessons/workshops intentionally create a safe environment for students in which they can explore why they need to go to college, name the unique challenges they face, and identify the assets they bring to the college exploration process.” The AIS will also invite relevant guest speakers to address the group and coordinate at least one visit to a university campus.

Regularly monitoring attendance, grades, and assessment data and facilitating teacher and family contact will be a major part of the AIS’s role. To ensure that these students participate in after-school academic and enrichment programming, he/she will collaborate with the Community Learning Center (CLC) coordinator. Families of these students will be targeted for our evening parenting workshops (Fall: *Adolescent Parenting Class*; Spring: *Strengthening Families*). The AIS will integrate fully with school staff and attend weekly Guidance Team Meetings. Using Spring 2013 as a baseline, attendance, discipline, passing core classes, and MSP/MAP data will be used to monitor the progress of these students regularly throughout the school year.

ECKSTEIN ATTACHMENT 8A: WORK PLAN SUMMARY

(Linkage Only)

Area of Concentration: Math

Outcome/ Indicator	Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		# of Levy Focus Students	Levy Focus Students as % of Total School (6-8)	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students Meet Target	% of Levy Focus Students Meet Target
Students will advance from Level 1 to Level 2 or higher on the Spring '14 Math MSP	Non-IEP Level 1 students (including ELL & Non-ELL students)	47	4% of tested students	27	57%	38	67%
Students will advance from Level 2 to Level 3 or higher on the Spring '14 Math MSP	Non-IEP Level 2 students (including ELL & Non-ELL students)	106	9% of tested students	46	43%	74	55%
Students will advance from Level 1 to Level 2 or higher on the Spring '14 Math MSP	IEP Level 1 students	89	7% of tested students	18	20%	45	35%

- I. **Focus Students:** Based on our data analysis (see pages 4-5), we will primarily use levy funds to target our non-IEP Level 1 and 2 students, including both ELL and non-ELL students. We will seek to meet the needs of all students, acknowledging that while our Black and Hispanic students did not meet standard at a disproportionate *percentage* than our White students, a significant *number* of White students were below standard. In order to continue to close the gap between our Special Education and General Education students, a portion of levy funds will be used support our Special Education students below standard.

Area of Concentration: Math (continued)

II. Strategy 1: Saxon/I Can Learn *(Key Component: Extended In-School Learning Time)*

With LAP funding, we were able to pilot I Can Learn in a limited capacity this year. Levy funding will enable us to target many more vulnerable students and add Saxon. We will offer seven math intervention classes (five sections of I Can Learn, two sections of Saxon). These math intervention classes will take the place of one elective in students' schedules, such that students will be enrolled in a core math class concurrently with Saxon or I Can Learn. Classes will meet daily for 45-55 minute class periods, and students will stay enrolled in the class over the course of the year. We are confident in I Can Learn, as it has over 15 years of research supporting its effectiveness in closing the achievement gap. Additionally, the US Department of Education gave I Can Learn a positive rating in the "What Works Clearinghouse." Because of the audio/visual components to the program, I Can Learn has been praised for its effectiveness with ELL students. Two other middle schools in Seattle, Mercer and Aki, have demonstrated strong results using Saxon. It is also research-based and aligned with Common Core Standards. Our current I Can Learn teachers have reported that some students in their classes need support at a lower level than what I Can Learn offers; Saxon would be a more appropriate fit and target our Level 1 students. Note: We would use Special Education staffing for our Saxon classes; levy funds would pay for training and curricular costs.

Strategy 2: Mathletes *(Key Component: Out-of-School Time)*

After a site visit to Mercer Middle School last Spring, we implemented an after-school math intensive program similar to theirs that we call Mathletes. Because we had a limited amount of one-year-only funding, we targeted a small cohort of 6th graders. Levy funding will enable us to not only continue its implementation, but also to expand its scope and impact. We will offer after-school math intensive sessions to target students at all three grade levels. Each month our math teachers will use common formative assessments to identify students who are struggling on the current math skills being taught in class. Students will then have the opportunity to relearn their current math material and preview upcoming material in an engaging, small group setting after-school. Sessions will take place over the course of two weeks each month, meeting twice a week for two hours each session. They will be taught by math teachers who have proven the ability to relate to students social-emotionally while holding high academic standards. We were not able to support the program with tutors this year, but would do so with levy funding.

Strategy 3: Family Math Night *(Key Component: Family Engagement)*

We will offer Family Math Nights at least once a semester, in which parents/guardians will receive information on how they can support their children with math at home. We will target the families of our struggling subpopulations, provide dinner and childcare. Our main objectives will be to equip families with the language their children's math teachers are using, to provide specific, hands-on strategies to support their children with math at home and to see student work.

Area of Concentration: Math (continued)

III. Key People: Our intervention team, including our Principal, Assistant Principal, Academic Intervention Specialist (AIS), Community Learning Center Coordinator (CLCC), and intervention teachers, will each play a critical role in successfully implementing and sustaining these programs. Our Principal and Assistant Principal will identify math teachers who would be most skilled in leading each intervention and ensure that they are receiving the proper training, support, and time to effectively lead these programs. The AIS will work with intervention teachers to accurately identify and enroll students in I Can Learn (using MSP and RIT data and teacher input) and Mathletes (using common formative assessments). The AIS will also work with intervention teachers to develop progress monitoring systems and support them in using the data to inform instruction. The intervention team will meet at least once a month to analyze student growth reports and data trends within our target subpopulations and modify interventions as needed. The CLCC will support Mathletes administratively (i.e. permission forms, snacks, transportation, tutors), as it will be part of our after-school programming. The CLCC will also target students who are in I Can Learn during the day for after-school enrichment programming since they are missing an elective to be in I Can Learn. Our Math department, CLCC, and AIS will collaborate to run the Family Math Night.

Partnerships and Collaborative Efforts: We will partner with Seattle Parks and Recreation to hire a full-time CLCC, run a fee-based after-school academic/enrichment program, and offer several family engagement nights. We are choosing to partner with Seattle Parks and Recreation because as stated in their RFQ, they “have a long history of working with a wide range of demographic groups and can support students as identified by school administrators based on particular needs. Parks is successful working with students of color, low-income families, English Language Learners, at-risk youth and students with special needs.” Seattle Parks and Recreation has a strong body of evidence illustrating the academic, social-emotional, and behavioral impact it can have on students. Seattle Parks and Recreation has the capacity to reach out to our target students and their families in a strategic way, while integrating fully into a school system. They have also been a critical partner in piloting and tracking the success of the intervention programs so far this year.

ECKSTEIN ATTACHMENT 8B: WORK PLAN SUMMARY

(Linkage Only)

Area of Concentration: Reading/Writing

Outcome/ Indicator	Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		# of Levy Focus Students	Levy Focus Students as % of Total School (6-8)	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students Meet Target	% of Levy Focus Students Meet Target
Students will advance from Level 1 to Level 2 or higher on the Spring '14 Reading MSP	IEP Level1 students (including ELL and non-ELL)	53	4% of tested students	10	19%	27	40%
Students will advance from Level 2 to Level 3 or higher on the Spring '14 Reading MSP	Non-IEP Level 2 students (including ELL and non-ELL)	101	8% of tested students	56	55%	81	65%
Increase the percentage of students meeting standard in Writing	All 7 th Graders	*416	35% of total school population	299	72%	375	82%

- I. **Focus Students:** Based on our data analysis (see pages 6-7), we will use the majority of levy funds to target our non-IEP students who scored in the Level 2 range on the Reading MSP. We will continue to work to close the racial achievement gap by targeting our Black and Hispanic students, as well as the notable subpopulation of White students that are below standard. Additionally, a smaller portion of levy funds will be used to increase the percentage of students meeting standard in Writing. **416 students is obviously a large target group and exceeds the City's recommendation. However, since our strategy for Writing is to provide all of our Language Arts teachers with professional development, we expect to see an increase in the percentage of all students meeting standard across the grade level.*

Area of Concentration: Reading/Writing (continued)

- II. Strategy 1: System 44/Read 180** *(Key Components: Extended In-School Learning Time; Social-Emotional Support; Family Engagement)*
- With LAP funding, we were able to pilot Read 180 classes this year. We've been notified by the district that LAP is not a certain source of funding for next year. Levy funding would enable us to not only continue but further develop how we use System 44/Read 180. Our plan is to offer eight periods of Read 180 (five sections targeting non-IEP students, three sections targeting IEP students) and one section of System 44 (targeting IEP students). These reading intervention classes will take the place of one elective in students' schedules, such that students will be enrolled in a core Language Arts class concurrently with System 44/Read 180. Classes will meet daily for 45-55 minute class periods, and students will stay enrolled in the class over the course of the year. As an opportunity for students to showcase their learning and to engage our families, our Read 180 students will present a Reader's Theater in the Spring. We will also ensure that our Read 180 teachers' Homerooms, which meet twice a week for 40 minutes, are comprised of Read 180 students. This will not only deepen the sense of community they are establishing with these students, but also allow them integrate literacy skills into the students' other content areas. The significant amount of research supporting System 44/Read 180, including an endorsement by the US Department of Education after a four-year evaluation, makes us confident in its effectiveness. Our preliminary data from this year also speaks to Read 180's impact. Of the 35 students who made positive gains from September to November, the average Lexile growth was 94 points. On average, students are expected to grow approximately 75-100 Lexiles per year.

Strategy 2: After-School ELL Intensive *(Key Components: Out of School-Time; Family Engagement)*

With one-year-only funding, we piloted an after-school program targeting ELL students this Fall. Because we had a limited amount of funding, we targeted only 10 ELL students, using MSP scores and U.S. entry date to do so. Levy funding will enable us to provide our ELL teachers with curricular support, reach a greater number of students, and add in a family engagement strategy. Our ELL teachers will continue to work with a district ELL specialist to further develop/adopt an engaging and effective literacy curriculum, appropriate for an after-school program. Sessions will take place over the course of two weeks each month, meeting twice a week for two hours each session. Pre- and post-assessments will be used each session to monitor growth in the areas of fluency and comprehension. Due to limited funding this year, we could not support this program with tutors, but we would do so with levy funding. We will also target the families of our after-school ELL participants by integrating ELL Family Nights into the program each semester. The goal of these evenings will be to foster a culture of reading within our ELL community. Students will have the opportunity to showcase their learning in creative ways, set personal reading goals with their parents/guardians, and celebrate their progress. With the support of interpreters, this will also be a time for our staff to address the specific questions and concerns our ELL families may have about the school at large.

Area of Concentration: Reading/Writing (continued)

Strategy 3: Family Reading Night *(Key Component: Family Engagement)*

We will offer Family Reading Nights at least once a semester, in which parents/guardians will receive information on how they can support their children with reading at home. We will target the families of our struggling subpopulations, provide dinner and childcare. Our main objective will be to equip families with the language their children's content area teachers are using and to provide specific, hands-on strategies to support their children with reading at home. Note: This is in addition to the ELL Family Nights mentioned in Strategy 2.

Strategy 4: Professional Development

We will devote a portion of levy funds to provide our Language Arts teachers with professional development pertaining to standards based grading and common core standards alignment.

- III. Key People:** Our intervention team, including our Principal, Assistant Principal, Academic Intervention Specialist (AIS), Community Learning Center Coordinator (CLCC), and intervention teachers, will each play a critical role in successfully implementing and sustaining these programs. Our Principal and Assistant Principal will identify teachers who would be most skilled in leading each intervention and ensure that they are receiving the proper training, support, and time to effectively lead these programs. The AIS will work with intervention teachers to accurately identify and enroll students in Read 180 (using MSP and RIT data and teacher input) and ELL Intensive (using MSP, US Entry Date, WELPA). The AIS will also work with intervention teachers to develop progress monitoring systems and support them in using the data to inform instruction. The intervention team will meet at least once a month to analyze student growth reports and data trends within our target subpopulations and modify interventions as needed. The CLCC will support the ELL Intensive administratively (i.e. permission forms, snacks, transportation, tutors), as it will be part of our after-school programming. The CLCC will also target Read 180 students for after-school enrichment programming because Read 180 takes the place of one elective. Our Language Arts department, CLCC, and AIS will collaborate to run the Family Reading Night.
- IV. Partnerships and Collaborative Efforts:** We will partner with Seattle Parks and Recreation to hire a full-time CLCC, run a fee-based after-school academic/enrichment program, and offer several family engagement nights. We are choosing to partner with Parks because, as stated in their RFQ, they "have a long history of working with a wide range of demographic groups and can support students as identified by school administrators based on particular needs. Parks is successful working with students of color, low-income families, English Language Learners, at-risk youth and students with special needs." Parks has a strong body of evidence illustrating the academic, social-emotional, and behavioral impact it can have on students. Seattle Parks and Recreation has the capacity to reach out to our target students and their families in a strategic way, while integrating fully into a school system.

