



Tri-Valley Regional Occupational Program

1040 Florence Road, Livermore, CA 94550

Ph. (925) 455-4800 - Fax (925) 449-9126

JOINT POWERS GOVERNING BOARD

Regular Board Meeting of December 7, 2016,

5:00 pm Open Session

NO CLOSED SESSION

THE MISSION OF TRI-VALLEY ROP IS TO:

- Educate and train a broad spectrum of students by providing a bridge of opportunity connecting school to continuing education and career.
- Support and guide the development of life and career skills valued by business, industry, colleges, and society.
- Provide an environment of continuous program improvement, responsive to the changing needs of students, employers, and industry.
- Educate all students, including Adults in Correctional Facilities, to acquire the skills, attitudes and values needed to find and retain jobs, to be socially responsible, and to make positive contributions to their families and the community.

JOINT POWERS GOVERNING BOARD MEETING PROCEDURES

Members of the public are encouraged to attend meetings of the Board. Individuals may address the Board regarding items *on* the agenda during the agenda item or, for Closed Session items, prior to Board adjournment into Closed Session. To address the Board regarding an item that *is* on the agenda, please complete a **blue speaker card** and submit it to the Administrative Assistant **prior** to Call to Order of the meeting or prior to the agenda item you wish to address. This allows the Board Chairperson to divide the available time among speakers.

Speakers may address the Board under agenda item **3.0, PUBLIC COMMENT**, regarding items of public interest within the Board's jurisdiction but are *not* on the agenda. Speakers should complete a **yellow speaker card** and submit it to the Administrative Assistant **prior** to Call to Order of the meeting. By law, the Board may listen to comments, but may not enter into discussion nor take action on any item not on the agenda. Time is limited to 3 minutes per speaker and 20 minutes per subject matter.

JOINT POWERS GOVERNING BOARD

Joan Laursen, Chairperson
(925) 519-5310

jlaursen@pleasantonusd.net

Member District: Pleasanton USD

Chuck Rogge, Vice Chairperson
(925) 447-1604

rogge.lvjUSD@isp.com

Member District:

Livermore Valley Joint USD

Dan Cunningham, Member
925-808-1084

cunninghamdan@dublinUSD.org

Member District: Dublin USD

Julie Duncan, Superintendent
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Secretary to the Governing Board

www.tvrop.org

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1. CALL TO ORDER / ROLL CALL – 5:00 pm

2. REGULAR MEETING

2.1 Pledge of Allegiance

2.2 Approval of the Agenda

Prior to approving the agenda, a Board member may request that an agenda item be pulled or moved on the agenda.

3. PUBLIC COMMENT on matters *not* on the agenda

At this time, members of the public may address the Board regarding any matter that is *not* on the agenda. (For items that *are* on the agenda, the opportunity for public comment will be presented during each agenda item.) Speakers should submit a speaker card to the Administrative Assistant prior to Call to Order of the meeting: a *yellow card* for items not on the agenda and a *blue card* to speak during an agenda item. Time is limited to 3 minutes per speaker and 20 minutes per topic.

4. RECOGNITIONS - None

5. CONSENT CALENDAR

The Consent Calendar is for items that require the approval of the Board, but are routine in nature. The Board acts upon these items in one vote. Any member of the Board, administration, or public may request that an item be pulled from the Consent Calendar and discussed and/or acted upon separately under Deferred Consent Items.

CONSENT - MOTIONS

5.1 Approval of Minutes from the Board Meeting of September 14, 2016

The Board will consider approving minutes from the September 14, 2016 Board Meeting.

5.2 Approval of Bill and Salary Reports – September, October, November 2016

The Board will consider the approval of Bill and Salary warrants which show payment of the District's operating and salary expenditures for the prior three months.

5.3 Approval of Purchase Order Summary – September, October, November 2016

The Board will consider the approval of the purchase order summary which shows encumbrances for the District funds for the prior three months.

5.4 Approval of the TVROP CTE Employer Advisory Committee Handbook

The Board will consider the approval of the CTE Employer Advisory Committee Handbook.

5.5 Approval of the CTE Employer Industry Sector Advisory Committee 2016-2017

The Board will consider the approval of the CTE Industry Sector Advisory Committee List for 2016-2017.

5.6 Approval of CTE Tri-Valley Educational Collaborative Advisory Committee 2016-2017

The Board will consider the approval of the CTE TEC Advisory Committee List for 2016-2017.

5.7 Approval of Classified Confidential Salary Schedule 2016-2017

The Board will consider approval of the adjusted Classified Confidential Salary Schedule for 2016-2017.

6. DEFERRED CONSENT ITEMS

Items that are pulled from the Consent Calendar to be addressed individually will be discussed and acted upon at this time.

7. INFORMATION / ACTION ITEMS

Informational items are noted as informational only; Action items are up for a vote by the Board. Most items require a simple majority of Board member votes to pass.

7.1 Adult Education Update – *information*

Fred Rutledge, Coordinator, Adult Education, will provide the Board with an update on the Adult Education program progress.

7.2 Middle College Update – *information*

Amy Brown, Interim Administrative Program Director, will provide the Board with an update on Middle College at Las Positas College.

7.3 Developmental Psychology of Children II Course Outline - *action*

Heather Morelli, Program Coordinator, will present the updated course outline for DPOC II.

7.4 Approval of the 2015 – 2016 Audit Report – *action*

In accordance with Education Code Section 41020, the Board of Education authorized the annual audit of the Tri-Valley Regional Occupational Program's financial records and support documentation for the 2015-2016 fiscal year by Nigro & Nigro, PC.

7.5 Approval of the 2016 – 2017 First Interim Report - *action*

Based on the current budget and the multi-year projection, it is recommended that the Board of Tri-Valley Regional Occupational Program, approve the 2016-2017 First Interim Report with a Positive Certification.

7.6 Approval of Personnel Document #120716 - *action*

The Board must act on all issues regarding employees of the TVROP. The Personnel Document specifies each area, to include new hires, resignations, retirements and vacancies.

7.7 Proposed Calendar of Meeting Dates for 2017 - *action*

Superintendent Duncan will present the proposed meeting calendar for 2017.

7.8 Authorization to Surplus Equipment - *action*

Superintendent Duncan will present the proposed surplus list.

8. CORRESPONDENCE

- Letter from L. Karen Monroe, Superintendent, Alameda County Office of Education, approval of 2016-17 Adopted Budget

9. SUPERINTENDENT'S REPORT

Julie Duncan, Superintendent, will report on recent meetings, activities, or legislation.

10. BOARD MEMBER REPORTS

Board members may wish to report on their recent activities.

11. ANNOUNCEMENTS

- The next Regular Meeting of the Joint Powers Governing Board is scheduled for Wednesday, January 25, 2017.

12. ADJOURNMENT

JD/as



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
December 7, 2016

CONSENT MOTION – 5.1

AGENDA ITEM:

5.1 – Approval of Minutes from the Regular Board Meeting of September 14, 2016

RECOMMENDED ACTION:

As part of the Consent Calendar, approve the presented minutes.

BACKGROUND:

The minutes from the Regular Board Meeting of September 14, 2016 are presented for Board Approval.

FISCAL IMPACT:

None

SUPPORTING DOCUMENTS:

- Minutes of September 14, 2016 Regular Board Meeting



Tri-Valley Regional Occupational Program

1040 Florence Road, Livermore, CA 94550

Ph. (925) 455-4800 - Fax (925) 449-9126

JOINT POWERS GOVERNING BOARD

Regular Board Meeting of September 14, 2016

5:00 pm Closed Session, 5:30 pm Open Session

1. CALL TO ORDER / ROLL CALL

Chairperson Laursen called the meeting to order at 5:00 pm.

Establishment of Quorum

Joan Laursen, Chairperson
Chuck Rogge, Vice Chair
Dan Cunningham, Member
Julie Duncan, Secretary to the Board

2. PUBLIC COMMENT – None

3. ADJOURN TO CLOSED SESSION - Pursuant to Government Code §54957 and §54957.6

3.1 Public Employee: Conference with Labor Negotiator
Unrepresented Employee: Superintendent

3.2 Personnel: Board Consideration of Certificated Employee’s Reduced Workload Request (Ed. Code 22713, 44922)

4. RECONVENE IN OPEN SESSION

Regular meeting reconvened at 5:40 pm.

4.1 Pledge of Allegiance

4.2 Approval of the Agenda

Prior to approving the agenda, a Board member may request that an agenda item be pulled or moved on the agenda.

<u>Moved</u>	<u>Seconded</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstain</u>	<u>Absent</u>
Cunningham	Rogge	3	0	0	0

4.3 Announcement of Any Reportable Action Taken in Closed Session

Chairperson Laursen reported that Item 3.2, Certificated Employee’s Request for a Reduced Workload Request (Ed. Code 22713, 44922) was approved unanimously.

5. PUBLIC COMMENT – None

6. RECOGNITIONS

Superintendent Duncan thanked the following six employees for their hard work and support at the Santa Rita and Glen Dyer jail. Their collective service time to education is over 59 years. Mr. Rutledge presented each with a certificate and brass bell commemorating their service. Nancy Emely, Seventeen Years of Service; Alyce Ford-Gilbert, Nine Years of Service; Noreen Johnson, Seven Years of Service (absent); Carolyn Kellams, Seven Years of Service; Karen Pape, Twelve Years of Service (absent); Terry Williams, Seven Years of Service. Each retiree thanked TVROP, Superintendent Duncan and Coordinator Rutledge for their time. Sgt. Ben

Shaull congratulated the retirees, Staff and Board.

7. CONSENT CALENDAR

The Consent Calendar is for items that require the approval of the Board, but are routine in nature. The Board acts upon these items in one vote. Any member of the Board, administration, or public may request that an item be pulled from the Consent Calendar and discussed and/or acted upon separately under Deferred Consent Items.

CONSENT - MOTIONS

7.1 Approval of Minutes from the Regular Board Meeting of June 15, 2016

The Board will consider approval of the minutes from the June 15, 2016 Board Meeting.

7.2 Approval of Minutes from the Special Board Meeting of August 25, 2016

The Board will consider approval of the minutes from the August 25, 2016 Special Board Meeting

7.3 Approval of Bill and Salary Reports – June 1 – August 31, 2016

The Board will consider the approval of Bill and Salary warrants which show payment of the District's operating and salary expenditures for the prior three months.

7.4 Approval of Purchase Order Summary – June 1 – August 31, 2016

The Board will consider the approval of the purchase order summary which shows encumbrances of the District funds for the prior three months.

7.5 Approval of Donation

Approval to accept the donation of a 2000 Mercury Cougar to the Automotive Specialist Program at Livermore High School.

7.6 Approval of Memorandum of Understanding for 2016-2017 for Transition Specialist Services, Adult Education

As part of the Consent Calendar, approve MOUs with Dublin Unified School District (DUSD), Livermore Valley Joint Unified School District (LVJUSD), Pleasanton Unified School District (PUSD) and Tri-Valley One Stop for shared services for the 2016-17 school year. MOUs will provide for TVROP employees to deliver services for the respective member districts with the agreed upon costs reimbursable to TVROP.

<u>Moved</u>	<u>Seconded</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstain</u>	<u>Absent</u>
Rogge	Cunningham	3	0	0	0

CONSENT - RESOLUTIONS

In order to conduct regular operations of the District, the Board is being asked, in one roll call vote, to adopt Resolutions 2016-17.2 through 2016-17.7.

7.7 Resolution No. 2016-17.2 - Signature Card – Authorized Agents Payroll Warrants & Disbursements

The Board will consider approval of this Resolution authorizing persons named to sign warrants and approval of payments on behalf of the District.

7.8 Resolution No. 2016-17.3, Authorization for Bank Signatures

The Board will consider approval of this Resolution authorizing persons named to

sign bank documents on behalf of the District.

7.9 Resolution No. 2016-17.4. Appointment of Authorized Agents for State and Federal Applications

The Board will consider approval of this Resolution authorizing persons named to sign State & Federal applications and documents on behalf of the District.

7.10 Resolution No. 2016-17.5, Budget Transfers of Funds – Revenues and Expenditures

The Board will consider approval of this Resolution authorizing persons named to sign budget working documents on behalf of the District.

7.11 Resolution No. 2016-17.6, Delegation of Authority

The Board will consider approval of this Resolution authorizing persons named to act with Board Authority to procure goods, services and labor on behalf of the District.

7.12 Resolution No. 2016-17.7. Authorized Agents for Official Documents

The Board will consider approval of this Resolution authorizing persons named to act with Board Authority to sign Official Documents on behalf of the District.

Roll Call Vote:

Cunningham, Aye

Laursen, Aye

Rogge, Aye

8. DEFERRED CONSENT ITEMS - None

9. INFORMATION / ACTION ITEMS

Informational items are noted as informational only; Action items are up for a vote by the Board. Most items require a simple majority of Board member votes to pass.

9.1 Adult Education Program – information

Fred Rutledge, Coordinator, Adult Education gave the Board an update as to progress of the Adult Programs with the assistance of TVROP, creation of a Building Program with the Carpenters, Interview for a Transition Specialist, Computer Instructor, Don Nyswonger, and the creation of an Adults with Disabilities Program. Perkins Grant has been transferred to our Adult Program. Mr. Rutledge also thanked the Board for their continued support.

