

BOARD OF EDUCATION

AGENDA – REGULAR BOARD MEETING

May 9, 2023 – Room 33 Conference Room at 6:00 pm

Kimberly Braziel

Humberto Cardenas

Schuyler Glover

Jessica Padilla

Humberto Quezada

Persons who are in need of disability-related modification of accommodation to participate in the board meeting must make a request in writing to the District Office, 21644 Avenue 196 Strathmore, California, 559-568-1741 x. 203. A request for accommodation should specify the nature of the modification or accommodation requested, including any necessary auxiliary aids or services required and the name and telephone number of the person making the request. The written request should be done as soon as possible and no later than two days before the meeting. The agenda, agenda packet, and any written documents distributed to the Board during a public meeting will be made available in appropriate alternative formats upon request by a person with a disability as required by the Americans with Disabilities Act. Written documents concerning agenda items are available for public inspection during normal business hours within 72 hours of the regular board meeting at the Sunnyside Union School District Office.

A. CALL TO ORDER

___ Kimberly Braziel ___ Humberto Quezada ___ Jessica Padilla ___ Schuyler Glover ___ Humberto Cardenas

B. APPROVAL OF AGENDA

___ Braziel (Aye, No, Ab) ___ Quezada (Aye, No, Ab) ___ Padilla (Aye, No, Ab) ___ Glover (Aye, No, Ab) ___ Cardenas (Aye, No, Ab)

C. PLEDGE OF ALLEGIANCE

D. CLOSED SESSION

1. Identify closed-session topics for discussion. Read Closes Session Items
2. Public Comment on Closed Session Items
Members of the public may address the Board regarding items on the Closed Session Agenda prior to the Board's adjournment into Closed Session. Individual Speakers are allowed 3 minutes to address the Board. The Board shall limit the total time for public input to 15 minutes for each item.
3. Adjourn to Closed Session
4. It is the intention of the Board to meet in Closed Session to consider student expulsion, suspension or disciplinary action/or other action involving pupil records (Education Code §35146, 48912(b), 48918(c))

a. Student # 1001004	g. 1001393
b. Student # 1000715	h. 1000759
c. Student # 1001498	i. 1001495
d. Student # 1000750	j. 1000760
e. Student # 1000680	k. 1000766
f. Student # 1000937	l. 1001075
5. Closed Session Agenda Items
 - a. Conference and Labor Negotiator - Government Code 54957.6:
 - i. CSEA Chapter 675
 - ii. Sunnyside Teachers Association /CTA
6. Call Back to Order
7. Announcement of action taken in Closed Session

E. PUBLIC COMMENT

Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of the Board. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to **three (3) minutes** with no more than **15 minutes per single topic** so that as many people as possible may be

heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

F. ACKNOWLEDGEMENTS

1. Sunnyside Track and Field
2. Sunnyside Health Team

G. STAFF REPORTS

1. Business Manager - Human Resources
2. Vice Principal - Categorical Manager
3. Superintendent-Principal
4. Board Report
5. Staff Report

H. CONSENT CALENDAR

(The purpose of the Consent Calendar is to group items that may be approved routinely. Items on the Consent Calendar may be individually **addressed or removed** from the Consent Calendar at the request of a Board Member.)

BUSINESS ITEMS

1. Approve Payroll for April 2023 totaling \$326,426.22
2. Approve Pay Vouchers/Purchase Orders for April 27 of 2023
 - a. Numbering: 231356 - 231392
 - b. Totaling: \$23,450.89
3. Approve April 11, 2023, Regular Governing Board Meeting Minutes
4. Approve April 25, 2023, Special Governing Board Meeting Minutes

ROUTINE-ANNUAL APPROVALS

CONSENT CALENDAR APPROVAL

___ Brazier (Aye, No, Ab) ___ Quezada (Aye, No, Ab) ___ Padilla (Aye, No, Ab) ___ Glover (Aye, No, Ab) ___ Cardenas (Aye, No, Ab)

I. PUBLIC NOTICE

1. Hearing and public comment regarding the Sunnyside Faculty Association's initial proposal to the district regarding certificated unit collective bargaining agreement negotiations, 2023-2024
2. Hearing and public comment regarding the District's initial proposal to the Sunnyside Faculty Association regarding certificated unit collective bargaining agreement negotiations, 2023-2024

J. DISCUSSION ITEMS

1. Professional Development & Instructional Services
 - a. Update on Professional Development Plan for 2023-2024
 - b. Summer Engagement 2023
 - c. Student Engagement Activities
2. Student Services
 - a. First Review of the School Psychologist Job Description
 - b. Second Review of Local Control and Accountability Plan 2023-24
 - c. Second Discussion of Sunnyside Arts and Music Program Goals and Vision

Start - Live – Be

“The Tradition”

At Sunnyside Elementary

Sunnyside Union School District

21644 Avenue 196 Strathmore, California 93267 Website: www.sunnysideunion.com

Email: comments@sunnysideunion.com

- d. First Discussion of Sunnyside Special Services Matrix and Vision
 - e. First Draft *Literacy Education Across District* (LEAD) Project
 - f. Community Day and Special Day Class Consortium - Vision 23/24
- 3. Business Services
 - a. Board Requested Information on School Bus Purchasing
 - b. Vision of District Office
 - 4. Facilities and Operations
 - a. Update on Court Project with Precision Engineering
 - b. Update on Modernization Project with PBK Architects
 - c. ELOP-Mental Health Building
 - d. Future Modernization Projects

K. BOARD ITEMS

- 1. Discussion and Update on Board Staff Appreciation Dinner

L. ACTION ITEMS

- 1. Consideration and approval of the Budget Revision for the 2022-2023 School Year:
___ Braziel (Aye, No, Ab) ___ Quezada (Aye, No, Ab) ___ Padilla (Aye, No, Ab) ___ Glover (Aye, No, Ab) ___ Cardenas (Aye, No, Ab)
- 2. Consideration and approval of Maintenance, Operations, and Transportation Surplus/Unusable Materials List
___ Braziel (Aye, No, Ab) ___ Quezada (Aye, No, Ab) ___ Padilla (Aye, No, Ab) ___ Glover (Aye, No, Ab) ___ Cardenas (Aye, No, Ab)
- 3. Consideration and Approval to proceed with the GASB 74/75 Roll-Forward Valuation- June 30, 2023
___ Braziel (Aye, No, Ab) ___ Quezada (Aye, No, Ab) ___ Padilla (Aye, No, Ab) ___ Glover (Aye, No, Ab) ___ Cardenas (Aye, No, Ab)

K. BOARD POLICY REVIEWS AND UPDATES

M. NEXT SCHEDULED REGULAR BOARD MEETING May 23, 2023 - 6:00 p.m.

N. ADJOURNMENT_____PM

Draft Sunnyside Faculty Association/CTA/NEA
Sunshine Proposal for the 2023-2024 school year
To
The Sunnyside Union Elementary School District
April 26, 2026

1. Article XVIII: Salary - Increase the current Salary Schedule to 2022-2023
2. Article X: Mandatory Participation Events beginning
3. Article XIX: Benefits - The District will continue to fully fund the health and welfare benefits premium beginning
4. Appendix A: Work collaboratively with the administration to adjust the current salary schedule.

49 Sunnyside Union Elementary School I
Tulare County Office of Education
Accounts Payable Final Prelist - 4/27/2023 12:08:35PM

4/27/2023
12:08:35PM

*** FINAL ***

Batch No 447

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
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014002	ALICIA FRANCO	PV-231364	4/24/2023		AF-APRIL23		010-11000-0-11100-10000-43000-0-0000	\$50.11		
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Total Check Amount:

\$50.11

014006	AMAZON	PV-231356	4/21/2023		IHEL CV9D79RC		010-00008-0-00000-31400-43000-0-0000	\$53.80		
	AMAZON	PV-231384	4/24/2023		169KKGH1KT6		010-07200-0-11100-10000-43000-0-0102	\$84.00		
	AMAZON	PV-231386	4/24/2023		1KHD7LXGN7V4		010-00008-0-00000-31400-43000-0-0000	\$20.25		
	AMAZON	PV-231390	4/25/2023		1JV7CC76DMWK		010-07200-0-11100-10000-43000-0-0303	\$38.16		
	AMAZON	PV-231392	4/25/2023		1GNGDYWM313W		010-11000-0-11100-10000-43000-0-0000	\$287.41		

Total Check Amount:

\$483.62

013821	BANK OF THE SIERRA	PV-231391	4/25/2023		4798510056812924		010-07200-0-11100-10000-43000-0-0303	\$169.73		
	BANK OF THE SIERRA		4/25/2023		4798510056812924		010-07200-0-11100-10000-58000-0-0508	\$657.93		
	BANK OF THE SIERRA		4/25/2023		4798510056812924		010-07200-0-11100-10000-43000-0-0205	\$26.22		
	BANK OF THE SIERRA		4/25/2023		4798510056812924		010-07200-0-11100-10000-43000-0-0512	\$1,065.71		
	BANK OF THE SIERRA		4/25/2023		4798510056812924		010-00000-0-00000-71100-43000-0-0000	\$20.44		
	BANK OF THE SIERRA		4/25/2023		4798510056812924		010-11000-0-11100-10000-43000-0-0000	\$86.89		
	BANK OF THE SIERRA		4/25/2023		4798510056812924		010-30100-0-11100-10000-43000-0-3012	\$12.00		
	BANK OF THE SIERRA		4/25/2023		4798510056812924		010-00008-0-00000-31400-43000-0-0000	\$125.00		
	BANK OF THE SIERRA		4/25/2023		4798510056812924		010-00000-0-00000-71100-43000-0-0000	\$75.45		
	BANK OF THE SIERRA		4/25/2023		4798510056812924		010-11000-0-11100-10000-58000-0-0000	\$25.00		
	BANK OF THE SIERRA		4/25/2023		4798510056812924		010-00000-0-00000-71500-58000-0-0000	\$389.86		
	BANK OF THE SIERRA		4/25/2023		4798510056812924		010-11000-0-11100-10000-58000-0-0000	\$149.90		

Total Check Amount:

\$2,804.13

013831	BORBA, JANICE	PV-231380	4/24/2023		JB-APRIL23		010-07200-0-11100-10000-58000-0-0504	\$620.50		
	BORBA, JANICE	PV-231381	4/24/2023		JB-APRIL23		010-11000-0-11100-10000-43000-0-0000	\$60.34		

Total Check Amount:

\$680.84

013650	CMC PROPANE, INC.	PV-231372	4/24/2023		2802		010-00000-0-00000-81000-43000-0-0000	\$25.84		
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Total Check Amount:

\$25.84

013775	CROUZET IRRIGATION SUPPLY, INC	PV-231374	4/24/2023		0182853		010-00000-0-00000-81000-43000-0-0000	\$56.40		
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Total Check Amount:

\$56.40

013977	Duran & Sons Trucking & Servic	PV-231365	4/24/2023		212063		010-07230-0-00000-36000-56000-0-0000	\$110.00		
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Total Check Amount:

\$56.40

Accounts Payable Final Prelist - 4/27/2023 12:08:35PM

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Batch No 447

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Audit Flag	EFT
013977	Duran & Sons Trucking & Servic	PV-231369	4/24/2023		212049		010-07230-0-00000-36000-56000-0-0000		\$130.00
	Duran & Sons Trucking & Servic	PV-231370	4/24/2023		212051		010-07230-0-00000-36000-56000-0-0000		\$130.00
	Duran & Sons Trucking & Servic	PV-231371	4/24/2023		212049		010-07230-0-00000-36000-56000-0-0000		\$130.00
									\$500.00
									Total Check Amount:
014029	EAST KAWEAH GSA	PV-231389	4/25/2023		214230005000		010-00000-0-00000-81000-58000-0-0000		\$42.03
									\$42.03
									Total Check Amount:
013574	FLYERS ENERGY, LLC	PV-231379	4/24/2023		CFS-3395301		010-07230-0-00000-36000-43000-0-0000		\$204.34
	FLYERS ENERGY, LLC		4/24/2023		CFS-3395301		010-00000-0-00000-81000-43000-0-0000		\$154.13
									\$358.47
									Total Check Amount:
013795	FRONTIER COMMUNICATIONS	PV-231397	4/26/2023		55956822770602925		010-00000-0-00000-81000-59000-0-0000		\$61.56
									\$61.56
									Total Check Amount:
013376	HOME DEPOT CREDIT SERVICES	PV-231373	4/24/2023		6035322189063005		010-00000-0-00000-81000-43000-0-0000		\$89.08
									\$89.08
									Total Check Amount:
013409	KNIGHT GUARD ALARM	PV-231387	4/25/2023		53632/53633		010-00000-0-00000-81000-58000-0-0000		\$222.26
									\$222.26
									Total Check Amount:
014081	LEAF	PV-231395	4/26/2023		14643820		010-11000-0-11100-10000-56000-0-0000		\$1,414.78
									\$1,414.78
									Total Check Amount:
013711	MISSION LINEN SUPPLY	PV-231359	4/21/2023		519133955		130-53100-0-00000-37000-58000-0-0000		\$77.15
	MISSION LINEN SUPPLY		4/21/2023		519133955		010-00000-0-00000-81000-58000-0-0000		\$79.29
	MISSION LINEN SUPPLY		4/21/2023		519133955		120-61050-0-00010-10000-58000-0-0000		\$23.78
									\$180.22
									Total Check Amount:
014120	P & R PAPER SUPPLY CO	PV-231357	4/21/2023		115391200		130-53100-0-00000-37000-43000-0-0000		\$514.24
									\$514.24
									Total Check Amount:
013019	POSTER COMPLIANCE CENTER	PV-231382	4/24/2023		416175HSD5		010-00000-0-00000-72000-43000-0-0000		\$86.15
									\$86.15
									Total Check Amount:

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Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
013820	PSW	PV-231393	4/25/2023		125399		010-00000-0-00000-72000-58000-0-0000	\$180.17		
								\$180.17		
								Total Check Amount:		
014030	R & L Crow Distributing R & L Crow Distributing	PV-231358 PV-231368	4/21/2023 4/24/2023		DAIRY DAIRY		130-53100-0-00000-37000-47000-0-0000 130-53100-0-00000-37000-47000-0-0000	\$590.00 \$473.00		
								\$1,063.00		
								Total Check Amount:		
013392	SOUTHWEST SCHOOL & OFFICE SOUTHWEST SCHOOL & OFFICE SOUTHWEST SCHOOL & OFFICE SOUTHWEST SCHOOL & OFFICE	PV-231376 PV-231377 PV-231378 PV-231388	4/24/2023 4/24/2023 4/24/2023 4/25/2023		60000075267 60000075921 60000075266 60000080804		010-00000-0-00000-72000-43000-0-0000 010-00000-0-00000-81000-43000-0-0000 010-11000-0-11100-10000-43000-0-0000 010-11000-0-11100-10000-43000-0-0000	\$9.88 \$554.12 \$30.82 \$42.77		
								\$637.59		
								Total Check Amount:		
012474	SYSO FOOD SERVICES OF MODESTO SYSO FOOD SERVICES OF MODESTO SYSO FOOD SERVICES OF MODESTO SYSO FOOD SERVICES OF MODESTO SYSO FOOD SERVICES OF MODESTO SYSO FOOD SERVICES OF MODESTO	PV-231362	4/21/2023		38453166		130-53100-0-00000-37000-47000-0-0000	\$508.86		
								\$74.88		
								\$1,355.83		
								\$37.71		
								\$862.69		
								\$37.71		
								\$2,877.68		
								Total Check Amount:		
013111	TULARE CO. OFFICE OF EDUCATION TULARE CO. OFFICE OF EDUCATION	PV-231385 PV-231396	4/24/2023 4/26/2023		232279 231944		010-00000-0-11100-10000-58000-0-0000 010-62660-0-11100-10000-58000-0-0000	\$120.00 \$3,000.00	N L	
								\$3,120.00		
								Total Check Amount:		
013955	VALLEY EXPETEC	PV-231375	4/24/2023		A0001904		010-00000-0-00000-72000-58000-0-0000	\$594.00		
								\$594.00		
								Total Check Amount:		
013221	VALLEY FOOD SERVICE VALLEY FOOD SERVICE VALLEY FOOD SERVICE VALLEY FOOD SERVICE	PV-231360 PV-231361	4/21/2023 4/21/2023		425772 425528		130-53100-0-00000-37000-47000-0-0000 130-53100-0-00000-37000-47000-0-0000	\$532.65 \$621.90		
								\$38.25		
								\$865.00		
								\$594.00		
								Total Check Amount:		

*** FINAL ***

Batch No 447

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
013356	Woodwind & Brasswind	PV-231383	4/24/2023		MISC		010-07200-0-11100-10000-43000-0-0512	\$5,350.92		
Total Check Amount:								\$2,057.80		
Total Check Amount:								\$5,350.92		

Accounts Payable Final Prelist - 4/27/2023 12:08:35PM

*** FINAL ***

Batch No 447

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
Total District Payment Amount:								\$23,450.89		

*** FINAL ***

Batch No 447

Audit
Amount Flag EFT

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
Batch No 447										
Total Accounts Payable:								\$23,450.89		
The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 23,450.89 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).										

Sheela Tschir

4/27/23

Authorizing Signature
Date

Fund Summary	Total
010	\$16,837.24
120	\$23.78
130	\$6,589.87
Total	\$23,450.89

Sunnyside Union Elementary School
Governing Board Minutes
April 11, 2023
6:00 pm – Room 33

A. OPEN SESSION/CALL TO ORDER AT 6:00 PM

Board Members Present – Humberto Quezada, Jessica Padilla, Schuyler Glover

B. APPROVAL OF AGENDA

Motion by: Humberto Quezada

Second by: Jessica Padilla

Votes: 3-0

C. PLEDGE OF ALLEGIANCE

D. CLOSED SESSION

1. Identify closed session topics for discussion. Read Closes Session Items

2. Public Comment on Closed Session Items

Members of the public may address the Board regarding items on the Closed Session Agenda prior to the Board's adjournment into Closed Session. Individual Speakers are allowed 3 minutes to address the Board. The Board shall limit the total time for public input to 15 minutes for each item.

3. Adjourn to Closed Session – 6:02 pm

4. Closed Session Agenda Items

a. Conference and Labor Negotiator – Government Code 54957.6:

i. CSEA Chapter 675

ii. Sunnyside Teachers Association/CTA

5. Ratification of Employment (1 Position – Classified)

6. Call Back to Order – 6:13 pm

7. Announcement of action taken in Closed Session – No Action

E. PUBLIC COMMENT – None

F. ACKNOWLEDGEMENTS - Mr. Tsuboi provided the information in the board packet for items 1 –2.

1. Poetry and Prose

2. Math Super Bowl – Mr. Tsuboi – The kids had fun.

G. STAFF REPORTS

1. Business Manager – Human Resources – Miss Mata – A lot of quarterly reports. Last year the Auditors asked for a lot of information because they were new to our school. This year we only have 76 requested items. It is a lot! I am slowly keeping up with it.

2. Vice Principal – Categorical Manager – Mrs. Gunderman – I am working with 5% of the population. The discipline not an issue. The students that need a lot of support are with IEP, 504, and the SST team. The Psychologist and Special Education teacher are helping to keep the teachers updated with student issues. I held the student of the month celebration here. The students enjoyed pizza and treats. During the Parent Involvement on February 9, they gave us a list of ideas for Parent Engagement Nights; see items on the list. Next week's (April 18) Parent Involvement we are using one of their ideas; Camp Night with s'mores. I will hold two short seminars regarding the bullying issues with Social Media (Tic Toc) and Vaping. We also want to hold a 20-minute seminar to help parents with writing and reading ideas for their children with tools at home (rewriting and read receipts). Right now in Preschool, we have 24 enrolled. We use to have 40 students in the past but know with the TK Program are numbers are low. We have five on a waiting list to create a new class. To add a class with five is not feasible. We will have to touch on making a decision with the reduction of staff. It is not something I want to do because I really like my staff.

3. Superintendent-Principal – Mr. Tsuboi added his report was in the board packet. Mr. Tsuboi - The County Health Fair was on campus. There were loads of people here. As for the buses, we can opt out because of the wait for the funding. I will look into diesel buses.

4. Board Report – Mr. Tsuboi – Mr. Quezada attended the Staff Engagement. Mr. Quezada – It was good to see the staff participating and engaged.
5. Staff Report – None

H. CONSENT CALENDAR

(The purpose of the Consent Calendar is to group items that may be approved routinely. Items on the Consent Calendar may be individually **addressed or removed** from the Consent Calendar at the request of a Board Member.)

BUSINESS ITEMS

1. Approve Payroll for March 2023, totaling \$316,783.37
2. Approve Pay Vouchers/Purchase Orders for March 9, 15, and 30 of 2023
 - Numbering 231150 – 231298
 - Totaling \$146,201.01

3. Approve March 14, 2023, Regular Governing Board Meeting Minutes
4. Approve March 24, 2023, Special Governing Board Meeting Minutes

ROUTINE-ANNUAL APPROVALS

1. Interquest Detection Canines of Fresno agreement for the 2023-2024 school year.
2. Approval of Surplus-Unusable Technology Equipment - Mr. Tsuboi – We need to get rid of 99 Chromebooks. Too slow. COVID did them in.
3. Consideration and approval of MBT-LEA Billing Services Contract Renewal for 2023-2024 SY

RESIGNATIONS AND OFFERS OF EMPLOYMENT

1. Accept the resignation of Jazmin Chavez, ELD Support Aide.
2. Ratify Employment for Armando Aparicio, Behavior Support Aide.