ECKSTEIN ATTACHMENT 8C: WORK PLAN SUMMARY

Area of Concentration: Passing Core Classes

Outcome/ Indicator	Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		# of Levy Focus Students	Levy Focus Students as % of Total School (6-8)	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students Meet Target	% of Levy Focus Students Meet Target
Students will pass all core courses each semester	7 th & 8 th graders historically at risk of passing core classes	42	5% of 7 th & 8 th graders	9	21%	34	60%

- I. **Focus Students:** Based on our data analysis (see page 8), we will primarily use levy funds to target our 7th and 8th graders with a history of failing core classes. To target interventions toward our struggling subpopulations, we will consider the factors that correlate with failing classes (attendance, behavior, socio-economic status, ELL, race/ethnicity). Additionally, a smaller portion of levy funds will be attributed to professional development around grading practices for our teachers.

- II. **Strategy 1: Mandatory After-School Study Hall (MASH)** *(Key Components: Out-of-School Time; Social-Emotional Support)*
 With one-year-only funding, this Fall we piloted MASH targeting a cohort of 7th and 8th graders who were at-risk of failing core classes. In this scaled down-version of the program, 8 out of 22 students passed all of their classes first quarter. 8 out of 9 students who had unexcused absences before the program had less absences once they began participating in MASH. Levy funding would enable us to expand upon and strengthen this important intervention. We will offer two sessions of MASH, each group meeting twice a week after-school for two hours. This year, we have struggled to provide individualized support to such a large group all at once; two sessions will remedy this. Led by Eckstein teachers, each session will include a mini-lesson that covers a life skill, study habit, or college and career readiness component. Students will transition into a study hall time, supported by tutors from local universities. Having tutors consistently working with the same students will support the social-emotional objectives of this intervention. Additionally, we will build upon the incentive component of this program (“MASH Money”) to encourage students to reach their academic, attendance, and behavioral goals.

Area of Concentration: Passing Core Classes (continued)

Strategy 2: Homework Center *(Key Components: Out-of School Time)*

Levy funding will be used to expand upon Homework Center, which we piloted this year. We will offer after-school homework support by grade level twice a week for two hours. This year, we were only able to provide this support once a week per grade level. Doubling the sessions will not only give students more time, but also enable us to be more intentional with how students are grouped. A Language Arts and Math teacher will be assigned to each grade level, so that students can receive support directly from a grade-level and content-area specific teacher. Levy funding will also enable us to integrate tutors into the program. First quarter, 24 of the 42 participants passed all of their classes. Since we began this intervention about halfway into first quarter, we anticipate that the data will improve in the subsequent quarters.

Strategy 3: Professional Development/Collaboration Time

We will devote a portion of levy funds to provide our Language Arts and Math teachers with professional development pertaining to standards based grading and assessment practices and common core standards alignment.

Strategy 4: Student-Led Conferences/Advisory *(Key Components: Family Engagement; Social-Emotional Support)*

As outlined in the College and Career Readiness section of this RFI, we are committed to using the advisory model and student-led-conferences because they help students participate more actively in their own learning and accept personal responsibility for their academic performance. Having piloted both this year, we know that they are a powerful way to support students' social-emotional needs, engage families, and meet academic goals, including grades. With levy funding, we will have two rounds of student-led conferences, develop the curriculum being used in advisory, and add case-management support. Please refer to pages 15-16 for a detailed description of our entire strategy.

Strategy 5: Math and Reading Family Nights *(Key Components: Family Engagement)*

We will offer Family Reading and Math Nights at least once a semester, in which parents/guardians will receive information about how they can support their children at home with current class content and curriculum. We will target the families of our struggling subpopulations, provide dinner and childcare. Our main objective will be to teach families how to access The Source and Fusion pages, to equip families with the language their children's content area teachers are using and to provide specific, hands-on strategies to support their children at home.

Area of Concentration: Passing Core Classes (continued)

Strategy 6: Strategy 3: Community Learning Center (CLC) *(Key Components: Social-Emotional Support, Out-of-School Time)*

Seattle Parks and Recreation will run our CLC and all enrichment and academic programs during out of school time. The CLC will operate for 26 weeks during the school year from the beginning of October to the end of May. The objective of the CLC at Eckstein is for students to engage in fun, hands on, thought-provoking activities outside of the classroom to enhance their classroom learning. In addition, participation in CLC helps students build a stronger connection to school and will be more invested in attending and passing their classes. Some of the enrichment activities will include art, dance, Lego robotics, rocket club, Japanese Culture Club and many more. The academic support programs include Homework Center, tutoring, Mandatory After School Study Hall (MASH), Mathletes, and ELL Support. Since October 2012, at Eckstein alone, the CLC has seen upwards of 550 students (or 42% of Eckstein's population) participate in academic and enrichment programs per week. Through many studies, Seattle Parks and Recreation has seen a positive correlation between grades/attendance and participating in out-of-school time activities.

Strategy 7: Homeroom *(Key Components: Extended In-School Learning Time; Social-Emotional Support)*

Although not levy funded, we will continue to use Homeroom time to impact students social-emotionally and provide structured extended in-school learning time. Homerooms meet twice a week for 40 minutes at a time for students to complete work, receive small group support, meet with teachers, and participate in mentorship programs/counseling groups. Students will be placed in Homerooms by grade level. Homeroom teachers will monitor students' grades and attendance and contact families regularly.

Strategy 8: Guidance and Counseling Team Efforts *(Key Components: Family Engagement; Social-Emotional Support)*

Although not levy funded, our guidance and counseling team plays a critical role in supporting students with passing classes and attendance. Our counselors will continue to use the D/E list to identify students who are at-risk of passing classes because of non-academic barriers. For example, at the end of first quarter our counselors identified students who failed one or more classes and were not already receiving other interventions and partnered them with an adult mentor in the building. They will continue to target the families of our struggling student subpopulations for classes including *Adolescent Parenting* and *Strengthening Families*. Workshops will be offered throughout the course of the year covering a variety of topics, such as cyber-bullying, drug and alcohol use, and transitioning from 8th grade into high school. They will continue to use the Healthy Youth Survey and a Personal Needs Survey to provide targeted support to students in the form of counseling, groups, or a referral to Sound Mental Health or our Drug and Alcohol Intervention Specialist. This fall, 272 students indicated that they

Area of Concentration: Passing Core Classes (continued)

would like counseling support in at least one area. Our counselors will continue to use the Life Skills curriculum with students, which is a research-based, comprehensive guidance and counseling program.

- III. Key People:** Our Principal and Assistant Principal will create a Professional Development plan to support teachers in grading practices. They will also identify teachers who would be most skilled in leading our after-school interventions and ensure that they are receiving the proper training, support, and time to effectively lead these programs. The Academic Intervention Specialist (AIS) and Community Learning Center Coordinator (CLCC) will work with intervention teachers to accurately identify and enroll students in Homework Center and MASH. The AIS will also work with intervention teachers to develop progress monitoring systems and support them in using the data to inform instruction. The intervention team will meet at least once a month to analyze student growth reports and data trends within our target subpopulations and modify interventions as needed. The CLCC will support MASH and Homework Center administratively (i.e. permission forms, snacks, transportation, tutors), as it will be part of our after-school programming. Our Language Arts and Math departments, CLCC and AIS will collaborate to run the Family Reading and Math Nights. Our Building Leadership Team and AIS will work together to develop our advisory model. Our counseling team will continue to work closely with Sound Mental Health and a Drug and Alcohol Intervention Specialist from Children’s Hospital to address non-academic barriers to student learning (not levy funded).
- IV. Partnerships and Collaborative Efforts:** We will partner with Seattle Parks and Recreation to hire a full-time CLCC, run a fee-based after-school academic/enrichment program, and offer several family engagement nights. We are choosing to partner with Seattle Parks and Recreation because as stated in their RFQ, they “have a long history of working with a wide range of demographic groups and can support students as identified by school administrators based on particular needs. Parks is successful working with students of color, low-income families, English Language Learners, at-risk youth and students with special needs.” Outcomes-oriented, Seattle Parks and Recreation has a strong body of evidence illustrating the academic, social-emotional, and behavioral impact it can have on students. Seattle Parks and Recreation has the capacity to reach out to our target students and their families in a strategic way, while integrating fully into a school system.

ECKSTEIN ATTACHMENT 8D: WORK PLAN SUMMARY

Area of Concentration: Attendance

Outcome/ Indicator	Description of Levy Focus Student Population	# of Levy Focus Students	Levy Focus Students as % of Total School (6-8)	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students Meet Target	% of Levy Focus Students Meet Target
Students will have fewer than five absences per semester	7 th & 8 th graders medium to high risk for attendance rate	132	10% of 7 th & 8 th graders	52	39%	79	50%

I. **Focus Students:** Based on our data analysis (see page 9), we will use levy funds to target 7th and 8th graders who have a history of missing school at a medium to high risk rate, according to the Secondary Risk Report (High risk: Attended less than 80%; Medium risk: Attended 80-90%). Our interventions will take into account that absences increase by grade level and from first to second semester. We will target all at-risk students, noting that our Hispanic student population – ELL and non-ELL – miss school at the highest rate.

II. **Strategy I: Attendance Policy** (*Key Components: Family Engagement, Social-Emotional Support*)
 Schools need to have a well communicated attendance policy that helps students to foster self-discipline. While our current attendance policy is aligned with that of the district, our Administration and Building Leadership Team will work together to evaluate and modify our policy. Research indicates that effective attendance policies are culturally-responsive, including mentoring, caring adults and family involvement. Furthermore, there are clear, immediate consequences for tardies and absences. We will take these characteristics into consideration when developing and implementing our plan.

Strategy 2: Attendance Workshops (*Key Components: Family Engagement, Social-Emotional Support*)
 We will host Attendance Workshops for families at least once per semester. The primary objective of these evenings will be to share information regarding Eckstein’s attendance policies and State truancy laws. Additionally, we will provide information about the supports within our school and community at large available for families who may be struggling with attendance. We will provide dinner, childcare, and interpreters.

Area of Concentration: Attendance (continued)

Strategy 3: Mandatory After-School Study Hall *(Key Components: Social-Emotional Support, Out-of-School Time)*

Please see explanation and rationale in Passing Core Classes section of Work Plan (pg. 23).

Strategy 4: Community Learning Center *(Key Components: Social-Emotional Support, Out-of-School Time)*

Please see explanation and rationale in Passing Core Classes section of Work Plan (pg. 25).

Strategy 5: Homeroom *(Key Components: Extended In-School Learning Time; Social-Emotional Support)*

Please see explanation and rationale in Passing Core Classes section of Work Plan (pg. 25).

Strategy 6: Guidance and Counseling Team Efforts *(Key Components: Family Engagement; Social-Emotional Support)*

Please see explanation and rationale in Passing Core Classes section of Work Plan (pg. 25).

- III. **Key People** Our Principal, Administrators, and Building Leadership Team will work together to evaluate, modify, and enforce a school-wide attendance policy. Our Counseling and Guidance team, Community Learning Center Coordinator (CLCC) and Academic Intervention Specialist (AIS) will collaborate to run the Attendance Workshops. The AIS and CLCC will work with intervention teachers to accurately identify and enroll students in MASH. The AIS will also work with MASH teachers to develop progress monitoring systems and support them in using the attendance data to inform instruction. The CLCC will support MASH administratively (i.e. permission forms, snacks, transportation, tutors), as it will be part of our after-school programming. Our counseling team will continue to work closely with Sound Mental Health and a Drug and Alcohol Intervention Specialist from Children’s Hospital to address the non-academic barriers to attendance (not levy funded).
- IV. **Partnerships and Collaborative Efforts:** We will partner with Seattle Parks and Recreation to hire a full-time CLCC, run a fee-based after-school academic/enrichment program, and offer several family engagement nights. We are choosing to partner with Seattle Parks and Recreation because as stated in their RFQ, they “have a long history of working with a wide range of demographic groups and can support students as identified by school administrators based on particular needs. Parks is successful working with students of color, low-income families, English Language Learners, at-risk youth and students with special needs.” Outcomes-oriented, Seattle Parks and Recreation has a strong body of evidence illustrating the academic, social-emotional, and behavioral impact it can have on students. Seattle Parks and Recreation has the capacity to reach out to our target students and their families in a strategic way, while integrating fully into a school system.