9.2 Middle College High School at Las Positas College Update – information

Kathleen Frazer, Administrative Program Director, showed a Power Point presentation and gave the Board an overview of last year's student's accomplishments and the start of year two of Middle College at Las Positas College.

Mr. Cunningham asked how to grow the program in Dublin and we have some meetings being scheduled to introduce the program to more Dublin students.

Mr. Rogge noted that his daughter is a freshman and the freshman class is very aware of the program and are already showing an interest.

Superintendent Duncan noted that Mrs. Frazer has done a remarkable job.

9.3 Approval of the 2015 – 2016 Unaudited Actuals - action

Presentation of, by California statute, the District’s 2015 – 2016 unaudited actuals. This Board approved financials report will be sent to the Alameda County Office of Education and the California Department of Education for inspection and approval.

Laura Johnson, Fiscal Director with LVJUSD, presented the 15-16 unaudited actuals reporting the closure of the books and reporting that TVROP is very healthy financially. 16-17 budget was built not knowing the outcome of the bidding process of the Santa Rita contract, being TVROP will no longer provide services at Santa Rita and Glen Dyer there will be many budgetary changes to come.

<u>Moved</u>	<u>Seconded</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstain</u>	<u>Absent</u>
Cunningham	Rogge	3	0	0	0

9.4 Approval of Personnel Document #091615 - action

Superintendent Duncan discussed the hiring during summer. The teacher shortage is real and when you are looking for specialty instructors it is even more difficult to find qualified candidates.

<u>Moved</u>	<u>Seconded</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstain</u>	<u>Absent</u>
Cunningham	Rogge	3	0	0	0

9.5 Ratification of Superintendent Contract - action

Chairperson Laursen reported that Superintendent Duncan’s contract has been agreed upon. Copies of the Superintendent contract will be available upon request.

<u>Moved</u>	<u>Seconded</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstain</u>	<u>Absent</u>
Laursen	Cunningham	3	0	0	0

10. CORRESPONDENCE – None

11. SUPERINTENDENT’S REPORT

Superintendent Duncan reported on the following:

- Welding Camp at Las Positas in June, very well attended
- Santa Rita/Glen Dyer Program Breakdown
- New section of Medical Occupations at Foothill
- New section of Sports Medicine II Pilot at Amador
- Emergency Medical Response in Spring, Certificate Program
- Staff In Service for 16/17, Digital Portfolios for Students
- UC Approvals, certificates and college credit
- 15/16 Audit coming up next week
- College & Career Fair, October 12th at Foothill
- National Manufacturing Day in the Tri-Valley, Oct 7th
- TEC Meeting, October 6th

12. BOARD MEMBER REPORTS

Chairperson Laursen asked Mr. Sparks to summarize the final meetings with the Public Protection Committee and Board of Supervisors.

Mr. Sparks explained the proceedings and the point to attending and telling “our side” of the process to the Public Protection Committee. Mr. Sparks noted in his 32 years in education he has never witnessed anything like the Alameda County processes. He commended TVROP Administration on their management of the program for the past 16 years.

Mr. Cunningham toured the Associated Builders and Contractors Site and they would love to meet with TVROP. The basic skills needed for joining is lacking and TVROP could help.

13. ANNOUNCEMENTS

- The next Regular Meeting of the Board will be held December 1, 2016 at 4:00 pm.

14. ADJOURNMENT

There being no further business, Chairperson Laursen adjourned the meeting at 7:17 pm.

Original Signed

Submitted,

Julie Duncan
Secretary to the Board

*Approved and entered into the proceedings
of the Board this 1st day of December, 2016.*

Joan Laursen
Board Chairperson

JL: JD: as



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
 JOINT POWERS GOVERNING BOARD MEETING
 DECEMBER 7, 2016

CONSENT MOTION – 5.2

AGENDA ITEM:

5.2 – Approval of Bill and Salary Reports – September 1 – November 30, 2016

RECOMMENDED ACTION:

As part of the Consent Calendar, approve bill and salary warrants, as presented.

BACKGROUND:

Bill and salary warrants are presented to the Board for ratification under the Consent Calendar at each regular JPGB meeting. The attached list of bill and salary warrants shows payment of the District’s operating and salary expenditures for the past three months. All of the warrants have been approved by the Alameda County Office of Education.

FISCAL IMPACT:

Operating Expenditures were \$223,051.23, salary expenditures were \$669,926.42.

SUPPORTING DOCUMENTS:

Warrant – Disbursements – See Chart Below

WARRANT – DISBURSEMENTS	September 2016	October 2016	November 2016	TOTAL FOR PERIOD
PAYROLL RELATED	\$231,083.47	\$225,241.76	\$213,601.19	\$669,926.42
BOOKS/SUPPLIES	\$36,532.24	\$10,391.28	\$4,355.39	\$51,278.91
SERVICES	\$47,114.86	\$58,991.72	\$65,665.74	\$171,772.32
TOTAL	\$314,730.57	\$294,624.76	\$283,622.32	\$892,977.65

- Transaction Listing September 2016
- Transaction Listing October 2016
- Transaction Listing November 2016

Moved by:
 Seconded by:
 Passed by:

SORT ORDER: Major Ob

SELECT Object Detail: 1000-5999

	Sort Value	Sort Level Description	Sort Level	Type	Debit	Credit	Net
=====							
**	Total 1000	By Major Object	(1)	DR-CR	154,781.50	0.00	154,781.50
**	Total 2000	By Major Object	(1)	DR-CR	38,376.42	0.00	38,376.42
**	Total 3000	By Major Object	(1)	DR-CR	37,925.55	0.00	37,925.55
**	Total 4000	By Major Object	(1)	DR-CR	36,554.49	22.25	36,532.24
**	Total 5000	By Major Object	(1)	DR-CR	47,184.74	69.88	47,114.86
			** G R A N D T O T A L **	DR-CR	314,822.70	92.13	314,730.57

SORT ORDER: Major Ob

SELECT Object Detail: 1000-5999

	Sort Value	Sort Level Description	Sort Level	Type	Debit	Credit	Net
=====							
**	Total 1000	By Major Object	(1)	DR-CR	149,017.43	0.00	149,017.43
**	Total 2000	By Major Object	(1)	DR-CR	39,560.86	0.00	39,560.86
**	Total 3000	By Major Object	(1)	DR-CR	36,663.47	0.00	36,663.47
**	Total 4000	By Major Object	(1)	DR-CR	11,290.38	899.10	10,391.28
**	Total 5000	By Major Object	(1)	DR-CR	61,481.01	2,489.29	58,991.72
			** G R A N D T O T A L **	DR-CR	298,013.15	3,388.39	294,624.76

SORT ORDER: Major Ob

SELECT Object Detail: 1000-5999

	Sort Value	Sort Level Description	Sort Level	Type	Debit	Credit	Net
=====							
**	Total 1000	By Major Object	(1)	DR-CR	139,319.73	0.00	139,319.73
**	Total 2000	By Major Object	(1)	DR-CR	39,404.47	0.00	39,404.47
**	Total 3000	By Major Object	(1)	DR-CR	34,876.99	0.00	34,876.99
**	Total 4000	By Major Object	(1)	DR-CR	5,855.61	1,500.22	4,355.39
**	Total 5000	By Major Object	(1)	DR-CR	65,665.74	0.00	65,665.74
** GRAND TOTAL **				DR-CR	285,122.54	1,500.22	283,622.32



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
DECEMBER 7, 2016

CONSENT MOTIONS – 5.3

AGENDA ITEM:

5.3- Approval of Purchase Order Summary – September 1 – November 30, 2016

RECOMMENDED ACTION:

As part of the Consent Calendar, approve the Summary of Purchase Orders, as presented.

BACKGROUND:

A summary of purchase orders is presented for Board approval under the Consent Calendar at each regular JPGB meeting and includes the purchase orders generated during the period since the last regular Board meeting. By issuing Purchase Orders the District is setting aside, or encumbering, funds for a specific purpose.

FISCAL IMPACT:

Total funds encumbered for this period are \$205,242.89

SUPPORTING DOCUMENTS:

- Purchase Order Descriptive Summary, September - November 2016

Moved by:

Seconded by:

Passed by:

LIVERMORE VALLEY JOINT UNIFIED SCHOOL DISTRICT

PURCHASE ORDER DESCRIPTIVE SUMMARY

<u>PO #</u>	<u>VENDOR NAME</u>	<u>REQUESTED BY</u>	<u>OBJECT DESCRIPTION</u>	<u>DATE</u>	<u>AMOUNT</u>
R17088	ALAMEDA COUNTY DEPUTY SHERIFF'S	RUTLEDGE/TVROP	Contracted Services	09/12/2016	42,000.00
R17089	EMBASSY SUITES	SPALASSO/TVROP	Travel & Conferences	09/12/2016	858.88
R17090	ELSEVIER STORE	MCNEIL/TVROP	Materials & Supplies	09/12/2016	231.14
R17091	CALIFORNIA COALITION OF EARLY AND	SPALASSO/TVROP	Travel & Conferences	09/12/2016	830.00
R17092	CUSTOM HOME ACCESSORIES INC	RANDALL/LHS/TVROP	Materials & Supplies	09/12/2016	624.88
R17093	PLEASANTON UNIFIED SCHOOL DIST	LANG/TVROP	Printing	09/12/2016	600.00
R17094	DOUBLE TREE HOTEL	SPALASSO	Travel & Conferences	09/12/2016	542.88
R17095	THE HAIR GYM LLC	MORELLI/DBC/TVROP	Contracted Services	09/12/2016	250.00
R17096	THE HAIR GYM LLC	MORELLI/DBC/TVROP	Contracted Services	09/12/2016	100.00
R17097	NETWORK SOULTIONS	SPALASSO/TVROP	Materials & Supplies	09/12/2016	97.95
R17098	PLEASANTON PARTY RENTALS	DUNCAN/TVROP	Rental - Property	09/12/2016	949.34
R17099	WESTERN ASSOC FOR COLLEGE	NOBIDA/TVROP	Travel & Conferences	09/12/2016	100.00
R17100	AMAZON.COM CORPORATE CREDIT	MINTZ/GHS/TVROP	Materials & Supplies	09/12/2016	39.34
R17101	ASE	MORELLI/TVROP	Materials & Supplies	09/12/2016	3,942.00
R17102	CALIF DECA	RAAKER/FOOTHILL/TVROP	Travel & Conferences	09/20/2016	50.00
R17103	ALLIANCE WELDING SUPPLIES INC	WOODWORTH/LHS/TVROP	Materials & Supplies	09/20/2016	131.40
R17104	PENINSULA CHARTER LINES INC	MINTZ	Transportation Contracted	09/20/2016	1,020.50
R17105	SIERRA PACIFIC TOURS	MINTZ/GHS/TVROP	Transportation Contracted	09/20/2016	1,050.00
R17106	CABLE WHOLESALE.COM	NYSWONGER/TVROP	Materials & Supplies	09/20/2016	186.91
R17107	PLEASANTON UNIFIED SCHOOL DIST	SIU/AMADOR/TVROP	Printing	09/20/2016	150.00
R17108	TOON BOOM ANIMATION INC	MYER/DUBLIN/TVROP	Licensing agreements	09/27/2016	6,719.25
R17109	BLACK TIE TRANSPORTATION	SPALASSO/TVROP	Transportation Contracted	09/27/2016	1,697.72
R17110	US DIGITAL MEDIA INC	NYSWONGER/PERKINS/TVROP	Materials & Supplies	09/27/2016	652.62
R17111	ASSOCIATION OF PEOPLE SUPPORTING	RUTLEDGE/PERKINS/TVROP	Travel & Conferences	09/27/2016	500.00
R17112	DOUBLE TREE HOTEL	RUTLEGE/PERKINS/TVROP	Travel & Conferences	10/03/2016	296.70
R17113	MEDCO SUPPLY CO	HELFRICH/LHS/FHS/TVROP	Materials & Supplies	10/03/2016	635.21
R17114	SOUTHWEST AIRLINES	RANDALL/TVROP	Travel & Conferences	10/03/2016	131.45
R17115	MCGRAW-HILL SCHOOL EDUCATION	SIU/AMADOR/TVROP	Materials & Supplies	10/03/2016	783.82
R17116	SOUTHWEST AIRLINES	SPALASSO/TVROP	Travel & Conferences	10/05/2016	137.96
R17117	DOUBLE TREE HOTEL	SPALASSO/TVROP	Travel & Conferences	10/05/2016	1,115.91
R17118	SOUTHWEST AIRLINES	SPALASSO/TVROP	Travel & Conferences	10/05/2016	197.96
R17119	MARDI GRAS HOTEL & CASINO	RANDALL/LHS/TVROP	Travel & Conferences	10/05/2016	468.02
R17120	HOLIDAY INN	HARRIS/TVROP	Travel & Conferences	10/05/2016	547.18
R17121	OFFICE DEPOT	RUTLEGE/PERKINS/TVROP	Materials & Supplies	10/05/2016	1,750.00
R17122	OFFICE DEPOT	RUTLEDGE/TVROP	Materials & Supplies	10/05/2016	1,750.00
R17123	CALIF DECA	MORGAN/TVROP	Travel & Conferences	10/13/2016	50.00
R17124	LABYRINTH LEARNING	NYSWONGER/TVROP	Materials & Supplies	10/13/2016	1,287.92
R17125	LIVERMORE VALLEY JOINT UNIFIED	SPALASSO/TVROP	Contracted Services	10/13/2016	1,000.00
R17126	EDJOIN	SPALASSO/TVROP	Dues & Memberships	10/13/2016	750.00
R17127	HYATT CORPORATION	SPALASSO/TVROP	Travel & Conferences	10/13/2016	400.20
R17128	LABYRINTH LEARNING	NYSWONGER/TVROP	Materials & Supplies	10/13/2016	2,895.80
R17129	CALIF DECA	NELSON/GHS/TVROP	Travel & Conferences	10/18/2016	50.00
R17130	QES COMPUTERS	NYSWONGER/DBC/TVROP	Materials & Supplies	10/18/2016	316.46
R17131	AMERICAN RED CROSS	PAVON/TVROP	Materials & Supplies	10/18/2016	899.10
R17132	MORGAN, ALYSSA	MINTZ/TVROP	Materials & Supplies	10/18/2016	232.13