CONSENT CALENDAR APPROVAL

Motion by: Humberto Quezada

Second by: Jessica Padilla

Votes: 3-0

I. PUBLIC HEARING

1. Adjourn to Public Hearing for Textbook/Instructional Material Adoption
 - a. Open Public Hearing for Input
 - b. Adjourn Public Hearing on Textbook/Instructional Material Adoption

J. DISCUSSION ITEMS – Mr. Tsuboi provided the information in the board packet for items 1 – 5.

1. Board Policy and Business on the following items:
 - a. Request for Extended Leave
 - b. Drafts of Potential New Job Descriptions
 - c. Travel Expense Sheets
 - d. Discussion on Salary Schedules for Non-Certificated Substitute Positions
 - e. Superintendent-Principal's Annual Evaluation
2. Professional Development Update
 - a. Professional Development Updates
 - b. PAIDEIA SEMINAR – Mr. Tsuboi – A good example is a basket. How do we fill a bucket with positive reinforcement?
 - c. Three Step Behavior Response Matrix
 - d. Testing and Assessment – Mrs. Gunderman – Working out the bugs before testing.
 - e. First Review of 2023-2024 Local Control and Accountability Plan
 - f. Review of Differentiated Assistance Program
3. Student Services
 - a. Update on Learner of the Year Program – Mr. Tsuboi – The caterers are going to cater the dinner for the same price.
 - b. SCICON Update (6th and 8th Grade Trips) – Mr. Tsuboi – On May 12th and 13th, 80 to 100 staff and students will attend SCICON. We will receive two to three meals. Students will participate in none SCICON activities.

- c. Activities and Learning Trips
- 4. Business Services
 - a. Community Schools Grant – Mr. Tsuboi – \$200,000 received along with another school, Pleasant View. We are working on a Three million dollar grant.
 - b. Innovative Approaches to Literacy Grant – Mr. Tsuboi – \$750,000 to Woodville, Pleasant View, and us. Nine to 15 National. Library computers, books, and so forth. 43-question collection report and literacy information, How we are connecting to others. The staff resume will be submitted this week.
 - c. Children and Youth Behavior Health Initiative – Mr. Tsuboi – Skip until the next board meeting.
- 5. Facility and Operations
 - a. Update and discussion on ELOP Court System Project – Mr. Tsuboi – We will go to civil engineers.
 - b. Update and discussion on ELOP-Mental Health Services Project – Mr. Tsuboi – It is the first one million sixty-seven thousand dollars PO.
 - c. Update and discussion on Measure O – Modernization Project – Mr. Tsuboi – In design at this time.

K. BOARD ITEMS

- 1. Local Educational Agency Medi-Cal Cost and Reimbursement Comparison Schedule Report. – Mrs. Torres-Marquez – The report is informational only.

L. ACTION ITEMS

- 1. Consideration and approval of the Budget Revision for the 2022-2023 School Year.
 - Motion by: Humberto Quezada
 - Second by: Jessica Padilla
 - Votes: 3-0
- 2. Consideration and approval of the 2023-2024 Sunnyside Elementary School Calendar.
 - Motion by: Humberto Quezada
 - Second by: Jessica Padilla
 - Votes: 3-0
- 3. Consideration and approval of the Application for Use of School Facilities for Catholic Church Sacred Heart, Lindsay for Catechism classes.
 - Motion by: Humberto Quezada
 - Second by: Jessica Padilla
 - Votes: 3-0
- 4. Consideration and approval to amend the Extended Learning Opportunity Plan.
 - Motion by: Humberto Quezada
 - Second by: Jessica Padilla
 - Votes: 3-0
- 5. Consideration and approval of the 2023-2024 Instructional Cabinet.
 - Motion by: Humberto Quezada
 - Second by: Jessica Padilla
 - Votes: 3-0
- 6. Consideration and approval of the Christy White Independent Auditor's' Report for Sunnyside UESD Measure O Bond Building Fund Audit Report for the Year Ended June 30, 2022.
 - Motion by: Humberto Quezada
 - Second by: Jessica Padilla
 - Votes: 3-0
- 7. Consideration approve the adoption of TCI History/Social Studies Textbook/Instructional Material.
 - Motion by: Humberto Quezada
 - Second by: Jessica Padilla
 - Votes: 3-0

8. Consideration to approve participation in the CASBO CBO Business Executives Leadership Program.
Motion by: Humberto Quezada
Second by: Jessica Padilla
Votes: 3-0
9. Consideration to approve Memorandum of Understanding to Transfer ERMHS Funds from Member LEAs to SELPA.
Motion by: Humberto Quezada
Second by: Jessica Padilla
Votes: 3-0
10. Consideration to approve the 1st Quarter Williams Valenzuela Complaint Form from January to March of 2023.
Motion by: Humberto Quezada
Second by: Jessica Padilla
Votes: 3-0

- M. BOARD POLICY REVIEWS AND UPDATES - None
- N. NEXT SCHEDULED REGULAR BOARD MEETING
April 25, 2023 – 6:00 p.m. (Delivery Method: To Be Determined)
- O. ADJOURNMENT 8:06 PM

Respectfully Submitted,

Humberto Quezada, Clerk

Sunnyside Union Elementary School
Governing Board Minutes
April 25, 2023
6:00 pm – Room 33

A. OPEN SESSION/CALL TO ORDER AT 6:00 PM

Board Members Present – Kimberly Braziel, Humberto Quezada, Jessica Padilla, Schuyler Glover, Humberto Cárdenas

B. APPROVAL OF AGENDA

Motion by: Humberto Cárdenas

Second by: Kimberly Braziel

Votes: 5-0

C. PLEDGE OF ALLEGIANCE

D. PUBLIC COMMENT – None

E. CONSENT CALENDAR

(The purpose of the Consent Calendar is to group items that may be approved routinely. Items on the Consent Calendar may be individually **addressed or removed** from the Consent Calendar at the request of a Board Member.)

BUSINESS ITEMS

1. Approve Pay Vouchers/Purchase Orders for April 5 and 13 of 2023

a. Numbering 231299 – 231355

b. Totaling \$107,356.14

Motion by: Humberto Quezada

Second by: Humberto Cárdenas

Votes: 5-0

F. DISCUSSION ITEMS – Mr. Tsuboi provided the information in the board packet for items 1 – 7.

1. Discussion on Transportation Systems - Mr. Tsuboi – We will decline both grants since we can not get a power ports. The Board would like Mr. Tsuboi to get quotes on diesel buses.
2. Update on Paideia Seminars and Collegial Visits - Mr. Tsuboi – The little kids had a deep conversation. Jody discussed Social Media with the kids; good conversation. Students say that if parents spent time with them, they would not be on their phones. Parents work and have busy lives. Some are scared of the change.
3. Differentiated Assistance Update - Mr. Tsuboi – There is a Lower proficiency of students and less than 90% of attendance.
4. Review of the First Draft of the 2023-24 Local Control and Accountability Plan - Mr. Tsuboi gave a handout to the Board. See attached information.
5. Discussion on vision and future Arts program at Sunnyside - Mr. Tsuboi – I will put together a survey for staff and students. We are looking for a Teacher on a Special Assignment to teach art. The teacher will be 50% aide and 25% art. It will be a split Art Teacher. Prop 28 will pay 60% since it is a new program.
6. End of Year Update – Student Activities- Mr. Tsuboi – No strikes. Celebrate the good things. In three months, another event. We are preparing for the 8th-grade trip to SCICON. There will be 70 students, including Pleasant View's students.
7. General Discussion on Goals and Vision for the 2023-2024 School Year - Mr. Tsuboi gave a handout to the Board. See attached information.

G. ACTION ITEMS

1. Consideration and approval of Surplus/Unusable Material List – Band and Music.

Motion by: Kimberly Braziel

Second by: Humberto Cárdenas

Votes: 5-0

2. Consideration and approval of ELOP-Mental Health Piggyback Bid

Motion by: Kimberly Brazier

Second by: Humberto Cárdenas

Votes: 5-0

3. Consideration and approval between of agreement for ELOP-Mental Health Building with American Modular Systems in the Amount of \$1,067,000.00.

Motion by: Humberto Cárdenas

Second by: Kimberly Brazier

Votes: 5-0

4. Consideration and approval for Superintendent-Principal to attend Small School Superintendents Association Summer Retreat June 28-29, 2023, in Pismo Beach, California.

Motion by: Kimberly Brazier

Second by: Humberto Quezada

Votes: 5-0

5. Consideration and approval for Superintendent-Principal to attend PAIDEIA National Conference in Amarillo, Texas, June 22-23, 2023. **NO ACTION**

6. Consideration and approval OF THE Coordinator of Special Project Job Description.

Motion by: Kimberly Brazier

Second by: Humberto Cárdenas

Votes: 5-0

H. CLOSED SESSION

1. Identify closed session topics for discussion. Read Closes Session Items

2. Public Comment on Closed Session Items

Members of the public may address the Board regarding items on the Closed Session Agenda prior to the Board's adjournment into Closed Session. Individual Speakers are allowed 3 minutes to address the Board. The Board shall limit the total time for public input to 15 minutes for each item.

3. Adjourn to Closed Session – **7:10 pm**

4. Closed Session Agenda Items

- a. Conference and Labor Negotiator – Government Code 54957.6:

- i. CSEA Chapter 675

- ii. Sunnyside Teachers Association/CTA

- b. Public Employee Discipline/Dismissal/Release- Government Code 54597

- i. Request for Extended Leave

- c. Superintendent-Principal's Evaluation

5. Call Back to Order – **7:30 PM**

6. Announcement of action taken in Closed Session – The Board granted the two employees three months of sub differential pay from last day of work and Health Insurance coverage until June 30, 2023.

I. NEXT SCHEDULED REGULAR BOARD MEETING

May 9, 2023 – 6:00 p.m. (Delivery Method: To Be Determined)

J. ADJOURNMENT **7:31 PM**

Respectfully Submitted,

Humberto Quezada, Clerk

June 2023

The tradition has been built . . . let's keep it going!

SUMMER ENGAGEMENT STAFF SIGN UP SHEET

TUESDAY/WEDNESDAY/THURSDAY

MONDAY/TUESDAY/WEDNESDAY

MONDAY/TUESDAY/WEDNESDAY

Enrollment will be for the student's CURRENT GRADE LEVEL

KINDERGARTEN & PRESCHOOL

June 13 - June 15

June 19 - June 21

June 26 - June 28

Course Title

Lead Instructor (\$75 per hour)

Support Personnel (\$40per hour)

Norma Alvarez

Lupita Garcia

Sensory

Crystal Qualls

Jennifer Salvador

FIRST GRADE

Course Title

Lead Instructor (\$75 per hour)

Support Personnel (\$40per hour)

Gomez

Alvarez

Nutrition

Jennifer Salvador

Qualls

SECOND - THIRD GRADE

Course Title

Lead Instructor (\$75 per hour)

Support Personnel (\$40per hour)

FOURTH - FIFTH GRADE

Course Title

Lead Instructor (\$75 per hour)

Support Personnel (\$40per hour)

Soto

Arellano

Demerath

Soto

SIXTH - SEVENTH GRADE

Course Title

Lead Instructor (\$75 per hour)

Support Personnel (\$40per hour)

Becolla

Mrs. Soto

Franco

Mrs. Soto

Aysiny Alvarez

Mrs. Amy

NOTES

1. Course must be engaging

Support Personnel

7:45 - 8:00 Set Up & Welcome

2. Minimum of **8 students** need to be enrolled for course to take place
- 2a. Actively recruit students for participation and be creatively engaging
3. Must provide culminating activity/trip/experience
4. All culminating activities/trip/experience must be pre-approved
- 4a. Preapproval will be based on cost, transportation and engagement
5. Courses must be outside or regular work time
6. A short description of your course must be submitted by Monday, May 8
- 6a. Please email me your description.
7. Please sign up for only one slot - if slots are available after Friday, May 5, you may sign up for a second slot

**Please do not erase anyone from the spreadsheet. :)
if you do not need a support person then put "None Needed"**

8:00 - 8:20	Breakfast Supervision	
8:20 - 10:00	Class Session	
10:00 - 10:15	Student Break Supervision	
10:15 - 10:30	Break	
10:30 - 12:00	Class Session	
12:00 - 12:30	Student Lunch Supervision	
12:30 - 12:45	Clean Up & Closure	
Daily Hours	5 Hours	
Total Hours	15 Hours	
Gross Salary	\$600.00	per 3 day session

Lead Teacher		
7:45 - 8:15	Prep	
8:15-8:20	Breakfast and Greeting	
8:20 - 10:00	Class Session	
10:00 - 10:15	Break	
10:15 - 12:00	Class Session	
12:00 - 12:15	Student Lunch Engagement	
12:15 - 12:45	Prep	
Daily Hours	5 Hours	
Total Hours	15 Hours	
Gross Salary	\$1,125.00	per 3 day session

SUNNYSIDE UNION SCHOOL DISTRICT JOB DESCRIPTION SCHOOL PSYCHOLOGIST

CLASSIFICATION: Certificated
SALARY LEVEL: Psychologist Salary Schedule
WORK YEAR: 190 Days

JOB DEFINITION

The School Psychologist counsel's students and parents, consults with teachers and other personnel, assesses students, intervenes with students on matters involving behavior, and supports and nurtures school climate.

SUPERVISOR

Superintendent-Principal
Vice Principal

POSITIONS SUPERVISED

Behavioral Aides (if assigned)

QUALIFICATION REQUIREMENTS

To perform the job successfully, an individual must be able to satisfactorily perform each essential duty. The requirements listed on the job description are representative of the knowledge, skills and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties. The teacher must possess and retain certification that will allow authorization to provide curriculum and instruction appropriate to grade level and/or subject matter.

EXAMPLES OF DUTIES

The position includes but is not limited to the following list of representative duties:

Essential Duties:

- Designs effective behavior interventions and Behavior Support Plans for the purpose of assisting students to be successful.
- Conducts functional behavior analysis and assists school staff in the implementation of Positive Behavior Intervention Plans for the purpose of student success.
- Intervenes with inappropriate or disruptive behaviors and assists school staff with interventions for the purpose of assisting students to be successful.
- Provides support for RtI implementation and the interpretation of results for the purpose of assisting students and staff to be successful.
- Provides professional assistance in areas such as anger management, social skills, crisis intervention and problem solving for the purpose of assisting students to be successful.
- Provides necessary assessment information and recommendations to the IEP team for the purpose of assisting IEP decision making.
- Designs and presents effective in-service trainings for the purpose of increasing necessary skills and knowledge for parents, school staff and students.
- Counsels students, parents, and guardians in school for the purpose of enhancing student success.
- Consults with teachers and staff for the purpose of monitoring behavior plan implementation for the purpose of assisting students to be successful.
- **Assesses** students, home, and classroom environment to provide information regarding students' functioning and for developing recommendations for the purpose of assisting students to be successful.
- Prepares documentation, e.g. evaluations, observations, student progress, contacts with parents, teachers and outside professionals to provide written support, develop recommendations, and/or convey information for the purpose of assisting students to be successful.
- Analyzes IEPs for treatment utility of given assessment, and to determine appropriate data collection methods for written goals for the purpose of assisting students to be successful.

Essential Duties: (Continued)

- Participates in various meetings e.g. parent conferences, in-service trainings, site meetings to receive and/or provide information and/or meet credential requirements for the purpose of assisting students to be successful.
- Facilitates meetings, e.g. parent meetings, in-services, etc. to develop plans and/or provide information regarding goals for students for the purpose of assisting students to be successful.

Other Related Duties:

- Attend appropriate in-service training, workshops, and meetings, as assigned, to keep informed of current practices and trends in education.
- Provide first aid and CPR if needed.
- Perform other related duties as may be assigned by administration in compliance with Board policies and administrative regulations, the Master Contract, and State regulations.

PHYSICAL EFFORT AND WORK ENVIRONMENT

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions
- Manual dexterity sufficient to write, use the telephone, computer, calculator, and office machines at required speed and accuracy
- Vision sufficient to read handwritten and printed materials, and the display screen of various office equipment and machines
- Hearing sufficient to communicate in person and hold telephone conversations in normal range (approximately 60 decibels)
- Speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distances on the telephone and addressing groups
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, and to reach overhead
- Physical stamina sufficient to sustain light physical labor for up to 8 hours, sit and/or walk for prolonged periods of time
- Physical mobility sufficient to move about the work environment (office, district, school site to site) for sustained periods of time on hard flooring, climb slopes, stairs, ramps, and to respond to emergency situations
- Physical strength sufficient to periodically lift and/or carry 40 pounds of materials or supplies; occasionally lift 80 or more pounds with assistance
- Occasionally push and/or pull a variety of tools, equipment, or objects weighing 80 or more pounds
- Typically, indoor work environment.

REQUIRED QUALIFICATIONS**Education:**

- Masters of Arts or Science Degree required.

Experience:

- Depending on the area of assignment, experience with the severely handicapped population may be preferred.

Knowledge of:

- Assessment instruments
- Behavior Intervention Strategies.
- Response to Intervention (RtI) and school-wide RtI implementation including progress monitoring and analysis of data
- Counseling approaches
- Visual schedules, picture exchange communication system (PECS), and other strategies/aides for children with autism
- Strategies to affect school climate

Ability to:

- Complete Psychological evaluations
- Complete a functional analysis.

Ability to (Continued):

- Establish and maintain cooperative relationships with students, school personnel, parents, co-workers, and the public.
- Work effectively with students individually, in small groups, and in whole class settings.
- Identify problems and propose solutions
- Communicate effectively in the English language both orally and in writing.
- Meet schedules and time lines.
- Work independently with appropriate direction.
- Analyze situations accurately and adopt an effective course of action.
- Learn and use technology and computer software applications as appropriate to the work environment.
- Use tact, patience, and courtesy when dealing with people.
- Use initiative and judgment in discussing problems with the public and district staff, involving office practices and policies.
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds.
- Qualify for a Standard First Aid and CPR certificate.
- Possess a California driver's license and be insurable.

QUALIFICATIONS REQUIRED:

- Pupil Personnel Credential Authorizing School Psychology.
- Board Certified Behavior Analyst (BCBA) preferred.
- Classroom teaching experience preferred
- Behavior Intervention Case Manager (BICM) certification, or willingness to obtain this certification
- Valid California Driver's License and proof of automobile insurance
- Department to justice and FBI Fingerprint response.

Employee Signature: _____ Date: _____

Board Approval: PENDING MAY 2023

Goals and Actions

Goal

Goal #	Description
1	Provide and maintain internet connectivity, student access of devices, professional development, and deliverability of quality instruction that is continuous and uninterrupted for all students

An explanation of why the LEA has developed this goal.

After approximately one year on distance learning, the district identified the need to have a systematic program of providing students and staff the ability to use a device without issues on a regular basis. The Sunnyside Learning Community also identified through numerous surveys and observations the lack of reliable internet services. If the district expands its educational program, devices and connectivity are essential. The district also realized the importance of having an efficient and reliable computer technician. The district also believes the technician program should also be leading trainings and larger projects, and thus, the need for additional assistance to address general troubleshooting issues. Even with the return to on campus learning it was still a challenge to keep all students technological devices up and running. The year and a half of wear and tear of devices by the students was beginning to take its toll at the end of the year. The technology team was able to maintain but was also focusing on larger projects that were starting to rollout on campus. During the school year it was also challenging to address the needs of students who were on independent study (especially long term).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
STAFF SURVEY - TECHNOLOGY SERVICES SURVEY Survey Link: https://tinyurl.com/2xs666fu	To Be Established at the Conclusion of 2021 School Year	Survey Results (2021-22) 16 Superior 17 Good 1 Needs Improvement 2021-22: 2.44			The desired outcome will be based in the future on a 3 point scale. The goal is an average score of 2.75 or higher with zero (0) Needs Improvement
PARENT SURVEY - TECHNOLOGICAL SERVICES Survey Link:	To Be Established at the Conclusion of 2021 School Year	3.025 Overall score on a scale of (4) Survey Results Link:	2023-2024 Results LCAP Survey (12 Parent Surveys) 3.0 on a Scale of 4		An average score of greater than 4 on a five point scale for overall opinion on

Action #	Title	Description	Total Funds	Contributing
1.1	COMPUTER TECHNICIAN	To provide the district and its students technology support and up to date and usable technology that will help students become PROFICIENT LEARNERS in a 21st century environment.	\$82,886.00	Yes
1.2	Technology Hardware and Software	Purpose: To provide a budget for purchasing new equipment (staff and students) and/or fixing damaged equipment that occurs throughout the school year (staff and students). Also to provide equipment for new hires such as Save the Children (Kindergarten Ambassador, Community Support, Public Information Officer, Etc.) that all support student achievement, parent involvement, and engagement.	\$20,000.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

<p>ACTION 1.1 - The district continued to utilize the services of a full time, year around computer technician. The technician was able to provide services for both staff and students throughout the year. The position also helped develop a mini-STEM lab. The district continues to contract out 1 day per week computer tech services to a neighboring school district. This position also takes on the role of monitoring the Climate Control System for the district, the CYBERKEY System and also supports different programs on a regular basis (District Office, Health Office, etc.). The computer technician is able to complete routine repair tasks (replacing cracked screens, keys, etc.). They have also taken a seat at the table in decision making (ERATE, VENDORS, Adding/Subtracting Programs, Etc.). ACTION 1.2 - The district continues to monitor auto update dates on its Chromebooks. This year the district brought additional IPADS and placed these directly into classrooms. The technology department expanded its fleet of interactive display screens and portable terminals. The district is monitoring programs/applications that have automatic renewals that may no longer be needed due to elimination of distance learning. The district terminated all hot spot devices as they were not being used by our educational partners.</p>
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An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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Goals and Actions

Goal

Goal #	Description
2	To provide a learning environment that supports, fosters, engages, and promotes collaboration of all educational partners (students, parents, and staff) in the learning system.