ECKSTEIN ATTACHMENT 9: MANAGEMENT AND OVERSIGHT PLAN

A. Leadership, Planning, and Implementation

Eckstein Middle School (EMS) values collaboration and site-based decision making. Accordingly, stakeholders have had multiple opportunities to learn about and give input into this grant application. The EMS community is invested in supporting students with the programs explained in this grant. In preparation for developing our current interventions, a team of EMS staff visited Mercer Middle School (MMS) to learn about their intervention programs. MMS was selected because of its success at narrowing the achievement gap. The EMS staff also agreed to a contract waiver in order to support the college and career curriculum. As a result, all students currently have participated monthly in a college and career readiness lessons and completed Student Led Conferences in November. Throughout the writing of this grant, staff has received updates in the weekly bulletin. The building leadership team (BLT) received a copy of the draft grant to review, ask questions, make suggestions and share with their grade level colleagues.

Community members were valuable partners in the RFI planning process. EMS staff met with Seattle Parks and Recreation (Parks) staff to determine how the Community Learning Center (CLC) could support EMS students. This team developed a plan for the partnership in the event the school does not receive any levy funding; in the event the school receives linkage funds and in the event the school receives innovation funds. Parks agreed to support the school regardless of levy funding. EMS staff also met with YMCA staff to discuss the same scenarios. The YMCA agreed to fund a 0.5 FTE regardless of funding. Parents/guardians received information about the grant at the November and December PTSA meetings and from the parent representative of the BLT. The Eckstein Annual Campaign chairs agreed to support EMS students by fundraising \$75,000. All of these funds are used to support EMS students in and out of the classrooms.

EMS staff, under the leadership of the principal and the BLT, is committed to using student data to drive decisions about instruction, budgeting and staffing. Staff started the 2012-13 school year identifying student needs and making an action plan by reviewing data from the 2012 Spring MAP, MSP results over the last several years, and student discipline and attendance trends. They specifically used data to identify the achievement gaps. Professional Learning Communities (PLCs) – which are comprised of content area/grade level peers – dug deeper into the data and created an action plan to close the gaps. They answered multiple questions about the data: “What is the trend of the ethnic achievement? What work do we need to do?” and “What is our plan to address the struggling learners? Which group(s) are we going to focus on?” Throughout the year, PLCs continue to meet multiple times per month to review student data from common formative assessments in order to determine the next steps in their instruction. PLCs use questions from Rick DuFour’s research on effective PLCs to guide their work: 1) What do we want students to know and be able to do? 2) How will we know if students learned the information? 3) What will we do if they do not learn the information? and 4) What will we do if they already know the information?

There are several key people who will play a role in implementing the levy funded programs. In the Work Plan Summary this group is called the intervention team. This team includes the Principal, Assistant Principal, Academic Intervention Specialist (AIS), CLC Coordinator (CLCC) and the intervention teachers. The administrators, grade-level counselors and the AIS will select the targeted students based on the 2012-2013 data. The AIS will manage data collection and work with the intervention team to monitor student progress to determine if mid-year corrections are necessary. The CLCC will manage all the after-school programs and transportation. Along with the intervention team and CLCC, staff from Children's Hospital and Sound Mental Health will support students with Drug & Alcohol and/or mental health issues. These services are paid for by funds leveraged from other sources.

This year Eckstein implemented multiple systems for supporting and monitoring student learning. At the beginning of the year, the intervention team compiled baseline data for all the students. This data included 2012 second semester grades, winter and spring MAP scores, multiple years of MSP scores, state ELL testing results, teacher feedback and discipline and attendance reports. In November, the intervention team added 1st quarter grades and Lexile scores to the data compilation. The intervention team continues to meet weekly to monitor students receiving these services. Grade-level counselor and house administrators meet weekly to review D and E data and plan interventions. As a result of the data reviewed, grade level teams implemented a mentorship program for students who are not passing classes and not receiving other interventions. Staff members have volunteered to be a mentor to one or more students. We have also asked students to monitor their own learning with mid-quarter progress reports and reflections in the advisory period. Due to the newness of all these interventions, the team decided not to make mid-year systemic adjustments. If needed, corrections will be made at the beginning of the 2013-2014 school year.

Parks and EMS are currently in a partnership. Parks funds a 1.0 FTE staff, transportation, snacks and after-school enrichment programs. Parks can only provide this level of support for the 2012-2013 school year. The Parks CLC is essential to support students. Park 1.0 FTE staff currently attends weekly meetings with the administrators, AIS and counselors to review student academic, social and emotional progress, as well as coordinating all of the after-school programs. With grant funding, this partnership would grow to support Mathletes at all grades, twice the level of Homework Center and MASH support, Family Nights, tutors and more enrichment programs.

The intervention team predicts that there will be challenges in implementing the proposed levy funded program. However, the impact will be lessened because many of the proposed programs currently exist on a smaller scale. This year the staff was impacted by the loss of a computer lab for two periods per day as a result of our implementing some computer based interventions. If EMS receives innovation or linkage funds, the computer lab will be lost for an entire day. The technology department will review building policies to ensure student access to technology. Another challenge is that students who need an intervention class will lose an elective class. The world language, music and unified arts departments will meet to determine a proposal for this issue. Two challenges that are more systemic are standard based grading and the use of formative assessments. Staff will need to align their grading and use of assessment

data so the intervention team has timely, effective data to drive instruction and/or determine the level of intervention needed for each student. The BLT will address this issue and determine professional development based on these needs.

B. Tracking to Results

In section A above, there are a number of examples of how Eckstein staff uses data to diagnose student needs and implement strategic responses. For example, as a result of the data compiled by the intervention team, level 2 students were placed in Read 180, I Can Learn (ICL) or Homework Center; the ELL students with the lowest verbal scores were placed in an after-school ELL Intensive class; and students who were at risk of failing classes due in part due to attendance and/or discipline were placed into MASH. We selected Read 180 and ICL based on data collected by MMS and other district personnel that shows the achievement gap narrowing.

The intervention team monitors student progress weekly. For example, the Read 180 intervention team uses several reports for the Read 180 data base. Teachers consistently use the Grading Reports, which have information about comprehension, vocabulary and fluency, and the Lexile Growth Reports to guide their instruction. The Lexile scores are used to place students in small reading groups. The teachers use Reading Counts Points to set individual goals with students and class goals. Similar types of reports are used to monitor the progress of students in ICL classes. Grade, attendance and discipline data are used to monitor students in the ELL intensive, MASH and Homework Center interventions. Teachers are using this data daily to make instructional changes in the Read 180 classrooms, as well as meeting every other week to review the data with the intervention team. However, as mentioned in section A above, we are not making course corrections at this time. We believe it is too early to determine if the interventions are working. We will continue to monitor student growth with these reports, as well as Winter 2013 MAP and semester grades. At the end of the year, if students did not make progress, we will re-evaluate these interventions and make adjustments based on data and research.

School and community partners already use data to monitor student learning and make instructional adjustments in the classroom. All Eckstein teachers receive a D and E report every other week and in monthly grade level house meetings. Teachers are expected to support students in the classroom that are on this list. This practice is new to Eckstein teachers, but will continue into the future. As a result of this list, teachers have been successful at reducing the number of Ds and Es by the end of 1st quarter. As mentioned in section A, teachers also utilize data from common formative assessments in their PLCs to determine next steps in instruction.

Our community partner, Parks CLC staff, is involved in the monitoring student progress as well. The current staff member attends the weekly counselor and administrator meetings. She also has access to the Source. She monitors the grades of students that are enrolled in the after-school enrichment programs. If a student's grade falls below a C, she requires that student to attend Homework Center until the grade improves. The Parks CLC staff will have access to Winter and 2013 MAP and 2013 MSP scores for students receiving Parks CLC services. Next year, with levy funding, we plan to continue this practice and make adjustments based on data analysis.

Instructions for Completing Annotated Budget:

STEP 1) Enter school name in cell C2.

STEP 2) Enter base pay line-item budget expenditures in Table 1: Base Budget - Personnel and Table 2: Base Budget - Non-Personnel below. Insert information in columns B, C, D, E, and F. High base personnel AND non-personnel budgets combined should not exceed 75% of the high range value listed in cell C4. Low range personnel AND non-personnel budgets combined should be close to 75% of the low range value listed in cell C5. **The high-range budget should tie directly to the proposed strategies outlined in your Work Plan Summaries (Attachment 8).**

NOTE: If you are leveraging non-Levy funds to help implement your Levy strategies, please include these line-item expenditures in Tables 1 and 2. Please insert "Leveraged" in column B, "Leveraged through [insert name of grant or funding source]" in column C, and a brief description of the item, funding source, and amount in column F. Do **NOT** enter the amount of leveraged funds in the *Low Range Budget* or *High Range Budget* columns, as these are for Levy dollars only.

STEP 3) Briefly describe in narrative form how you anticipate spending performance pay in Table 3: Performance Pay for both the high and low range budgets. Schools have significant flexibility in spending performance pay, however, funds should be reinvested in Levy-related work. The high and low range performance pay budget totals will auto populate based on expenditures entered into Tables 1 and 2.

STEP 4) Review Table 4: Budget Totals to confirm that 1) the high budget grand total does not exceed the value in cell C4 and 2) the low budget grand total is approximately equal to the value in cell C5. Adjust expenditures in Tables 1 and 2 to increase or decrease grand total amounts shown in Table 4.

Important Notes:

A) **IMPORTANT:** There are five different budget templates. Please complete the appropriate template.

1. **Innovation Only:** Aki Kurose, Eckstein, Madison, and Whitman
2. **Innovation and Tier 1 Linkage (only one will be awarded):** Aki Kurose, Eckstein, Madison, and Whitman
3. **Tier 1 Linkage:** Aki Kurose, Eckstein, Madison, and Whitman
4. **Tier 2 Linkage:** Broadview-Thomson
5. **Tier 3 Linkage:** Jane Addams, Catherine Blaine, Interagency School, Orca, Pinehurst, Salmon Bay, Seattle World School, and TOPS

B) The budget references two key terms: "**base pay**" and "**performance pay**." Schools are awarded 75% of their annual investment up front as base pay. Schools will itemize expenditures in Table 1 and Table 2 equal to their anticipated base pay. Receipt of the remaining 25% of funds is contingent upon schools meeting their performance targets. Depending upon the outcomes and indicators selected, schools performance payments may be disbursed following semester one, semester two, or upon Seattle Public Schools' release of state assessment scores in the subsequent fall.

C) The High Range Budget (C4) and Low Range Budget (C5) reflect school year 2013-2014 Levy investment amounts. These cells are locked.

D) Personnel expenditures in Table 1: Base Pay - Personnel must reflect salary and benefits. Please use your expected actual position cost, not an average position cost.

E) Any outside agency that you chose to fund with Levy dollars cannot supplant the work done by a position identified in the Collective Bargaining Agreement. Please contact District Human Resources Representative Terry Meisenburg (tjmeisenburg@seattleschools.org, 206.252.0294) with questions.

F) See the "Commitment Items" tab for a list of Seattle Public Schools' budgeting codes. Please consult your budget analyst with questions.

G) The budget template automatically applies the school year 2013-2014 indirect rate of 4.49% to expenditures in Table 1 and Table 2. Budgets will be adjusted if needed when the official 2013-2014 rate is published.

H) Table 4: Budget Totals will automatically populate based on inputs entered in Tables 1 and 2.

I) Please email Kathryn.Aisenberg@seattle.gov to request a template with additional rows.