LIVERMORE VALLEY JOINT UNIFIED SCHOOL DISTRICT

PURCHASE ORDER DESCRIPTIVE SUMMARY

<u>PO #</u>	<u>VENDOR NAME</u>	<u>REQUESTED BY</u>	<u>OBJECT DESCRIPTION</u>	<u>DATE</u>	<u>AMOUNT</u>
R17133	DANNER, DON	MINTZ/TVROP	Materials & Supplies	10/18/2016	225.00
R17134	DREYFUSS, BREE BARNETT	WATSON/TVROP	Materials & Supplies	10/18/2016	225.00
R17135	OPEN GATE INC	RUTLEDGE	Materials & Supplies	10/25/2016	6,000.00
R17136	DENNIS, ANTHONY	TVROP/	Materials & Supplies	10/25/2016	225.00
R17137	KASSEBAUM, ROSS H	WATSON/TVROP	Materials & Supplies	10/25/2016	225.00
R17138	QES COMPUTERS	NYSWONGER/TVROP	Repairs & Improvements	10/25/2016	60.00
R17139	WALMART COMMUNITY	SIU/AMADOR-ASB/TVROP	Materials & Supplies	10/25/2016	179.26
R17140	WALTZ, MICHAEL	MINTZ/TVROP	Materials & Supplies	10/31/2016	225.00
R17141	PLEASANTON UNIFIED SCHOOL DIST	SIMS/TVROP	Materials & Supplies	10/31/2016	1,000.00
R17142	QES COMPUTERS		Materials & Supplies	10/31/2016	105.27
R17143	AMERICAN RED CROSS		Materials & Supplies	10/31/2016	340.20
R17144	SIERRA PACIFIC TOURS	MINTZ/TVROP	Transportation Contracted	10/31/2016	1,015.00
R17145	SIERRA PACIFIC TOURS	MINTZ/TVROP	Transportation Contracted	10/31/2016	1,150.00
R17146	SIERRA PACIFIC TOURS	MINTZ/TVROP	Transportation Contracted	10/31/2016	1,150.00
R17147	SOUTHWEST AIRLINES	BROWN/MIDCOLL/TVROP	Travel & Conferences	10/31/2016	226.96
R17148	QES COMPUTERS	NYSWONGER/AMADOR/TVROP	Materials & Supplies	10/31/2016	596.31
R17149	QES COMPUTERS	NYSWONGER/TVROP	Repairs & Improvements	11/14/2016	500.00
R17150	APPLE COMPUTERS INC	SPALASSO/TVROP	Materials & Supplies	11/14/2016	157.69
R17151	AMAZON.COM CORPORATE CREDIT	PAVON/GHS/LHS/TVROP	Materials & Supplies	11/14/2016	33.82
R17152	PAPERLESS POST	MORELLI/TVROP	Contracted Services	11/14/2016	90.00
R17153	SOUTHWEST AIRLINES	DUNCAN/TVROP	Travel & Conferences	11/14/2016	106.00
R17154	QES COMPUTERS	NYSWONGER/DBC/TVROP	Materials & Supplies	11/14/2016	596.31
R17155	ALAMEDA COUNTY DEPUTY SHERIFF'S	RUTLEDGE/CALWOKRS/TVROP	Contracted Services	11/14/2016	10,000.00
R17156	NIGRO & NIGRO PC	SIMS/TVROP	Audit Expenses	11/17/2016	8,000.00
R17157	PLEASANTON UNIFIED SCHOOL DIST	TVROP/JDUNCAN	Contracted Services	11/17/2016	92,159.00
R17158	QES COMPUTERS	TVROP/JDUNCAN	Contracted Services	11/17/2016	160.00
R17159	QES COMPUTERS	TVROP/NYSWONGER	Materials & Supplies	11/17/2016	173.28
R17160	SAN RAMON MARRIOTT	RAAKER/FHS/TVROP	Travel & Conferences	11/17/2016	998.16
R17161	CALIF DECA	RAAKER/FHS/TVROP	Travel & Conferences	11/17/2016	300.00

Grand Total: 205,242.89



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
December 7, 2016

CONSENT MOTION – 5.4

AGENDA ITEM:

5.4 – Approval of TVROP CTE Employer Advisory Handbook

RECOMMENDED ACTION:

As part of Consent items, approve the TVROP CTE Employer Advisory Handbook, as presented.

BACKGROUND:

To sustain CTE programs, it is important that we, as professional educators, involve employer advisory committees in planning and reviewing curriculum, as well as sharing best practices and current industry trends. TVROP has always worked with our employer advisories to provide guidance to our programs and expand pathways to support the current labor market. This handbook has been updated to support our current practices and to validate compliance with the CDE 11 Elements of a High-Quality CTE Program.

FISCAL IMPACT:

None

SUPPORTING DOCUMENTS:

- TVROP CTE Employer Advisory Handbook

Moved by:

Seconded by:

Passed by:

Tri-Valley Regional Occupational Program



CAREER TECHNICAL EDUCATION EMPLOYER ADVISORY COMMITTEE HANDBOOK

This handbook is a guide for CTE teachers and administrators, providing a comprehensive toolkit for effective Employer Advisory Committee (EAC) meetings.

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PURPOSE OF ADVISORY COMMITTEES

With the growing emphasis on ‘College and Career Readiness’ in education, it is important that our Career Technical Educational (CTE) programs are up-to-date, relevant, and appropriate for today’s economy.

In order to sustain vital CTE programs, it is important that we, as professional educators, involve advisory committees in planning and reviewing curriculum, as well as in sharing best practices and current industry trends. This handbook is designed to offer practical tools and references for both educators and for business, industry and community partners who assist in making our CTE programs more valuable for our students.

ROLE OF THE ADVISORY COMMITTEE MEMBERS

- Assist in curriculum review and validation, verification of labor market needs and placement of students.
- Offer information which will help design, update, modify, expand, and improve the quality of CTE courses.
- Give added support and strength to the relationship between business, industry, the community, and education.
- Assist in the promotion of the CTE program.
- Meet the accountability requirements set by the California Department of Education.

An Advisory Committee can assist in answering ...

Are students being prepared for the future job market?

What should the training include?

Is curriculum adequately addressing industry needs?

Do course and program competencies and performance levels meet industry standards?

What industry validated credentials (includes certificates or licenses) are available within the sector/pathway?

Are the classroom/lab/shop, equipment, workspaces, and facilities aligned with current industry standards and recommendations?

WHO SHOULD BE IN YOUR EAC?

Advisory committees should have sufficient membership to be representative of the occupation(s) taught. A committee of five to seven members is considered to be small enough to permit active participation and yet large enough to be able to offer broad points of view. Title 5, 11504(i)(1) indicates: “The majority of the committee membership shall represent the occupation for which instruction is given.” This is the only legal reference to the size of advisory committees. When advisory committee members are selected, the following criteria should be considered:

- Knowledge of local business community and related industry career pathway
- Appropriate occupational experience
- Adequate time for preparation
- Good character
- Interest and dependability
- Civic-mindedness
- Enthusiasm
- Ability to communicate

FREQUENCY OF MEETINGS

It is recommended that CTE teachers hold an advisory committee meeting a minimum of one time during the year. More meetings may be required to approve course revisions, textbooks, etc.

GENERAL RESPONSIBILITIES AND DUTIES

ALL ADVISORY COMMITTEE MEMBERS

- Assist in curriculum review and validation, verification of labor market needs and placement of students.
- Offer information which will help design, update, modify, expand, and improve the quality of CTE courses.
- Give added support and strength to the relationship between business, industry, the community, and education.
- Identify competent personnel with appropriate experience as potential teachers.
- Assist in the promotion of the occupational program.
- Meet the accountability requirements set by the state Department of Education.

TEACHER/CHAIRPERSON

1. The teacher prepares the meeting agenda.
2. The teacher sends notices of meetings and copies of minutes to all committee members and other appropriate instructional personnel.
3. The teacher will follow up on advisory committee recommendations and report to the membership.
4. The teacher will preside at the meeting(s) of the committee or ask a member or fellow teacher to chair the meeting.
5. The teacher invites members to serve on the committee.
6. The teacher may serve as the Recorder. Minutes must be recorded. Others who may record the minutes of the meeting include a business member, a student, a teacher colleague, or a parent.
7. The teacher must have attendees sign in for a record of attendance.
8. The teacher will submit all required documents to the Principal/Director or designee for filing as directed.

RECORDER

- The recorder will keep attendance and record the proceedings of the committee.
- The recorder sends the minutes to the teacher.

PLANNING AND CONDUCTING THE MEETING

- A notice of the meeting, the agenda, the previous year's minutes, and a copy of the current (or proposed new) course outline should be provided to each committee member at least two (2) weeks prior to the meeting.
- A telephone call to the committee members should be made during the week prior to the meeting to serve as a reminder and a welcome.
- The agenda is planned with specific objectives and outcomes for the meeting.
- The teacher will usually chair the advisory committee meeting, but a business partner may co-chair.
- The teacher may act as the recorder of the advisory committee or assign the responsibility to another member.
- A copy of the minutes of each meeting must be sent to each member and to the Principal/Director.
- If more than one teacher teaches the same course, the teachers may work together and have a combined meeting.

FOLLOW-UP AFTER THE MEETING

- Ensure that the minutes are recorded electronically, are clear, and are thorough.
- All teachers included in the advisory should receive a copy of the minutes to review. When minutes have been finalized, send thank you letter, copy of minutes, and list of advisory committee and teacher names and phone numbers to each advisor, including those unable to attend (see sample letter).
- Send a copy of the minutes to the Principal/Director for filing.



ADVISORY COMMITTEE TEACHER'S PLANNING GUIDE AND CHECKLIST

Name of Committee: _____ Teacher: _____

Date & Time Scheduled for Meeting: _____ Location: _____

Task	Responsible Person	Date Planned	Date Completed
Update advisory list	Teacher		
Mail and email invitation letter with agenda, minutes, course outline(s), and surveys.	Teacher		
Telephone reminder to faculty and committee (1 week prior to meeting).	Teacher		
Prepare packets. <ul style="list-style-type: none"> • Agenda • Minutes of Prior Year's Meeting • Labor Market Employer Survey • Current Course Description and Outline • Proposed Course Outline (if proposing change) • Other printed materials 	Teacher		
Teacher's packet only: <ul style="list-style-type: none"> • Sign-in Sheet • Other information as needed (new textbooks, equipment info, etc.)	Teacher		
Thank you letters, minutes, and rosters to advisors <ul style="list-style-type: none"> • Copy to Director/Principal for filing 	Teacher		



ADVISORY COMMITTEE INVITATION LIST
 (For use by Individual Teachers)

Teacher's(s') Names _____

Course _____

ADVISORY COMMITTEE MEMBERS I HAVE INVITED TO SERVE:

Name Title	Name Title
Company Address	Company Address
Phone / E-Mail:	Phone / E-Mail:
Name Title	Name Title
Company Address	Company Address
Phone / E-Mail:	Phone / E-Mail:
Name Title	Name Title
Company Address	Company Address
Phone / E-Mail:	Phone / E-Mail:
Name Title	Name Title
Company Address	Company Address
Phone / E-Mail:	Phone / E-Mail: :

Use this sheet when compiling a list of industry representatives invited to serve on committee. Use extra sheets if necessary.



SAMPLE LETTER OF INVITATION (Please edit as appropriate).

(DATE)

(Name, Title)
(Title of Company/Business)
(Street Address of Company/Business)
(City, State, Zip Code)

Dear _____:

I am extending an invitation to you as a valued local business representative to participate as a member of the [\(insert name of CTE program here\)](#) Advisory Committee.

The main function of the Advisory Committee is to keep me abreast of current trends and technologies and to recommend improvements to my program. Because of your experience in the industry, I know you will make a valuable contribution and hope you will be able to accept this invitation to help me assure the success of the program.

Enclosed you will find a tentative agenda, the course outline(s), an Employer's Labor Market Survey and last year's minutes. **Please review these documents and bring them with you to the meeting.** Let me know by mail or phone of any additional topics you think are important to include in our discussion. Also feel free to write directly on the course outline any suggested revisions and bring it with you to the meeting.