An explanation of why the LEA has developed this goal.

The district believes that in order to have an effective learning system you must provide an environment that actively engages all educational partners in the process, with a focus on student engagement. During the 2021-2022 school year this became clearly evident as students returned to on campus learning.. Students needed to become re-engaged as they were lacking both academic and social development. The school needed to provide a setting where students felt comfortable, safe and wanted to learn. Student attendance is going to be a large obstacle to overcome as there are numerous legitimate reasons to miss school in the post pandemic era. In addition, the district needs to communicate more directly and clearly not only expectations but the law in regards to student engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
STAR EARLY LITERACY ASSESSMENT (Action 1)	ESTABLISHING BASELINE IN 2021-2022 (FIRST YEAR ADMINISTRATION)	Baseline Data Class #1 - 8/24 = 33% Class #2 - 18/22 = 81.8% Total of 26/46 = 56.5%			100% OF THE STUDENTS BY 2023-24 EARLY STEPS PROGRAM EXIT KINDERGARTEN AT THE EMERGENT LEVEL ON THE STAR LITERACY TEST
CAASPP Growth	LANGUAGE ARTS (2019 Dashboard) All Students: 72.9 points DFS Status - Red, Baseline 2018	Pending Availability: Data Currently Being Collected	Pending Availability: Data Currently Being Collected		Within Three Years All Students, Including All Unduplicated Sub Groups will be at a minimum on the Five

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	10 students (estimated between 2.5 -3.5%) Baseline Data (COVID) 2020-2021 100+ Students	Updated April 10, 2023 Status: Very High Percentage: 39.7%			
PERCENTAGE OF THRILLSHARE MESSAGES RECEIVED	Snapshot June 3 - June 9 Total Messages: 1,813 Text Messages Successful Delivery: 93.6% Failed Delivery: 6.4% Voice Message Total Messages: 1 Successful: 218 Failed: 1 Snapshot May 2021 - All Educational Partners (Parents, Staff, Board) Only Total Messages Sent: 1668 Successful Delivery: 1580 Percentage Successful: 95.263%	Pending Availability: Data Currently Being Collected Data based on messages sent schoolwide from May 1, 2022 to June 30, 2022 Messages Successful: 3,982 Messages Failed: 406 Percentage Failed 10.2%	NEW METRIC At the conclusion of the 2022-2023 school year the district will have baseline data using ParentSqaure as its messaging tool. METRIC NO LONGER VALID		100% of the Messages Sent Were Marked Successful

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% attempted contact (completed conference or multi attempts) Parent Conferences 2019 Overall Participation Rate School Wide = 64.5% (Second Trimester)	Parent Survey Results (limited participation in survey). A response equals a family 25 ENGLISH RESPONSES 52% Attended all 3 conferences 44% Attended 2 4% Attended 1 10 SPANISH RESPONSES 60% Attended all 3 conferences 30% Attended 2 10% Attended 1			
Annual Parent Educational Partner Needs Assessment Survey (input in decision-making for the school)	To Be Established in 2021-2022 Baseline Data can be found at the following: tinyurl.com/49995cz7 . Click on the RESPONSE tab on the survey. PDF Excel Version: tinyurl.com/53v4e54h	2021-2022 Technology: 3.09 Health: 3.15 Safety: 100% (44% safe, 56% unsafe)	Data Pending		An overall score of 3.5 or higher in the following areas: Technology Health
Enrollment of Interdistrict Students and Students in	Baseline Data Established in the 2021-2022 School Year	Interdistrict for 2021-22 89 students or 26.8% 243 students or 73.2%	Interdistrict Data As of April 10, 2023 79 students 23.8%		Number of Enrolled Students increases by 5 Students annually.

Action #	Title	Description	Total Funds	Contributing
2.1	SAVE THE CHILDREN - EARLY STEPS TO SUCCESS SUPPORT	Purpose: To provide support to early childhood learners by annual contributing to the Save the Children Early Steps Program. Financial Support will be used at the discretion of the Save the Children Program Supervisor	\$24,000.00	Yes
2.2	PARENT SQUARE	PURPOSE: To increase effective educational partner communication.	\$4,000.00	Yes
2.3	ATTENDANCE TECHNICIAN	PURPOSE: To increase student engagement by minimizing student Absences. Split Funded Position.	\$87,444.00	Yes
2.4	PARENT COMMUNICATION SYSTEMS	To effectively communicate with parents and publicize events at the school. This may include website costs, Thrillshare, SSICA and the Aptegy package.	\$9,700.00	Yes
2.5	PARENT INVOLVEMENT ACTIVITIES	PURPOSE: To provide students and parents the opportunity to participate in a Parent Learning Series focused on Educational Partner Survey Topics of Interest (Keynotes and Hybrid Delivery Method)	\$7,500.00	Yes
2.6	FAMILY ID	PURPOSE: To provide families the ability to complete all applications, forms, permission slips, and other school related materials remotely and in a safe manner.		Yes
2.7	BEHAVIOR INTERVENTION AIDES	To provide behavior supports and interventions for students with individualized behavior needs. Full Salaries for two positions	\$68,464.00	Yes
2.8	Public Information Officer (PIO) -	Purpose: To establish a pride in the school community about what is happening at Sunnyside. The PIO will be responsible in reporting all events, activities, etc. to increase community awareness about the	\$103,065.00	Yes

ACTION 2.7: The Behavior Intervention Support staff continue to provide excellent services and are always on the move to address the needs of their caseload. The number of Behavior Support Staff was reduced by two during the school year (due to resignations). This action will need to be completely monitored throughout the upcoming year.

ACTION 2.8 - The PIO position had an up and down initial year. The district was able to identify some needs for this action. This is to include a metric for the 2023-2024 school year.

ACTION 2.9 - An additional action was created to support attendance/student engagement. This was a request by all educational partners.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 2.1 - The district identified in the The district has eliminated Action 2.6 Family ID. The program was not generating the usage to justify the costs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
		<p>Very Safe in Classroom: 47.1% Somewhat Safe: 44.5% Somewhat Unsafe: 8.4% Unsafe: .05% Participants (155)</p>			classroom and on the playground.
<p>STAFF SURVEY - SAFETY Survey Link: https://tinyurl.com/25faavez Focus on the following areas: Handling of Pandemic/COVID Campus Cleanliness Support Services Instructional Services Recommendations and Suggestions</p>	<p>Established Baseline in 2020-21 SURVEY WAS NOT CONDUCTED - WILL ESTABLISH AT THE BY SEPTEMBER 30, 2021</p>	<p>Pending Availability: Data Currently Being Collected Focus on the following areas: Handling of Pandemic/COVID (health) -3.35 Campus Cleanliness - 3.03 Support Services Technology 3.41 Mental Health Technology 3.38 Social Services - 3.38 Instructional Services 3.53</p>			<p>The average staff response on the survey will be 4.0 or higher annually.</p>
<p>PARENT HEALTH SURVEY Survey Link: https://tinyurl.com/4kxegchr</p>	<p>Established Baseline in 2020-21 SURVEY WAS NOT CONDUCTED - WILL ESTABLISH AT THE</p>	<p>General Services: 3.125 out of 4 COVID Services: 3.312 out of 4</p>			<p>The average parent response will be 4.0 or higher annually</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
		Month 7 Report 272.26 or 87.74 Enrollment: 311	6-8 (94.09%) 104.79 out of 11.37		
Middle School Drop Out Rate	100% No Drop Out Rate 2020-2021	100% No Drop Outs Reported	100% No Dropouts Reported		Maintain a 100% No Drop Out Rate for Middle School Students
Expulsion Rate	100% No Expulsion Rate	100% No Expulsions for the 2021-2022 School Year	100% No Expulsions for the 2022-23 school year		Maintain a 100% No Expulsion Rate for All Students

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	County Health Nurse	45 Days of onsite support contracted through the Tulare County Office of Education and Split Funded with ESSER Funds.	\$52,000.00	Yes
3.2	CAMPUS WIDE SECURITY	To provide additional safety and security systems so students and staff feel safe and confident while on campus. Additional cameras, hardware, security features that improve overall student and staff safety		Yes
3.3	CLIMATE & CULTURE	To provide a positive learning environment that encourages and inspires learning and social activity. (BENCHES, HALLWAY FLAGS, BANNERS, Playground Equipment, ETC.). When possible include inspirational items in English and Spanish.	\$25,000.00	Yes
3.4	Social Worker	1 Day per Way of Contracted Services from Tulare County Office of Education		Yes

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Students score at a Level III or Level IV on Summative ELPAC	2018-2019 Data 15.29% Level IV 46.5% Level III	Pending Availability: Data Currently Being Collected			The number of students achieving a LEVEL III or LEVEL IV Overall Score on ELPAC will increase by 10% annually.
Percentage of LTEL students reclassified in grades (6-8)	To be established in the 2022-23 School Year				The percentage of LTEL students will decrease annually, with a goal of all LTEL students being reclassified by the end of their graduating year.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELD Support Materials	Purpose: To provide support materials for ELD-Homeless Position.		Yes
4.2	Junior High Designated ELD Teacher	Purpose: To provide Designated ELD Instruction to sixth thru eighth graders in a junior high setting. Instruction will be provided in mainstreamed classroom on a daily basis, and be provided by a highly qualified ELD instructor. The position will be split funded at 50% LCAP/50% General Fund	\$120,722.00	Yes
4.3	ELD Professional Development	Purpose: To provide ELD Professional Development to assist staff or targeted staff (new hires), with appropriate and supported strategies to addressing the needs of EL students. Training may include but not	\$7,500.00	Yes

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	109/227 = 48% CONDUCTED BOTH ON CAMPUS AND ONLINE FOR DISTANCE LEARNERS	162 of 215 = 75.3% of the students made minimum growth of one year. Growth % Difference of 26.7% Increase from Previous Year			level at the end of each school year. 100% of the students in subgroups or identified intervention groups will grow more than one grade level.
STAR TEST SCORES	One Year of Growth or More Math 73/259 = 28.2% ELA 65/244 = 26.6% Baseline Data 2020-21 School Year CONDUCTED BOTH ON CAMPUS AND ONLINE FOR DISTANCE LEARNERS	Pending Availability: Data Currently Being Collected One Year of Growth of More Math 56/223=25.1% ELA 40/223=17.9%			100% of the students Independent Reading Level will grow by more than one level (1.0) - Growth Proficiency Level
CAASPP Scores - ELA	DATA CURRENTLY UNAVAILABLE	Pending Availability: Data Currently Being Collected Distance from Standard (DFS) All Students 112.8 English Learners 121 Hispanic 110.1			Within Three Years All Students, Including All Unduplicated Sub Groups will be at a minimum on the Five by Five Chart (Increased: 3-14 points) x (Medium: -5 to 9.9 in current year).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
CAASPP Scores - Math	MATHEMATICS All Students: 102.9 DFS, RED EL: 116.7 DFS, RED Hispanic 104.5 RED Socioeconomically Disadvantaged 110.8 RED BASELINE YEAR: 2019	Canceled due to COVID Pending Availability: Data Currently Being Collected Distance from Standard (DFS) All Students 129.5 English Learners 137.7 Hispanic 129 Socio Disadvantaged 128.8			Within Three Years All Students, Including All Unduplicated Sub Groups will be at a minimum on the Five by Five Chart (Increased: 3-14 points) x (Medium: -5 to 9.9 in current year). Performance Level Green
Appropriately Assigned Certificated Staff (18.5 FTE Instructional) - Williams Report-CALPADS Percent Credentialed	100% Properly Credentialed and Assigned BASELINE YEAR 2020-21	17.5 FTE Credentialed Teachers 1.0 FTE Permit (STIP) 94.6% 100% Properly Assigned			Maintain 100% Properly Assigned and Credentialed
State Standards Implementation, Including English Language Development (ELD) Standards	Average Score 2015-2016 3.39 THE DISTRICT WILL REESTABLISH A BASELINE IN 2021-2022	Pending Availability: Data Currently Being Collected			Average score exceeding 4.25 and no one area below 3.

Action #	Title	Description	Total Funds	Contributing
5.4	LEARNING EXPERIENCE STUDY TRIPS	Purpose: To provide meaningful and real-life learning experiences for all students annually, by grade span. Spans ar to be the following, if possible, (K-1), (2-3), (4-5), and 6-8). Expenditures are for transportation and associated costs of trip (overtime for classified staff, entry fees to learning environment, etc.).	\$40,000.00	Yes
5.5	LEARNING RECOVERY - LITERACY AND READING TEACHER	To provide learning recovery (LOW FUNCTIONING) and ADVANCEMENT (HIGH FUNCTIONING) mitigation for students FUNCTIONING below or above grade level norms. This is to be a push in program with coordinated SUPPORT AND INSTRUCTION by both teachers. TWO POSITIONS	\$266,888.00	Yes
5.6	ELECTIVES - COURSE OFFERINGS	PURPOSE: To engage students in programs/classes that are of student interest. (\$20,000 Salary and Benefits+ \$5,000 Materials). Courses may include but are not limited to the following: Jazz Band, Folkloric Dance, Garden and Landscape, Drama, Physical Fitness, TinkerCad, Economics, Poetry and Prose, Etc.)	\$34,115.00	Yes
5.7	LIBRARY CLERK	PURPOSE: To provide aaccess to a state of the art, 21st century learning environment that allows students to access a variety of media.	\$37,185.00	Yes
5.8	CROSS CURRICULAR PROFESSIONAL DEVELOPMENTS	To provide professional development opportunities to staff addressing both academic and social needs. Topics to include, but are not limited to special education/students with disabilities. Expenditures may include substitute costs, stipends, presenter costs/materials. This includes TCOE Coaches and Outside Consultants	\$22,000.00	Yes
5.9	Testing Coordinator - New 5.9	PURPOSE: To coordinate, support and generate data reports for local and state testing, including but not limited to CAASPP, ELPAC, DRA and STAR.	\$20,000.00	Yes

ACTION 5.3: The TK-K Combination teacher continues to provide instruction in a combination setting. There were only

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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(a) Significance

(1) The significance of the problem or issue to be addressed.

The three districts comprising this partnership are the Pleasant View Elementary School District (PVESD), Sunnyside Union Elementary School District (SUESD), and Woodville Union Elementary School District (WUESD). Each partnering district is designated a *Local Education Agency* (LEA) by the California Department of Education. Working collaboratively, these three districts are proposing the *Literacy Education Across District* (LEAD) Project, which will meet all the requirements of **Absolute Priority 1 and 2** and **Competitive Priorities 1, 2, and 4**. Specifically, the LEAD Project was designed in coordination with school libraries and includes a book distribution program and childhood literacy activities (*Absolute Priority 1*). Further, the LEAD Project is carried out in coordination with school libraries that provide a learning environment that is racially, ethnically, culturally, disability status and linguistically responsive and inclusive, supportive, and identity-safe (*Absolute Priority 2*). Each member of the LEAD Project is an LEA that is DUAL certified as a *Small, Rural School Achievement Program* (SRSA) AND a *Rural and Low-Income School* (RLIS), which meets the requirement for *Competitive Priority 1*. Further, none of the LEAs in the LEAD Project partnership have received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127–75.129, under the program from which it seeks funds; thus, the partnership meets *Competitive Priority 2*. Finally, the partnership meets the requirements for *Competitive Priority 4*, as the LEAD Project will promote equity in student access to educational resources and opportunities.

PVESD, SUESD, and WUESD, as noted above, are all rural and low-income school districts that serve students in grades Pre-K through 8th. In the 2023 school year, the districts served 1,146 students. For the LEAD Project, PVESD will be this grant program's fiscal and legal agent. As all three districts comprising the LEAD Project are based in Tulare County, California, and are

contiguous, they have worked collaboratively to enhance students' educational achievement in their respective catchment areas. However, as the impacts of the COVID-19 pandemic began to be felt nationwide, the districts of *PVESD*, *SUESD*, and *WUESD* began to discuss additional collaboration efforts. These initial discussions led to creating the *Pleasant View*, *Sunnyside*, and *Woodville* (PV-S-W) Action Plan to help each District implement evidence-based programs and practices that would most positively impact students and residents in the PV-S-W catchment area. Recently, all three districts were awarded a planning grant from the California Department of Education to begin organically developing a Full-Service Community School in each district.

The County: The communities comprising the LEAD Project service areas are all in Tulare County, California. Tulare County is an agriculturally rich area surrounded by natural beauty, such as Sequoia National Forest. However, Tulare County is also one of the poorer counties in California. According to the 2020 U.S. Census, **39.8%** of all families with children living in Tulare County live at or BELOW the federal poverty level compared to the State of California average of **24.1%**. Thus, Tulare County's family poverty rate is **65.1% HIGHER** than the State of California's rate.

Aside from the economic disadvantages experienced by Tulare County residents, Tulare County is ranked among the least healthy counties in California (County Health Rankings, 2022). The following table details the disparity between Tulare County and the State of California regarding Health Outcomes and Factors.

Health Outcomes – State of California Compared to Tulare County				
<i>Indicator</i>	<i>California</i>	<i>Tulare</i>	<i>Difference</i>	<i>Percent Difference</i>
Premature Death	5,700	7,400	1700.0	29.8
Poor physical health days	3.7	5.0	1.3	35.1
Poor mental health days	3.9	4.7	0.8	20.5
Teen Births	16.0	30.0	14.0	87.5

Unemployment	10.1	13.2	3.1	30.7
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As is readily apparent, across all the indicators noted in the table above, Tulare County residents fare worse than their peers from across the state.

LEAD Project Catchment Area: The three school districts comprising the LEAD Project are all within 15 miles of each other. These three rural and low-income designated school districts are in southeast Tulare County, California. According to the 2020 U.S. Census, 7,162 residents call these districts' catchment area home. This area comprises a majority-minority community with a **78.3%** Hispanic/Latino population, **14.6%** White, **5.9%** "two or more races," **0.5%** Asian, **0.5%** American Indian or Alaskan Native, and **0.2%** Black or African American.

Serving the educational needs of students in Pre-K through 8th grade in this catchment area are PVES, SUESD, and WUESD. According to the CDE (*California Department of Education*), in 2022, the districts had a student enrollment of 1,146. Ethnically the District's student population comprises **93.4%** Hispanic or Latino, **4.0%** White, **2.2%** Filipino, and approximately **0.4%** classified as Other [i.e., American Indian or Alaskan Native, Asian, Black or African American, two or more races, or not reported].

The three districts comprising the LEAD Project face ever-growing challenges related to the public health disparities between urban and rural communities. Though advances in public health have enabled Americans to be substantially healthier now than they were 25 years ago, quantifiable health disparities between rural and urban areas persist and are one of the significant issues facing public health. According to the *Texas A&M School of Rural Public Health* (2017), rural communities face formidable challenges because of limitations in their health and public health infrastructure that result in barriers to access to care, insufficient availability and utilization of a variety of health services (physical, mental, rehabilitative, preventative), and minimum health education to the public. A 2018 Agency for Healthcare Research and Quality report clearly shows

that residents of rural areas have higher rates of teenage pregnancy, smoking, deaths from unintentional injuries, dental disorders, and substance abuse, among other health problems.

These disparities are not new to residents or students that attend PVESD, SUESD or WUESD, as the *U.S. Department of Education's Rural and Low-Income School Program* classified each District as an RLIS (*Rural and Low-Income*) school district. As evidence of the low-income nature of the local community, according to the 2021 United States Census, the last year family poverty data is available, **27.8%** of all *families* in COJUSD and MSJUESD, with children under the age of 18, are living in poverty, a rate that is **83.0% HIGHER** than the State of California average and a rate that is **21.9% HIGHER** than the Tulare County rate. In addition, the California Department of Education (2023) reported that of all youth in the LEAD Project's catchment area, **96.9%** were considered economically disadvantaged.

Though educational achievement is one way to reduce economic disparities (U.S. Department of Education, 2020), this opportunity must be added for many in the LEAD Project service area. For example, the number of residents over the age of 24, in the area without a high school diploma or GED is **197.7% HIGHER** than the State average and is **67.6% HIGHER** than the Tulare County average. In addition, the number of LEAD Project service area residents over 24, who have a bachelor's degree or higher, is **79.0% LOWER** and **51.4% LOWER** than the State and Tulare County averages, respectively. These data are presented in the table below.