Attachment 10: Middle School Innovation Budget - For schools applying for Levy

School Name:	Eckstein Middle School	<i>Applicable sc</i>
	Total Award Amounts	
High Range Budget:	\$475,000 (Maximum)	
Low Range Budget:	\$225,000 (Approximate)	

Table 1: BASE PAY - PERSONNEL

	Commitment Items	PERSONNEL <i>(List position titles and briefly describe roles)</i>	Low Range Budget <i>(Salary + Benefits)</i>	High Range Budget <i>(Salary + Benefits)</i>
1	2062	1.0 FTE Read 180 Certificated Teacher	\$71,000	\$71,000
2	2062	1.0 FTE I Can Learn Certificated Teacher	\$87,600	\$87,600
3	2062	1.0 FTE Academic Intervention Specialist (AIS)	\$0	\$62,800

4	3059	1.0 FTE Seattle Parks and Rec	\$0	\$75,000
5				
6	Leveraged	Leveraged from the YMCA: 0.5 FTE YMCA	\$0	\$0
7				
8				
9				
10				
11				
12				
13				
14				
15				
		<i>Indirect (4.49%)</i>	\$7,121	\$13,308
		TOTAL Base Budget - Personnel:	\$165,721	\$309,708

Table 2: BASE BUDGET - NON-PERSON

Commitment Items	NON-PERSONNEL <i>(List other services, personal service contract charges, and supplies)</i>	Low Range Budget	High Range Budget
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1	2043	Standards Based Grading and Common Core Standards Alignment Professional Development	\$500	\$5,500
2	3059	Tutors-CLC will coordinate these services for one semester	\$0	\$1,900
3	3059	Extra Pay for Homework Center run by CLC for one semester	\$0	\$7,800
4	3059	Extra Pay at CLC rate for ELL Literacy Support for one semester	\$0	\$1,000
5	3059	Extra Pay at CLC rate for Mathletes for one semester	\$1,000	\$3,000
6	3059	Extra Pay at CLC rate for MASH for one semester	\$0	\$2,600
7	NA	Enrichment programs, transportation, and snacks for extended day programs from Seattle Parks and Rec for one semester	\$0	\$6,000
8	5601	Student and teacher materials for Saxon Math	\$1,825	\$3,650
9	5605	Licenses for I Can Learn Math	\$5,310	\$5,310

10	5605	Licenses and materials for Read 180	\$5,500	\$5,500
11	5100	CLC Family Nights for one semester	\$1,000	\$2,250
12				
13	Leveraged	\$2500 leveraged from district budget: Standards Based Grading and Common Core Standards Alignment Professional Development	\$0	\$0
14				
15		Indirect (4.49%)	\$680	\$1,998
TOTAL Base Budget - Non-Personnel:			\$15,815	\$46,508
TOTAL PERSONNEL AND NON- PERSONNEL BASE BUDGET (75% of award)			\$181,536	\$356,217

Should be
approximately
\$168,750

May not
exceed
\$356,250

Table 3: PERFORMANCE PAY (25% of award)

Description of Performance Pay Expenditures (Briefly describe how you anticipate spending your performance pay. Please explain the differences between your High Range and Low Range Budgets.)	Low Range Budget	High Range Budget
The HRB performance pay will pay for the ELL Literacy Support class, MASH, Mathletes, Homework Center and all the family nights during second semester. The LRB will pay for second semester Mathletes and the Math and Reading family nights.	\$60,512	\$118,739

Table 4: Budget Totals		
	Low Range Budget	High Range Budget
BASE BUDGET- PERSONNEL	\$165,721	\$309,708
BASE BUDGET - NON-PERSONNEL	\$15,815	\$46,508
PERFORMANCE PAY	\$60,512	\$118,739
GRAND TOTAL	\$242,048	\$474,956

**Low Range Budget Grand Total should be close to value in C5. High Range Budget Total should not exceed value in C4.*

vINNOVATION and TIER 1 LINKAGE investments

Goals : Aki Kurose, Eckstein, Madison, and Whitman

Description of Expense <i>(Briefly 1) Describe expenditures, 2) Link expenditures to strategies discussed in Attachment 8: Work Plan Summaries, and 3) Discuss variation in FTE expenditures between Low Range and High Range Budget. If applicable, note leveraged funds.)</i>
These funds will pay for a 1.0 certificated Read 180 teacher as proposed in Strategy 1 of the Reading/Writing Work Plan Summary. The high range budget (HRB) and low range budget (LRB) will cover the exact cost of the teacher with benefits for this position. Because this is a top priority for us, a high quality teacher has been selected to teach this course. (The System 44 teacher will be a district funded special education teacher. No levy funds will be used for the System 44 teacher.)
These funds will pay for a 1.0 certificated I Can Learn teacher as proposed in Strategy 1 of the Math Work Plan Summary. This position is a top priority for us. Therefore, the HRB and LRB will cover the cost of the teacher with benefits for this position. Again, a specific teacher has been selected for this position.
These funds will pay for a 1.0 certificated AIS teacher. This person is key in monitoring students in all areas of the Work Plan Summary. S/he will also develop and plan the college and career curriculum at Eckstein. The HRB will cover the cost of a specific highly qualified teacher with benefits. In the LRB, this position will not exist, which will greatly decrease the level of support students and staff receive at Eckstein. The College and Career work would also be tremendously scaled back.

Seattle Parks and Recreation (CLC) will staff a 1.0 program coordinator (CLCC) with these levy funds. This person will coordinate two sections of MASH, one session of ELL Literacy Support, one section of Mathletes per grade level, and two session per week for each grade level of Homework Center. S/he will also organize the fee-based enrichment programs and tutors; and collaborate with the AIS to run the Family Reading and Math Nights. The HRB would provide a 1.0 FTE from Seattle Parks and Rec. The LRB would not fund any CLCC. However, we would try to fund a 0.5 FTE from a fee based enrichment program. The person would coordinate after school programs.

The YMCA will fund a 0.5 staff to help support the extended day learning opportunities. These funds are leveraged from the YMCA.

ONNI

Description of Expense

(Please describe variation in FTE between Low Range and High Range Budget. Also, please let us know in separate line items if you are leveraging other funds and the amounts.)

<p>The high range budget (HRB) allows for all reading and math teachers to have one day of professional development with an additional \$2500 leveraged from district funds. The low range budget (LRB) allows for two reading and math teachers from each grade level to have one day of professional development with the same funds leveraged from district funds. In the LRB, the teachers would be required to bring their learning back to their colleagues.</p>
<p>The HRB allows for partial staffing of tutors for the extended learning programs. The LRB does not allow for tutors.</p>
<p>The HRB allows for staffing two people in each Homework Center session. The HRB allows for each grade level to meet two hours, two times per week for 26 weeks. The LRB does not allow for Homework Center.</p>
<p>The HRB allows for ELL extra pay for 10 hours per month to prepare and teach the ELL Literacy Support class after school. Without grant funding, the class will not exist. However, ELL students who qualify for support will be included in Read 180 or I Can Learn classes.</p>
<p>The HRB allows for extra pay for 10 hours per month to prepare and teach Mathletes at all three grade levels for 8 months. The LRB allows for extra pay for 10 hours per month to prepare and teach Mathletes at 6th grade only.</p>
<p>The HRB allows for extra pay to prepare and teach MASH twice per week to two different groups of students. The MASH class will not exist without innovation funding.</p>
<p>The HRB allows for a non-fee based enrichment program and snacks. The LRB accounts for a 100% fee based program that will pay for the cost of instructors and snacks. Transportation funds in the HRB and LRB are leveraged from Seattle Parks and Rec.</p>
<p>The HRB allows for two sections of Saxon math for level 1 students. The LRB allows for one section of Saxon math.</p>
<p>The HRB allows for 5 sections of I Can Learn site licenses. Each section will have 18 students.</p>

<p>The HRB allows for 5 sections of Read 180 site licenses. Each section will have 18 students.</p>
<p>The HRB will fund the following Family Nights-Math, Reading, and Attendance Workshops that are proposed in the work plan. The LRB would fund the Math and Reading Family Nights.</p>
<p>\$2500 leveraged from district budget to fund this professional development</p>

SAMPLE

Attachment 10: Middle School Innovation Budget - For schools applying for Levy TIER 1 LINKAGE investments

School Name:	ABC Middle School
	Total Award Amounts
High Range Budget:	\$225,000 (Maximum)
Low Range Budget:	\$175,000 (Approximate)

Applicable schools : Aki Kurose, Eckstein, Madison, Whitman

Table 1: BASE PAY - PERSONNEL

Commitment Items	PERSONNEL <i>(List position titles and briefly describe roles)</i>	Low Range Budget <i>(Salary + Benefits)</i>	High Range Budget <i>(Salary + Benefits)</i>	Description of Expense <i>(Briefly 1) Describe expenditures, 2) Link expenditures to strategies discussed in Attachment 8: Work Plan Summaries, and 3) Discuss variation in FTE expenditures between Low Range and High Range Budget. If applicable, note leveraged funds.</i>
1	23201205 Middle School Math Teacher	\$60,000	\$79,074	High end: Hire a 1.0 FTE to provide math intervention classes to Levy focus students. Low end: Hire 0.75 FTE to provide math intervention to Levy focus students for 3 periods per day.
	Indirect (4.49%)	\$2,694	\$3,550	
TOTAL Base Budget - Personnel:		\$62,694	\$82,624	

Table 2: BASE BUDGET - NON-PERSONNEL

Commitment Items	NON-PERSONNEL <i>(List other services, personal service contract charges, and supplies)</i>	Low Range Budget	High Range Budget	Description of Expense <i>(Please describe variation in FTE between Low Range and High Range Budget. Also, please let us know in separate line items if you are leveraging other funds and the amounts.)</i>
1	5900 Online Membership for Math Intervention (Program XYZ)	\$8,000	\$8,000	Purchase 80 licenses of online Program XYZ for math intervention program. Same number of licenses will be purchased if awarded high or low budget.
2	5610 Textual Materials for Reading & Math Intervention	\$2,915	\$1,300	Textual Materials to support extended in-school and out-of school intervention. Low range = 2 class sets of math intervention text books. High range = 1 class set.
3	7120 Seattle CBO XYZ - Extended Learning Opportunities (ELO) programming costs for enrichment	\$10,500	\$14,000	Low range will purchase \$700/class/qr (15 classes) to support expanded learning opportunities for students in extended day through the OST program. High range will be used to expand offerings to a total of 20 classes for winter qtr: \$700/class/qr (10 more classes)
4	Leveraged Leveraged through Seattle CBO XYZ	\$0	\$0	CBO will leverage an additional \$20,000 from United Way grant to support ELO programming. Leveraged funds will pay for an additional 30 students afterschool slots (see row above).
5	7120 Seattle CBO QRS	\$31,000	\$31,000	Pay for one 0.5 FTE case manager who will track 50 identified Latino students, offering specific case management to 35, as well as providing an after-school cultural academic and social support program. Only fund if awarded high range.
6	7120 Apple Smart Tutors	\$14,063	\$28,125	Provide between four (low range) and six (high range) designated tutors working 10 hours per week from October - June. Target of tutors would be math and science classrooms in Regular Ed. program.
	Indirect (4.49%)	\$2,985	\$3,701	
TOTAL Base Budget - Non-Personnel:		\$69,462	\$86,126	
TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET (75% of award)		\$132,156	\$168,750	

Should be approximately **\$131,250** May not exceed **\$168,750**

Table 3: PERFORMANCE PAY (25% of award)

Description of Performance Pay Expenditures <i>(Briefly describe how you anticipate spending your performance pay. Please explain the differences between your High Range and Low Range Budgets.)</i>	Low Range Budget	High Range Budget
We will use the low range Performance Pay to 1) pay for classified and certified extra time for home visits during August 2014 and 2) to pay for summer PD for teachers in standards-based grading, reading and writing instruction, science and math instruction, and ELL methodology. If we receive the high range award, we will spend the additional \$12,587 on math enrichment activities for 6th and 7th graders in the following fall semester.	\$44,052	\$56,250

Table 4: Budget Totals

	Low Range Budget	High Range Budget
BASE BUDGET- PERSONNEL	\$62,694	\$82,624
BASE BUDGET - NON-PERSONNEL	\$69,462	\$86,126
PERFORMANCE PAY	\$44,052	\$56,250
GRAND TOTAL	\$176,208	\$225,000

*Low Range Budget Grand Total should be close to value in C5. High Range Budget Total should not exceed value in C4.