Our meeting will be held _____
(day) (date) (time)
at _____. A map is enclosed.
(location)

I hope you will be able to join us. Please complete the confirmation letter and return it to me. If you would like to bring an additional representative, please feel free to do so. We would appreciate an RSVP at _____.
(Telephone number)

If you have any questions, please call me at _____.
(Telephone number)

Sincerely yours,
(sign here)

Suggested Questions for Advisory Members

1. Is the course outline used for this class realistic and up-to-date?
2. Are allotted hours appropriate?
3. Does the course outline reflect adequate training, current practices, and job duties on your company?
4. Does your training site offer opportunity for students to become proficient in the skills indicated?
5. Are students adequately prepared in the classroom to perform the tasks required by your company?
6. What do you see as the trend for the next few years regarding employment in their field?
7. What entry level job titles related to the industry are used by your company?
8. What will your company's employment outlook be by the end of the semester/year?
9. Would you consider for employment a student who has completed the training?
10. What is the current hourly pay rate for an entry-level position in your company?

Other Suggestions and Comments:



(Teacher's Name, Program Title, School/District Name)

EAC LABOR MARKET SURVEY

Dear Employer: Your response to the following survey questions will assist us in providing accurate labor market information to prospective students and to teachers. Specify Industry Sector: _____

1. Do you see the **local** labor market need for new workers in this field as _____ increasing _____ decreasing _____ remaining steady?

If there are differences among job titles, please specify those increasing and those decreasing:

2. If you have knowledge of the **state** labor market needs in this field, is it _____ increasing _____ decreasing _____ remaining steady?

3. In what specific areas, if any, is there new job growth?

4. What new skills are required of entry-level employees?

5. What skills are recommended for workers in the field who wish to advance?

6. What, if any, industry certifications do you consider desirable for a prospective employee to have? (Please list them.)

7. What new technologies are emerging in this field?

8. What are the top three factors/characteristics you consider in hiring a new employee?

9. What are the major deficits you see in new/prospective employees that we could address in our classes?

10. What is a typical/average starting salary for an entry-level position?

11. What major trends/changes do you see in this field?

12. How many people does your company employ?

Thank you for your time.



Employer Advisory Committee Meeting

Date of Meeting
Location of Meeting
Time of Meeting

AGENDA (Template)

1. Introductions of Attendees

2. Purpose of Meeting

3. Review of Previous Minutes

*Motion to Approve; needs a “second” and a majority vote to pass.
Record those who motion and “second” the motion. Record the
numbers ‘for’ and ‘against’.*

4. Review of Curriculum

- Previous Committee Recommendations
- Course Outline
- Student’s Work Site Training Plans and community training site placement opportunities (*if applicable*)
- Course Sequencing (grades 9-12, post-secondary)

5. Review of Textbooks and Instructional Materials

6. Review of Equipment

7. Labor Market Discussion/Survey

8. Additional Suggestions and Recommendations

9. Closing



Employer Advisory Committee Meeting

Date of Meeting
Location of Meeting
Time of Meeting

Working AGENDA

(For facilitator use when conducting meeting)

1. Introductions of Attendees

Welcome
Self-Introductions
Name Tags

2. Purpose of Meeting

Refer to Page 1 in Resource

3. Review of Previous Year's Minutes

Distribute hard copies at meeting
Send out prior to meeting (electronically)

Motion to Approve; needs a "second" and a majority vote to pass. Record those who motion and "second" the motion. Record the numbers 'for' and 'against'.

4. Review of Curriculum

- Review the Previous Year's Committee Recommendations

This is an extremely important part of the agenda. An update on any recommendations and suggestions from the prior advisory should be communicated (e.g., "We didn't do this because....", "What we've done is...." etc.)

- Course Outline/Weekly Plan, and/or syllabus
- Student's Work Site Training Plans and community training site placement opportunities *(if applicable)*
- Student Skills Sheet
- You may include Course Sequencing (grades 9-12, post-secondary)
- Value-Added Components

Certificate of Completion—if you would like to 'show and tell'

(Industry certifications, articulation, community classroom (internships), test preparation, student competitions, etc.)

Motion to Approve; needs a “second” and a majority vote to pass. Record those who motion and “second” the motion. Record the numbers ‘for’ and ‘against’.

5. Review of Textbooks and Instructional Materials
6. Review of Equipment
7. Labor Market Discussion/Survey

Employer’s Labor Market Survey – Pg. 9-10 in this Resource

Suggestions: Send electronically before meeting for partners to complete and bring with them or as a ‘heads up’ of the discussion and the information teacher(s) will need at the meeting (teachers may add to this survey)

8. Additional Suggestions and Recommendations

Suggestion: “Round the table (or desks set up in circle)”, asking first for further input from employers/business members. Go to others if time allows. Very important that no business person leave without having the opportunity/being asked for their input.

Teachers may ‘guide’ input by asking them what to share (e.g., “Are you hiring? What skills do you look for in a new hire?, etc.)

9. Closing

Perhaps ask them about volunteering in the classroom or visiting the classroom during a school day (Open House date, etc.)

Set Date and Time for Next Meeting (optional)



TEMPLATE FOR MEETING MINUTES

ADVISORY COMMITTEE MEETING
SCHOOL YEAR _____

Official Course Title(s): _____ Date: _____

Course Number(s): _____

Location of Meeting: _____ Time: _____

1. Attendees (have a sign-in sheet with Name (print) Title, Organization, email address). Record all attendees, including CTE staff.

Meeting Called to Order by:

Introductions of Committee Members:

2. Purpose of Meeting (*refer to guide*):
3. Reading/Review of Minutes, Corrections (if any), and Approval
Motion to approve minutes made by: _____
2nd Motion made by: _____
Vote: Yes _____ **No** _____

Status of Previous Recommendations:

4. Curriculum Review – (course materials should be available at meeting, including a copy of the current course outline) —Take minutes of the discussion on all bullets under #4 on agenda. Revisions require a formal motion for approval

Motion to approve curriculum made by: _____
2nd Motion made by: _____
Vote: Yes _____ **No** _____

5. Textbooks and Instructional Materials

6. Equipment

7. Labor Market Discussion/Survey and Employer Needs

8. Suggestions and Recommendations

9. Closing
Next Meeting (if date set or 2nd meeting discussed)

Thank you and Adjournment

Motion to approve curriculum made by: _____

2nd Motion made by: _____

Vote: Yes _____ **No** _____

End Time: _____

Minutes prepared by: _____



Advisory Committee Sign-In Sheet
(Attach to Minutes)

Course/Program _____ Date _____

Teacher(s) _____

Name (please print)	Title/Organization	Contact Information (email/phone)	Signature

SAMPLE THANK YOU LETTER (Please edit as appropriate).



(DATE)

(Name, Title)
(Name of Company/Business)
(Street address)
(City, State, Zip Code)

Dear _____:

Thank you for attending my program's advisory meeting. The advice and recommendations from you and other attendees help me to update my instructional program, stay abreast of changing technology, and train students for your industry's needs.

I will review recommendations made by the committee members and, within the limitation of our resources, we will implement appropriate recommendations.

Enclosed is a copy of the minutes of the advisory meeting held on _____ for your review. Please call me at _____ if you have any questions.

Thank you again for your support.

Sincerely yours,
(sign here)

Teacher, Program/Course, School/District

Enclosure

SAMPLE LETTER TO ADVISOR UNABLE TO ATTEND



(DATE)

(Name, Title)
(Name of Company/Business)
(Street Address)
(City, State, Zip Code)

Dear _____:

I am sorry that you were unable to attend the advisory meeting of the _____ Program.

The advice and recommendations from leaders in your industry help me to update my instructional program, stay abreast of changing technology, and train students for your industry's needs.

I will review recommendations made by the committee members and, within the limitation of our resources, we will attempt to implement those recommendations.

Enclosed is a copy of the minutes of the advisory meeting held on _____ for your review. Please review this material and call me at _____ if you have any questions. We hope you wish to remain as an active advisory member.

Thank you again for your support,

Sincerely yours,
(sign here)

Name of Teacher, Program, School/District
Enclosure

TEACHER'S SELF-EVALUATION OF ADVISORY COMMITTEE "HOW DID I DO?"

These are some questions to ask yourself during and after your advisory committee activity.

Questions to Consider	Yes	No	Need to check
Do you feel that services of an Advisory Committee are benefiting your program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have Advisory Committee activities for your program developed community understanding and support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do Advisory Committee members understand what is expected of them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do committee members possess adequate knowledge of the philosophy and objectives of your program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are members provided information on new developments in career-technical education that affect your program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have committee members received sufficient orientation to your program to function effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the committee given sufficient information and an opportunity to study and discuss the issues before making recommendations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does committee membership and representation reflect varying or opposing viewpoints which should be taken into consideration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are committee members invited to attend other CTE functions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are committee meetings conducted in an impartial, parliamentary manner to allow all members to express opinions and give information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the importance of committee members' time recognized through keeping meetings on schedule and directed to the agenda?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are committee members presented the facts and consulted when changes are made in your program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do committee members receive adequate advance notice of meetings and prompt reports of minutes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are committee members involved based on their expertise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the chairperson dominate or allow a CTE representative or committee member to dominate meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are committee members given recognition for contributions in publications, news releases or by other methods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are thank you letters, certificates, or other methods used to express appreciation for services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a reflection of positive support from administrators and teachers regarding the contribution Advisory Committees made to programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the Advisory Committee been appointed simply to meet the requirements of legislation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix

(TVROP Sample Forms)



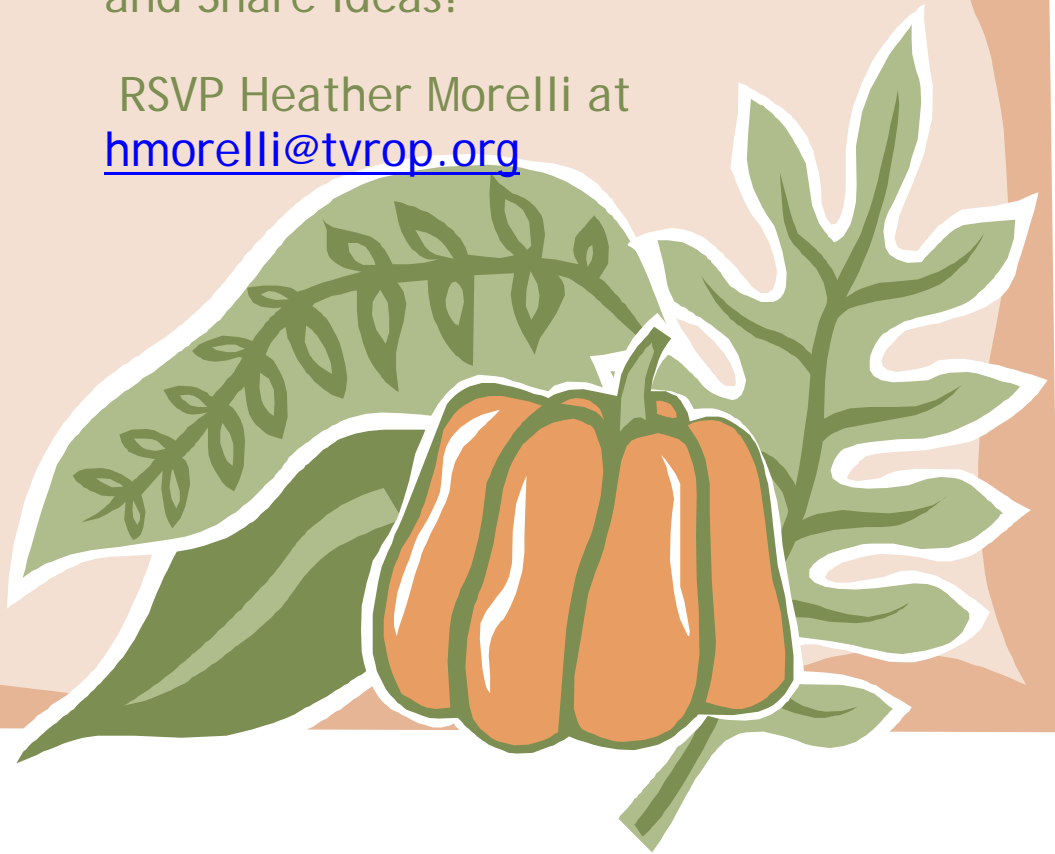
Sample Invitation

Tri Valley ROP Advisory Dinner

November 15th 5:30-7:30 PM
Dublin High School
Student Union

Join Us to Celebrate Students
and Share Ideas!