Family Poverty Rate – State of California, Tulare County, and LEAD Service Area					
<i>Indicator</i>	<i>California</i>	<i>Tulare</i>	<i>LEAD</i>	<i>State v LEAD</i>	<i>Tulare v LEAD</i>
Family poverty rate	15.2	22.8	27.8	83.0	21.9
Less than a 9 th -grade education	17.0	30.2	50.6	197.7	67.6
Some college	21.3	21.9	11.0	-48.4	-49.8
Bachelor's degree or higher	33.3	14.3	5.6	-79.0	-51.4

Aside from the educational risk factors (e.g., increased poverty, educational divide, etc.), the districts have also been left to deal with an achievement gap recreated during the pandemic, especially regarding *English Language Arts/Literacy* (ELA).

English Language Arts/Literacy (ELA): Based on the 2022 California assessment of students for ELA, the LEAD Project catchment area elementary school students are struggling. Data provided by the California Department of Education (CDE) indicated that **85.0%** of the LEAD Project catchment area students did not meet standards when it came to ELA in the 2022 school year. Further, **88.3%** of 3rd graders in the catchment area did not meet the standard when the data were disaggregated by grade level. Most concerning to educational leaders in the area is the fact that the number of 3rd-grade students who “need substantial improvement to demonstrate the knowledge and skills in English Language Arts/Literacy needed for likely success in future coursework” is increasing at an alarming rate. In the school year 2022, the number of 3rd-grade students in the LEAD Project catchment area identified as needing “substantial improvement” was **67.2%**, a rate that is **90.4%** and **85.1% HIGHER** than the State and Tulare averages, respectively. This represents a **34.9%** increase in 3rd-grade students in the catchment area who need substantial improvement in ELA since the 2019 school year.

English/Language Arts (ELA) –California, Tulare County, and LEAD Service Area For School Year 2022					
<i>Indicator</i>	<i>California</i>	<i>Tulare</i>	<i>LEAD</i>	<i>State v LEAD</i>	<i>Tulare v LEAD</i>
3 rd -8 th Graders Meeting Standard	47.0	38.0	15.0	-68.2	-60.6
3 rd Graders Meeting Standard	48.5	30.9	11.7	-76.0	-62.2
3 rd to 8 th Graders Not Meeting Standard	53.0	62.0	85.0	60.4	37.1
3rd Graders Not Meeting Standard	51.5	69.1	88.3	71.6	27.8
3 rd Graders Needing Substantial Improvement	35.3	36.3	67.2	90.4	85.1

(2) *The extent to which the proposed project is likely to build local capacity.*

The LEAD Project will significantly build local capacity to provide, improve, and expand services that address the needs of the identified population by addressing the gaps and weaknesses noted above. Specifically, the LEAD Project will: (1) Increase the number of area parents who read to their newborn children (modeled after the Reach Out and Read [ROR] Program) by collaborating with local area pediatricians, nurses, and dentists; (2) Increase a student's interest and engagement in reading by providing each child with a new book each month (modeled after Imagination Library program); (3) Increase the presence and use of a home library by utilizing In-Home Literacy Coaches; (4) Increase preschool teachers' use of evidence-based practices, specifically Dialogic Reading, via school professional development opportunities; (5) Increase campus library utilization by enhancing the collections and technologies at each campus library; and (6) Increase the integration of school library resources into the classroom by providing extensive professional development opportunities for all R/ELA, mathematics, and science teachers.

It is important to note that one of the essential functions of the LEAD Project is to build local capacity to provide, improve and expand services that address the needs of the students and families residing in the catchment area. Specifically, the LEAD Project will significantly improve local capacity by implementing or enhancing the following components: (1) increasing local area intellectual capital via partnering with local pediatricians, family practice doctors, nurses, and dentists to empower families with children aged one month to 4-years of age, to read to their children via the Reach Out and Read (ROR) Program; (2) creating good home literacy environments for Pre-K through 5rd grade children via the Imagination Library program and In-Home Literacy Coaches; (3) providing all Pre-K through 5rd grade R/ELA faculty with the professional development and supports to implement Dialogic Reading; (4) building the institutional capacity of the campus libraries by providing each with new books (print and digital)

and updating their technology; and (5) building the intellectual capital in all ELA, math, and science faculty (Pre-K through 8) on how to integrate school library resources into their classroom instruction. Thus, local capacity will be built by increasing each partnering district's institutional capacity and intellectual capital. For example, to build local capacity, the LEAD Project will only utilize evidence-based programs and practices that have proven effective at improving literacy, math, and science scores. By implementing evidence-based programs, such as Reach Out and Read, Imagination Library, Dialogic Reading, and In-Home Literacy Coaches, the three districts' institutional capacity is expanded. Then, by training staff on effectively implementing those evidence-based programs, the districts' staff will have the intellectual capital to sustain the program after grant funding ends. Finally, as parents gain the resources necessary to implement a home library and the skills required to utilize the home library effectively, the local capacity is exponentially expanded.

(3) *The importance or magnitude of the results or outcomes likely to be attained.*

The LEAD Project will significantly improve a historically marginalized population's literacy and reading skills if fully funded. This will be achieved by partnering with the residents and students in the catchment area and providing technical assistance and resources to the 2,170 households with children under 18 in the catchment area. Further, the program will profoundly affect future generations as parents will be provided the skills and resources to utilize in-home libraries, which will be stocked with books where the main characters are racially, ethnically, and culturally similar to the parents and child. Further, the LEAD Project staff will ensure books and other resources include characters that have disabilities and that the stories are linguistically responsive and inclusive, supportive, and identity-safe. Finally, the LEAD Project will utilize a rigorous evaluation to document the Project's outcomes. As warranted, the LEAD Project Evaluator will utilize these results to submit articles for publication in peer-reviewed journals. Thus, the

LEAD Project will impact rural and low-income school districts nationwide.

(b) Quality of the Project Design

(1) The extent to which the goals, objectives, and outcomes are measurable.

The following data and information document the LEAD Project program's Goals, Objectives, and Outcomes and show that each is designed to be measurable.

Goal 1: Promote Early Literacy and Prepare Young Children to Read	
Objectives	Outcomes
1. Increase the number of children in the catchment area whose parents or guardians read to them by implementing the <i>Reach Out and Read</i> (ROR) Program for parents or guardians of children aged one-month to 4-years old and the <i>Imagination Library</i> for children in Pre-K to 8 th	<p>1. Increase, by 33.0% each year of the LEAD Project, the number of "prescriptions" issued by participating pediatricians, family practitioners, nurses, and dentists for parents to read to their 6-month to 4-year-old children as measured by the <i>ROR Prescription Log</i>.</p> <p>2. Increase, by 33.0% in each year of the LEAD Project, the number of children aged one-month to 13 years in the catchment area who have age, language, and culturally appropriate books of their own as measured by the <i>Book Distribution Log</i>.</p> <p>3. Increase, by 20.0% each year of the LEAD Project, the number of households with children under ten who have an in-home library as measured by the <i>Household Library Collection Survey</i>.</p> <p>4. Increase, by 25.0% each year of the LEAD Project, the number of children (aged 0 to 5 years) in the catchment area with parents or guardians who read to them as measured by the <i>Family Reading Survey</i>.</p> <p>5. Increase, by 25.0% each year of the LEAD Project, the number of children in Pre-K to 8th grade in the catchment area, who after participating in Imagination Library, have parents or guardians who read to them as measured by the <i>Family Reading Survey</i>.</p> <p>6. Increase, 15.0% each year of the LEAD Project, the number and percentage of students receiving In-Home Literacy Coaching that document an increase in literacy scores as measured by the <i>California Assessment of Student Performance and Progress in ELA</i> or if the child is under six years of age, the <i>Test Of Preschool Early Literacy</i> (TOPEL).</p>

grade.	7. Increase by 99.9%, by the end of the 5 th year of the LEAD Project, the percentage of participating children who receive at least one free, grade- and language-appropriate book of their own.
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Goal 2: Develop and Improve Library Resources	
Objectives	Outcomes
1. Increase the number of print, online, and digital content that provides access to equity in the proportion of the student body that is Racially, Ethnically, Culturally, Disability Status and Linguistically Responsive and Inclusive, Supportive, and Identity-Safe for all students.	<p>1. By the end of the 5th year, increase the book-to-student ratio at each school campus by 15.0% as measured by the <i>Library Collection Report</i>. [Performance Measure 3]</p> <p>2. Decrease, by 50.0%, the number of books in all campus libraries considered ‘out-of-date’ by the end of the 5th year of the LEAD Project, as measured by the <i>Titlewise Collection Report</i>.</p> <p>3. By the end of the 5th year, increase the number of digital resources by 500.0% as measured by the <i>Titlewise Collection Report</i>.</p> <p>4. By the end of the 5th year, increase the number of staff, students, and parents who utilize the library collection by 15.0% as measured by the <i>Library Utilization Report</i>.</p> <p>5. Increase the percentage of library content by 12.0% annually that facilitates the development of a learning environment that is Racially, Ethnically, Culturally, Disability Status and Linguistically Responsive and Inclusive, Supportive, and Identity-Safe at each campus library as measured by <i>Library Collection Report</i>.</p>

Goal 3: Improve Academic Achievement	
Objectives	Outcomes
1. Fully implement the LEAD Project Pre-K component (i.e.,	1. Increase by 33.3%, in each year of the LEAD Project, the number of 4-year-olds from low-income environments who, after participating in the LEAD Project Pre-K component, achieve significant gains in Print Knowledge as measured by the <i>Test Of Preschool Early Literacy</i> (TOPEL) using standard scores.

ROR, Imagination Library, and In-Home Literacy Coaches).	2. Increase by 30.0% , in each year of the LEAD Project, the number of 4-year-olds from low-income environments who, after participating in the LEAD Project Pre-K component, Early Literacy Index scores as measured by the <i>Test Of Preschool Early Literacy</i> (TOPEL)
2. Provide professional development opportunities for the catchment area Reading and English Language Arts (R/ELA) faculty in the use of <i>Dialogic Reading</i> (DR).	<p>1. By the end of the 1st year, increase, by 75.0%, compared to August 2018 (Baseline), the number of Reading and English Language Arts (R/ELA) faculty who are provided professional development (PD) on how to utilize Dialogic Reading as measured by <i>PD Logs</i>.</p> <p>2. Increase R/ELA teacher's use of Dialogic Reading by 50.0% by the end of the 5th year of the LEAD Project as measured by <i>Teacher Survey</i>.</p> <p>3. By the end of the 1st year, increase the number of minutes children are exposed to weekly Dialogic Reading instruction by 20.0% as measured by the <i>Dialogic Reading Survey</i>.</p> <p>4. Increase the 3rd-grade passage rate for low-income students in Reading by 12.0%, 15.0%, 18.0%, 20.0%, and 22.0% in Years 1 thru 5, respectively, as measured by the <i>California Assessment of Student Performance and Progress</i> in ELA.</p> <p>5. By the end of the fifth year, increase the percentage of 4th graders who demonstrate individual student growth in Reading by 15.0% as measured by the <i>California Assessment of Student Performance and Progress</i> in ELA. [Performance Measure 1]</p> <p>6. By the end of the fifth year, increase the percentage of 8th graders who demonstrate individual student growth in Reading by 20.0% as measured by the <i>California Assessment of Student Performance and Progress</i> in ELA. [Performance Measure 2]</p>

(2) *The design of the project is appropriate to and will address the identified needs.*

The LEAD Project is designed utilizing the latest evidence-based programs and strategies that have been proven effective at working with the identified population. Specifically, the LEAD

Project will utilize the following components: (1) Two book distribution programs (*Reach-Out-and-Read* [ROR] for children under age five, and the *Imagination Library* [IL] for children in K through 8th grade], (2) In-home literacy coaches, (3) Dialogic Reading, and (4) Enhancing library resources. ROR and IL effectively improve early literacy skills of children from low-income and rural communities (Needleman et al, 2018, Doorman & Fair, 2021). In-Home Literacy Coaching has been found to improve the number of hours parents from low-income communities spend reading aloud to their children by equipping parents with the working knowledge and providing them with the tools to help their children so that these children are better prepared to read on their own (Brown, Schell, Denton & Knode, 2019). Dialogic Reading is effective at improving children's reading skills and has been found to help improve children's comprehension skills. Specifically, students receiving Dialogic Reading instruction "...exhibited significantly greater growth in expressive vocabulary knowledge on textbook items in both low and high vocabulary groups, and greater gain in phonological awareness in the high vocabulary group, than those in the control condition (Chow, Hui, & Dong, 2021). Further, Grover (2020, August 7) found that young children exposed to Dialogic Reading "... are substantially ahead of children who have been read to traditionally on tests of language development." Finally, enhancing school libraries, especially in rural and low-income communities, has correlated with increased student achievement (Scholastic, 2016, Gretes, 2013, Pribesh, Gavigan, & Dickinson, 2011).

(3) *Project represents an exceptional approach to meeting statutory requirements.*

The LEAD Project represents an exceptional approach to meeting the statutory purposes and requirements for the following six reasons. **First**, the LEAD Project is being carried out in coordination with school libraries across three rural and low-income school districts and four campus libraries. The LEAD Project includes two book distribution initiatives and childhood literacy activities. Children aged one month to those in the eighth grade will receive at least one

book a month for the next five years. Further, the project calls for in-home literacy coaching, thereby increasing the capacity for parents or guardians to better meet the literacy needs of their children. In addition, parents/guardians and ELA teaching staff will be provided instruction in Dialogic Reading, an evidence-based program, as noted above. **Second**, the LEAD Project is carried out in coordination with school libraries that provide a learning environment that is racially, ethnically, culturally, disability status and linguistically responsive, inclusive, supportive, and identity safe. This is achieved by cataloging library materials in all four campus libraries involved in this Project and then increasing the number of books and materials that reflect the population served by **60.0%** over the five-year Project. **Third**, the LEAD Project is being carried out in three majority-minority, rural and low-income communities that have historically been marginalized. **Fourth**, the Project is being implemented by three school districts that have never received a U.S. Department of Education competitive grant and have never applied for the Innovative Approaches to Literacy (IAL) grant. **Fifth**, the LEAD Project will help promote equity in student access to educational resources and opportunities. This will be achieved by expanding access to high-quality early learning, including in school-based and community-based settings, by removing barriers through the implementation of programs that are inclusive with regard to race, ethnicity, culture, language, and disability status. Further, the LEAD Project will expand learning environments for multilingual learners and increase public awareness about the benefits of fluency in more than one language and how the coordination of language development in the school and the home improves student outcomes for multilingual learners. **Sixth**, the LEAD Project includes a rigorous evaluation design, as detailed below in the evaluation section, and the findings from the evaluation will be shared with other districts across the nation. This will be achieved by working on publishing the results of the LEAD Project, in terms of its impact on literacy, in-home reading, and school achievement, in peer-reviewed journals, as appropriate. Thus, funding for the LEAD Project will

add to the body of knowledge related to literacy skill development in majority-minority, rural and low-income communities.

(4) *The extent to which the proposed project demonstrates a rationale.*

LEAD Project was designed under the rationale that all students can be academically successful if they have informed parents/guardians and, while at school, are taught by highly skilled and motivated teachers with the proper resources. The overall rationale of the LEAD Project is that children will be more proficient in reading if they have: (1) Parents/guardians who read aloud to them, (2) Well supplied in-home libraries, (3) Access to well-supplied school libraries, and (4) Access to teachers who utilize Dialogic Reading. To increase the number of parents/guardians who read aloud to their children, the LEAD Project will hire and train In-Home Literacy Coaches to help parents/guardians understand the importance of reading, help parents create a well-supplied home library, and advocate for the child as the child enters school. Specifically, the In-Home Literacy Coaches will work with the parents/guardians to provide them with age- and culturally-appropriate books so that parents/guardians can develop a love of reading in their children. To ensure each school library involved in this Project is well-supplied, the LEAD Project Director will work with the library staff to weed out old materials and help the library staff purchase updated materials and technology. Further, children who come to school ready to read need a well-resourced library. However, based on the needs identified above, all three school districts need additional resources to support student learning, as all three districts have old library collections and outdated computer equipment. Further, though reading teachers in the districts are motivated, they still need to be provided with comprehensive professional development in Dialogic Reading. Thus, as identified above, all essential components of the LEAD Project are informed by research or evaluation findings that suggest the components are likely to improve the relevant outcomes identified by this proposal; thus, the LEAD Project demonstrates a rationale.

(c) Quality of Project Services

(1) The quality and sufficiency of strategies for ensuring equal access...

PVESD, SUESD, and WUESD have a long and storied history of ensuring equal access and treatment of all members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. One reason for this success is that each district serves a predominately majority-minority community, which means each district has developed the institutional capacity to address the issues impacting their communities. As an example, these districts have been highly successful at ensuring that students with limited English proficiency (LEP), along with special-needs children, including those with disabilities, are provided with high-quality services. Successful strategies have included the following: (1) community outreach and recruitment efforts; (2) a history of serving all students and their families, regardless of background, with dignity and respect; (3) communications between the school and the parents in their dominate language; (4) participation in and recognition of significant cultural events and holidays; (5) effective family engagement programs; (6) hiring of a diverse workforce; and (7) utilizing social media. The LEAD Project will continue to utilize all of these proven strategies and supplement them with new elements, including the following: (1) forging collaborations with local area pediatricians and local area family practitioners about local area preschool students in the Imagination Library (book distribution) Program; (2) and working more closely with local area literacy providers, like the local public library. These strategies and efforts will help ensure equal access and treatment for all eligible children, students, and residents.

(2) The extent to which the services to be provided are appropriate...

The LEAD Project is designed to enhance and improve students' literacy skills. Specific emphasis has been placed on fostering and expanding students' literacy skills from rural and low-income households. Part of this strategy is based on the knowledge that many children from rural

and low-income households are less ready for school, especially regarding literacy skills. The National Center for Education Statistics (2008), as well as many other researchers, have found that children living in poverty are less likely to be read to and have fewer books in the home, which accounts for individual differences in academic achievement (O'Donnell, 2008; ALA, 2007). Additional research noted that few or no books in the home and limited time spent reading aloud in the home result in later academic difficulties, especially in lower-income households (Evans et al., 2010; Colgan, 2002). Further, students who start school at a disadvantage generally perform at a lower reading level throughout high school than peers who start school with enriched home reading experiences (Kelly & Campbell, 2008). Research indicates that “intervening early to improve the home learning environment for disadvantaged children will ensure that they are ready to learn when they enter school and succeed later in life” (ROR, 2008, p. 2).

The LEAD Project was designed with all this research and the related best practices in mind. For example, the LEAD Project utilizes the *Reach Out and Read* [ROR] Program which requires collaborating with local area pediatricians and family practitioners to place books into the hand of all new parents, including parents from low-income households. Having a doctor reinforce the need for reading aloud to young children has increased parental reading to children (Needlman, 2018; ROR, 2008; Golova et al., 1999). Sanders (2000) reported that parents exposed to ROR are three (3) times as likely to report reading to their children compared to non-ROR parents and that children in families exposed to ROR are approximately 1.5 times more likely to have 10 or more picture books in the home (Needlman et al, 2005). Increasing books in the home and reading aloud by parents can improve educational achievement. ROR exposure is associated with an 8.6-point increase in receptive language and a 4.3-point increase in expressive vocabulary (Mendelsohn et al., 2001). For children already in preschool the LEAD Project includes a book distribution program called Imagination Library. This practice has been found to increase the number of literate homes (Rashid,

et al., 2005) and has been found to improve children's language development (Dorman & Fair, 2021; Kelly & Campbell, 2008; Embree, 2009), early literacy development (National Reading Panel, 2001), school readiness (American Library Association, 2007); future reading performance (Molfese et al., 2003); and overall school achievement (Chall & Snow, 1982). These effects persist even in low-income households (American Library Association, 2007). Further, to help parents or guardians enhance their children's reading and literacy skills, the LEAD Project will utilize in-home literacy coaches which has been found to increase the number of hours parents/guardians read to their children (Brown, 2019).

To assist PreK through 3rd-grade students who are experiencing difficulties in fully developing their literacy skills, the LEAD Project will utilize Dialogic Reading. The Dialogic Reading approach provides a structured way for children to engage in discussion about books and practice oral language skills during classroom "read-alouds". (Whitehurst et al., 1988; Whitehurst et al., 1994; Zevenbergen & Whitehurst, 2003). During these shared-reading experiences, the adult becomes an active listener and interviewer. This approach results in the child using more sophisticated language. Children from low-income backgrounds and English language learners experience significant growth in their oral language skills using dialogic book reading (Chow, et al., 2021; Lonigan & Whitehurst, 1998; National Early Literacy Panel, 2008; Valdez-Menchaca & Whitehurst, 1992).