Commitmen Account name

0310	District Salaries (DT)
0510	District Printing (DT)
0590	District Supplies/Equipt (DT)
0591	ProfDev District Printing DT
0592	ProfDev Dist Suppl/Equip DT
0702	Transportation District Services (DT)
0704	Maintenance (DT)
0710	District Services (DT)
0720	Not assigned- do not use
0791	ProfDev-Distric Services DT
1310	Credit Transfer-District Salaries
1510	Credit Transfer-District Printing
1590	Credit Transfer-Supplies/Equip
1591	ProfDev-District Printing CR
1592	ProfDev-District Suppl/Equip CR
1702	Transportation District Services (CT)
1704	Maintenance (CT)
1710	Credit Transfer-District Services
1720	Not assigned - Do not use
1791	ProfDev-District Services CR
1910	Credit Transfer-Gen Obligation Capacity
1920	CT-U.C.
2011	Time Respons. Incentive
2023	Athletic Stipend
2031	Negotiated Extra Days-Position
2032	Negotiated Extra Days-General
2041	Vacant Position - Certificated
2042	Sick Leave Subs-Certificated
2043	Workshop Subs - Certificated
2062	Extra time- Certificated
2063	Extra-time Home Instruction
2072	Supplemental Compensation
2082	Sick Leave Cash Out
2083	Annual Leave Cash Out
2091	Contingency Reserve
2092	Salary Adj Reserve
2093	ProfDev Workshop Subs - Cert
2094	ProfDev Extra Time - Cert
2095	ProfDev-Supplemental Comp
2098	Fee Pd Kindergarten-Current Yr Reserve
2099	Fee Pd Kindergarten-Next Yr Reserve
20210507	Instructional Spec Stipend

20210524	Curriculum Consult Stipend
20210525	Head Teacher Stipend
20210526	House Administrator Stipend
20210527	Inst Supt/Res Teacher Stipend
20210528	Type II DL Coordinator Stipend
20210529	School to Work Specialist Stipend
20210530	Spec Ed Consulting Teacher Stipend
20210531	Star Consultant Stipend
20210535	Assessment Testing Support Specialist
20210536	Student Support Service Consultant
20210537	Dean of Students Stipend
20210540	Family Services Coordinator
20210541	Children Services Coordinator
20210542	Teacher Service/Teacher Resource
20210546	Professional Develop Sch Coach-Stipend
20210549	Instructional Svcs School Coach
20210550	Reading First Coach Stipend
20210551	School Based Professional Dev Coach
20210552	Early Childhood Literacy Specialist
20210553	Advanced Learning Consulting Teacher
20210554	Equity & Race Relations Specialist
20210599	Stipend Pool
20210600	Activity Coordinator Stipend
20220420	Intramural Elem
20220421	Intramural SEC
20220500	Department Head I Stipend
20220501	Department Head II Stipend
20220502	Department Head III Stipend
20220503	Department Head IV Stipend
20220504	Elementary Curriculum Stipend
20220505	Elementary Instruction Stipend
20220506	Elem Choral Music Stipend
20220508	Instructional Liaison Stipend
20220509	PIPE Coordinator I Stipend
20220510	PIPE Coordinator II Stipend
20220511	Subj Matt Spec I Stipend
20220512	Subj Matt Spec II Stipend
20220513	Subj Matt Spec III Stipend
20220514	Subj Matt Spec IV Stipend
20220515	Team Leader I Stipend
20220516	Team Leader II Stipend
20220517	Team Leader III Stipend
20220518	Team Leader IV Stipend

20220520	Head Counselor Stipend
20220521	Services Consultant I
20220522	Services Consultant II
20220523	Services Consultant III
20220543	Building Leadership Team
20220546	Professional Development Coach Stipend
20220547	Educational Tech Leader I (Elementary Level)
20220548	Educational Tech Leader II (Secondary Level)
20220555	Chemical Hygiene Officer I
20220556	Chemical Hygiene Officer II
20220557	Chemical Hygiene Officer III
20220599	Stipend Pool
20220601	Annual Stipend
20220602	Debate Stipend
20220603	Elem Recreational Stipend
20220604	Elem Sch/Home/Comm Stipend
20220605	Newspaper Stipend
20220606	Safety Patrol Stipend
20220607	Senior Class Advisor Stipend
20220608	Stockroom Stipend
20220609	Band Stipend
20220610	Choral Stipend
20220611	Drama Stipend
20220612	Orchestra Stipend
20220613	Bldg Coordinator Athletic Stip
20592060	Traffic Education Instructor
20592700	Evening School Instructor
20592800	Hourly-Certificated
20592801	Hourly - Summer School Teacher
21101033	Superintendent
21201006	Deputy Superintendent
21300004	Administrative Special Assign
21301004	Athletic Programs Specialist
21301007	Chief Academic Officer
21301010	Chief Information Officer
21301012	Director, Curriculum, Instruction & Assessment
21301020	Exec Director, Teach/Learning
21301024	Director, Community Learning
21301025	Director-School Support Svcs
21301026	Director- Instruction & Prof Devel
21301027	Lead Director of Instruction
21301028	Director, Visual and Performing Arts
21301045	Director, Highly Capable Services

21301047 Director of Instructional Services
21301048 Director-Standards & Assessment
21301049 Director, Curriculum and Instruction
21301050 Coord., Middle Sch Special Proj
21301055 Coordinator, Prog & Staff Develop & Compliance
21301172 Program Administrator, School Transformation
21301177 Secondary Education Director
21301178 Education Director, Elementary
21301300 Coordinator-Assessments
21301301 Coordinator-Spec Ed Pgm Svcs
21301302 Director-Education Support Svcs
21301303 Prog Mgr-Lang and Culture
21301305 Director, School Intervention
21301450 Director-Technical Assistance
21301451 Director-School Enhancement
21301706 Prog Mgr-Interagency
21301708 Coordinator, Leadership Development
21301715 Coordinator II, Leadership Development
21301720 Mgr, Student Mental Health Initiatives
21301722 Prog Mgr-Inquiry Based Science
21301723 Prog Mgr-Technical Assistance
21301724 Manager-Counseling Services
21301725 Manager-Student Health Svcs
21301726 Director-Early Childhood
21301727 Coordinator-Athletics
21301775 Program Consultant
21301779 Program Mgr, Evening & Summer HS Program
21301780 Highly Capable Program Manager
21301801 Program Manager, Dept of Tech Assistance
21301803 Program Manager, Reading Program
21301811 Program Manager I
21301813 Program Manager,K-12 Science
21301814 Program Manager, Mathematics
21301820 Coord-Special Ed Services
21301821 Program Manager, Special Proj
21301822 Physical Ed Program Manager
21301828 Manager-Spec Ed Svcs
21301829 Supervisor-Spec Ed Svcs
21301831 Interim Special Assignment, Central Office
21301840 Coord - Teacher Dev
21301900 Supervisor, Advanced Lrng Prog Services
21301903 Supervisor-Media Services
21301905 Supervisor, Title I/LAP Prog Services

21301915	Prog Manager-Traffic Ed
22101754	Principal I-Elementary
22101833	Interim Special Assignment, Central Office
22201058	Asst Principal-Elementary
22301747	Middle Sch. Principal, Spec. Assignment
22301748	High School Principal, Spec. Assignment
22301755	Principal-Middle School
22301756	Principal-High School
22401057	Assistant Principal, Alternative School
22401059	Asst Principal-Middle School
22401060	Asst Principal-High School
22401061	Asst Principal-Planning
22500001	Administrator-Spec Assignment
22501050	Coord., Middle Sch Special Proj
22501170	Director-Elementary Education
22501171	Director-Secondary Education
22501770	Program Assistant
22501780	Highly Capable Program Manager
22501795	Principal I-Alternative School
22501796	Principal II-Alt School
22501800	Program Manager-Head Start
22501805	Prog Coord-Secondary BOC
22501806	Program Consultant
22501807	Assistant Program Manager
22501808	Senior Program Consultant
22501809	Program Manager II
22501812	Sr. Program Consult-Homeschool
22501985	Manager-Tech & Prof Education
23101180	Teacher-Kindergarten
23101185	Teacher-Comp Ed, Kindergarten
23101190	Teacher-Elementary
23101195	Comp Ed Teacher-Elementary
23101705	Teacher Instrumental Music
23201205	Teacher-Middle School
23201206	Teacher-Comp Ed, Middle School
23201209	Teacher-Residence
23201210	Teacher-High School
23201211	Teacher-Comp Ed, High School
23201215	Teacher-Alter. Middle School
23201230	Teacher-Vocational Ed
23301173	Tchr BE-ESL Classroom, Elem
23301174	Tchr GE-BOC, Elementary
23301175	Tchr BS-ESL Classroom Secondary

23301176	Tchr GS-BOC, Secondary
23301200	Teacher-Science/Resource
23301240	Teacher-Special Education
23301246	Tchr XT-Autism
23301247	Teacher-Classroom Specialist
23301248	Tchr XB-Behavior Disab, Self-Contained
23301249	Tchr XG-Generalist, Resource Room
23301250	Tchr XH-Hearing Impaired
23301251	Tchr XL-Deaf/Blind
23301252	Tchr XM-Mentally Handicapped
23301253	Tchr XO-Orthopedically Handicapped
23301254	Tchr XP-Adaptive Physical Ed
23301255	Tchr XS-Severe/Profound
23301256	Tchr XV-Visually Impaired
23301257	Tchr XX-Hospital Instruction
23301258	Tchr XE-Early Childhood
23301275	Early Childhood Literacy Specialist
23301682	Exchange Teacher
23301707	Lab Driver Trainer
23301719	Designated Bldg Sub
23301721	Long Term Substitute
23301835	Teacher-Sub on Contract
24000151	International Education Coach
24001037	Advanced Learning Consulting Teacher
24001038	Assesment Testing Support Spec
24001201	Teacher-Science/Resource
24001259	Consultant
24001260	Program Specialist
24001261	Children Services Coordinator
24001262	Family Services Coordinator
24001276	Early Chilhood Literacy Specialist
24001430	Curriculum Consultant
24001435	Curriculum Consultant-Science
24001438	Dean of Students
24001689	Head Teacher
24001700	House Administrator
24001701	Instruct. Res. Supp. Tchr - Science
24001702	Instruct Support Resource Tchr
24001703	Mathematical Instruc Resrc Support Teacher
24001704	Instructional Specialist
24001760	Professional Development School Coach
24001761	High School Specialist
24001762	Equity & Race Relations Specialist

24001765	School-Based Prof Devel Sch Coach
24001785	Reading First Coach
24001802	School to Work Specialist
24001817	Instructional Svcs School Coach
24001818	Instr Svcs Sch Coach-Sub, SAEOP, Parapro
24001819	Instructional Svcs Binigual Sch Coach
24001823	Small Learning Comm Proj Coordinator
24001824	Instructional Svcs School Music Coach
24001825	Sp Ed, Compliance Consulting Teacher
24001826	Student Support Svc-Const Tch
24001827	Spec Ed Consulting Teacher
24001834	Star Consultant
24101710	Librarian-Elementary
24101712	Librarian-Middle School
24101713	Librarian-High School
24201418	Counselor-Elementary
24201420	Counselor-High School
24201421	Counselor-Special Education
24201422	Counselor-Middle School
24201425	Mental Health Program Case Manager
24201804	School to Work Counselor
24201981	Vocational Counselor
24301735	Occupational Therapist
24401423	Social Worker
24401815	Social Worker
24501164	Audiologist Special Ed
24501832	Specialist Comm Disorder
24601790	Psychologist
24701730	Nurse
24801745	Physical Therapist
25101036	Activity Coordinator
26101677	Employee Assoc Representative
3032	Extra Days (or Hours)
3041	Vacant Position - Classified
3042	Sick Leave Subs
3043	Workshop Subs - Classified
3062	Overtime - Classified
3072	Supplemental Compensation
3073	Supplemental Comp-Clothing Allowance
3092	Salary Adj Reserve - Classified
3093	ProfDev Workshop Subs - Classified
3094	ProfDev Overtime - Class
3099	Enrollment Contingency