RSVP Heather Morelli at
hmorelli@tvrop.org





Sample Agenda

Tri Valley ROP Advisory Agenda

November 15th 5:30-7:30 PM

Introductions

Student Reports

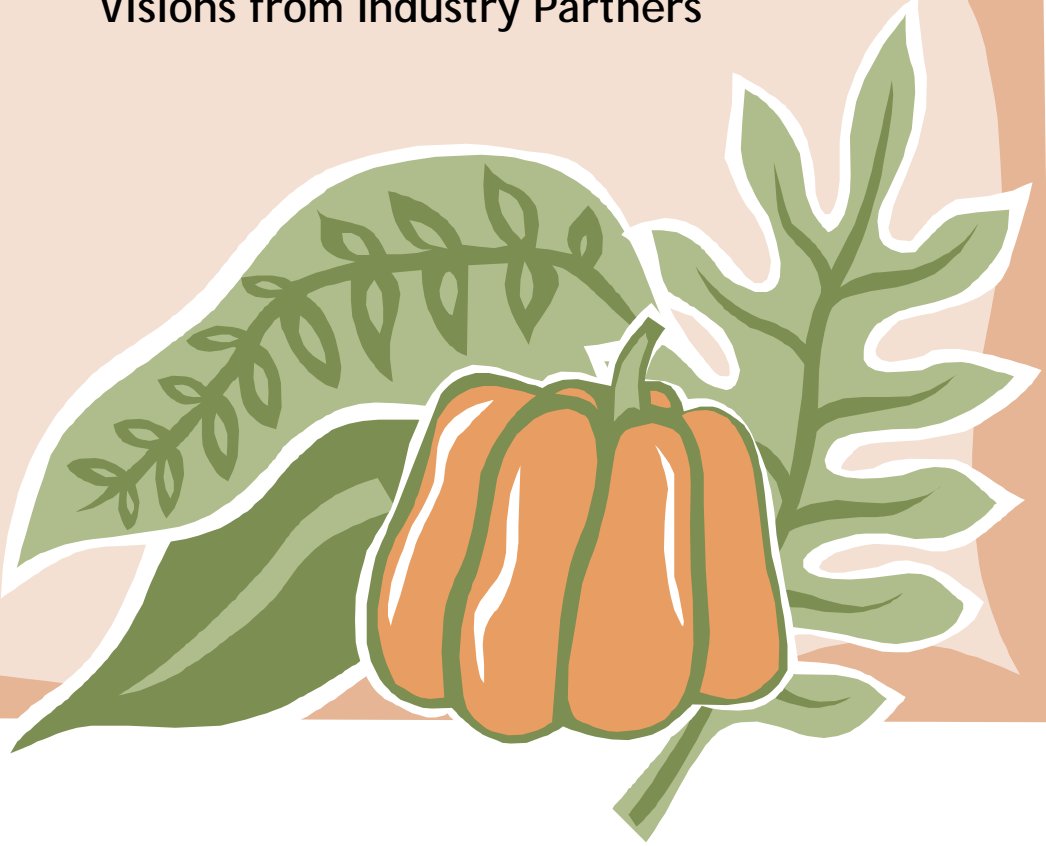
Program Highlights

Program Challenges

Industry Partner Collaboration

Goals for 16-17 and Beyond

Visions from Industry Partners



Sample Teacher Agenda with Minutes

Fall Advisory Agenda 11/15/2016 Dublin High School Student Union		
Facilitator:		Note taker:
Attendees:		
Agenda		
Student Reports	Students	10
Program Highlights	Instructors	10
Program Challenges	Instructors	10
Feedback from Industry Partners	Community Members	10
Goals for 16-17 and Beyond	Instructors	5
Vision and Feedback from Industry Partners	All	15
Additional Information		
Special notes:		

Fall Advisory Agenda 11/15/2016 Dublin High School Student Union		
Facilitator:		Note taker:
Attendees:		
Agenda		

Sample Teacher Agenda with Minutes

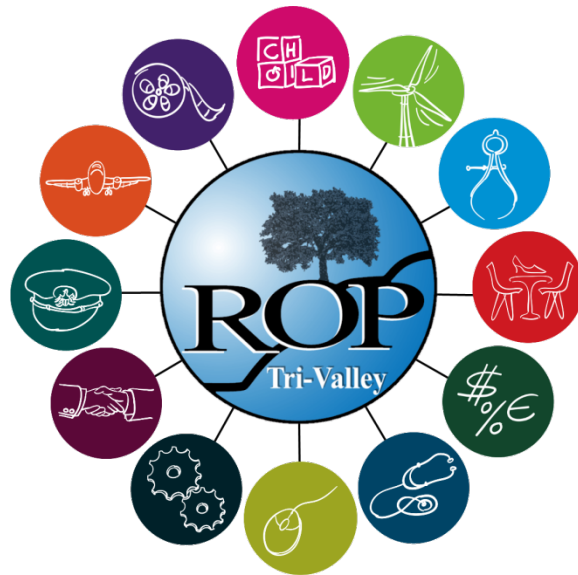
Student Reports			Students	10
Discussion:				
Conclusions:				
Action items:			Person responsible:	Deadline:
Program Highlights			Instructors	10
Discussion:				
Conclusions:				
Action items:			Person responsible:	Deadline:
Program Challenges			Instructors	10
Discussion:				
Conclusions:				
Action items:			Person responsible:	Deadline:

Sample Teacher Agenda with Minutes

Feedback from Industry Partners			Community Members			10		
Discussion:								
Conclusions:								
Action items:						Person responsible:		Deadline:
Goals for 16-17 and Beyond			Instructors			5		
Discussion:								
Conclusions:								
Action items:						Person responsible:		Deadline:
Vision and Feedback from Industry Parnters			All			15		
Discussion:								
Conclusions:								
Action items:						Person responsible:		Deadline:
Additional Information								
Special notes:								

Heather Morelli
Coordinator, TVROP
(925) 455-4800
hmorelli@tvrop.org

Julie Duncan
Superintendent, TVROP
(408) 455-4800
jduncan@tvrop.org



Tri-Valley ROP
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Livermore, CA 94550
www.tvrop.org



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
December 7, 2016

CONSENT MOTION – 5.5

AGENDA ITEM:

5.5 – Approval of CTE Employer Industry Sector Advisory Committee 2016-2017

RECOMMENDED ACTION:

As part of Consent items, approve the CTE Employer Industry Sector Advisory Committee 2016-2017, as presented.

BACKGROUND:

Each year, we take to the TVROP Joint Powers Governing Board for approval the Employer Industry Sector Advisory Committee list for each sector. The Advisory Committee is comprised of members as outlined in the TVROP Employer CTE Advisory Handbook.

FISCAL IMPACT:

None

SUPPORTING DOCUMENTS:

- CTE Employer Industry Sector Advisory Committee 2016-2017

Moved by:

Seconded by:

Passed by:

CTE Employer Industry Sector Advisory Committee
2016-2017

Name	Company/Affiliation	Role	Industry Sector
Chris Meyer	TVROP	Member	Arts, Media and Entertainment
Clayton Adamson	Achelon Technology	Member and Guest Speaker	Arts, Media and Entertainment
Miguel Baez	LVJUSD	Member	Arts, Media and Entertainment
Tim Evitt	Animation Mentor	Member	Arts, Media and Entertainment
Jonali Bhattacharyya	Cogswell	Chair	Arts, Media and Entertainment
Julian Bossant	Student	Member	Arts, Media and Entertainment
Kalise Bailey	Student	Member	Arts, Media and Entertainment
Jodi Morgan	TVROP	Member	Business and Finance / Marketing Sales and Service
Tami Raaker	TVROP	Member	Business and Finance / Marketing Sales and Service
Debbie Nelson	TVROP	Member	Business and Finance / Marketing Sales and Service
Mark Forrest	PepsiCo	Chair	Business and Finance / Marketing Sales and Service
Jim Telfer	Dublin Chamber on Commerce	Member	Business and Finance / Marketing Sales and Service
Brian Driscoll	Shamrock Offices	Member	Business and Finance / Marketing Sales and Service
Julie Duncan	TVROP	Chair	Business and Finance / Marketing Sales and Service
Nick Valenziano	Farmers Insurance	Member	Business and Finance / Marketing Sales and Service
Todd Brinkmeier	Agent Motions	Member	Business and Finance / Marketing Sales and Service
Grant Severetti	Agent Motions	Member	Business and Finance / Marketing Sales and Service
Howard Veach	Business	Member	Business and Finance / Marketing Sales and Service
Krishna Pandian	Student	Member	Business and Finance / Marketing Sales and Service
Aaron Deiraprankash	Student	Member	Business and Finance / Marketing Sales and Service
Kishu Bhatnagar	Student	Member	Business and Finance / Marketing Sales and Service
Justin Virk	Student	Member	Business and Finance / Marketing Sales and Service
Soahil Shangle	Student	Member	Business and Finance / Marketing Sales and Service
Praveen Ravisandkar	Student	Member	Business and Finance / Marketing Sales and Service
Benjamin Chen	Student	Member	Business and Finance / Marketing Sales and Service
Fabiola Salceda	TVROP	Member	Education, Child Development and Family Services
Dawn Pavon	TVROP	Member	Education, Child Development and Family Services
Jason Krolikowski	PUSD	Member	Education, Child Development and Family Services

CTE Employer Industry Sector Advisory Committee
2016-2017

Name	Company/Affiliation	Role	Industry Sector
Jennifer Friesen	PUSD	Member	Education, Child Development and Family Services
Nimarta Grewal	PUSD	Member	Education, Child Development and Family Services
Mike Williams	PUSD	Member	Education, Child Development and Family Services
Roxana Mohammed	LVJUSD	Member	Education, Child Development and Family Services
Bill Branca	DUSD	Member	Education, Child Development and Family Services
Odie Douglas	PUSD	Member	Education, Child Development and Family Services
Jessica Torres	Storyland School	Internship site Community Classroom and Cooperative	Education, Child Development and Family Services
Elena Mannwier	Storyland School	Advisory Site Provider for CC/CVE	Education, Child Development and Family Services
Sara Hutchinson	Storyland School	Advisory Site Supervisor	Education, Child Development and Family Services
Janette Billingsley	Free to be Me Childcare	Internship site Community Classroom and Cooperative	Education, Child Development and Family Services
Debbie Harvey	AVHS	Member	Education, Child Development and Family Services
Renee Dangler	Renee's Little Rascals	Internship site Community Classroom and Cooperative	Education, Child Development and Family Services
Sheryl Azelton	PUSD Horizon Early Education Center	Member	Education, Child Development and Family Services
Nichole Slavec	DHS	Member	Education, Child Development and Family Services
Koren Meier	Noro Nordisk	Guest Speaker	Education, Child Development and Family Services
Cassie Robles	Storyland School	Internship site Community Classroom and Cooperative	Education, Child Development and Family Services
Cindy Alba	LVJUSD	Member	Education, Child Development and Family Services
Krista Taylor	DUSD	Member	Education, Child Development and Family Services
Nadiyah Taylor	LPC	Chair	Education, Child Development and Family Services
Ana DelAgula	LPC	Member	Education, Child Development and Family Services
Zina Rosen-Simon	LPC	Member	Education, Child Development and Family Services
Allison Petersdorf	LVJUSD	Member	Education, Child Development and Family Services
Regina Porter	LVJUSD	Member	Education, Child Development and Family Services
Kaycee Bilke	Student	Member	Education, Child Development and Family Services
Keri Bilke	Student	Member	Education, Child Development and Family Services
Elena Mannwietz	Student	Member	Education, Child Development and Family Services
Jessica Torres	Student	Member	Education, Child Development and Family Services
Coasie Robles	Student	Member	Education, Child Development and Family Services

CTE Employer Industry Sector Advisory Committee
2016-2017

Name	Company/Affiliation	Role	Industry Sector
Shawn Mehaffey	Chevron	Member	Engineering and Architecture
Tony Dennis	PUSD	Chair	Engineering and Architecture
Dave Uken	DUSD	Member	Engineering and Architecture
Mike Waltz	LVJUSD	Member	Engineering and Architecture
Nikki Pollard	Dublin Beauty College	Member	Fashion and Interior Design
Fred Rasuli	Dublin Beauty College	Member	Fashion and Interior Design
Diana Hasenpflug	TVROP	Member	Health Science and Medical Technology
Amy Lopez	DUSD	Member	Health Science and Medical Technology
Josh Hill	PUSD	Member	Health Science and Medical Technology
Nancy McNeil	TVROP	Member	Health Science and Medical Technology
Katie Helfrich	TVROP	Member	Health Science and Medical Technology
Sara Beyne	TVROP	Member	Health Science and Medical Technology
Christine Buckley	TVROP	Member	Health Science and Medical Technology
Kim Connors	TVROP	Member	Health Science and Medical Technology
Susan Kendall	Stanford Valleycare	Member and Site Supervisor	Health Science and Medical Technology
Elicia Jacobs	PUSD	Member	Health Science and Medical Technology
James Petersdorf	LVJUSD	Member	Health Science and Medical Technology
Karen Lounsbury	Valley Care	Member	Health Science and Medical Technology
Kareen Knowles	Kaiser	Chair	Health Science and Medical Technology
Sue Reynolds	Kaiser	Member	Health Science and Medical Technology
Julianne Sundstrom	DUSD	Member	Health Science and Medical Technology
Caroline Rubio	DUSD	Member	Health Science and Medical Technology
Liz Howe	Axis Health	Member	Health Science and Medical Technology
Ally Slayday	Student	Member	Health Science and Medical Technology
Kaytlyn Murphy	Student	Member	Health Science and Medical Technology
Youri Benadjaoud	Student	Member	Health Science and Medical Technology

CTE Employer Industry Sector Advisory Committee
2016-2017

Name	Company/Affiliation	Role	Industry Sector
Trisha Shah	Student	Member	Health Science and Medical Technology
Kayla Brisco	Student	Member	Health Science and Medical Technology
Sanam Nawin	Student	Member	Health Science and Medical Technology
Emily Aston	Student	Member	Health Science and Medical Technology
Topanga Datu-Girard	Student	Member	Health Science and Medical Technology
Neha Nalluri	Student	Member	Health Science and Medical Technology
Jordann Huppert	Student	Member	Health Science and Medical Technology
Michael Martin	Student	Member	Health Science and Medical Technology
Tom Curl	LVJUSD	Member	Information and Communication Technologies
Peter Dragula	DUSD	Member	Information and Communication Technologies
Gayle Larson	Community	Member	Information and Communication Technologies
Lisa McNaney	Community/Business	Member	Information and Communication Technologies
Douglas Den Hartog Sr.	TVROP	Member	Marketing, Sales and Services
Gena Steward	City of Livermore	Member	Public Services
Dave Lang	TVROP	Member	Public Services
Kisha Harris	TVROP	Member	Public Services
Sierra Kulak	Student	Member	Public Services
Jada Lake	Student	Member	Public Services
Tim Rein	Rein Law	Member	Public Services
Mark Tarte	LPC	Chair	Public Services
Chief Mike Harris	City of Livermore	Member	Public Services
David Spiller	City of Pleasanton	Member	Public Services
Michael Norton	City of Dublin	Member	Public Services
Skot Randall	TVROP	Member	Transportation
Ed Woodworth	TVROP	Member	Transportation
Chuck Depew	Business	Member	Transportation
Dean Johnson	Napa Auto	Member	Transportation
Brian Hagopian	LPC	Chair	Transportation

CTE Employer Industry Sector Advisory Committee
2016-2017

Name	Company/Affiliation	Role	Industry Sector
Alexis Cooper	Luxe Collision	Member	Transportation
Kristina Joseph	Hendrick Auto BMW	Member	Transportation



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
December 7, 2016

CONSENT MOTION – 5.6

AGENDA ITEM:

5.6 – Approval of CTE Tri-Valley Educational Collaborative Advisory Committee 2016-2017

RECOMMENDED ACTION:

As part of Consent items, approve CTE Tri-Valley Educational Collaborative Advisory Committee 2016-2017, as presented.