Expanding the library collection and providing up-to-date technology in the library has also been found to be effective at improving reading and literacy skills. The number of library volumes purchased in any preceding year significantly influenced Reading scores of elementary and high school students (Smith, 2001); and Lance (2005) found that schools with libraries with current collections had 13.5% higher test scores. Research has shown that providing students with access to additional resources is strongly correlated with improved reading scores and enhanced academic

achievement (Lance, 2007; Klinger, 2006; Smith, 2006). The Illinois Study (Lance, 2005) found that schools with newer library collections had students who achieved 10.3% higher on reading and writing tests and had high school students with higher college admission scores. Further, students with access to advanced technology succeed in school, as noted in a University of Colorado (Lance et al., 2007) report, which found a strong link between academic achievement (represented by scores on standards-based state tests of reading skills) and technology integration. Lance (2005) found that libraries with adequate computer numbers had 9.5% higher test scores. The U.S. National Commission on Libraries and Information Science in 2008 noted that at every grade level, schools with more library computers connected to the Internet had higher average test scores. Only by increasing the number and quality of computers can the LEAD Project campuses give students greater access to the school library's resources and help ensure their success. Importantly, advanced technology is only effective if it is Internet-enabled. Studies of elementary classes where half the students had online access and half did not show Internet access to be a critical factor in school success. Students with online access had significantly higher scores on information, literacy, communication, and presentation of ideas (Lance et al., 2007; & Lance et al., 2005). Further, recent studies found high correlations between students' access to the library catalog, access to licensed databases, and access to state links with improved academic achievement in reading (Scholastic, 2016; Lance et al., 2007). Finally, Lance (2005) found that schools that used the school computer network to extend the library into every classroom experienced, on average, a 10.0% improvement in student achievement test scores. In summary, all facets of the LEAD Project are appropriate to the needs of the targeted recipients and are supported by reading research.

(3) The likely impact of the services to be provided on the intended recipients.

As extensively noted above, each component of the LEAD Project is evidence-based and has shown to be effective in minority, rural, and low-income communities, which are precisely the

intended recipients of these services. As a recap, Reach-Out and Read (ROR) and Imagination Library have been found to improve literacy skills in students from low-income, rural, and minority-majority communities (Needlman et al, 2018 & ROR, 2008). Imagination Library has been found to improve: (1) Language development (Dorman & Fair, 2021; Kelly & Campbell, 2008; Embree, 2009), (2) Early literacy development (National Reading Panel, 2001), (3) School readiness (American Library Association, 2007); (4) Future reading performance (Molfese et al., 2003); and (5) Overall school achievement (Dorman & Fair, 2021; Chall & Snow, 1982). In-Home School Literacy Coaches improve preschool early literacy skills such as print awareness, letter recognition, and increased time reading (Brown et al., 2019). Enhanced library resources have been found to increase academic achievement (Scholastic, 2016 and Lance et al., 2007). Dialogic Reading has been found to improve reading comprehension, literacy skills, and the amount of time students spend reading (Chow et al., 2021; Whitehurst, 2020).

(4) The extent to which the services are focused on those with the greatest needs.

As noted in the first section of this application, **85.0%** of all students and **88.3%** of all 3rd-grade students in the catchment area in the 2022 school year did not meet reading and English Language Arts standards. Further, **60.5%** of all students and **67.2%** of all 3rd-grade students need substantial improvement to demonstrate the knowledge and skills in English Language Arts/Literacy needed for likely success in future coursework. However, when this data is disaggregated by student group, it was found that **76.0%** of all students identified as economically disadvantaged required substantial improvement. Further, **87.5%** of all students of parents who did not complete high school needed substantial improvement, and **84.6%** of students from homes where the highest educational achievement was a high school diploma needed substantial improvement. Thus, the focus of the LEAD Project will be to prioritize the following groups to ensure that Project services are provided to those with the greatest need: (1) Students from families

whose parents or guardians have not achieved a high school diploma, (2) Students from families whose parents or guardians have only a high school diploma, and (3) Students identified as economically disadvantaged. The LEAD Project Director, working with each district, will identify these groups and work to ensure that they are the first ones to receive in-home literacy coaching and receive expedited enrollment in the Reach-Out and Read and/or the Imagination Library programs.

(d) Quality of the Management Plan

(1) Adequacy of the management plan to achieve the objectives.

To help ensure full implementation as early in the 2023-2024 school year as possible, the LEAD Project developed the following LEAD Management Plan that identifies the Year One tasks, which include the major activities, assigns the milestones and timelines, and specifies the staff responsible for each activity. The Management Plan is designed to implement the LEAD Project on time and within budget.

<i>Task</i>	<i>Year One Management Plan: Milestones / Timelines /Staff Responsible</i>
Accept Grant and Hire Staff.	❶ PVES Superintendent accepts the LEAD Project grant by signing the Grant Award Notice and becomes the interim LEAD Project Director. Hiring processes begin for the formal positions of the LEAD Project Director (LPD) and the LEAD In-Home Literacy Coaches (IHLC), with positions filled by November 01, 2023.
Procurement of Supplies.	❶ PVES Superintendent accepts the grant (see above). ❷ Interim Director works with the PVES Business Manager to order, receive and distribute ROR, Imagination Library, library collection resources, and library technology supplies as authorized in the LEAD Project budget with procurements completed by November 15, 2023. ❸ School campuses begin receiving supplies by December 15, 2023.
Procurement of Contractors.	❶ Superintendent accepts the grant (see above). ❷ Interim Director works with PVES Business Manager, to secure bids for professional development providers and for the LEAD Project External Evaluator (EE) with all bids

Task	Year One Management Plan: Milestones / Timelines /Staff Responsible
	received and reviewed by November 15, 2023. ❸ Interim Director, working in collaboration with each LEAD Project Superintendent and campus principals from each campus, will review, interview, and select the winning bids by November 30, 2023.
Services Begin.	❶ The EE, working with the LPD, the IHLC, and the library staff, will collect the needed LEAD Project baseline data (from the 2022-2023 school year) and the needed LEAD Project survey and assessment data, including the State achievement test results of students in all grade levels related to R/ELA and the survey data from local area pediatricians/family practitioners, local area preschool providers, and from the local community library by December 15, 2023. ❷ Local pediatricians/family practitioners and local area preschool providers will begin services by January 7, 2024. ❸ By January 14, 2024, installation begins on the updated library collection resources and upgraded technologies begin being used on school campuses. ❹ By January 31, 2024, the Pre-K-3 rd grade staff is provided Dialogic Reading professional development and Dialogic Reading begins. ❺ By February 1, 2024, LEAD Project R/ELA staff will be provided ongoing PD on how to utilize the new library resources effectively. ❻ The EE will, at the end of each month, collect data from local area pediatricians/family practitioners, preschool providers, and LEAD Project staff on all of the following: the number of children provided books; the number of families served; the number of hours of Dialogic Reading instruction provided; the number of hours of IHLC, and the number of faculty, students and parents utilizing the campus libraries. ❼ The EE, working with all key stakeholders, will complete end-of-year data collection of the survey and assessment data, including TOPEL (for PreK students) and state test results, by July 31, 2024.
Evaluation Activities Begin.	❶ By January 1, 2024, the EE, with assistance from the LEAD Project staff, will collect the needed baseline data from the 2022-2023 school year and create a baseline report. ❷ By the 5 th of each month, the EE will collect monthly data (see Services Begin, Item 6, above) and will create a Monthly Summary

Task	<i>Year One Management Plan: Milestones / Timelines /Staff Responsible</i>
	<p>performance report for dissemination to all the LEAD Project stakeholders, including the LEAD Project Management Team (LMT) members. ❸ By March 1, 2024, the EE will conduct a program fidelity review at each LEAD Project campus and service provider’s site. ❹ By April 30, 2024, the EE will publish and disseminate the LEAD Project Semi-Annual Report. ❺ By June 1, 2024, the EE will conduct Focus Group sessions with the LEAD Project stakeholders and a Focus Group Report will be prepared and distributed to the LMT by July 15, 2024. ❻ By August 31, 2024, the EE will publish and disseminate to the LMT a LEAD Project <i>Annual Evaluation Report</i>. This Annual Evaluation Report will document and compare the results of the baseline data collected for the 2022-2023 school year with results from the first year of the LEAP Project (2023-2024).</p>

Task	<i>Year 2 to 5- Management Plan: Milestones / Timelines /Staff Responsible</i>
Services Continue	<p>❶ Working with the LPD, the IHLC, and the library staff, the EE will collect LEAD Project data every semester. Data collected will include, but not be limited to, state achievement test results of students in all grade levels related to R/ELA and the survey data from local area pediatricians/family practitioners, local area preschool providers, and from the local community library by December 31 [Fall], June 30 [Spring] and July 31 [Summer], of each year. ❷ Local pediatricians/family practitioners and local area preschool providers will continue providing services. ❸ Additional library collection resources and upgraded technologies continue to be received and used on school campuses. ❹ In Year Two, Dialogic Reading instruction is expanded to Pre-K through 8th staff. ❺ By February 1, of each year, LEAD Project R/ELA staff will be provided ongoing PD on to utilize the new library resources effectively. ❻ The EE will, at the end of each month, collect data from local area pediatricians/family practitioners, preschool providers, and LEAD Project staff on all of the following: the number of children provided books; the number of families served; the number of hours of Dialogic Reading instruction provided; the number of hours of IHLC, and the number of faculty, students and parents utilizing the campus libraries. ❼ The EE,</p>

	working with all key stakeholders, will complete end-of-year data collection of the survey and assessment data, including TOPEL (for PreK students) and state test results, by July 31, of each year. ⑧ Evaluation activities continue with monthly, semester, semi-annual, annual evaluation reports, and annual fidelity assessments being completed and the results presented to the LMT.
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(2) The adequacy of procedures for ensuring feedback and continuous improvement.

The LEAD Project External Evaluator (EE) will compile evaluation data and present, monthly, key findings from the data analyzed to the LEAD Project Executive Team (ET), comprised of the three Superintendents and the LEAD Project Director (LPD). These reports will include information about each goal, objective, and outcome measure to provide sufficient data to determine if the LEAD Project is being implemented on time and within budget. The EE will complete these reports within 20 days after the end of each month and present it to the LEAD Project Director (LPD), who will then present the report to the LEAD Project Management Team (MT), comprised of the school campus principals, a teacher, student, and parent representative, and to the ET. Formal data analyses and summaries of both quantitative and qualitative data, which can be used to identify needed LEAD Project administrative and programmatic changes, will be published semi-annually (after the fall and spring semesters) and reported to the LPD, MT, ET, and community members. To the maximum extent possible, every analysis will include data disaggregation by subgroups to assess the LEAD Project effects on minority and “economically disadvantaged” students and their families. The LEAD Project Semi-Annual Reports will be completed 30 days after the end of each school semester as the LEAD Project staff and program leadership believe that waiting until the end of the year to learn that the LEAD Project needs to be modified is not acceptable so that the semi-annual reports will be invaluable and essential to the LPD, MT, and the ET in reviewing progress, making necessary adjustments, and planning for subsequent operations. Further, the LEAD Project Annual Evaluation Report will be available

within 45 days of the end of each grant year. The LPD will receive, from the EE, the draft copy of the Annual Evaluation Report and will have ten calendar days to review it and make recommendations and/or suggested edits. Once approved by the LPD, the updated Annual Evaluation Report will be sent to the MT and ET for study and a review of each analysis related to the budget and for assessment of each component's relative costs. The MT and ET will use this information to recommend budget adjustments or programmatic changes. Once reviewed and approved by the MT and ET, the Annual Evaluation Report will be submitted to each partner's School Board no later than 50 days after the completion of each Grant year. This intensive reporting schedule will ensure that the LEAD Project leadership and staff are fully informed every month about how the project is working and if there are any areas of concern. Importantly, the Semi-Annual Evaluation Reports will provide qualitative and quantitative data in a formative report style, enabling LEAD Project staff to fully determine the project's impact on its goals and objectives. This will allow LEAD Project staff to have quantifiable data to support adjustments or changes to the program's operations to meet goals and objectives better.

(3) Time commitments of the Project Director and Principal Investigator are appropriate.

The number of LEAD Project hours per week for the key personnel is as follows: (1) LEAD Project Director, 40.0; (2) Principal Investigator/External Evaluator, 15.0; hours; (3) Library Assistants (one at each campus), $4 \times 8 = 32$; (4) local area Pediatricians/Family Practitioners, 5; (5) Preschool faculty, 4 staff $\times 10$ hours a week; (6) R/ELA staff, one hour a week; and (7) In-Home Literacy Coaches, $3 \times 40 = 120$. Thus, the LEAD Project will provide 10,512 hours each year of dedicated and professional services to help children and their families in the LEAD Project catchment area achieve their full potential regarding literacy skills.

(e) Quality of the Project Evaluation

(1) The extent to which the methods of evaluation are appropriate.

The LEAD Project Evaluation Plan is designed to address six research questions: (1) To what extent did the implementation of LEAD Project follow the Logic Model/Management Plan (i.e., implemented as it was intended)?; (2) To what extent did participants (e.g. students, parents, community partners, teachers, library staff, principals, etc.) receive the intended intensity and duration of services?; (3) How many participants utilized different LEAD Project services?; (4) To what extent were LEAD Project participants satisfied with the services received?; (5) To what extent did LEAD Project services result in improved outcomes?; and (6) To what extent did participants receiving LEAD Project services improve their desired outcomes compared to the non-LEAD Project participants in the comparison group? Thus, being able to answer each of these questions is essential to determining if the LEAD Project was successful and if the Project should be replicated in other districts. To help answer each of these evaluation questions, the LEAD Project External Evaluator (EE) will implement evaluation methods that include, but are not limited to, (1) Reach Out and Read [ROR] prescriptions issued, (2) Number of books distributed, (3) Family Reading Survey, (4) *Household Library Collection Survey*, (5) Library Collection Reports, (6) Titlewise Collection Report, (7) *Test Of Preschool Early Literacy* (TOPEL), (8) California Assessment of English Language Art/Literacy, (9) Professional Development Logs, (10) Teacher Survey, (11) Tutoring Logs, and (12) Participant Feedback and Satisfaction Form. In addition, the EE will collect output data each month: (1) Hours of In-Home Literacy Coaching provided; (2) Number of families provided In-Home Literacy Coaching, (3) Number of prescriptions for reading written by pediatricians, (4) Number of books distributed, (5) Number of children receiving books, (7) Number of new library resources ordered, (8) Number of new library resources received, (9) Number of new library resources made available to students and staff, (10) Number of teachers receiving Dialogic Reading instruction, and (11) Number of Dialogic Reading events held by each trained ELA teacher. These output data will be compiled and published monthly by the EE as the

Monthly Output Report. These reports will assist the LPD, MT, and ET in determining what activities have been completed and which remain to be completed. Then on a semester basis, the EE will publish a Semi-Annual Report that will document the progress made in achieving the LEAD Project outcomes. These outcomes include but are not limited to (1) Number and percentage of parents or guardians reporting that they read aloud to their child(ren); (2) Number and percentage of students who meet or exceed the standard on the *California Assessment of Student Performance and Progress* in ELA; (3) Number and percentage of children under the age of six who document improvements in literacy skills as measured by the Test of Preschool Early Literacy (TOPEL); and (4) Student, Parents, and Staff satisfaction with the LEAD Project services.

Importantly, the design of the LEAD Project Evaluation Plan addresses and utilizes objective performance measures that are clearly related to the anticipated Outcomes of the IAL Grant. The LEAD Project will use information from all assessments and evaluation measures to produce both quantitative and qualitative data. Quantitative data will include the results of the TOPEL, for preschool students, and the *California Assessment of Student Performance and Progress* assessments and benchmarks for students in K to 8th. Qualitative data will include surveys from community partners, parents, teachers, and library staff, along with Focus Group discussions and the short answer portions of the LEAD Project Satisfaction Surveys. Since the LEAD Project Evaluation Plan design produces both quantitative and qualitative data, the EE and the LEAD Project Executive Team (ET) will employ a mixed-methods evaluation design. A factorial ANOVA will be used to analyze the quantitative data because those data are being used to analyze the differences between multiple independent groups (i.e., students and comparison group students across several years) and because there are multiple independent variables (i.e., groups and years). Finally, data coding and theme analyses will be used to analyze the LEAD Project's qualitative components. Thus, the evaluation methods for the LEAD Project are appropriate to the context

within which the project operates.

(2) The methods of evaluation provide for examining project implementation.

As noted throughout this application, the LEAD Project's External Evaluator (EE) will diligently track the progress the LEAD Project is making and compare that progress to the implementation plan identified in this application. The result will be that the EE will inform the LEAD Project Director (LPD), the Executive Team (ET), and the Management Team (MT) on at least a monthly basis how the Project is being implemented. This will include analyzing the hiring of each staff position, tracking the number of hours of services provided by each staff and contractor, and analyzing who is receiving services. In addition, the EE will be tracking program fidelity to ensure that all project components are being implemented as designed by the program developers. The EE will also track "percent complete" for each goal, objective, and outcome. This will allow the ET and MT to determine to what extent the LEAD Project is being implemented and what percentage of the Project is behind schedule. As an example, the LEAD Project does not order and receive books until the end of the first grant year, then the Project would be identified as being 99.9% BEHIND schedule as it relates to having books ordered AND available to students and staff. These percent complete calculations better measure the Project's true implementation status. The EE will publish a percent complete calculation for each goal, objective, and outcome, in the Monthly Output Report. Thus, every month of the LEAD Project, the essential staff and stakeholders will be able to assess the effectiveness of the project implementation strategies.

May 22, 2021

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Thank you for the opportunity to provide you with the following quotation on a new IC Corporation vehicle. I am sure the following detailed specification will meet your operational requirements, and I look forward to serving your business needs.

Model Profile
2022 INTEGRATED CE S BUS (PB105)

APPLICATION:	School Transportation
MISSION:	Requested GVWR: 31000. Calc. GVWR: 31000 Calc. Start / Grade Ability: 27.74% / 2.52% @ 55 MPH Calc. Geared Speed: 79.2 MPH
DIMENSION:	Wheelbase: 276.00, CA: N/A, Axle to Frame: 157.00
ENGINE, DIESEL:	{Cummins B6.7 260} EPA 2021, 260HP @ 2400 RPM, 660 lb-ft Torque @ 1600 RPM, 2600 RPM Governed Speed, 260 Peak HP (Max), School Bus Only
TRANSMISSION, AUTOMATIC:	{Allison 2500 PTS} 5th Generation Controls, Wide Ratio, 6-Speed with Double Overdrive, Less PTO Provision, Less Retarder, with 33,000-lb GVW and GCW Max, School Bus
CLUTCH:	Omit Item (Clutch & Control)
AXLE, FRONT NON-DRIVING:	{Meritor MFS-10-122A} I-Beam Type, 10,000-lb Capacity
AXLE, REAR, SINGLE:	{Dana Spicer 21060S} Single Reduction, 21,000-lb Capacity, R Wheel Ends Gear Ratio: 6.17
TIRE, FRONT:	(2) 11R22.5 Load Range H AH37 (HANKOOK), 499 rev/mile, 75 MPH, All-Position
TIRE, REAR:	(4) 11R22.5 Load Range H AH37 (HANKOOK), 499 rev/mile, 75 MPH, All-Position
SUSPENSION, REAR, AIR, SINGLE:	{International IROS} 21,000-lb Capacity, 9.25" Ride Height, with Shock Absorbers
PAINT:	Cab schematic 100NB Location 1: 4421, School Bus Yellow (Std) Chassis schematic N/A

Vehicle Specifications
2022 INTEGRATED CE S BUS (PB105)

May 22, 2021

<u>Code</u>	<u>Description</u>
PB10500	Base Chassis, Model INTEGRATED CE S BUS with 276.00 Wheelbase, N/A CA, and 157.00 Axle to Frame.
1570	TOW HOOK, FRONT (2) Frame Mounted
1CAC	FRAME RAILS High Strength Low Alloy Steel (50,000 PSI Yield); 10.125" x 3.062" x 0.312" (257.2mm x 77.8mm x 8.0mm); 480.1" (12195mm) Maximum OAL <u>Includes</u> : CHASSIS PAINT Chassis Painted Prior to Body Mounting : FRAME RAILS All holes Laser Aligned and Machine Punched, Powder Coated Prior to Full Assembly, Assembled in Fixture using "Grade 8" Bolts : FRAME REINFORCEMENT, SPECIAL 3.30" x 1.80" x 0.312" x 31.50" Inverted "L" in Front Shock Absorber Mounting Area
1LNT	CROSSING GATE, FRONT Omit Item <u>Includes</u> : CROSSING GATE, FRONT Matches Contour of Bumper
1LTV	BUMPER, FRONT Contoured, Steel, Heavy Duty
1SAM	CROSSMEMBER, REAR, AF (2)
1WJE	WHEELBASE RANGE 276" (700cm) Only
2ASH	AXLE, FRONT NON-DRIVING {Meritor MFS-10-122A} I-Beam Type, 10,000-lb Capacity <u>Includes</u> : AXLE, FRONT SQUARING to Plus or Minus .015 Inch, using a Special Fixture to Assure Parallelism of Springs <u>Notes</u> : The following features should be considered when calculating Front GAWR: Front Axles; Front Suspension; Brake System; Brakes, Front Air Cam; Wheels; Tires.
3ADB	SUSPENSION, FRONT, SPRING Parabolic Taper Leaf, Shackle Type, 10,000-lb Capacity, with Shock Absorbers <u>Includes</u> : SPRING PINS Bolt and Nut Type : SPRING PINS Rubber Bushings, Maintenance-Free <u>Notes</u> : The following features should be considered when calculating Front GAWR: Front Axles; Front Suspension; Brake System; Brakes, Front Air Cam; Wheels; Tires.
4091	BRAKE SYSTEM, AIR Dual System for Straight Truck Applications <u>Includes</u> : BRAKE LINES Color and Size Coded Nylon : DRAIN VALVE Twist-Type : GAUGE, AIR PRESSURE (2) Air 1 and Air 2 Gauges; Located in Instrument Cluster : PARKING BRAKE CONTROL Yellow Knob, Located on Instrument Panel : PARKING BRAKE VALVE For Truck : QUICK RELEASE VALVE On Rear Axle for Spring Brake Release: 1 for 4x2, 2 for 6x4 : SPRING BRAKE MODULATOR VALVE R-7 for 4x2, SR-7 with relay valve for 6x4/8x6 <u>Notes</u> : Rear Axle is Limited to 19,000-LB GAWR with Code 04091 BRAKE SYSTEM, AIR and Code 04NDC BRAKES, REAR, AIR CAM Regardless of Axle/Suspension Ordered : Rear Axle is Limited to 20,000-LB GAWR with Code 04092 BRAKE SYSTEM, AIR and Code 04NCW BRAKES, REAR, AIR CAM Regardless of Axle/Suspension Ordered
4AZS	AIR BRAKE ABS {Bendix AntiLock Brake System} 4-Channel (4 Sensor/4 Modulator) Electronic Stability Program, with Automatic Traction Control