30529312	Carpenter - hourly
30529331	Glazier - hourly
30529352	Building Laborer - hourly
30529362	Plumber - Hourly
30529373	Painter - hourly
30529382	Electrician - hourly
30529402	Steamfitter-Hourly
30529422	Sheet Metal Worker - Hourly
30529431	Roofer-Hourly
30529460	Hourly Auto Machinist
30529461	Hourly Machinist
30529510	Brick Mason - Hourly
30529530	Electronic Technician - hourly
30539409	Truck Driver-Hourly
30547195	Alarm Monitor-Hourly
30547349	Field Security Monitor-Hourly
30549084	Custodian-Apprentice
30549085	Custodian-Hourly w/Benefits
30549086	Custodian-Hourly w/o Benefits
30549087	Custodian-Substitute
30549300	Gardener - Hourly
30549301	Gardener - Hourly w/o Benefits
30549302	Gardener - Apprentice
30549465	Extra Warehouse Worker - Hourly
30549520	Lunchroom Assistant
30549521	Satellite Mgr Bulk/Floating
30549522	Lunchroom Assistant
30549523	Prepack Satellite Manager
30549524	Central Kitchen Operations Manager
30549525	Central Kitchen Coordinator
30549526	Catering/Dining Coordinator Over 500
30549527	Catering/Dining Coordinator Under 500
30549528	Central Kitchen Lead
30549571	Lunchroom Assistant Manager
30549572	Lunchroom Manager
30549573	Lunchroom Sr Control Manager
30549574	Lunchroom Assistant Manager
30549575	Bulk Satellite Manager Over 300
30549576	Secondary Manager Under 500
30549577	Elementary III Manager
30549578	Elementary II Manager
30549579	Float Manger
30597350	Hourly

30597351	Hourly Coaches - Classified
30597352	Hourly Tutors - Classified
30597353	Hourly - Summer School I A
30597354	Hourly-School Board Member
30597356	Playground/lunch Supv - Hourly
30597357	Parent Vol Coordinator - Hourly
30597358	Office Helper - Hourly
30597359	Theme Reader - Hourly
30597360	Hourly - Peak Load Only
30597361	Hourly - Management (Non-FTE)
30597362	Sound Partners Tutor
30597363	Bus Asst I for Headstart - Hourly
30597370	Hourly-Athletic Police Officer
30597371	Hourly-Athletic Line Painter
30597372	Hourly-Athletic Helper - Adults
30597373	Hourly-Athletic Coordinator
30597500	Hourly - STW Enrollee - SPS H.S. Student
30597501	Hourly - STW Enrollee - College Student
30597502	Hourly - STW Enrollee - Acadmy Intern
30597794	Hourly-Athletic SPS Student
30597795	College Student
30597796	Students
30597797	Team Read Tutors
30597798	IT Student
30597799	College Tech S.P.S.
31110000	Office Clerical - Prior years
31130000	Professional - Prior years
31150000	Technical - Prior years
31160000	Director/Supervisor - Prior years
39009000	Employee Assoc Representative
39009001	Employee Assoc Representative
39100009	Parapro Unassigned - 201/7
39100010	Parapro Unassigned-201
39100011	Parapro Unassigned-220
39106002	Student and Family Advocate
39106141	Physical Education Attendant
39106153	Counseling Support Advocate
39106155	Broadcast Program Spt Asst
39106174	Bus Assistant I Head Start
39106175	Bus Supv I Spec Education
39106189	Career Center Specialist
39106201	Pre-School Instructor
39106213	Career Ladder Asst - 201/7

39106216	Child Development Associate
39106291	Community Aide
39106292	Community Resource Liaison-260
39106293	Community Resource Liaison-220
39106298	Computer Lab Monitor
39106299	Computer Lab Assistant
39106310	Correct Ed Associate
39106322	Distar Assistant
39106330	Drug/Alcohol Awareness Spec
39106331	Drug/Alcohol Interv Res Spec
39106334	Intervention Sch Bus Driver
39106375	Family Educator I
39106376	Family Educator II
39106377	Family Services Provider
39106378	Family Services Provider - 260
39106379	Family Support Worker 260
39106380	Family Support Worker
39106381	Family Supp Wkr Prog Training Specialist
39106389	Language Immersion Instructional Assistant
39106390	FSW Program Training Specialist - 223 Day
39106410	Gear-Up Project Services Spec.
39106450	Home Visitor/Recruitor
39106495	Health Assistant I
39106497	Health Assistant II
39106505	Head Start Assistant
39106507	Headstart Instructor - 201/7
39106508	Homeschool Recruiter/Liaison
39106510	Home School Coordinator
39106526	Lead Truancy Prevention Assistant
39106527	Family Partnerships Specialist
39106528	Lead Truancy Prevention Assistant
39106529	Instructional Asst - 260/7
39106530	Instructional Asst - 201/7
39106531	Bilingual Instr Asst/IB-201/7
39106532	Bilingual Instr Asst/IBS-201/7
39106534	Intervention Specialist-260
39106535	Interpreter for the Deaf-201/7
39106536	Intervention Specialist-204
39106537	Intervention Associate
39106551	Intervention Specialist - 223
39106555	MSSP Intervention Specialist
39106570	Life Skills Specialist
39106577	Head Start Kitchen Supt Asst

39106631 Mentor & Mediation Specialist
39106645 School Nursing Assistant/LPN
39106653 Occupat/Physical Therapy Assoc
39106654 Occupation/Phys Therapist201/7
39106671 Outreach/Intake Spec - 204
39106675 Parent Ed Lab Assoc
39106676 Parent Ed Lab Coordinator
39106682 Parent Employment Liaison/Head Start
39106751 Re-Entry/Intervention Spec
39106752 Retention/Retrieval Specialist
39106764 School Project Assistant
39106788 Safety & Emergency Communications Specialist
39106801 Truancy Prevention Assistant
39106810 Speech/Language Therapy Asst.
39106811 Speech/Language Therapy Asst I
39106850 Dupl CI - Do Not Use
39106860 Special Ed Asst/ISE - 201/7
39106861 Special Ed Asst/ISG - 201/7
39106862 Special Ed Asst/ISS - 201/7
39106863 Special Ed Asst/ISB - 201/7
39106864 Special Ed Asst/ISW - 201/7
39106880 School Relations Assistant
39106881 Student and Family Advocate
39106910 Compensatory Ed Assistant
39106911 TT Minor Facilitator
39106915 Volunteer/Parent/Tutor Coordinator
39106916 Transitional Prog Specialist
39106917 Multicultural Tutor
39106940 Violence Prevention Specialist
39106946 Visual Arts Assistant
39106955 Youth Services Assistant
39209310 Supervisor III-Carpenters
39209370 Supervisor III-Painter
39209380 Supervisor III-Electrician
39209440 Machinist
39209441 Machinist
39209450 Supervisor II/Mechanic
39209451 Auto Machinist
39209460 Hourly Auto Machinist
39209461 Hourly Machinist
39209471 Drapery Helper
39209481 Musical Instrument Repair
39209529 Chief Electronics Technician

39209600	Supvr III Carpenter
39209601	Carpenter
39209602	Asbestos Worker
39209603	Glazier
39209604	Carpet Layer
39209605	Building Laborer
39209606	Supvr III Plumber
39209607	Plumber
39209608	Supervisor III-Painter
39209609	Painter
39209610	Supvr III Electrician
39209611	Electrician
39209612	Rigger
39209613	Steamfitter
39209614	Supervisor III-Sheet Metal
39209615	Sheet Metal Worker
39209616	Roofer
39209618	Brick Mason
39209619	Chief Electronic Technician
39209620	Electronic Tech
39400006	SAEOP-Unassigned-201
39400007	SAEOP-Unassigned-220
39400008	SAEOP Unassigned-260
39400012	Mgmt Staff Unassigned-260
39400129	Fiscal Stkrm Clerk-Elem School
39406009	Accounting Specialist III
39406014	Accts Payable Acctg Specialist
39406016	Accounting Specialist I
39406017	Accounting Specialist II
39406030	Adaptive Computer Specialist
39406035	Senior Admin Assist to the Board
39406040	Administrative Assistant
39406041	Administrative Assistant-223
39406056	Admin Secretary-Elementary 201
39406057	Admin Secretary-Elementary
39406058	Admin Secretary-Alternative Elementary
39406059	Admin Secretary-M.S. 220
39406060	Admin Secretary-Alt Secnd-220
39406061	Admin Secretary-Middle School
39406062	Admin Secretary/Alternatv-260
39406063	Admin Secretary-High School
39406064	Admin Secretary-H S 220
39406066	Admin Elem Sec-Spec Assign

39406081 Accounting Specialist II (220)
39406082 Capital Projects Accounting Specialist
39406085 Nutrition Serv Inventory Spec
39406113 Asst Secretary-High School-260
39406115 Asst Secretary-High School 220
39406116 Asst Secretary-MS-260
39406117 Asst Secretary MS-220
39406118 Asst Secretary-Alternative School
39406148 Attendance Specialist
39406149 Attendance Specialist MS-220
39406150 Attendance Spec II-MS-201
39406151 Attendance Specialist-High Sch
39406162 Budget Specialist
39406214 Cash Office Coordinator
39406215 Cataloging Specialist
39406276 Claims Assistant
39406280 Clerical Supervisor
39406306 Computerized Records Spec
39406313 Curriculum Project Coordinator
39406318 Data Registrar Assistant I-220
39406319 HS Data Registration Specialist
39406320 Data Registration Asst-260
39406321 Data Registration Asst I-201
39406323 Data Entry Coordinator
39406326 High School Data Registration Spec-260
39406328 Nutrition Services Technician
39406332 Elementary School Assistant
39406337 Employee Benefits Specialist
39406340 Educational TV Assoc Producer
39406342 Elementary School Asst 260
39406350 Enrollee Services Specialist
39406359 Exective Assistant to the Board
39406363 Office Specialist I-220
39406491 Counseling Secretary
39406492 Counseling Secretary
39406493 Counseling Secretary - 220
39406500 Head Start Nutrition Coord
39406509 Telecommunications Specialist
39406511 Help Desk Assistant II
39406552 Inventory Asset Identifier
39406554 Lead Substitute Dispatcher
39406557 Lead Substitute Svc Coordinator
39406564 Library Assistant-201

39406565 Library Assistant-260
39406566 Library Assistant II
39406569 SPF-SIG Coordinator
39406573 Home School Recruiter/Liaison
39406652 High School Fiscal Specialist 220
39406655 Office Assistant 220
39406656 Office Assistant
39406657 Fiscal Stkrm Clerk M S - 260
39406658 Fiscal Stkrm Clerk-Middle Schl
39406659 Fiscal Stkrm Clerk-High School
39406660 Office Specialist I-260
39406661 Office Specialist II-220
39406662 Office Specialist III-260
39406664 Office Specialist I-201
39406665 Office Specialist II-260
39406666 Office Specialist II-201
39406667 Office Specialist III-220
39406668 Office Specialist III - 201
39406678 Truancy Petition Asst
39406680 Parent School Specialist
39406681 Parent School Specialist-260
39406693 Payroll Technician
39406710 Lead Personnel Specialist
39406711 Personnel Specialist
39406720 Professional Learning Center Prog Spec
39406735 Purchasing Services Specialist
39406750 Radio Station Assistant
39406757 Receptionist/Switchboard Opr
39406758 Risk Managment Specialist
39406763 Sr Administrative Asst-223
39406767 Senior Accounting Technician
39406768 Senior Administrative Asst-260
39406770 Senior Benefits Specialist
39406772 Senior Admin Asst-204
39406789 Safety & Emergency Communications Specialist
39406790 Science Materials Center Asst
39406791 Science Materials Center Assistant-260
39406795 Secretary I-260
39406796 Secretary I-201
39406797 Secretary I-220
39406802 Summer Semester Support Coordinator
39406804 Secretary II-260
39406805 Secretary II-220

39406806 Secretary II-201
39406818 SPICE Pgm Advocate Site Coord
39406826 Team READ Project Lead
39406841 Staff Assistant
39406849 Student Assign Facilitator-223
39406850 Student Assgmt Facilitator-260
39406851 Homeschooling Program Spec
39406852 Homeschooling Prog Specialist-201
39406853 Sp/Blg Ed Stud Svc Faciltr 223
39406854 Sp/Blg Ed Stud Svc Faciltr 260
39406865 Safety and Security Services Coordinator
39406866 Safety and Security Services Coordinator
39406870 Systems Support Trainer I
39406873 Systems Training & Support II
39406886 Substitute Dispatcher
39406887 Substitute Dispatcher - 220
39406921 Telecommunications Analyst I
39406922 Training Specialist
39406923 Transportation Specialist-223
39406925 Transportation Specialist-260
39406929 Workers Comp Specialist
39406930 Work Based Learning Spec-201
39406931 Work Based Learning Spec-220
39406933 Work Management Analyst
39406935 Transport Wrk Control Opr-204
39406936 Transport Wrk Control Opr-223
39406937 Transport Wrk Control Opr-260
39406944 Vocational Assessmt Specialist
39408060 Distribution Coordinator
39409469 Warehouse Expeditor
39506619 Mail Clerk I
39506620 Mail Clerk II
39506621 Lead Mail Clerk
39509407 Supervisor II Truck Drivers
39509408 Truck Driver
39600103 Fam & Comm Engage Liaison S Pac Comm
39600105 Athletic Trainer
39600127 Fam & Comm Engage Liaison African Amer
39606003 Cost Support Analyst
39606004 Bilingual Family Center Coordinator
39606005 Sr Cost Technician
39606006 AP Systems Supervisor
39606045 Administrative Dietician