BACKGROUND:

In addition to our Employer specific Industry Sector Advisory Committee, the Tri-Valley has had a CTE Advisory Committee for over 25 years, the Tri-Valley Educational Collaborative (TEC). California Education Code specifies that “The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Employment Development Department (EDD).” (EC § 8070.) TVROP is the co-chair to TEC that provides the administrative duties of the collaborative. Each year we update our CTE Tri-Valley Educational Collaborative Advisory Committee.

FISCAL IMPACT:

None

SUPPORTING DOCUMENTS:

- CTE Tri-Valley Educational Collaborative Advisory Committee 2016-2017
- CTE Advisory Committee Manual

Moved by:

Seconded by:

Passed by:

CTE TEC Advisory Committee 2016 - 2017

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TITLE</u>	<u>Affiliation</u>
DeLaVega	Theresa	Economic Development	City of Livermore
Ott	Pamela	Economic Development	City of Pleasanton
Taylor	Lori	Economic Development	City of Dublin
Holtzclaw	Sarah	Program Manager	CLPCCD
Simon	Bruce	Associate Dir. Gateways East Bay STEM	CSU East Bay
Buschetti	Rich	STEM Enrichment Academy, Superintendent	DPIE
Boozer	Leslie Dr.	Superintendent	DUSD
Branca	Bill	Asst. Principal	DUSD
Brown	Adam	Teacher	DUSD
Buckley	Liz	Counselor	DUSD
Byrne	Maureen	Principal	DUSD
Chou	Eugene	Teacher	DUSD
Cunningham	Dan	Board President	DUSD
Dadzie	James	Teacher	DUSD
D'Ambrosio	Michael	Teacher	DUSD
DaSilva	Gloria	Counselor	DUSD
Dinh	Viet	Teacher	DUSD
Dragula	Peter	Teacher	DUSD
Gallaway	Holly	Teacher	DUSD
Halket	Kim	Counselor	DUSD
Johnson	Wendy	Teacher	DUSD
Lawson	Jackie	Teacher	DUSD
Miller	Amy	Trustee	DUSD
Morton	Judi	Teacher	DUSD
Oliveira	Alan	Teacher	DUSD
Parsons	James	Teacher	DUSD
Pettis	Megan	Principal	DUSD

CTE TEC Advisory Committee 2016 - 2017

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TITLE</u>	<u>Affiliation</u>
Slavec	Nichole	Teacher	DUSD
Sundstrom	Julie	Teacher	DUSD
Weir-Brown	Karen	Teacher	DUSD
White	Jonathan	Teacher	DUSD
Williams	Pam	Teacher	DUSD
Zummo	Kelly	Counselor	DUSD
Clasen	Cheri	Legislative Correspon	J. McNerney's Office
Halvorson	Todd	Sr. District Manager	Junior Achievement Rep
Albala	Joanna	Manager, Science Education Programs	LLNL
Russell	Barry	President	LPC
Bennie	Roanna	Vice President of Academic Services	LPC
Donat	Teri	Computer Information Systems	LPC
Miner	Scott	Teacher	LPC
Morrissey	Barbara	Dean of Student Services, Counseling	LPC
Shipman	Vicki	CTE Coordinator	LPC
Jonas	David	President	LVEF
Alba	Cindy	Assistant Superintendent	LVJUSD
Avilla	Darrell	Principal	LVJUSD
Baez	Miguel	Teacher	LVJUSD
Brinker	Regina	Teacher on Special Assignment	LVJUSD
Cameron	Mark	Vice-Principal	LVJUSD
Curl	Tom	Teacher	LVJUSD
Danner	Don	Teacher	LVJUSD
Ford	Julia	Teacher	LVJUSD
Johnston	Susan	Teacher	LVJUSD
Mattimore	Rita	Guidance Counselor	LVJUSD
Petersdorf	Alison	Counselor	LVJUSD
Robbins	Amy	Dir. Of Curriculum	LVJUSD
Rocha	Victor	Teacher	LVJUSD

CTE TEC Advisory Committee 2016 - 2017

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TITLE</u>	<u>Affiliation</u>
Russell	Dianne	Teacher	LVJUSD
Telford	Kathy	Teacher	LVJUSD
Tobis	Sam	Communications	LVJUSD
Waltz	Mike	Teacher	LVJUSD
Webber	Michelle	Teacher	LVJUSD
White	Anne	Board Member	LVJUSD
Wiggins	Trisha	Teacher	LVJUSD
Willis	Kenon	Teacher	LVJUSD
Besst	Darlene	Business Development	National Electrical Contractors Assoc.
Sbranti	Tim	Constituant Services Manager	Office of Representative Eric Swalwell
McCoy-Thompson	Steve	Executive Director	Pleasanton, PPIE
Arkin	Valerie	Board President	PUSD
Barker	Jacque	Workability Coordinator	PUSD
Bennett	Carrie	Counselor	PUSD
Branning	Evan	Teacher	PUSD
Chang	Michelle	Counselor	PUSD
Conde	Terry	Principal	PUSD
Couzzo	Ken	Teacher	PUSD
Cutter	Beth	Asstistant Director, Adult & Career Ed	PUSD
Dennis	Tony	Teacher	PUSD
Edwards	Rebekah	Teacher	PUSD
Faust	Lori	Teacher	PUSD
Friesen	Joe	Teacher	PUSD
Ghilarducci	Terese	Counselor	PUSD
Grewall	Nimarta	Vice Principal	PUSD
Halle	Jane	Teacher	PUSD
Hanson	Rich	Teacher	PUSD

CTE TEC Advisory Committee 2016 - 2017

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TITLE</u>	<u>Affiliation</u>
Harvey	Debbie	Teacher	PUSD
Hill	Josh	Teacher	PUSD
Jensen	Warren	Teacher	PUSD
Johnson	Gary	Teacher	PUSD
Kassebaum	Ross	Teacher	PUSD
Krowlikowski	Jason	Principal	PUSD
Lieser	Mary	Dist. Coordinator	PUSD
Murphy	Don	Teacher	PUSD
Pacheco	Sheryl	Counselor	PUSD
Sos	Shannon	Teacher	PUSD
Sparks	Glen	Director, Adult & Career Ed	PUSD
Weinhagen	Cheri	Teacher	PUSD
Buckley	Christine	Teacher	TVROP
Cabading	Paula Ann	College and Career Specialist	TVROP
Duncan	Julie	Superintendent	TVROP
Harris	Nakisha	Teacher / Pathway Development	TVROP
Larson	Gayle	Grant Coordinator	TVROP
Meyer	Chris	Teacher	TVROP
Morelli	Heather	Program Coordinator	TVROP
Nobida	Leann	College and Career Specialist	TVROP
Olsen	Solana	College and Career Specialist	TVROP
Pavon	Dawn	Teacher	TVROP
Walker	Deborah	College and Career Specialist	TVROP
Watson	Danielle	College and Career Specialist	TVROP
Woodworth	Ed	Teacher	TVROP
Kaye	Dale	CEO	Innovation Tri-Valley

Career Technical Education

Advisory Committee Manual

July 2015



**Career Technical Education Administration and
Management Office
Career and College Transition Division
California Department of Education**

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Introduction

This manual provides information for Career Technical Education (CTE) coordinators, school administrators, boards of trustees, teachers of CTE, and advisory committee members. Included is information on the formation, functions, duties, and operation of advisory committees. An outline format is being used to make the information easier to find and use.

Finally, a sample of opening session instructions, a sample agenda, and a sample set of minutes are offered for the benefit of those unfamiliar with these procedures.

Legal Citations

The federal Carl D. Perkins Career Technical Education Improvement Act of 2006 (Perkins IV) requires:

- Each local educational agency (LEA) receiving Perkins IV funds must involve parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of CTE programs. (20 U.S.C. § 2354 (b)(5).)

California *Education Code* specifies:

- “The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Employment Development Department (EDD).” (EC § 8070.)

The State Plan for Career Technical Education specifies:

- “Each CTE program assisted with Section 131 or 132 funds must have extensive business and industry involvement, as evidenced by not less than one annual business and industry advisory committee meeting and planned business and industry involvement in program activities as described in the Guidelines for the 2008—2012 Local Plan for Career Technical Education and instructions for the annual application for funds.” (2008—2012 CA CTE State Plan, Ch. 5 (2).)

Forming an Advisory Committee

1. Nomination of Committee Members

- 1.1 Nominations should be recommended by the head of the career technical education (CTE) department with input from the other CTE teachers, site principal, superintendent and/or the chairperson of the school board.
- 1.2 The advisory committee should be truly representative of the district and CTE program.
 - 1.2.1 Committee members should be representative of the various industry sector programs offered and include: parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, and representatives of special populations.
 - 1.2.2 Members must have recent, firsthand, and practical experience and must be individual/s engaged or working in an industry sector offered by the district.
 - 1.2.3 Members should exhibit substantial interest in the CTE program.
 - 1.2.4 Members should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
 - 1.2.5 Members should include representatives from across the district regionally or service areas of CTE.
 - 1.2.6 Members should recognize the time required and express a willingness to serve on the committee.

2. How Many Committee Members?

- 2.1 There is no fixed number that will satisfy all situations.
- 2.2 The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.
- 2.3 The group should not be so large that it is unwieldy or difficult to call together.
- 2.4 Seven to eleven persons are suggested with nine being a workable medium.
- 2.5 The program should present only the number of names previously decided upon by the local governing board for confirmation.
- 2.6 The committee should represent parity (an equal number of representatives) between all groups involved. There should never be more district or school staff than representatives of business/industry/labor.

3. How are Committee Members Notified of Their Selection?

- 3.1 Upon appointment by the LEA board, notification of the committee member is usually done in writing, by the principal or superintendent, on behalf of the school board. (EC § 8070.)
- 3.2 The letter should:
 - 3.2.1 Indicate that the CTE program staff is supportive.
 - 3.2.2 Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.
 - 3.2.3 Include a request that the member indicate whether he or she will accept.
 - 3.2.4 Urge speed of acceptance to gain an orderly efficient start.

4. Understanding of Responsibility

- 4.1 Of greatest importance is that the committee is *only* advisory in nature.
- 4.2 The committee has no administrative or policy forming power.
- 4.3 The committee will make suggestions and/or recommendations on policy and procedure, but the *source of its influence is in the voluntary acceptance of this advice* by the proper governing authority.

Functions and Duties of Advisory Committees

It is the function of the committee to:

Program

1. Help to determine what type of CTE program is offered.
2. Assist the teacher in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in industry occupations.
3. Help attract and encourage qualified/capable students into the CTE program.
4. Assist in recruiting and providing opportunities for special needs students.
5. Evaluate the effectiveness of the CTE program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Career Technical Education Administration and Management Unit of the California Department of Education.
6. Help gain support for legislation and appropriations.
7. Obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and the Career Technical Student Organizations (CTSO) or other youth programs.
8. Unify the activities of the CTE program with those of other groups and agencies interested in CTE.
9. Study and make recommendations to help solve problems presented to the district/program by the school board on which further information is needed.
10. Identify current standards for new equipment.

Teacher/Classroom

1. Help establish curriculum that has a hands-on, technological approach as aligned with CTE standards.
2. Assist to develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
3. Assist in determining skills needed for particular jobs at entry, technical, and professional levels so that the skills may be included in the instructional program.