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<u>Code</u>	<u>Description</u>
4EBT	AIR DRYER {Bendix AD-IP} with Heater
4SPA	AIR COMPRESSOR {Cummins} 18.7 CFM
4VCY	AIR TANK LOCATION (1) Mounted Left Side to Provide Clearance for Larger Body Builder Supplied Battery Box
4WEA	PARKING BRAKE INTERLOCK Parking Brake Cannot be Released Until Ignition Switch is in "On" Position and Service Brake Pedal is Applied, Use with Air Brake Chassis Only
4WWX	DRAIN VALVE {Humphrey} (3) Air Operated, with Controls in Drivers Compartment, for Air Tanks
4WZT	GVWR LIMITATION FOR BUS with Air Brakes, Limited to 33,000-lbs Maximum to meet FMVSS 121 Requirements, for Conventional Bus
4XCJ	BRAKES, FRONT {Bendix Spicer ADB22X} Air Disc Type, Extended Service, Size 22.5", 23,000-lb Capacity
4XCK	BRAKES, REAR {Bendix Spicer ADB22X} Air Disc Type, Extended Service, Size 22.5", 26,000-lb Capacity per Axle
4XDW	BRAKE CHAMBERS, FRONT AXLE 18 SqIn, for Air Disc Brakes
4XEA	BRAKE CHAMBERS, REAR AXLE 18/24 SqIn Spring Brake, Double Diaphragm, for Air Disc Brakes
5708	STEERING COLUMN Tilting
5CAL	STEERING WHEEL 2-Spoke, 18" Dia., Black
5PRR	STEERING GEAR {TRW (Ross) TAS66} Power
6DGA	DRIVELINE SYSTEM {Dana Spicer} SPL100, for 4x2/6x2
7BMK	EXHAUST SYSTEM Horizontal Aftertreatment System, Frame Mounted Under Right Rail, for Single Long Horizontal Tail Pipe
7SCP	ENGINE EXHAUST BRAKE for Cummins ISB/B6.7/ISL/L9 Engine with Variable Vane Turbo Charger
7WBL	TAIL PIPE (1) Horizontal, Long, Exits Left Side Through Bumper
8000	ELECTRICAL SYSTEM 12-Volt, Standard Equipment
	<u>Includes</u>
	: HAZARD SWITCH Push On/Push Off, Located on Top of Steering Column Cover
	: HEADLIGHT DIMMER SWITCH Integral with Turn Signal Lever
	: MISCELLANEOUS FEATURES Modular, Loom Protected, Grommets in all Applicable Body Openings, Assembled in Computer Assisted Fixture which Verifies Continuity and Correct Assembly Prior to Installation
	: PARKING LIGHT Integral with Front Turn Signal and Rear Tail Light
	: STARTER SWITCH Electric, Key Operated
	: TURN SIGNAL FLASHER
	: TURN SIGNAL SWITCH Self-Cancelling with Lane Change Feature
	: TURN SIGNALS, FRONT Includes Reflectors; Flush Mounted
	: WINDSHIELD WIPER SWITCH 2-Speed with Wash and Intermittent Feature (5 Pre-Set Delays), Integral with Turn Signal Lever
	: WIRING, CHASSIS Color Coded and Continuously Numbered
8GXK	ALTERNATOR {Leece-Neville BLP4006HN} Brushless, 12 Volt, 325 Amp Capacity, Pad Mount, with Remote Sense
8MSG	BATTERY SYSTEM {Fleetrite} Maintenance-Free, (3) 12-Volt 1980CCA Total, Top Threaded Stud
8TPL	COLLISION MITIGATION SYSTEM {Bendix Wingman Advanced} Adaptive Cruise Control with Collision Mitigation and Stationary Object Alert; Includes Front Radar, Driver Display
8TTK	BATTERY BOX Steel, with Sliding Tray, 25.25" Wide, for Standard Batteries, 1-3 Battery Capacity, Mounted Left Side Behind Front Axle Perpendicular to Frame Rail

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8VAZ	HORN, ELECTRIC (2) Trumpet Style, Mounted on Top of Mega-Bracket
8WPB	HEADLIGHTS Halogen, Composite Aero Design, with Daytime Running Lights
8WTK	STARTING MOTOR {Delco Remy 38MT Type 300} 12 Volt, Less Thermal Over-Crank Protection
8WWJ	INDICATOR, LOW COOLANT LEVEL with Audible Alarm
8WXB	HEADLIGHT WARNING BUZZER Sounds When Head Light Switch is on and Ignition Switch is in "Off" Position
8XAH	CIRCUIT BREAKERS Manual-Reset (Main Panel) SAE Type III with Trip Indicators, Replaces All Fuses
9AAE	LOGOS EXTERIOR, ENGINE Badges
9WAB	HOOD TILT ASSIST {EASY TILT} Mechanical
9WAY	FRONT END Tilting, Fiberglass, with Three Piece Construction
	<u>Includes</u> : AIR INTAKE SYSTEM Integrated Pre-Cleaning System to Enhance Air Filter Life : GRILLE Removable; Fiberglass Painted Hood Color : SPLASH SHIELD Integral with Front End Assembly
10060	PAINT SCHEMATIC, PT-1 Single Color, Design 100
	<u>Includes</u> : PAINT SCHEMATIC ID LETTERS "NB"
10788	PAINT TYPE Urethane, One or Two Colors, Other than Imron or International.
10XAK	PROMOTIONAL PACKAGE 7 Year Unlimited Miles/km Warranty, Limited Time Program for Allison 2500 Series Transmission on School and Commercial Buses (Supplied directly through Allison)
11001	CLUTCH Omit Item (Clutch & Control)
12703	ANTI-FREEZE Red, Extended Life Coolant; To -40 Degrees F/ -40 Degrees C, Freeze Protection
12ERU	ENGINE, DIESEL {Cummins B6.7 260} EPA 2021, 260HP @ 2400 RPM, 660 lb-ft Torque @ 1600 RPM, 2600 RPM Governed Speed, 260 Peak HP (Max), School Bus Only
12TSY	FAN DRIVE {Borg-Warner SA85} Viscous Type, Screw On
	<u>Includes</u> : FAN Nylon
12UGN	THROTTLE, HAND CONTROL Electronic
	<u>Notes</u> : Cruise Control Switches Mounted on Steering Wheel are Non-Illuminated.
12UYE	RADIATOR Aluminum, 2-Row, Cross Flow, Over Under System, 717 SqIn Louvered, with 313 SqIn Charge Air Cooler, Includes In-Tank Oil Cooler
	<u>Includes</u> : DEAERATION SYSTEM with Surge Tank : HOSE CLAMPS, RADIATOR HOSES Gates Shrink Band Type; Thermoplastic Coolant Hose Clamps : RADIATOR HOSES Premium, Rubber
12VBR	AIR CLEANER with Service Protection Element
	<u>Includes</u> : GAUGE, AIR CLEANER RESTRICTION Air Cleaner Mounted
12VHP	FEDERAL EMISSIONS {Cummins B6.7} EPA, OBD and GHG Certified for Calendar Year 2021
12VVN	CRUISE CONTROL Electronic

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	<u>Notes</u> : Cruise Control Switches Mounted on Steering Wheel are Non-Illuminated.
12VWH	GOVERNOR Electronic Road Speed Type; for Electronic Engines and Bus Models; with 55 MPH Default
12WZD	EMISSION COMPLIANCE Engine Shutdown System Exempt Vehicles, Complies with California Clean Air Regulations
13ARV	TRANSMISSION, AUTOMATIC {Allison 2500 PTS} 5th Generation Controls, Wide Ratio, 6-Speed with Double Overdrive, Less PTO Provision, Less Retarder, with 33,000-lb GVW and GCW Max, School Bus
	<u>Includes</u> : OIL FILTER, TRANSMISSION Mounted on Transmission : TRANSMISSION OIL PAN Magnet in Oil Pan
13WLN	TRANSMISSION OIL Synthetic; 20 thru 28 Pints
13WVW	NEUTRAL AT STOP OMIT
13WYY	SHIFT CONTROL PARAMETERS {Allison} 1000 or 2000 Series Transmissions, Performance Programming
14AWD	AXLE, REAR, SINGLE {Dana Spicer 21060S} Single Reduction, 21,000-lb Capacity, R Wheel Ends . Gear Ratio: 6.17
14TBS	SUSPENSION, REAR, AIR, SINGLE {International IROS} 21,000-lb Capacity, 9.25" Ride Height, with Shock Absorbers
	<u>Notes</u> : The following features should be considered when calculating Rear GAWR: Rear Axles; Rear Suspension; Brake System; Brakes, Rear Air Cam; Brake Shoes, Rear; Special Rating, GAWR; Wheels; Tires.
15SJT	FUEL TANK Top Draw, Steel, Rectangular, 100 US Gal (379L), Includes Protective Cage, with Low Profile Fuel Filler Assembly and Vent Hosing, Mounted Between Frame Rails and Behind Rear Axle
15WEP	DEF TANK 16.5 US Gal (62.5L) Capacity, Frame Mounted Outside Right Rail, Behind 0 Bow
16010	COWL Flat Back
16HBA	GAUGE CLUSTER English with English Electronic Speedometer
	<u>Includes</u> : GAUGE CLUSTER (5) Engine Oil Pressure (Electronic), Water Temperature (Electronic), Fuel (Electronic), Tachometer (Electronic), Voltmeter : ODOMETER DISPLAY, Miles, Trip Miles, Engine Hours, Trip Hours, Fault Code Readout : WARNING SYSTEM Low Fuel, Low Oil Pressure, High Engine Coolant Temp, and Low Battery Voltage (Visual and Audible)
16HGH	GAUGE, OIL TEMP, AUTO TRANS for Allison Transmission
16HKT	IP CLUSTER DISPLAY On Board Diagnostics Display of Fault Codes in Gauge Cluster
16HLJ	GAUGE, DEF FLUID LEVEL
27DUW	WHEELS, FRONT {Accuride 51408} DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs
28DUW	WHEELS, REAR {Accuride 51408} DUAL DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs
29580	WHEEL SEALS, FRONT {International} Oil-Lubricated Wheel Bearings
29PBP	PAINT IDENTITY, REAR WHEELS Disc Rear Wheels; with Vendor Applied Yellow Powder Coat Paint
29PBR	PAINT IDENTITY, FRONT WHEELS Disc Front Wheels; with Vendor Applied Yellow Powder Coat Paint
47AGK	BODY, BUS Conventional; 78" Headroom, 34'2" Body Length, 77 Passenger, 276" WB

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47AHN	BODY RATING TAG for State of California
47AJB	BODY CERTIFICATION TAG Mylar Label
47AJC	BODY TAG, METAL Capacity to Include the Total Number of Passengers
47AKK	STEP, FRONT ENTRANCE DOOR 25 3/4" Depth; 14ga Steel
	<u>Includes</u> : STEP, FRONT ENTRANCE DOOR OPENING, 35 Inch Width; Continuous Bottom to Top
47APR	HEADLINER, BODY Conventional; 25'11"-34'11" Body Length, Perforated Full Length with Sound Insulation Full Length
47APX	FASTENERS, HEADLINER Screws
47ARH	BOWS, ROOF 14 ga., One Piece Construction
	<u>Includes</u> : BOWS, ROOF Positioned Floor Line to Floor Line, Threaded Through Roof Strainers and Drip Rail
47ARP	LIGHT BARS Plastic
47ATB	SKIRT, BODY Conventional, 20", 16ga., 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", Body Length
	<u>Includes</u> : SKIRT, BODY Extra Smooth Steel Supported by Floor Gussets
47AUR	TIE DOWNS, BODY Grade 8 Bolts, Every Body Section
	<u>Includes</u> : TIE DOWNS, BODY with Formed Tab that Fits into Floor Structure to Prevent Turning
47AXT	RUB RAILS, BODY (4) Conventional; Steel, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", Body Length, Includes Snow Rail
	<u>Includes</u> : RUB RAILS Full Length, Primer Coated (Both Sides), Attached to Body without Cuts or Splices
47AYB	BODY, REAR Includes Emergency Door
	<u>Includes</u> : DOOR, REAR EMERGENCY with Concealed Hinges : HEADER BUMPER Padded, Mounted Over Rear Door; Upholstered to Match Passenger Seat Color
47AZE	SIDE SHEET, BODY, EXTERIOR Conventional, 16ga., Smooth, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", Body Length
47AZL	FLOOR, BODY with Wheel Wells
47BAK	BUMPER, REAR Painted, 12" High, 3/16" Thick
47BAR	SUPPORTS, REAR BUMPER Bolted to Frame
47BAW	TOW HOOK, LEFT REAR (01)
47BAX	TOW HOOK, RIGHT REAR (01)
47BBH	LINING, SIDE INTERIOR, LOWER Embossed Steel, Clear Coated
47BBZ	SEALER Extra; Sidewall to Floor, In Wheel Pocket Area, and Rear Wall to Floor
47DAE	FASTENERS, REAR DOOR Lag Screws, Rear Door To Body
47DAM	COVER, REAR DOOR INSIDE HANDLE Omit
47DCJ	DOOR, SIDE EMERGENCY, LEFT 25"; Installed Forward of Rear Wheel Pocket

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47DCZ	HOLD BACK, LEFT SIDE Side Emergency Door, with Plastic Cover
47DDE	HANDLE, ASSIST, ENTRANCE DOOR Outside Entrance
47DDH	HOLD BACK, REAR DOOR Stationary, No Cables, with Plastic Cover
47DDU	LATCH, REAR DOOR One Point Slide Bar, Cam Operated, with One Inch Stroke
47DDX	LATCH, EMERGENCY DOOR, LEFT One Point Slide Bar, Cam Operated, with One Inch Stroke
47DEK	LOCK, REAR DOOR with Ignition Starter Interlock
47DEM	LOCK, EMERGENCY DOOR LEFT with Ignition Starter Interlock
47DNB	DOOR, ENTRANCE, FRONT Electric, Outward Opening, with Split Pane Glass
	<u>Includes</u> : DOOR, ENTRANCE, FRONT Aluminum Frame with Pin Style Hinges, Ball Bearing Assisted, Interchangeable Top and Bottom Glass Lock : LOCK, ENTRANCE DOOR With Key Switch
47DNK	SWITCH, LOCATION Steering Wheel; Includes Master Flasher, Flasher On/Off, Red Override, and Door Control
	<u>Includes</u> : SWITCH, STEERING WHEEL, LIGHT Includes Illuminated Switches
47DWH	HOLD OPEN, GAS SHOCK (2) for Luggage Box Door
47EBD	LOCK, BATTERY COMPARTMENT Standard Location
47EBM	HOLD DOWN, BATTERY For (2) Standard Size Batteries
47EWA	COMPARTMENT, LUGGAGE, RT MID 114" X 24" X 22"
47EYB	COMPARTMENT, TOOLBOX, LT FWD 13" x 15" x 25.5", with Lock
47KBN	STRIPING, ROOF HATCH, FRONT {3M} Decal, Perimeter, 1" White Fluorescent Diamond Grade
47KBP	STRIPING, ROOF HATCH, REAR {3M} Decal, Perimeter, 1" White Fluorescent Diamond Grade
47KDZ	MONITOR, POST TRIP INSPECTION {Child Check Mate EP-1 PLUS} with Dome Light, Horn and Headlight Activation, Disable Switch in Rear Light Bar, Park Brake Must be Set for Deactivation, Auto Arming with Key ON, Snooze with Stop Arm or Hazard Lights
47LAB	NOISE REDUCTION, DRIVER FLOOR Insulation Covering Complete Driver Floor Area
47LAT	NOISE REDUCTION, ROOF BOW Conventional; Insulation, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", Body Lengths
47LAU	INSULATION, ROOF AND SIDES 1.50", All Models
47MAC	UNDERCOAT, FLOOR/STEPWLL/SIDES for Engine Noise Reduction
47MBA	UNDERCOAT, BODY Fire Resistant, Water Based, TT-C-730 Spec
	<u>Includes</u> : UNDERCOATING Performed Before and After Mounting on Chassis
47MBC	INSULATION, STEPWELL
47MJG	LETTERS, DOOR, LT Decals; "EMERGENCY DOOR", 2" Black Letters Inside and Outside
47MJR	LETTERS, DOOR, REAR Decals; "EMERGENCY DOOR", 2" Black Letters Inside and Outside
47MMY	LETTERS, SIGN, REAR Decal, "STOP WHEN RED LIGHTS FLASH", 6" Letters
47MNH	ARROW, SIDE DOOR, LT OUTSIDE Decal; Red, Indicating Handle Direction

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47MNT	ARROW, RR DOOR, INSIDE Decal; Red, .75" Stroke, Indicating Handle Direction
47MNV	ARROW, RR DOOR, OUTSIDE Decal; Red .75" Stroke, Indicating Handle Direction
47MPA	LETTERS, SCHOOL BUS FRONT/REAR Decal; "SCHOOL BUS"; with 8" Black Letters; on Front and Rear Cap
47MSA	STRIPING, PERIMETER, REAR Emergency Door, Reflexite 1" Yellow Reflective
47MTB	STRIPING, PERIMETER, LEFT Side Emergency Door, Reflexite V82 Yellow Reflective
47MTY	WIRING DIAGRAM Schematic, Electrical
	<u>Includes</u> : ACCESS PANEL for Wiring Diagram Schematic Located on Body Exterior; Below Driver Window
47MVA	LETTERS, HEADER Decal; "WATCH YOUR STEP", 1" Black, Above Windshield
47MVC	LETTERS, STEPWELL Decal, "WATCH YOUR STEP", 2.5" Black, Behind Door on Step Riser
47NAB	PAINT COLOR, RUB RAILS 0001 Canyon Black
47NGW	SEAL, RUB RAILS Top Edge, All Rails
47NJA	PAINT COLOR, BODY EXTERIOR 4421 School Bus Yellow
47NJJ	PAINT FLASHER BACKGRD 4421 School Bus Yellow
47NJS	PAINT COLOR, BUMPER Rear, 0001 Canyon Black
47NKE	PAINT COLOR, ROOF 9219 Winter White, (Does Not Include Lift Door) Beginning 5" Above Drip Rail, Rounded Corners
47NKL	PAINT, RUB RAIL Flange to Flange
47NKM	PAINT COLOR, BODY INTERIOR 9384 Spring White
47NLC	HANDLE, EXTERIOR, LEFT Emergency Door; Black
47NLR	HANDLE, EXTERIOR, REAR Emergency Door; Black
47NMB	OPERATING INSTR, LEFT Decal, Inside Side Emergency Door
47NMG	OPERATING INSTR, REAR Decal, Inside Rear Emergency Door
47NMR	ARROW, SIDE DOOR, LT INSIDE Decal; Red Indicating Handle Direction
47NNA	LETTERS, E/E WINDOW, LEFT (01) Decal Set, "EMERGENCY EXIT", Black Inside and Outside
47NNY	LETTERS, E/E WINDOW, RIGHT (01) Decal Set, "EMERGENCY EXIT", Black, Inside and Outside
47NRN	STRIPING, E/E WINDOW, LEFT (01) Perimeter, Reflexite V82, 1" Yellow
47NRT	STRIPING, E/E WINDOW, RIGHT (01) Perimeter, Reflexite V82, 1" Yellow
47NSW	PAINT, COLOR, DOOR 4421 NSBC Yellow, Both Sides of Entrance Door
47NTE	LOGO, ROOF LINE Decal; Wing and Shield, First Body Section, Above Driver Window and Entrance Door Over Driver Window and Entrance Door
47NTY	PAINT HOOD AND FENDER To Match Body Exterior
47PBZ	HANDLE, ASSIST Windshield Side Mounted, Left and Right, Body Color
47PLX	LETTERS, DEF, I.D. Decal; "DEF ONLY", 1" Black, on DEF Filler Door
47SBS	SUB FLOOR, PLYWOOD Conventional; B-C Exterior Grade, Less Sealed Edges, 5/8", 5 Ply, for 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", Body Length