39606065	Civil Rights Analyst
39606069	Staff Accountant II
39606070	Analyst III
39606071	Applications System Analyst
39606072	Archivist/Records Mgmt Officer
39606073	Assistant Archivist
39606074	Sr Applications System Analyst
39606075	Applications Sys Administrator
39606076	Application Systems Analyst I
39606077	Applications System Analyst II
39606078	Cost Analyst
39606079	Head Start Health Analyst
39606080	ASB Fund Analyst
39606086	Assistant Buyer
39606119	Construction Project Engineer
39606142	Athletic Program Liaison
39606143	Athletic Program Liaison
39606157	Student Services Facilitator
39606159	Budget Analyst I
39606160	Budget Analyst II
39606166	Senior Buyer
39606167	Accounting Analyst II
39606168	Accounting Analyst III
39606169	Accounting Supervisor II
39606170	Accounting Analyst I
39606205	Capital Project Accountant
39606206	Capital Projects Management Analyst
39606208	Coordinator, Family & Community Engagement
39606217	Capital Projects Community Liaison
39606220	Payroll Systems Specialist
39606275	Claims Adjudicator
39606278	Class & Comp Analyst II
39606281	STEPS Chronic Disease Prevention Coord
39606285	Communications Specialist
39606286	Marketing Specialist
39606287	Communications Specialist
39606289	Coord, Community Learning Ctrs
39606304	Head Start Fiscal Coordinator
39606305	Construction Proj Spec-Entry L
39606307	Construction Proj Specialist
39606308	Demographic Analyst
39606309	Coord-Copier/Printing Services
39606311	Resource Spec Multi-Arts

39606314 Head Start Fiscal Supp Analyst
39606325 Database Administrator I
39606335 Employee Assistance Counselor
39606336 Employee Assistance Specialist
39606341 Educational TV Director/Editor
39606343 Constructin Records Coordinator
39606345 Instructional Broadcast Center Manager
39606347 GIS Anaylyst I
39606348 GIS Anaylyst II
39606351 Student Information Systems Analyst
39606352 Evaluation Systems Analyst
39606353 Executive Administrative Asst. II
39606354 Executive Admin. Asst. I
39606355 Executive Admin. Asst. II
39606360 Admin Asst to the Board
39606365 Safe School Mental Health Coordinator
39606366 Safe School Professional Dev Coordinator
39606368 Out of School Time Prog Liaison
39606369 Family Partnerships Coordinator
39606370 Facility Planner
39606371 Head Start Supv Enrollment, Fam & Comm Svcs
39606372 Enroll. Stud Data Supp Analyst
39606373 Enrollment & Planning Analyst
39606374 Lead Facility Planner
39606382 Area Supervisor, Head Start
39606383 Child Care Liaison
39606385 Area Supervisor, Head Start
39606386 Financial Analyst
39606388 Grants Support Analyst
39606400 Coordinator-Gear Up Project
39606494 HR Support Analyst
39606501 Help Desk/Trainer IV
39606502 Help Desk/Trainer III
39606503 Help Desk/Trainer II
39606504 Help Desk/Trainer I
39606506 Student Systems School Coach
39606512 Human Resources Analyst I
39606513 HR PSoft Functional Analyst
39606514 Human Resources Analyst
39606515 Human Resources Specialist
39606516 Facilities Specialist
39606517 Instrument Repair Specialist
39606519 Human Resources Administrative Analyst

39606522 Injury Management & Prevention Admin
39606523 Lead, HR Analyst, Specialized Assignment
39606524 HR Analyst, Specialized Assignment
39606525 Community Lrng, Trng and Outreach Specialist
39606538 System Control Accountant
39606539 Labor Relations Specialist
39606540 Enrollment Svc Ctr Coordinator
39606541 Lead Student Asst Specialist
39606543 Legal Assistant
39606544 Loss Control Specialist
39606545 Enrollment Support Analyst
39606546 Legal Assistant
39606558 Safety Education Project Coordinator
39606559 Environ Hlth /Safety/Drinking Water Prog Coord
39606560 Family & Community Partnerships Analyst
39606571 Logistics Support Analyst
39606572 Logistics Proj Administrator
39606630 Management Analyst
39606633 Capital Project Accountant
39606634 Middle Sch Suppt Prog Liaison
39606635 Musical Instr RepairApprentice
39606636 Support Program Liaison-M S
39606646 Network Administrator
39606648 Network Analyst III
39606672 Outreach/Intake - 260
39606673 Payroll Audit Specialist
39606674 Relocation Planning Assistant
39606677 Truancy Petition Supervisor
39606679 Truancy Petition Specialist
39606694 Volunteer Services Coordinator
39606695 Kindergarten Transition Coordinator
39606702 Lead Resrch, Eval and Assessmt Analyst
39606703 Lead Evaluation System Analyst
39606712 Payroll Systems Analyst
39606715 PIC Coordinator
39606727 Programmer/Analyst II
39606730 Coord of Fiscal Compliance
39606731 Program Evaluator
39606732 Programmer/Analyst SIS
39606734 Program Consultant/Health
39606736 Programmer Analyst IV
39606738 Lead, Classification & Compensation
39606739 Senior Facility Planner

39606740 Program Placement Coordinator
39606741 Lead, HRIS
39606742 Media Relations Specialist
39606755 Relocation Planner
39606756 Head Start Early Literacy Specialist
39606759 Risk Management and Loss control Specialist
39606761 Resource Conservation Spec
39606762 Samoan Int Svc Coordinator
39606766 Acct Sys Control Supervisor
39606771 Senior Budget Analyst
39606773 Senior Claims Adjudicator
39606774 Sr Grants Svs Analyst
39606775 Sr. Finance Database Sys Anlys
39606776 Senior Financial Sys Analyst
39606777 Senior Human Resource Analyst
39606779 Financial Systems Administrator
39606781 Financial Reporting Accountant
39606782 Senior Tech Support Specialist
39606783 Sr. Transportation Analyst
39606787 Senior Budget Analyst I
39606792 Senior Help Desk Trainer
39606793 Steps Nutrition Education Coordinator
39606800 Building Leadership Coordinator
39606808 SISO Analyst I
39606816 Student Data Support Analyst
39606820 Financial Analyst, Grant
39606825 PAC IS Student Svcs Coord
39606827 Team Read Project Coordinator
39606828 Investigator
39606830 Small Works/HUDS Coordinator
39606839 Grants Accountant I
39606840 Grant Accountant II
39606842 Staff Accountant I
39606843 Staff Development Specialist
39606845 Student Assignment Analyst
39606847 Student Information Coord
39606865 Safety and Security Services Coordinator
39606871 Inventory Control Specialist
39606883 Senior Data Reporting Analyst
39606884 Science Refurbishment Ctr Supv
39606885 Science Refurbishment Ctr Supv
39606888 Team Read Project Developer
39606889 Team Read Recruitment & Training Coord

39606892	Network Analyst II
39606905	Research Analyst, SISO
39606919	Telecommunications Analyst II
39606924	Transportation Analyst
39606926	VAX System Administrator
39606928	Work Order Analyst
39606932	Community Spec
39606945	Writer/Publications Specialist
39606947	School to Work Program Analyst
39608060	Distribution Coordinator
39706067	Security Response Specialist
39706068	Security Dispatch/Alrm Monitor
39706384	School Security Specialist
39706498	Grounds Supervisor
39706637	Musical Instrument Repair Tech
39706765	Security Investigator
39706769	Senior Alarm Technician
39709005	Building Caretaker
39709075	Sports Complex Groundskeeper
39709076	Sports Complex Groundskeeper
39709077	Equipment Operator
39709078	Gardener
39709079	Landscape Foreman
39709080	Grounds General Foreman
39709081	Inspector & Liaison Specialist
39709089	Sports Complex Assistant
39709101	Custodial Engineer L
39709102	Custodial Engineer K
39709103	Custodial Engineer J
39709104	Custodial Engineer I
39709105	Custodial Engineer H
39709107	Custodial Operations Specialist
39709110	Head Assistant J
39709114	Mechanical Coordinator L
39709115	Mechanical Coordinator J
39709116	Maintenance Specialist
39709117	Materials/Training Specialist
39709118	Mechanical Coord Trainee
39709120	Assistant Engineer I
39709125	Resource Conservation Specialist
39709131	License Assistant I Mobile AA
39709132	License Assistant I
39709133	License Assistant H

39709141	Assistant Custodian G-Shift 1
39709142	Assistant Custodian G-Shift 2
39709166	Supt Serv Leadperson I
39709167	Supt Serv Technician H
39709395	Off Machine Repair Technician
39709410	Dispatcher
39709466	Warehouse Worker
39709467	Warehouse Worker - Freezer
39709520	Assistant Under 3.5 hrs/day
39709521	Bulk Satellite Manager Under 300
39709522	Assistant Over 3.5 hrs/day
39709574	Lunchroom Assistant Manager
39709575	Bulk Satellite Manager Over 300
39709576	Secondary Manager Under 500
39709577	Elementary III Manager
39709578	Elementary II Manager
39709579	Float Manger
39800106	Senior Transportation Analyst
39800176	Sr. Transportation Analyst
39806165	Buyer
39806176	Business Analyst I
39806177	Business Analyst II
39806178	Business Analyst III
39806179	Business Systems Administrator
39806180	Business Systems Analyst II
39806181	Business Systems Analyst I
39806182	Business Systems Analyst III
39806183	System Support Analyst I
39806184	System Support Analyst II
39806185	System Support Analyst III
39806300	Computer Operator II
39806301	Computer Operator III
39806303	Computer Operator I
39806312	Fiscal Analyst
39806317	Programmer Analyst I
39806324	Data Network Technician
39806329	DP Equipment Operator
39806356	Information Serv Business Analyst I
39806357	Information Serv Business Analyst II
39806358	Information Serv Business Analyst III
39806387	Fiscal & Student Data Tech
39806496	Graphics Specialist
39806499	Computer Support Analyst I

39806520	Instructional Materials Spec
39806521	Network Admin. Project Lead
39806533	Internet Programmer
39806547	Computer Support Analyst I
39806548	Network Analyst I
39806549	Lead Data Control Specialist
39806550	Lead Duplicating Specialist
39806647	Network Analyst I
39806650	Tech Svcs HR/Payroll Application Support Analyst
39806701	Lead Application Systems Analyst
39806724	Programmer III
39806725	Programmer I
39806726	Programmer II
39806736	Programmer Analyst IV
39806760	Waste Mgnt & Recycling Spec
39806778	Senior Payroll Specialist
39806780	Senior Program Evaluator
39806785	Assessment System Analyst
39806786	Value Added System Analyst
39806798	Senior Transportation Analyst
39806815	Specialist Shop Softwares
39806890	Technical Support Analyst III
39806891	Technical Support Analyst I
39806900	Unix System Administrator
39806902	Sr Telecommunications Analyst
39806903	Telecommunications Analyst IV
39806904	Telecommunications Analyst III
39806907	Technical Support Analyst
39806908	Sr Technical Support Analyst
39806912	Tool Crib Storekeeper
39806920	Technical Support Specialist
39806950	Webmaster I
39809470	Drafter
39900003	Administrative Spec Assignment
39906090	Professional Development Operations Supr
39906169	Accounting Supervisor II
39906362	Supervising Analyst, Capital Projects
39906542	Operations Coordinator
39906553	Food Services Quality Control Supervisor
39906649	Nutrition Services Pers Supv
39906701	Lead Application Systems Analyst
39906702	Lead Application Systems Analyst
39906703	Lead Evaluation System Analyst