4. When appropriate, serve as resource when the teacher is visiting work place learning sites of students and participate in classroom instruction or demonstrations and accompanying or hosting field trips.
5. Provide technical assistance and keep the teacher aware of new developments in the CTE industry.
6. Provide current resources to develop and maintain a library of visual aids, magazines, and books concerning pathway projects.
7. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.
8. Assist in procuring opportunities to upgrade the technical skills and knowledge of the teacher.

Appendix A

(SAMPLE)

Suggested Opening Session Script and Notes for the 1st year of the Advisory Committee

1. You constitute an advisory committee for the (your school district).
2. I welcome you on behalf of the board and administration.
3. You are agents of and appointed by the (your school's board of trustees).
4. While you are not a policy making body, you are advisory to (your department), and through channels, to the principal, superintendent, and board. We need your expertise in this area.
5. The (your district) is interested in the best possible CTE program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.
6. You will be a working committee and students and school staff expect to benefit from your work.
7. We need help to:
 - 7.1 Review existing programs, courses of study, facilities, and equipment.
 - 7.2 Propose new programs and/or courses when needed based on solid data for this community.
 - 7.3 Evaluate existing programs and proposed new programs.
 - 7.4 Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)
 - 7.5 Develop building plans, review architects' plans, etc., where new buildings are being proposed.
 - 7.6 Point out changes needed for the future in your area of interest, keeping the program up to date.
 - 7.7 Assist in placement and in evaluating performance of our CTE students at (your school or college).
8. You will be a "helping group" (as well as advisory) to the instructor as the program is implemented and progresses.
9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.

Getting Started:

1. Review present course offerings and majors—catalogs, studies, data, classrooms, labs, and other facilities.
2. Conduct studies, if needed, to get community data on which to base your decisions.
3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).
4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

Here's What You Need To Do To Get Started:

1. Elect a chairperson.
2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.
3. Determine rotation (1, 2, or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)
4. Decide if more than one committee is needed. Large departments may have subcommittees.
5. Announce that any member who cannot continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

Note: Be sure to start and end on time!

WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND BE OF SERVICE TO YOUR SCHOOL.

Appendix B

(SAMPLE)

Advisory Committee Meeting Agenda

TO: List committee members here
FROM: Chairperson
DATE: Date agenda is published
RE: Next Advisory Committee Meeting

DATE: Date of next meeting

TIME: Time of next meeting

PLACE: Place where meeting is being held

AGENDA

1. Review and approve minutes of the previous meeting.
2. Call for additional agenda items to be added to this meeting's agenda.
3. Committee and progress reports.
4. Consideration of recommendations for a new class or activity.
5. Review of revised course of study.
6. Report and review of CTSO and/or other youth organization activities.
7. Set date, time, and place for next meeting.
8. Adjournment.

Appendix C

(SAMPLE)

Set of Minutes

Advisory Committee Meeting January 21, 2015

The meeting was called to order by chairperson, Joe Smith at 3 p.m., January 21, 2015, in room 8 at Your High School.

The minutes of the previous meeting were read, amended (by changing the word 'shall' to 'should' in topic number eight), and approved.

The call for additional agenda items was made.

Mr. X reported that the Field Day Committee met on January 14, 2015. It was decided that the best day for the annual field day is May 5th. It was moved, seconded, and passed that our annual field day will be held on May 5, 2015.

Ms. Y reported on ticket sales of the coming Parent and Student Banquet. So far, 310 tickets have been sold. This is already 20 more than last year's attendance.

It was moved and seconded that a class on small gas engines be added to the Ornamental Horticulture curriculum. After a lengthy discussion, this was referred to a committee of five made up of Ms. A, Ms. B, Mr. C, Mr. D, and Mr. E. They are to report to the advisory committee on March 15th. Ms. A will be the chairperson.

Mr. Z reported on the suggested revision for the Basic Auto class. Added topics being considered are: brakes, ignition, and fuel system. Course titled "Auto Body practices" will likely be deleted as a specific course in "Auto bodywork" is being considered for next Fall.

DECA President, Sally M. reported on this year's calendar of events of the chapter. She was commended by the Chair for her leadership and hard work.

The next meeting is scheduled for 3 p.m., February 15th, in room 122 at Your High School.

The meeting was adjourned at 5 p.m. by Chairperson Joe Smith.

Respectfully Submitted,

Ms. Z, Recorder



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
December 7, 2016

CONSENT MOTION – 5.7

AGENDA ITEM:

5.7 – Approval of Classified Confidential Salary Schedule

RECOMMENDED ACTION:

As part of Consent items, approve the Classified Confidential Salary Schedule, as presented.

BACKGROUND:

The proposed Classified Confidential Salary Schedule is presented to more accurately reflect competitive compensation for the TVROP Assistant to the Superintendent position. The TVROP Member Districts' Assistant to the Superintendent salary schedules per diem are considerably higher, on average 30% higher than the position at TVROP. The role is slightly different at TVROP than the Districts however the TVROP role comes with such a varied degree of responsibility that includes office management, fiscal, employment and workers compensation which needs to be compensated appropriately.

FISCAL IMPACT:

An increase to the annual budget of \$25,750

SUPPORTING DOCUMENTS:

- Classified Confidential Salary Schedule
- Salary Comparison – Administrative Assistant to Superintendent

Moved by:

Seconded by:

Passed by:

**Tri-Valley Regional Occupational Program
Classified Confidential Salary Schedule**

**Draft 2016 - 2017
Effective 7/1/16**

Position	Work Year*	1	2	3	4	5	6	7
Assistant to the Superintendent - 11 mo	240	\$84,137.71	\$86,825.56	\$89,576.00	\$92,413.93	\$95,293.91	\$98,247.39	\$98,648.85
per-diem		\$350.57	\$361.77	\$373.23	\$385.06	\$397.06	\$409.36	\$411.04

Includes holidays

Degree Stipend

Masters stipend:	\$ 1,350
Bachelor stipend:	\$ 800
Associate Stipend:	\$ 500

Longevity

Payment will be divided into equal monthly payments of the fiscal year.	3%	Start of 4th year on Column 7
	4%	Start of 8th year on Column 7
	5%	Start of 12th year on Column 7
	6%	Start of 16th year on Column 7

Salary Comparison - Administrative Assistant to Superintendent

LEA & # of days	1	2	3	4	5	6	7	8
TVROP	\$ 64,876.00	\$ 66,612.00	\$ 68,401.00	\$ 70,244.00	\$ 72,142.00	\$ 74,097.00	\$ 76,112.00	
240	\$ 270.32	\$ 277.55	\$ 285.00	\$ 292.68	\$ 300.59	\$ 308.74	\$ 317.13	
LVJUSD								
Ex Ass Sup	\$ 71,175.00	\$ 74,792.00	\$ 78,564.00	\$ 82,566.00	\$ 86,642.00	\$ 90,899.00	\$ 95,542.00	
260	\$ 273.75	\$ 287.66	\$ 302.17	\$ 317.56	\$ 333.24	\$ 349.61	\$ 367.47	
PUSD								
AA Sup	\$ 84,658.00	\$ 87,221.00	\$ 89,786.00	\$ 92,350.00	\$ 94,914.00	\$ 97,480.00		
225	\$ 376.26	\$ 387.65	\$ 399.05	\$ 410.44	\$ 421.84	\$ 433.24		
DUSD								
AA Sup	\$ 88,377.00	\$ 90,202.00	\$ 92,066.00	\$ 93,977.00	\$ 95,941.00	\$ 97,952.00	\$ 100,013.00	\$ 102,429.00
220	\$ 401.71	\$ 410.01	\$ 418.48	\$ 427.17	\$ 436.10	\$ 445.24	\$ 454.60	\$ 465.59
Average daily	\$ 350.57	\$ 361.77	\$ 373.23	\$ 385.06	\$ 397.06	\$ 409.36	\$ 411.04	
Average daily diff	\$ 80.26	\$ 84.22	\$ 88.23	\$ 92.37	\$ 96.47	\$ 100.63	\$ 93.90	

Other District Admin Positions

LVJUSD								
Ex As Cabinet	\$ 61,534.00	\$ 64,537.00	\$ 67,839.00	\$ 71,261.00	\$ 74,823.00	\$ 78,564.00	\$ 82,493.00	
225	\$ 273.48	\$ 286.83	\$ 301.51	\$ 316.72	\$ 332.55	\$ 349.17	\$ 366.64	
PUSD								
AA	\$ 76,964.00	\$ 79,528.00	\$ 82,094.00	\$ 84,658.00	\$ 87,221.00	\$ 89,786.00		
225	\$ 342.06	\$ 353.46	\$ 364.86	\$ 376.26	\$ 387.65	\$ 399.05		
Average daily	\$ 307.77	\$ 320.14	\$ 333.18	\$ 346.49	\$ 360.10	\$ 374.11	\$ 366.64	
Average daily diff	\$ 37.46	\$ 42.59	\$ 48.18	\$ 53.80	\$ 59.51	\$ 65.37	\$ 49.50	
Suggested Salary	\$ 84,137.71	\$ 86,825.56	\$ 89,576.00	\$ 92,413.93	\$ 95,293.91	\$ 98,247.39	\$ 98,648.85	
Suggested Daily	\$ 350.57	\$ 361.77	\$ 373.23	\$ 385.06	\$ 397.06	\$ 409.36	\$ 411.04	



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
December 7, 2016

INFORMATION ITEM - 7.1

AGENDA ITEM:

7.1 - Adult Education Program

INFORMATIONAL BACKGROUND:

Fred Rutledge, Coordinator, Adult Education, will present an update on the Adult Education Program. The presentation will cover the following areas:

- Adults With Disabilities (AWD)
- Transition Specialist
- Computer/CTE
- Community Farming

SUPPORTING DOCUMENTS - *None*



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
December 7, 2016

INFORMATION ITEM – 7.2

AGENDA ITEM:

7.2 – Middle College at Las Positas College, Update

INFORMATIONAL BACKGROUND:

Amy Brown, Interim Administrative Program Director, will present an update on Middle College at Las Positas College. The presentation will cover:

- Brief overview of Middle College staff
- Update on MCHS conference
- Current enrollment by grade and district, including new students starting Spring 2017
- Attendance percentages for Fall semester
- Summary of October Progress Reports
- Overview of recruitment and enrollment process for 2017-2018

SUPPORTING DOCUMENTS:

None



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
December 7, 2016

ACTION ITEM – 7.3

AGENDA ITEM:

7.3 – Developmental Psychology of Children II Course Outline

INFORMATIONAL BACKGROUND:

Dawn Pavon, DPOC Instructor, will present the updated course outline for DPOC II. Developmental Psychology II is designed for students who have completed Developmental Psychology I and would like to gain more experience in the field. Students will complete up to 180 hours of internship experience with a certified educator.

SUPPORTING DOCUMENTS:

- Developmental Psychology of Children II Course Outline

Course Title:	Developmental Psychology of Children II
CBEDS Title:	Careers in Child Development/Teaching Careers
CBEDS Number:	4400/4401
Grade Level(s):	11, 12
Length of Course:	360/540 a. 120 classroom b. 240 Community Classroom (CC) c. 420 Cooperative Vocational Education (CVE) d. Yearlong course double blocked
Credit:	20 Units 25 Units possible for CVE students
Prerequisites:	a. Junior/Senior year of high school b. Completion of DPOC I with a B or higher

Course Description:

The course Developmental Psychology of Children II will provide further analysis of theoretical practices and how those theories apply to working with children. Through the examination of the development of children and current industry practices, students will develop an educated opinion of programs that fit their personal needs and expectations. Students who participate in the course will; complete advanced career exploration, investigate licensing and state regulations when caring for children, become skilled at the art of observation and assessment of students and environments, and be able to provide developmentally appropriate curriculum with an anti-biased perspective of care. Health, safety and nutrition will be explored in depth and students will actively identify strategies that support these topics when working with young children. Students will participate in both classroom instruction and an internship at a local elementary school, preschool, or daycare. Upon successful completion of the course students will be able to apply their knowledge in various settings that involve children, at work and in their own communities. Students will be eligible for CPR recertification. Cooperative vocational education opportunities are available and qualify students for additional credits.

School Locations:	Foothill High School Granada High School Livermore High School
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Meets University of California
Entrance Requirements:

n/a

Board Approval: Pending Board Approval

Course Materials:

1. Child Development: Early Stages Through Age 12 7th Edition; by Celia Anita Decker, The Goodheart-Willcox Company, Inc., 2011
2. Health and Safety and Nutrition for the Young Child 9th Edition; by L.R. Marotz, Del Mar Learning, 2012
3. Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky; by Carol Mooney, Redleaf Press, 2000.

Supplemental Materials:

1. Education, Child Development, and Family Services Industry Sector; California Department of Education, Career and Technical Education Framework
2. California Preschool Learning Foundation; California Department of Education, 2008
3. Working with Young Children by Judy Herr, The Goodheart-Wilcox Company, Inc 2004
4. NAEYC Early Childhood Program Standards and Accreditation Criteria; National Association for the education of Young Children, 2005
5. NAEYC Code of Ethical Conduct; National Association for the education of Young children, 2005 revision
6. Teaching Young Children an Introduction (4th Edition); Michael L. Henniger, Merrill-Prentice Hall
7. Beginnings Beyond: Foundations in Early Childhood Education 6th Edition by Kathryn Williams Browne, Ann Miles Gordon, Delmar Learning, 2004
8. Roots and Wings (3rd Edition); by Stacey York, Red Leaf Press 2016.