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47SLT	POSITION DOOR, LEFT Side Emergency Door, Aft Position within Opening
48ACN	SEAT BELT, DRIVER, COLOR with Blaze Orange Seat Belt Webbing
48ANT	WINDOW, DRIVER Laminated, Clear
48APK	WINDOW, SIDE OFFSET, LT 15.5", Split Sash Type, for use with Forward and Aft Door Position
48APL	WINDOW, STOPS 12" Opening, Only with 78" Headroom
48ARS	WINDOW, SASH (18) 27" Sections, 9"x 23" Opening
48AST	WINDOW, SASH +9 SECTIONS (4) 9" x 32 1/4" Opening
48BAG	WINDOW, E/E, LEFT (01) Vertical Hinge
48BDG	POUCH, CRASH BARRIER Full Width, Sewn Into Front Side of Barrier AFT of Driver Seat
48BJK	COLOR, WINDOW FRAME, PASS (24) Passenger Window, Black
48BKN	WINDOW, E/E, RIGHT (01) Vertical Hinge
48BUB	WINDOW, PASSENGER, TINT Conventional; 28% Light, Tempered Glass, 78" Headroom, with 34'11", 31'2", 31'11", 32'8", 33'5", 34'2" Body Lengths
48CWV	UPHOLSTERY, DRIVER SEAT, COLOR 2-Tone Black
48GHC	HEATER, DRIVER 90,000 BTU, with Defroster and without Rear Heat Duct
	<u>Includes</u> : AIR FILTER : HEATER HOSES Premium : HOSE CLAMPS, HEATER HOSE Mubea Constant Tension Clamps
48GUD	SEAT,3PT,FLIP,LEFT {IMMI Seats} (01) 39", 4 Leg, Automatic, High Back, with 3 Point Seat Belts
48GYV	HEATER, DEFLECTOR Kit, for Driver Heater
48HBG	SEAT,PASS,3PT,LT,39",4 LEG {IMMI Seats Flex} (01) High Back, with 3 Point Seat Belts
48NAT	FITTINGS, AIR SEAT for Driver Seat
48PAV	WHEEL POCKET COVER Plastic, ABS
48PAY	AISLE POSITION Center, for balanced seating
48PAZ	WINDSHIELD 3 Flat Pieces, 73% Light
48PEW	FLOOR COVERING, COLOR Gray #766
48PKC	HOSE CLAMPS, HEATER HOSE Constant Torque for Heater System
48PKR	FAN, DEFOG LEFT CENTER 6.50" Diameter, Black, Mounted Left of Center Post, 2-Speed Switch in Panel
48PKS	FAN, DEFOG RIGHT CENTER 6.50" Diameter, Black, Mounted Over Windshield, 15" Right of Centerline, 2-Speed Switch in Panel
48PMC	HEATER, PASS, LT MIDSHIP 1ST 50,000 BTU
	<u>Includes</u> : AIR FILTER
48PMH	HEATER, PASS, LT REAR 50,000 BTU
	<u>Includes</u> : AIR FILTER
48PNS	KICK GUARD, MIDSHIP, LT 1ST for 50,000 BTU Passenger Heater

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48PNW	HEATER, WATER PUMP {2 MPU 12} Self Priming, with Plastic Housing
48PPD	KICK GUARD, REAR, LT for 50,000 BTU Passenger Heater
48PPM	HEATER CUT OFF, VALVE Ball, with Butterfly Handle
48PPS	ROOF VENT, FRONT Static
48PTT	ARM REST, DRIVER, RIGHT {National}
48PUP	FLOOR COVERING, TRIM Omit
48PUT	NUTS, BELT MOUNTING Standard Nuts For Seat Belt Mounting
48PVB	UPHOLSTERY, DRIVER SEAT, STYLE Plain
48PWC	UPHOLSTERY, PASS SEATS, COLOR Blue, for Seats, Barriers and Head Bumpers
48PWZ	UPHOLSTERY, DRIVER SEAT, TYPE Fabric
48PXA	UPHOLSTERY, BARRIER, TYPE (1-2) Vinyl, 42 oz.
48PZP	ROOF HATCH, FRONT {Specialty 9245-0200} Emergency Exit with Alarm
48PZR	ROOF HATCH, REAR {Specialty 9245-0200} Emergency Exit with Alarm
48RAE	BARRIER, CRASH, AFT ENTRY DOOR 39", 1 Leg
48RAL	BARRIER, CRASH, AFT DRIVER 39", 1 Leg
48RGE	HAND RAIL, ENTRANCE DOOR, FWD Stainless Steel; Curved
48RGR	HAND RAIL, ENTRANCE DOOR, AFT Stainless Steel, 4", Above Step
48RLX	CUSHION, SEAT 15" Depth
	<u>Includes</u> : WARRANTY Four Years
48RRA	UPHOLSTERY, SEAT, STITCHING Single
	<u>Includes</u> : WARRANTY Two Years
48RZJ	STEP TREADS {Koroseal} Pebble Top with White Nosing, with Non-Metal Backing
48SBG	UPHOLSTERY, PASS SEATS, TYPE Vinyl, 42 Ounce
48TZK	SEAT, DRIVER {National Premium} Air Suspension with Suspension Skirt, Triple Chamber Adjustable Air Lumbar, Adjustable Cushion and Back Bolsters, 6 Position Front Cushion Adjuster, 3 Position Rear Cushion Adjuster, 6 to 23 Degree Back Recline
	<u>Includes</u> : SEAT BELT, DRIVER Adjustable D-Loop Seat Belt, Single Locking Retractor
48USV	SEAT BACK, PASSENGER High Back
48UWW	FLOOR COVERING, TYPE Koroseal, One Piece, Vinyl, All Body Lengths, Dark Gray
48YAE	SEAT,PASS,3PT,LT,39",2 LEG {BTI Seating System} (10) High Back, with 3 Point Seat Belts
48YAW	SEAT,PASS,3PT,RT,39",2 LEG {BTI Seating System} (12) High Back, with 3 Point Seat Belts
48YDL	SEAT,PASS,3PT,RT,30",2 LEG {BTI Seating System} (01) High Back, with 3 Point Seat Belts
48YDX	SEAT,PASS,3PT,LT,30",2 LEG {BTI Seating System} (01) High Back, with 3 Point Seat Belts
49004	BODY PLAN, APPROVED VARIATION Number 004

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49AJY	STOP ARM, FRONT Omit
49AMD	SWITCH, DRIVER PANEL, TYPE Rocker
49AMJ	ALARM, BACKING (Ecco #575) 107 db
49AMT	CIRCUIT, PROTECTION Breakers, Manual Reset in Lieu of Fuses
	<u>Includes</u> : ACCESS PANEL for Body and Chassis Fuses/Circuit Breakers Located on Body Exterior; Below Driver Window
49AMY	SWITCH, REAR DOOR BUZZER for Emergency Door
49ANG	LIGHT, INDIC EMRG DR RED Wired To Buzzer and Mounted on Dash
49ANJ	SWITCH, MAGNETIC, DISCONNECT Master, Ignition Operated, All Body Circuits Except Dome and Clearance Lights
49ANU	SOURCE, POWER 12 VDC, Mounted In Dash
49APA	LIGHT, DRIVER, CEILING Deluxe, with Separate Switch, Mounted in Light Bar
49APH	SWITCH, DOME LIGHTS, SPLIT Front and Rear Operated with Separate 2 Position Switch, Quantity of Lights Split Equally
49AWV	SPEAKERS AND WIRING (8) Flush Mounted In Light Bar
49BCN	FLASHER SYSTEM (8) Warning Lights, 8-Lamp System, Electronic Relay Flasher, Non-Sequential Operation, Red Lights Activate with Door Open
49BCR	LIGHT, EXTERIOR, CHECK Automatically Activates Lights for Pre Trip Inspection
49BHR	KIT, FIRST AID MOUNTING Mounted on Bulkhead Includes Straps
49BVG	MIRROR, CROSS VIEW, EXTERIOR (2) (Mirror Lite High Definition Busboy) Black, Heated
49BXN	SWITCH, RED, OVERRIDE WARNING Wired Hot, with ESC, Mounted Left of Driver
49BYV	LIGHTS, MARKER, FRONT & REAR (8) {Sound Off/OptiLuxx} LED, Rectangular, Armored, (4) Amber Front and (4) Red Rear
49BZJ	LIGHTS, STOP (2) {Sound Off/OptiLuxx} and Tail 4" Round LED, Red with Flange
49BZU	RADIO, ENTERTAINMENT {Custom Radio} AM/FM Stereo/USB Input, Includes Antenna and Cable, with Public Address System
49CKA	LIGHT, INDIC, WARNING LIGHTS Red and Amber, Located Right of Driver
49CKT	FUEL FILLER PIPE Low Profile Neck Cap and Vent Hosing, for Use with Right Side Fill for Between the Rail Fuel Tanks, for Above the Floor Fuel Fill, for 25 GPM Fill Rate Only
49DBR	HOOD, WARNING LAMP (4) Black, 8-Lamp System, One Hood Above Two Lights
49DDC	LIGHTS, CLUSTER {Truck Lite 07045A & 07045R} LED; Amber Front and Red Rear
49DDD	WIRING, WARNING LIGHTS for Warning Lights, Lamp Position to Red & Amber Indicators
49EAW	LIGHTS, MARKER, SIDE, INTERMED {Sound Off/OptiLuxx} LED, Amber, Rectangular, Armored, Intermediate, Centered, Required for Units 30 Foot or Longer
49EAX	LIGHTS, DIRECTIONAL, SIDE (4) {Sound Off/OptiLuxx} Rectangular LED Armored, 2 Each Side First Section Aft Entrance Door & Forward Rear Wheel Pocket
49EGC	MIRROR, INSIDE 6" x 30", Clear Safety Glass, Metal Back, Round Corners
49ELE	STOP ARM, LEFT REAR Electric, Composite Blade, 18" Octagon, Double Sided, 1/2" White Border, Hi Intensity Grade, Flashing Red Incandescent Lights

Vehicle Specifications
2022 INTEGRATED CE S BUS (PB105)

May 22, 2021

<u>Code</u>	<u>Description</u>
49ENM	VISOR, INTERIOR, LEFT FRONT 6" x 30", Opaque Black, For Left Windshield
49EUE	KIT, FIRST AID 24 Unit, California
49EVL	SWITCH, NOISE SUPPRESSION Actuator Legend States, "NOISE SUPP ", for Separate Solenoid, with Red Switch in Panel
49EXD	MIRROR, REAR VIEW, EXTERIOR {Rosco Open-View} Black, Motorized Head, Heated, Non-Detent
49GBV	WINDSHIELD WIPERS (2) Cowl Mounted
	<u>Includes</u> : WINDSHIELD WIPERS CONTROL Single Motor, Overlapping Wipe Pattern
49GCH	LOCATION, FIRST AID KIT Right Side Front Bulkhead with Screws
49GDG	PADDING COMPART ABOVE DRIVER Window; Safety Equipment Compartment, with Cutout for Dome Light
49GDS	COMPARTMENT ABOVE DRIVER Left of the Driver
	<u>Includes</u> : COMPARTMENT ABOVE DRIVER Compartment Size: 39" x 10" x 10" : HINGES Piano Type
49GEH	SAFETY TRIANGLES Warning Reflectors, Mounted on Drivers Barrier 9.5" Above Floor
49GGC	FIRE EXTINGUISHER, DRIVER AREA 2 1/2 lb 1A-10BC
49GHN	REFLECTORS, REAR (2) 3", Red, Adhesive Back
49GHR	REFLECTORS, SIDE, REAR (2) 3", Red, Adhesive Back
49GHV	REFLECTORS, SIDE, FRONT (2) 3", Amber; Adhesive Back, 1 Aft Drivers Window Left, 1 Aft Entrance Door Right
49GHX	REFLECTORS, SIDE, INTERMEDIATE (2) 3" Amber, 1 Each Side, Below The Third Rub Rail From the Top, Adhesive Back
49GNJ	FUEL FILLER DOOR with Locking Latch
49GUH	CERTIFICATE HOLDER (1) 9.375" x 6"; with Transparent Cover
49GUK	FENDERS, RUBBER, REAR (2)
49GUM	INSPECTION PLATE Fuel Sending Unit 8" x 8" Steel
49GUX	MUD FLAPS, FRONT WHEELS (2) Rubber
49GVC	MUD FLAPS, REAR WHEELS (2) Rubber
49GWW	WINDSHIELD WASHER Kit; 6 Quart Capacity, Bottle
	<u>Includes</u> : WINDSHIELD WASHER ELECTRICAL CONNECTIONS Sealed and Locking Type
49JAD	DEF FILLER DOOR with Locking Latch
49JBP	LIGHTS, DOME {Sound Off/OptiLuxx} (07) LED, Rectangular Recessed Type, Mounted in Light Bar
49JBW	LIGHT, STEP {Sound Off/OptiLuxx} 4" Round LED, White, Wired to Clearance Lights, Operated by Entrance Door
49JCA	LIGHTS, DIRECTIONAL, REAR (2) {Sound Off/OptiLuxx} 4" Round Amber LED, with Flange
49MZV	LATCH, COMPARTMENT Locking, for Overhead Storage Compartment
49NGH	LIGHTS, WARNING (8) {Sound Off/OptiLuxx} (4) 7" Round Red Flashing LED and (4) 7" Round Amber Flashing LED, 2 Front, 2 Rear Each Color

Vehicle Specifications
2022 INTEGRATED CE S BUS (PB105)

May 22, 2021

<u>Code</u>	<u>Description</u>
49UAE	STATE OF OPERATION California
49ZNC	LIGHTS, BACK UP (2) {Sound Off/OptiLuxx} 4" Round, White, LED, with Flange
49ZNG	LIGHTS, STOP & TAIL ADDITIONAL (2) {Sound Off/OptiLuxx} 4" Round LED, Red, with Flange
50RUL	BODY PLAN, NON-SPECIAL NEEDS Conventional; 34' 02" Body Length, 76 Passenger, 276" WB, DX8326A000
7382135809	(2) TIRE, FRONT 11R22.5 Load Range H AH37 (HANKOOK), 499 rev/mile, 75 MPH, All-Position
7382135809	(4) TIRE, REAR 11R22.5 Load Range H AH37 (HANKOOK), 499 rev/mile, 75 MPH, All-Position
Services Section:	
40126	WARRANTY Standard for CE, RE, BE School Bus Models, Effective with Vehicles Built March 1, 2017 or Later, CTS-3304H
49GVN	WARRANTY 5-Year, Limited
	Letters and numbers
	Stop sign



Creative Bus Sales

Creative Bus Sales
14740 Ramona Ave
Chino, CA 91710

Phone: 909.465.5528
Fax: 909.465.5529
www.creativebussales.com

Buyer's Order Contract

Date:	April 12, 2023	Unit #(s):	
Customer Name:	Sunnyside Union School District		
Contact:	Steve Tsuboi	Phone:	(559) 310-1792
Address:	21644 Avenue 196	Fax:	
City, State, Zip:	Strathmore, CA 93267	E-Mail:	stsuboi@sunnysideunion.com
Sys2K Entity #:		Salesperson:	Ken Naoe
Ship To Address:	Attn: Steve Tsuboi - Sunnyside Union School District - 21644 Avenue 196		
Ship To Address Cont'd:	Strathmore, CA 93267		
Ship To Phone:	5593101792	Ship To Email:	stsuboi@sunnysideunion.com
Finance Source:		Contact:	
Address:		Phone:	
City, State, Zip:		County:	
Description of Vehicle:	IC Bus model CE School Bus. Piggyback Bid #2122-SC11-01-C.		
VIN #:	TBD		
Engine Type:	Diesel	FOB Terms:	Shipping
Number of Passengers:	76	Wheelchair Positions:	None
Estimated Delivery Date:	210 days after PO	Payment Terms:	Net 30
		Unit Price	\$ 196,895.00
		Delivery	\$ -
Possession State:	CA	Incentive (Non-Taxable)	\$ -
		Rebates (Taxable)	\$ -
		Doc Prep Fee (Taxable)	\$ 85.00
		Base Selling Price	\$ 196,980.00
		ADA Amount (Non Taxable)	\$ 20,250.00
		Total Taxable Amount	\$ 176,730.00
		Sales Tax* (Estimated)	\$ 13,696.58
7.750%	CA - Strathmore		\$ -
Notes: * The tax and fees reflected on this agreement are based on the regulations applicable at the time of drafting this contract. The actual amounts due will be based on the regulations applicable at the time title for each vehicle transfer. Sales tax estimate is calculated based on the location in which the customer registers the vehicle. All rebates and incentives will be signed over to Creative Bus Sales. California State Tire Fee of \$1.75 per tire applies to all new vehicle purchase or leases.			\$ -
			\$ -
			\$ -
		DMV Fees* (Estimated)	\$ -
		DMV Electronic Filing Fee	\$ 33.00
		Tire Fee	\$ 10.50
		Fees Sub-Total	\$ 43.50
		Total Price Per Unit	\$ 210,720.08
		Quantity	1
		Contract Total	\$ 210,720.08
		0.00	
		Customer Net Trade	\$ -
		Customer Deposit	\$ -
			\$ -
		Balance Due	\$ 210,720.08

Remit To: 9365 Counselors Row, Suite 112, Indianapolis, IN 46240

Terms and Conditions:

1. **DEPOSIT.** If indicated above, Customer Deposit is due at the time of signing this order contract. The balance due indicated above is due before vehicle(s) will be released to the Buyer. If the vehicle(s) is not accepted by the Buyer, the vehicle will be available for sale to other buyers. The vehicle(s) will not be titled to the Buyer until the contract total indicated above plus any interest charges indicated herein are paid in full. There is no "cooling off" or other cancellation period for vehicle sales. Therefore, you cannot later cancel this contract without the agreement of the Dealership, or for legal cause.

2. **DEALER NOT AGENT OF MANUFACTURER.** Dealer is not the agent of the manufacturer. Dealer is not responsible for changes by the manufacturer in the price, available rebate, design or accessories of specially ordered vehicles. If Dealer's price increases on a specially ordered vehicle, or if a rebate to be received by Dealer is reduced or eliminated, the Buyer's price will be increased by a like amount. If Buyer is dissatisfied with the increase, Buyer may cancel this order and Buyer's deposit and trade-in or the actual cash value of the trade-in, if sold, minus any loan, will be refunded. Buyer understands that manufacturer may, from time to time, change the model, design, or other elements, including the parts and accessories, in the vehicle and at any time a manufacturer makes such changes, neither Dealer nor manufacturer are obligated to make the same changes to Buyer's vehicle, even if such changes are made prior to delivery of the vehicle.

3. **DELAYS.** Buyer will not hold Dealer liable for any delay caused by the vehicle or any component part manufacturer, accidents, strikes, fires, Acts of God, or any other cause beyond Dealer's control.

4. **BUYER'S INSPECTION AND ACCEPTANCE OF VEHICLE.** Buyer understands that damage may have occurred to the vehicle at the manufacturer(s)' factory, during transport to Dealer, or while in Dealer's possession, on Dealer's premises, or at a show or promotional event. Buyer acknowledges that such damage to the vehicle, if any occurred, is typically corrected by the factory or repaired by the Dealer prior to delivery. Upon taking delivery of the vehicle, Buyer acknowledges: (i) having received ample opportunity for, and actually inspecting the vehicle as fully as Buyer desires and (ii) utilizing and relying solely upon Buyer's own judgment to inspect and determine that the vehicle is of adequate quality, merchantable, and otherwise fit for the purposes intended by Buyer such that Buyer accepts the vehicle in its condition as of the date Buyer signs the front page of this Agreement. Buyer further acknowledges that Buyer did not make Dealer aware, and that Dealer was unaware, implicitly or expressly, of any particular purpose intended by Buyer for the Bus. Consequently, Buyer has not relied upon Dealer's skill or judgment in the selection or delivery of the vehicle. Buyer acknowledges that Dealer has not made any representation regarding the vehicle's condition, history, status, prior usage, quality of or regularity of care or servicing, nor the existence of prior damage and/or repair of damage except as required by law.