39906784 Supervisor, Grant Financial Services
39906794 Senior Supervising Accountant
39906803 Bilingual Work-Based Learning Supervisor
39906830 Small Works/HUBS/TAP Manager
39906877 Educ TV Station Supervisor
39906909 Technical Supp Administrator
39906927 Violence Prevention Supervisor
39908001 Assistant Budget Manager
39908002 Assistant Grant Financial Manager
39908003 International Education Prog Administrator
39908004 Assistant Director, Nutrition Services
39908006 Assistant Director, Human Resources
39908007 Dir, Equity/Race Rel/Sch and Comm Support
39908008 Purchasing Manager
39908010 Chief Academic Officer
39908012 Assistant Chief Academic Officer
39908013 Project Lead, School Closure and Consolidation
39908050 Area Custodial Supervisor
39908051 Manager-Assessment Value Added Project
39908052 Manager, Environmental Quality
39908053 Value Added Manager
39908054 Senior Custodial Area Supervisor
39908055 Asst to the Superintendent
39908056 Manager, Fac Planning & School Closure
39908057 Assistant to the Chief Academic Officer
39908059 Parent Involvement Administrator
39908061 Asst Supervisor-Warehouse
39908062 Manager-Transportation
39908068 Director, Equity & Race Relations
39908070 Chief Financial Officer
39908071 Director of Technology Services
39908072 Information Systems Manager
39908073 Director of Student Services
39908074 Director of Instructional Services
39908075 Coordinator of Spec Proj, Financial Svcs
39908100 Coordinator-Customer Service
39908110 Staff Attorney
39908111 Senior Assistant General Counsel
39908112 Assistant General Counsel
39908113 Assistant General Counsel II (Specialized)
39908120 Work Based Learning Prog Supv
39908122 Chief Finance/Operations Officer
39908123 Manager, Ed Tech Research, Eval & Assess

39908125 Manager, School Support
39908126 Assistant Mgr, HR Spec Assignment
39908130 Construction Project Supvr
39908134 Database Administrator II
39908135 Database Administrator III
39908136 Contracts Manager
39908140 Employee Relations Coordinator
39908141 Enrollment Plan/Tech Suppt Mgr
39908142 Supervisor, Health Education
39908148 Labor Relations Negotiator
39908150 Legislative Relations Manager
39908151 Manager, HR, Specialized Assignment
39908153 Community Learning Partnership Supvr
39908155 Family Partnership Supervisor
39908181 Fiscal Operations Coordinator
39908200 Constl Dir-Strategic Planning
39908202 Information Systems Coordinator
39908203 Manager, Student Services
39908204 Director of School Services
39908205 Director, Highly Capable Services
39908206 Dir of Fiscal Integrity Implementation
39908207 Manager, Fiscal Compliance L&T
39908208 Technical Implementation & Support Manager
39908210 Coord-Education Tech System
39908211 Program Coordinator, Student Intervent
39908212 Constl Dir-Facilities & Const
39908213 Customer Service Supervisor
39908214 Director-Employee Relations & Compliance
39908215 Director-Information Services
39908217 Director-Labor Relations
39908218 Constl Dir-Student Support
39908219 Director-Nutrition Services
39908220 DP Production Supervisor
39908221 Teaching and Learning Proj Coord
39908222 Database Administrator
39908225 Operation Coord., Headstart
39908228 Information Serv Project Mgr V
39908229 Information Serv Mgr V
39908230 Environmental Coordinator
39908231 Prog Mgr, School Services Initiatives
39908236 Director-Leg/Cong/Fnd Rel
39908237 Constl Dir-Human Resources
39908238 Gates Foundation Sch Transf Gt Coord

39908239 General Counsel
39908240 Equipment Repair Supervisor
39908241 Food Service Supervisor
39908242 Manager-Comp & Benefits
39908243 Home/School Community Rel Mgr
39908244 IT Program Manager
39908245 HR PSoft Systems Manager
39908246 Manager-Sr Info Svcs Project
39908247 Manager-Info Services Project
39908248 Information Svcs Proj Mgr II
39908249 Information Svcs Proj Mgr I
39908250 Information Svcs Mgr IV
39908251 Information Svcs Mgr III
39908252 Information Svcs Mgr II
39908253 Information Svcs Mgr I
39908254 Information Svcs Supv III
39908255 Information Svcs Supv II
39908256 Information Svcs Supv I
39908257 Manager, HR Planning and Project Management
39908258 Communications Manager
39908259 Enrollment & Planning Manager
39908261 Manager-Accounting Services
39908262 Manager-AA/WNBE
39908263 Construction Mngr, Fac Dev/Con
39908264 Business Systems Manager
39908265 Manager-Budget
39908266 Manager-Capital Const Program
39908267 Manager-Computer Operations
39908268 Technology Levy Program Manager
39908269 Manager-Customer Support
39908270 Manager-Employment Services
39908272 Manager-Payroll Services
39908273 Manager-Property Management
39908274 Dir-Fac, Dev, Construction, Planning & Enrollmt
39908275 Manager, School-to-Work
39908276 Manager-Risk & Loss Prevention
39908277 Manager-Security
39908278 Enrollment Services Manager
39908279 Manager-Maint/Cust/Grounds
39908280 Program Mngr - Student Support
39908281 Director-Logistics
39908282 Pgm Mgr-Visual/Performing Arts
39908284 Budget Manager I

39908285 Director of Public Affairs
39908286 Prog Mgr, Prevention & Intervention Svcs
39908287 Payroll Supervisor
39908288 Purchasing Manager
39908289 Radio Station Supervisor
39908290 Purchasing Services Supervisor
39908291 Health and Wellness Programs Manager
39908292 Internal Auditor
39908300 Supvr, Family Supt Worker Pgm Svc
39908500 Manager-Special Ed Services
39908510 Coordinator of Loss Cntrl Prg
39908515 Coordinator of Safety Program
39908517 Manager, Professional Development
39908520 Supervisor, Classification & Compensation
39908521 Enrollment and Planning Supervisor
39908522 BEX II Construction Manager
39908525 Manager, Facilities Planning
39908530 Sr. Mgr., Capital Levy Project
39908531 Manager, Facilities Services
39908532 Manager, Facilities/CAP Proj Business Svcs
39908573 Special Assist to the Chief Operating Officer
39908575 SPICE Program Supervisor
39908576 Coordinator-Special Education Operations
39908577 Student Services Operations Coordinator
39908578 Manager,Custodial Services and Grounds
39908579 Senior Budget Analyst II
39908580 At-Risk Program Supervisor
39908581 Custodial Services Manager
39908582 Materials Mgr-Contrac/Purch/Warehse/Mail Svcs
39908583 Employee Asst Supervisor
39908584 Manager-Funding Procurement
39908585 Supervisor-Fixed Asset Acctg
39908586 Supervisor-Intervention Pgms
39908587 Supervisor-Leasing Operations
39908588 Student Asgmt Hearing Coord
39908589 Assistant Manager, Transportation
39908590 Supervising Budget Analyst
39908591 Supv Personnel/Fin/Stu Data Reporting
39908592 Coord, Prof. Dev. & Spec. Proj
39908593 Supvr, Family Support Wkr Svc
39908595 Manager-Student Info Services
39908596 Supervisor-Utilities & Commun
39908597 Manager,Work/Mgmnt Systems

39908598	Systems & Programming Manager
39908599	Transportation Supervisor
4011	General Benefits Staff
4012	General Benefits Non-staff
4101	FICA Staff
4102	FICA Non-Staff
4201	Retirement Classified Staff
4202	Retirement Classified Non-staff
4211	Retirement Certificated Staff
4212	Retirement Certificated Non-staff
4301	Other Payroll/Insurance Costs-Staff
4302	Other Payroll/Insurance Costs-Non Staff
4401	Medical Benefits Staff
4402	Medical Benefits Non-staff
4501	Union Dues
4502	Union Dues
4601	Other Personnel & Insurance Costs-Staff
4602	Other Personnel and Insurance Costs-Non Staff
4701	Unemployment Staff
4702	Unemployment Non-staff
5020	ASB Transfers
5050	ASB Expenditures
5099	ProfDev-Supplies ALL
5100	Supplies
5101	Grants ROPE Expenditures
5110	Commercial Cataloging
5190	ProfDev Supplies
5200	Postage
5600	Family Suppt Provisions
5601	Textual Materials
5602	Library Materials
5603	Periodicals, Newspapers
5605	PC Software
5606	Minor Equipment Under \$5000
5691	ProfDev Textual Materials
5693	ProfDev Periodicals
5900	Other Supplies
5910	Lunchroom Supplies (pre-fy03, consumable supplies)
5920	Non-consumable Lunchroom Supplies
5930	Food
5950	Bus Fuel
5990	Supply Reserve
5991	Inventory Acct 1411 Adjustment

5992	Inventory Acct 1412 Adjustment
5993	Inventory Acct 1421 Adjustment
5994	Inventory Acct 1422 Adjustment
5995	Inventory Acct 1425 Adjustment
5997	Inventory Acct 1411-Other Adjustments
5998	ProfDev Food
7011	Registration and Membership Dues
7012	Field Trip Admissions
7013	Conference Costs
7020	Chartered Buses
7021	Transit Tokens/Passes
7022	Taxi and Small Bus Services
7030	Telephone/Messenger Svc
7031	Telephone Installation
7040	IKON Copier
7041	Commercial Printing
7050	Miscellaneous Expense
7091	ProfDev Commercial Printing
7099	ProfDev-Other Expenses, ALL
7120	Contractual Services
7140	Misc. Professional Services
7141	Couriers
7142	Newspaper Advertising
7143	Moving Costs
7150	Child Care
7170	Interfund Trsf - In
7171	Interfund Trsf - Out
7190	ProfDev Contractual Services
7200	Legal Consultant/Fees
7210	Electricity-Lights
7220	Electricity-Heat
7230	Gas-Heat
7240	Oil
7250	Garbage Disposal
7260	Water and Sewage
7270	Gas-Other than Heat
7300	Maintenance Contract
7320	Education Specification
7410	Equip and Material Rental
7440	Land and Building Rental
7450	Debt Service Interest
7460	Deb Service Principal
7480	Computer Software Rental

7490	Computer Hardware Rental
7491	ProfDev Rental
7510	Insurance Premiums
7560	Liability Judgements-Loss
7570	Property Loss
7580	Industrial Insurance Settlement
7605	Scholarships and Awards
7610	Governmental Services
7615	Superintendent's Contracts
7620	Surface Water Tax
7630	Court Costs
7640	Election Costs
7690	Data Processing Services
7710	License/Permit Fees
7711	Fines
7760	Charter Buses-Metro
7770	Moving Equipment
7900	Preliminary Investigation
7901	Property Negotiation
7902	Land Acquisition
7903	Arch/Engineering-Basic Svcs
7904	Arch/Engineering-Addit'l Svcs
7905	Arch/Engineering-Change Orders
7906	Arch/Engineering-Reimbursables
7907	Construction Management
7908	Constructability Review
7909	Construction Off-site Work
7910	Testing Materials
7911	Survey/Investig-Topo/Boundary
7912	Survey/Investig-Geo/Technical
7913	Survey/Investig-Haz Materials
7914	Soils Testing
7915	Roof Testing
7916	Building Commissioning
7917	Wash State Sales Tax
7918	Grant Indirect Charges
7919	Indirect Charge Special Project
7920	Preconstruction Services
7950	Bond Sale Expense
7951	Debt Service Late Charges
7952	Bonds Redeemed
7953	Interest on Bonds
7954	Bond Admin Charges

7990	Buyback charges _ Enhanced
7992	Enhanced Buyback Chargeback- Student Services
7993	Enhanced Buyback Chargeback- Instruct. Services
7994	Enhanced Buyback Chargeback- Prof Development
7995	I.S. Service Chargeback
8110	Local Travel
8111	Mileage Reimbursement
8120	Extended Travel
8191	ProfDev Local Travel
8192	ProfDev Extended Travel
9050	Interfund Transfer In
9100	Major Equipment - \$5000 or More
9101	Building Materials
9110	Enterprise Computer Software
9120	Computer Hardware over \$5000
9130	Furniture
9140	Audio Visual Equipment - \$5000 or More
9150	Interfund Transfer Out
9700	Improvement to Buildings
9710	Purchase of Build/Real Estate
9750	New Construction
9751	Remodel Construction
9752	Historic Renovation
9753	Hazardous Materials
9754	Daycare Construction
9755	Construction Contingencies
9756	Demolition
9760	Improvements to Building-Contract
9762	Electricity Conservation
9763	Heating, Ventilation, Air Conditioning