5. **IF NOT A CASH TRANSACTION. IF YOU ARE FINANCING THIS VEHICLE, PLEASE READ THIS NOTICE: YOU ARE PROPOSING TO ENTER INTO A RETAIL INSTALLMENT SALES CONTRACT WITH THE DEALER. PART OF YOUR CONTRACT INVOLVES FINANCING THE PURCHASE OF YOUR VEHICLE. IF YOU ARE FINANCING THIS VEHICLE AND THE DEALER INTENDS TO TRANSFER YOUR FINANCING TO A FINANCE PROVIDER SUCH AS A BANK, CREDIT UNION OR OTHER LENDER, YOUR VEHICLE PURCHASE DEPENDS ON THE FINANCE PROVIDER'S APPROVAL OF YOUR PROPOSED RETAIL INSTALLMENT SALES CONTRACT. IF YOUR RETAIL INSTALLMENT SALES CONTRACT IS APPROVED WITHOUT A CHANGE THAT INCREASES THE COST OR RISK TO YOU OR THE DEALER, YOUR PURCHASE CANNOT BE CANCELLED. IF YOUR RETAIL INSTALLMENT SALES CONTRACT IS NOT APPROVED, THE DEALER WILL NOTIFY YOU VERBALLY OR IN WRITING. YOU CAN THEN DECIDE TO PAY FOR THE VEHICLE IN SOME OTHER WAY OR YOU OR THE DEALER CAN CANCEL YOUR PURCHASE. IF THE SALE IS CANCELLED, YOU NEED TO RETURN THE VEHICLE TO THE DEALER WITHIN 24 HOURS OF VERBAL OR WRITTEN NOTICE IN THE SAME CONDITION IT WAS GIVEN TO YOU, EXCEPT FOR NORMAL WEAR AND TEAR. ANY DOWN PAYMENT OR TRADE-IN YOU GAVE THE DEALER WILL BE RETURNED TO YOU. IF YOU DO NOT RETURN THE VEHICLE WITHIN 24 HOURS OF VERBAL OR WRITTEN NOTICE OF CANCELLATION, THE DEALER MAY LOCATE THE VEHICLE AND TAKE IT BACK WITHOUT FURTHER NOTICE TO YOU AS LONG AS THE DEALER FOLLOWS THE LAW AND DOES NOT CAUSE A BREACH OF THE PEACE WHEN TAKING THE VEHICLE BACK.**

6. **TITLE: ODOMETER STATEMENT.** Title to the Bus will remain with Dealer until the agreed upon purchase price is paid in full in cash or Buyer has signed a retail installment contract and it has been accepted by a bank or finance company, at which time title shall pass to Buyer even though the actual delivery of the Bus may be made at a later date. Buyer agrees that no statement has been made as to the number of miles on any new, used, or demo vehicles, except as set forth in the odometer mileage statement as provided by the Federal Odometer Law and on the face of this Agreement as required under state law which does not constitute a warranty, express or implied, or a contractual term of this Agreement as required under state law which does not constitute a warranty, express or implied, or a contractual team of this Agreement. Buyer acknowledges receipt of such Federal Odometer Statement.

7. **TRADE-IN.** If Buyer is trading in a vehicle, Buyer will give Dealer the original bill of sale or the title to the trade-in. Buyer promises that any trade-in which Buyer gives in this purchase transaction is owned by Buyer free of any lien or other claim except as noted on the other side of this Agreement. Buyer promises that all taxes of every kind levied against the trade-in have been fully paid. If any government agency makes a levy or claims a tax lien or demand against the trade-in, Dealer may, at Dealer's option, either pay it and Buyer will reimburse Dealer on demand, or Dealer may add that amount to this Agreement as if it had been originally included. Any trade-in delivered by Buyer to Dealer in connection with this Agreement shall be accompanied by documents sufficient to enable the Dealer to obtain a title to the trade-in in accordance with applicable state law. Buyer warrants that the trade-in is or will be properly titled to Buyer and/or Buyer has the right to sell or otherwise convey the trade-in and the trade-in has never been a salvaged, reconditioned or rebuilt, flooded or a lemon buyback, and the trade-in is free and clear of all liens or encumbrances except as may be noted on the front of this Agreement.

8. **REAPPRAISAL OF TRADE-IN.** If Buyer's initial trade-in value is determined by anything other than a physical appraisal by Dealer, Dealer may later reappraise and amend the value of the trade-in allowance at such time Dealer has the opportunity to perform a physical appraisal of the trade-in. This physical appraisal will then determine the actual trade-in allowance provided on the front side of this Agreement.

9. FAILURE TO COMPLETE PURCHASE. Buyer agrees to pay the balance owed on the terms and accept delivery of the Bus within forty-eight (48) hours after being notified that the Bus is ready for delivery. Failure to timely accept delivery by Buyer shall give Dealer the right to dispose of any trade-in, trading any cash consideration received as a deposit and retaining the same, and at Dealer's option, the right to retain any deposit and pursue any other remedy available under the law to adequately compensate Dealer's incidental and consequential damages and all other damages, costs, expenses, or losses incurred by Dealer because Buyer failed to complete this purchase. If Dealer paid any negative equity balance on the trade-in, Buyer shall pay to Dealer the amount paid on Buyer's behalf. If Dealer brings an action or involves an attorney to enforce the terms of this section, Buyer agrees to pay Dealer's reasonable attorneys' fees, court costs, and other expenses incurred in pursuing such action.

10. EXCLUSION OF INCIDENTAL AND CONSEQUENTIAL DAMAGES. Incidental and consequential damages arising out of the sale, use, servicing and/or quality of this Bus, including, but not limited to, any loss of use, loss of time, inconvenience, aggravation, loss of wages/earnings/income, fuel/transportation expenses, hotel/motel costs, insurance, storage, rental or replacement, altered or cancelled trips/vacations, the cost of any food/meals and any other incidental and consequential damages are specifically excluded and Dealer specifically disclaims liability for any such incidental and/or consequential damages. Buyer acknowledges that Buyer shall not seek or recover such incidental or consequential damages from Dealer. Buyer acknowledges this disclaimer of incidental and consequential damages is independent of and shall survive any failure of the essential purpose of any warranty or remedy.

11. NON-DEALER WARRANTY(S) (IF APPLICABLE). Buyer understands and agrees that manufacturer(s)' written warranties, if any are applicable to this Bus, were fully and conspicuously disclosed in writing by Dealer, by Dealer disclosing and providing any such written instruments to Buyer prior to Buyer signing the front side of this Agreement and Buyer acknowledges having physically received such written instruments. Buyer acknowledges that Dealer is not an agent of the manufacturer and that Dealer has not represented or misrepresented the terms of any applicable manufacturer(s)' written warranties because either (i) Buyer has read to Buyer's satisfaction the actual terms of any such written instruments, which expressly state the coverage, application period, conditions, and exclusions or (ii) Buyer has voluntarily chosen not to read such warranties.

12. TAXES, INSURANCE. Buyer shall be liable for all sales, use, or other taxes of a similar nature applicable to the transaction unless such payment is otherwise prohibited by law. Buyer assumes responsibility to cover the Bus described on the front of this Agreement with necessary and proper insurance coverage and assumes all legal liability arising from the operation of the Bus from the time of delivery. Buyer understands that Buyer is not covered by insurance on the Bus until Buyer's insurance company accepts coverage on the Bus. Buyer agrees to hold Dealer harmless from any and all claims due to loss or damage prior to Buyer's insurance company accepting coverage on the Bus.

13. CHOICE OF LAW AND VENUE, FEES. Any controversy, dispute or claim arising out of or relating to this Agreement or breach thereof shall be interpreted under the laws of the state in which Dealer is located and venue will be in the state and county in which Dealer is located or the applicable federal court. If Dealer brings a legal action to enforce or interpret this Agreement and prevails, Buyer shall pay Dealer's reasonable attorneys' fees and costs incurred in such action. If Buyer brings an action based on this Agreement and does not prevail, Buyer shall pay Dealer's reasonable attorneys' fees and costs incurred in the defense of such action or any part thereof.

14. WAIVER OF JURY TRIAL; CLASS ACTIONS. Buyer agrees that any controversy, dispute or claim arising out of or relating to this Agreement or breach thereof will be decided by a judge, rather than a jury. Buyer further agrees in connection with this purchase to waive Buyer's right to participate as a class member in any class action lawsuit that might be brought against Dealer.

15. SEVERABILITY. Buyer and Dealer agree that each portion of this Agreement is such that if any term, provision or paragraph is found to be invalid, voidable, or unenforceable for any reason, such provision or paragraph may be severed and all other portions of this Agreement shall remain valid and enforceable.

17. ENTIRE AGREEMENT/NO RELIANCE. The written terms on the front and reverse side of this Contract comprise the entire agreement between Buyer and Dealer, and Buyer has read and understands the front and reverse side of this Agreement. No verbal, unwritten, electronic or other communication of any nature not contained in this Agreement was relied upon by Buyer, became part of the basis of Buyer's bargain, or is enforceable by Buyer against Dealer even if alleged or determined to constitute fraud, fraudulent inducement, or fraudulent misrepresentation and no such verbal, unwritten, electronic, or other communication shall invalidate this Agreement or any written provision herein, or serve as grounds for Buyer's rejection, rescission, or revocation of acceptance of this Agreement or this Vehicle, such that Buyer cannot seek or obtain any statutory, legal, equitable or other relief against Dealer as a result thereof. Buyer acknowledges and agrees that all discussions, negotiations, advertisements, representations, and affirmations of fact in any format, whether verbal, written, electronic or otherwise, which are not written in this Agreement, were not relied upon by Buyer, are not included in this Agreement, and are not enforceable against Dealer.

Buyers Signature: _____

Creative Bus Sales: _____

CBS Signature _____

4/12/2023



Quote for purchase IC CE School Bus

Capacity: Up to 76

April 12, 2023

Line Price Calculations		Bid Option Reference #	Per Bus	1 Buses
Bid price based on the South County Support Services Agency Bid #2122-SC11-01(C)			\$141,500.00	
2022-2023 Bid2122-SC11-01 Escalator			\$20,305.00	
Additional Approved Options...				
1	Change to I-6 diesel engine with 260HP (Cummins ISB 6.7L)	10	\$6,075.00	
2	Increase wheelbase to 276"	16	\$6,600.00	
3	Increase capacity of axles/suspension/GVWR	27	\$3,050.00	
4	Add telescoping wheel	29	\$400.00	
5	Upgrade to adjustable pedals	33	\$950.00	
6	Add exhaust brake	34	\$250.00	
7	Add Passenger Seat (fourteen @ \$550 each)	49	\$7,700.00	
8	Exterior luggage compartments (three @ \$1050 each)	56	\$3,150.00	
9	Increase fuel tank (100 gallons)	60	\$950.00	
10	Remove wheelchair lift door, lights, buzzer and interlocks	69	(\$1,800.00)	
11	Remove wheelchair lift, pad and fire extinguisher	70	(\$2,800.00)	
12	Remove wheelchair station (three @ \$950 each)	71	(\$2,850.00)	
13	Change to 11r tire size (Quantity six)	82	\$750.00	
14	Remove specified AC system	86	(\$7,500.00)	
15	180,000 BTU air-conditioning system (fully ducted with rooftop condenser)	89	\$20,250.00	
Sub-total			\$196,980.00	\$196,980.00
Add sales tax		7.750%	\$13,696.58	\$13,696.58
Total			\$210,676.58	\$210,676.58
DMV Fee			\$31.00	\$31.00
CA Tire Fee			\$10.50	\$10.50
Invoice Amount			\$210,718.08	\$210,718.08
Delivery Date			210 days after PO	210 days after PO
A/C System			\$20,250.00	
Total non-taxable items			\$20,250.00	
Municipal lease option with \$1 buyout: (Estimated Budget Numbers: Formal quote will be emailed separately with applicable market rates)			\$210,718.08	\$210,718.08
Three Year Option (annual payments) 4.19%			\$73,140.25	\$73,140.25
Five Year Option (annual payments) 4.28%			\$45,746.90	\$45,746.90
Seven Year Option (annual payments) 4.34%			\$34,073.11	\$34,073.11

Application No.: 57/72181-00-001
School: Sunnyside Elementary
County of Tulare

April 21, 2023

Mr. Steve Tsuboi
District Superintendent
Sunnyside Union Elementary School District
21644 Avenue 196
Strathmore, CA 93267

Dear Mr. Tsuboi:

For the School Facility Program (SFP) project for Sunnyside Elementary, application number 57/72181-00-001, the Office of Public School Construction (OPSC) has received and reviewed the certified performance audit report required in Education Code Section 41024 for a Local Educational Agency (LEA) that receives any funds (commencing April 1, 2017) pursuant to the Leroy F. Greene School Facilities Act of 1998 (Chapter 12.5 (commencing with Section 17070.10) of Part 10 of Division 1 of Title 1 of the Education Code).

The project is a financial hardship modernization project that was funded on a 60 percent State and 40 percent financial hardship apportionment basis. The project has expended funds beyond the SFP grant and is considered overspent. Pursuant to SFP Regulation Section 1859.81 any funds expended beyond the SFP grant on a financial hardship project are considered funds available as matching contribution on a subsequent financial hardship review.

This financial hardship project was overspent. Therefore, please check one of the options in the attachment indicating if the LEA will use the overspent amount to reduce the grant of a future hardship project or stay out of the hardship program for three years. Sign and return the attachment to the Office of Public School Construction.

OPTION 1: ☐

The LEA's overspent amount of \$104,875 will be used to reduce the State's financial hardship apportionment on the District's next financial hardship project within three years from the date that the most recent State Allocation Board full funding apportionment was made.

or

OPTION 2: ☐

The LEA will not submit another financial hardship project for State funding within three years from the date that the most recent State Allocation Board full funding apportionment was made.

As OPSC has received and reviewed the certified performance audit report dated September 25, 2020, the project is considered closed.

Thank you for your assistance and cooperation during the required closeout audit process. Should you have any questions concerning the project, you may call the Fiscal Services Unit at (279) 946-8480.

Sincerely,

A handwritten signature in cursive script that reads "Suzanne Reese".

SUZANNE REESE
Operations Manager, Fiscal Services
Office of Public School Construction

cc: Tulare County Office of Education
Project file

Bdg Revision Final

Control Number: 50434175

Account Classification		Approved / Revised		Change Amount	Proposed Budget
Fund:	0100 General Fund				
Revenues					
Federal Revenues					
	010-32120-0-00000-00000-82900-0-0000	\$516,843.00	\$3,009.55	\$519,852.55	
	010-54660-0-00000-00000-82200-0-0000	\$0.00	\$13,550.72	\$13,550.72	
Total:		\$516,843.00	\$16,560.27	\$533,403.27	
Other Local Revenues					
	010-90271-0-00000-00000-86770-0-0000	\$424,295.00	\$17,231.00	\$441,526.00	
Total:		\$424,295.00	\$17,231.00	\$441,526.00	
Total Revenues		\$941,138.00	\$33,791.27	\$974,929.27	
Expenditures					
Certificated Salaries					
	010-90271-0-81000-59000-11000-0-1824	\$2,600.00	(\$780.00)	\$1,820.00	
Total:		\$2,600.00	(\$780.00)	\$1,820.00	
Classified Salaries					
	010-00008-0-00000-31400-22000-0-0000	\$0.00	\$80.00	\$80.00	
	010-90271-0-81000-59000-29000-0-1824	\$1,500.00	(\$1,500.00)	\$0.00	
Total:		\$1,500.00	(\$1,420.00)	\$80.00	
Employee Benefits					
	010-00008-0-00000-31400-32020-0-0000	\$0.00	\$20.00	\$20.00	
	010-00008-0-00000-31400-33022-0-0000	\$0.00	\$5.00	\$5.00	
	010-00008-0-00000-31400-33023-0-0000	\$0.00	\$2.00	\$2.00	
	010-00008-0-00000-31400-35020-0-0000	\$0.00	\$1.00	\$1.00	
	010-00008-0-00000-31400-36020-0-0000	\$0.00	\$2.00	\$2.00	
	010-00008-0-00000-31400-37020-0-0000	\$0.00	\$2.00	\$2.00	
	010-90271-0-81000-59000-31010-0-1824	\$0.00	\$195.00	\$195.00	
	010-90271-0-81000-59000-32020-0-1824	\$888.00	(\$888.00)	\$0.00	
	010-90271-0-81000-59000-33012-0-1824	\$0.00	\$70.00	\$70.00	
	010-90271-0-81000-59000-33013-0-1824	\$0.00	\$40.00	\$40.00	

Bdg Revision Final

Control Number: 50434175

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-90271-0-81000-59000-33023-0-1824	\$55.00	(\$55.00)	\$0.00
010-90271-0-81000-59000-35010-0-1824	\$0.00	\$20.00	\$20.00
010-90271-0-81000-59000-35020-0-1824	\$19.00	(\$19.00)	\$0.00
010-90271-0-81000-59000-36010-0-1824	\$0.00	\$70.00	\$70.00
010-90271-0-81000-59000-37010-0-1824	\$0.00	\$60.00	\$60.00
010-90271-0-81000-59000-37020-0-1824	\$63.00	(\$63.00)	\$0.00
Total:	\$1,025.00	(\$538.00)	\$487.00
Books and Supplies			
010-00008-0-00000-31400-43000-0-0000	\$5,000.00	\$2,500.00	\$7,500.00
010-11000-0-11100-10000-43000-0-0000	\$18,000.00	\$7,000.00	\$25,000.00
010-32120-0-11100-10000-43000-0-0000	\$2,500.00	\$3,009.55	\$5,509.55
010-54660-0-00000-37000-47000-0-0000	\$0.00	\$13,550.72	\$13,550.72
010-90271-0-81000-59000-43000-0-0000	\$9,900.00	(\$500.00)	\$9,400.00
010-90271-0-81000-59000-43000-0-1822	\$12,000.00	\$5,000.00	\$17,000.00
010-90271-0-81000-59000-43000-0-1824	\$5,000.00	\$9,144.00	\$14,144.00
Total:	\$52,400.00	\$39,704.27	\$92,104.27
Services, Other Operating Expenses			
010-00000-0-00000-72000-58000-0-0000	\$30,000.00	\$12,000.00	\$42,000.00
010-00008-0-00000-31400-58000-0-0000	\$2,000.00	\$500.00	\$2,500.00
010-11000-0-11100-10000-56000-0-0000	\$20,000.00	\$2,000.00	\$22,000.00
010-11000-0-11100-10000-58000-0-0000	\$15,000.00	\$15,000.00	\$30,000.00
010-11000-0-11100-24202-58000-0-0000	\$2,000.00	\$1,016.00	\$3,016.00
010-90271-0-81000-59000-52000-0-0000	\$1,817.00	\$1.00	\$1,818.00
Total:	\$70,817.00	\$30,517.00	\$101,334.00
Total Expenditures			
	\$128,342.00	\$67,483.27	\$195,825.27
Other Financing Sources/Uses			
Contributions			
010-00000-0-00000-00000-89800-0-0000	(\$1,674,861.00)	(\$141,345.00)	(\$1,816,206.00)
010-90271-0-00000-00000-89800-0-0000	\$21,987.00	\$2,609.00	\$24,596.00
Total:	(\$1,652,874.00)	(\$138,736.00)	(\$1,791,610.00)

Bdg Revision Final

Control Number: 50434175

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Budgeted Unappropriated Fund Balance before this adjustment:		\$3,029,010.99	
Total Adjustment to Unappropriated Fund Balance:		(\$172,428.00)	
Budgeted Unappropriated Fund Balance after this adjustment:		\$2,856,582.99	

Budget Revision Report

Bdg Revision Final

Control Number: 50434175

Account Classification		Approved / Revised	Change Amount	Proposed Budget
Fund:	1300 Cafeteria Special Revenue Fund			
Revenues				
Other State Revenues	130-53100-0-00000-00000-85200-0-0000	\$50,000.00	\$10,000.00	\$60,000.00
		Total:	\$50,000.00	\$60,000.00
Other Local Revenues	130-53100-0-00000-00000-86600-0-0000	\$237.75	\$497.25	\$735.00
		Total:	\$237.75	\$735.00
Total Revenues		\$50,237.75	\$10,497.25	\$60,735.00
Expenditures				
Services, Other Operating Expenses	130-53100-0-00000-37000-56000-0-0000	\$3,500.00	(\$1,000.00)	\$2,500.00
	130-53100-0-00000-37000-58000-0-0000	\$10,000.00	(\$3,000.00)	\$7,000.00
		Total:	\$13,500.00	\$9,500.00
Total Expenditures		\$13,500.00	(\$4,000.00)	\$9,500.00
Budgeted Unappropriated Fund Balance before this adjustment:			\$0.00	
Total Adjustment to Unappropriated Fund Balance:			\$14,497.25	
Budgeted Unappropriated Fund Balance after this adjustment:			\$14,497.25	

Bdg Revision Final

Control Number: 50434175

Account Classification		Approved / Revised	Change Amount	Proposed Budget
Fund: 2100	Building Fund			
Revenues				
Other Local Revenues				
210-99900-0-00000-00000-86600-0-0000		\$5,738.89	\$17,923.11	\$23,662.00
Total:		\$5,738.89	\$17,923.11	\$23,662.00
Total Revenues		\$5,738.89	\$17,923.11	\$23,662.00
Budgeted Unappropriated Fund Balance before this adjustment:				
Total Adjustment to Unappropriated Fund Balance:				
Budgeted Unappropriated Fund Balance after this adjustment:				
			\$2,902,617.34	
			\$17,923.11	
			\$2,920,540.45	

Bdg Revision Final

Control Number: 50434175

Account Classification

Approved / Revised

Change Amount Proposed Budget

At a meeting of the school board on _____, the
board approved the above budget account lines change to those
amounts indicated in the proposed budget column.

Authorized by: _____

(County Office Use Only)
Updated at County Office on ____/____/____ by _____

Sunnyside Union School District
Surplus List – Maintenance and Operations

Board Approval Date: May 9, 2023

Items

- | | |
|---|---------|
| 1. Rolling Double Door Veneer Cabinets | 2 Items |
| 2. Bush Hog Finishing Mower | 1 Item |
| 3. Four Drawer Filing Cabinet | 3 Items |
| 4. Resin Picnic Table | 1 Item |
| 5. Portable Scoreboard | 1 Item |
| 6. Cafeteria Table | 1 Item |
| 7. Manitowac Koolaire 3 Door Refrigerator | 1 Item |