COURSE CONTENT:**Unit 1: Theories of Child Development**

In this unit students will examine theories of child development that guide developmentally appropriate practice with children in group settings. Introduction to and definition of key terms relevant to theoretical practice will enable students to visualize theory at work in the classroom. The use of lecture and discussion will allow students to compare and contrast how theories guide work in a variety of settings. Participation in group activities and observations will enable students to apply learned information to concrete tasks showing how theories guide practice. Students will establish a strong foundation of child development theories allowing them to construct the beginning of their professional identity.

Topics:

1. Overview of theories
2. Dewey
3. Montessori
4. Erickson
5. Piaget
6. Vygotsky

Summary: Using an online portal students will take part in group discussions analyzing and justifying theory in the practice of working with children. Students will support their viewpoint as they recognize and relate to peer's responses. Instructor will guide and comment on student's responses posing more questions and posing scenarios for students. Exposure to this format will allow students an opportunity to find value in others opinions and experience, collaborate with peers, all while developing skills for workplace discussion.

Unit 2: Types of Programs

Major types of group programs will be introduced and common program models will be identified and studied. Students will review the history of these programs and describe and list identifying components of each.

Students will evaluate their own personal experience in the field of education and contrast developmentally appropriate and inappropriate practice. Using a parenting perspective, students will examine aspects of a quality program and ways in which to connect with families and communities. The effects of group care on children's development will be explored and community programs will be visited to reinforce aspects of high quality care and education.

Topics:

1. Types of Programs
2. Choosing a program
3. Effects of group care on children
4. Program models

Summary: Students will be asked to choose a program/program model that they would be interested in working with in the future. Creation of a pamphlet about that program model will allow students the opportunity for further research and definition of program specifics. Students will create the pamphlet with prospective parents and community members as their audience, with a goal of educating others about the program philosophy and components. Pamphlets will be presented to first year students.

Unit 3: Observation and Assessment

The ways in which Early Childhood environments are assessed will be discussed at length. Qualities important to offering high quality care to families, children, and communities will be identified. Students will discuss the importance of evaluating environments and making adjustments and improvements to benefit staff and student's interactions and choice of materials. Observations of children will be completed, studied and practiced continually throughout the year to give students a concrete experience with how observation can assist them in development of appropriate curriculum. Students will practice reflecting upon and then documenting children's work and share that documentation with their peers.

Topics:

1. Environmental Rating Scales
2. Elements of high quality care
3. Types of observation tools for assessing children
4. Using observation as a tool for curriculum development
5. Documentation

Summary: Students will be required to visit a center and complete an anecdotal observation of a child two times, one at the beginning of the year and one at the end of the year. The first observation will be analyzed and students will use the information gathered to make suggestions about what type of curriculum they might implement based on their observation. They will also evaluate the observation and draw conclusions about the child's developmental progress. The observation at the end of the year will be of the same child if applicable. Students will complete a paper that discusses the child's growth.

Unit 4: Laws that Guide Early Childhood and Education

Students will establish a general knowledge of the laws and regulations that guide professionals in the fields of early childhood and education. Inspection of workplace documents will allow students to pinpoint regulations they have seen in practice and identify areas of this career that they would like to explore more. Instructor will spend ample time reviewing specific regulations that guide practice in these fields and introducing students to the agencies that enforce laws. Collaboration with peers will allow students to distinguish how different sites can vary procedures and still abide by regulations and laws.

Topics:

1. California Child Care Licensing Website
2. Title 22 and 5 regulations
3. California Education Code

4. Common procedures related to education careers
5. Record keeping

Summary: Students will create a training video for new staff. The video will cover important licensing regulations that all staff participate in daily. Students will identify what they feel are the 10 most important regulations that new Early Childhood staff should be informed of when entering the workforce. Their video will explain the regulations in depth and cover how new staff should follow regulations and go about reporting incidents in which regulations were not followed.

Unit 5: Nutrition

A variety of topics related to nutrition will be presented. Students will outline unique nutrient requirements for age groups 0-12. The relationship between nutrition and development will be evaluated and problems that occur in relationship to nutrition or lack thereof will be identified. Prediction of food challenges will be discussed and proposal of how to deal with those challenges in a care setting will be made. Charting of safety and sanitation requirements related to the serving of food will assist students in the application of licensing regulations. Basic concepts important in the development of nutrition curriculum will be integrated as students design lessons for their internships site related to this topic. Observations and seminar style discussion will allow students a chance to brainstorm methods of handling cultural considerations and special nutritional needs.

Topics:

1. Nutritional Needs
2. Dietary Concerns (Diet analysis, Diabetes)
3. Meeting nutritional need in care settings
4. Licensing Regulations
5. Food Safety
6. Food Allergies
7. Nutrition Curriculum

Summary: Students will develop and propose a snack and meal plan for a facility for a one month period of time. Meals will include portion sizes and should follow the USDA guidelines for serving snacks and meals. Students will prepare a list of guidelines employees should follow when serving snacks and meals based on licensing regulations.

Unit 6: Health

Students will use their prior experiences with children to help them provide relevant application as they research the topic of health when working with children. Students will research the presence of common illness and communicable disease in the care environment and implement strategies at their own site to reduce the spread of illnesses. An online portal will be used for students to share the different ways that their internships sites handle and prevent the spread of illness. Students will look at common health factors affecting young children and school age children and determine the best methods for incorporating health into the curriculum. Throughout the unit students will list and discuss legal requirements related to the topic of health that must be implemented in the care setting. Students will practice modeling health practices and universal precautions at their internships. Lastly, students will evaluate their current work site environment and network with professionals to create a list of community resources for children and families related to health.

1. Industry related requirements
 - Children
 - Staff
 - Universal Precautions
2. Children's Illness
 - Risk Factors

- Communicable Illness
- Controlling the spread of Illness
- 3. Modeling Health Practices
 - Staff Policies
 - Family Involvement
- 4. Curriculum Development
- 5. Addressing Stress
 - Supporting staff and students
 - Techniques and activities to address stress

Summary: In a collaborative effort, students will create a series of parent handouts that address common illness in a care/educational setting. Students will be required to define, explain procedures for prevention, discuss how staff addresses the illness or topic, outline how families can help, and provide resources for family to further explore the topic listed. Resources such as students experience, staff input, Title 22, Ed Code, and other applicable sources will be documented.

Unit 7: Safety

Student will examine the many components of safety in a child care and education setting. The varying internship settings amongst class participants will allow for a comparison and analysis of the many procedures and policies regarding safety. Role play will allow students to practice their response to common safety issues and develop a plan for responding to issues such as; illness, child abuse, and other health concerns in the classroom. Evaluating the high level of stress present in children and families will encourage students to search for avenues to design and conduct activities with their own students that reduce and address stress in daily life. Students will place a high focus on creating and maintaining safe environments for children and will be able to summarize their role and responsibilities as a professional, while noting the importance of allowing students to take age appropriate risks.

Topics:

1. Signs and symptoms of illness
2. Child Abuse
 - Types and symptoms
 - Mandated Reporting
 - Community Resources
3. Reducing stress
4. Emergency procedures
5. Creating and maintaining safe environments
6. Health concerns in care settings

Summary: Students will complete observations at their internships site. Those observations will be shared and charted in the classroom. Discussion of the differences of policy and procedure will allow students to see requirements for varying types of program.

Unit 8: Career Planning

An advanced exploration of career planning will facilitate students in skill building specific to their career of choice. Students will utilize digital media to assist them in creating career plans that include post secondary options. Instructor will utilize community members and programs to provide exposure to the variety or career roles in early childhood and education. A series of activities and collaboration with peers will present students with the knowledge to make educated decisions about a future career.

Topics:

1. Developing a career plan
2. Advanced interviewing techniques

3. Technology based job applications/websites
4. Skills for job success
5. NAEYC code of ethics

Summary: Instructor will guide students through the discussion of how to solve work place issues. The NAEYC approach to solving ethical dilemmas will be implemented to assist students in completing a series of case studies. Students will work as a group and individually applying the code of ethics to support their professional decisions. Interviewing site supervisors will allow students to describe the application of ethics to authentic workplace issues.

Unit 9: Serving Communities, Families, and children

An overview of topics surrounding serving communities, families and children will introduce students to best practices. Community organization will be researched and analyzed to identify the role these organizations play in providing services to students outside of the classroom. Instructor will emphasize the importance of communication and collaboration when working with children and methods of communication will be questioned and critiqued. Students will look at the legal and scientific basis for offering an inclusive program that focuses on maintaining high standards for all students. Anti- bias curriculum will be introduced providing students with the tools to serve a wide range of families and children.

Topics:

1. Effective communication
2. Inclusion
3. Anti -Biased curriculum
4. Community relationships

Summary: In a collaborative effort students will create a resource binder for professionals that lists the contact information of organizations within the surrounding community that can assist families in caring for their children. The resource binder should be a representation of caring for the whole child and focus on all areas of development. Examples of important resources to include would be organizations related to inclusion, health, dental, speech, legal, domestic assistance, food banks, and culture. Students will need to contact each organization and summarize the services they offer as well as other general information about the organization.

Expected Student Outcomes:

Upon successful completion of this course, students will be able to:

1. List and describe theories of child development and their contribution to working with children.
2. Analyze real life scenarios and evaluate the presence of theory in student's actions and teacher's reaction.
3. Apply the code of ethics when responding to work place situations.
4. Define and describe the different types of programs and program models, personally identifying their own individual teaching philosophy.
5. Summarize the impact high quality care has on children.
6. Identify, describe and apply the different licensing regulations for Early Childhood Education and the laws and guidelines that govern the public education in California
7. Discuss how culture influences children, families and communities.
8. Use observation and environmental rating scales to make informed decisions about environmental changes and curriculum implementation.
9. Create and implement lessons that consider anti biases curriculum, diversity and promote the independence and individuality of each child.
10. Model and practice health and safety procedures specific to their internship placement.
11. Describe policies and procedures for dealing with health and safety issues when they arise.
12. Articulate the health and safety risks common in early childhood and education settings.

13. Use communication with families and communities to include all parties in the process of creating healthy, safe and nutritious curriculum for children.

Standards:**Education, Child Development, and Family Services Pathway Standard Anchor Standards****2.0 Communications**

Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.1 Recognize the elements of communication using a sender–receiver model.

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.

3.3 Explore how information and communication technologies are used in career planning and decision making.

3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.

3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Education, Child Development, and Family Services sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.

4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Education, Child Development, and Family Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Education, Child Development, and Family Services sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.

6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.

6.6 Maintain a safe and healthful working environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Education, Child Development, and Family Services sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

7.5 Apply high-quality techniques to product or presentation design and development.

7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

8.1 Access, analyze, and implement quality assurance standards of practice.

8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Education, Child Development, and Family Services industry sector.

8.3 Demonstrate ethical and legal practices consistent with Education, Child Development, and Family Services sector workplace standards.

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

8.5 Analyze organizational culture and practices within the workplace environment.

8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Education, Child Development, and Family Services sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FHA-HERO, the California Affiliate of FCCLA). (Direct alignment with SLS 11-12.1b)

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

9.5 Understand that the modern world is an international community and requires an expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Education, Child Development, and Family Services sector issues and problems.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Education, Child Development, and Family Services sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6) This section is specific to the foundational knowledge and skills required for Consumer and Family Studies.

10.1 Interpret and explain terminology and practices specific to the Education, Child Development, and Family Services sector.

10.2 Comply with the rules, regulations, and expectations of all aspects of the Education, Child Development, and Family Services sector.

10.3 Construct projects and products specific to the Education, Child Development, and Family Services sector requirements and expectations.

10.4 Collaborate with industry experts for specific technical knowledge and skills.

10.8 Explain positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.

10.9 Demonstrate an understanding of the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.

10.14 Analyze the factors that affect the development of individuals and how to build positive relationships.

10.16 Apply strategies and resources for managing conflicts and crises.

10.17 Summarize the importance of wellness and safety to individual and family health and well-being.

10.18 Demonstrate an understanding of how to prevent and control infection and disease to produce the optimum health of individuals and families.

10.21 Demonstrate an understanding of how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be transferred to advanced training and education or to careers related to the Education, Child Development, and Family Services sector.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Education, Child Development, and Family Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Education, Child Development, and Family Services sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

A. Child Development Pathway

A1.0 Recognize the essential aspects of the early childhood education, child care, and development industry and the industry's role in state and local economies.

A1.1 Describe the organizational structures in early childhood education, child care, and development facilities.

A1.3 Understand the interdependence of various career roles and how those roles contribute to the success of the child care and development program or work site.

A1.4 Research the functions and roles of the various careers in the child care and development industry.

A1.5 Identify the components of professionalism and how to practice professional behaviors.

A1.6 Analyze the legislative, economic, educational, and social trends that affect the child care and development industry.

A2.0 Identify and apply operational procedures and organizational policies at various early childhood education, child care, and development facilities.

A2.1 Identify the operational procedures at various types of facilities and their importance to the success of the organization.

A2.2 Understand the operational policies and procedures related to early education, child care, and development program components (e.g., adult–child and adult–guardian interaction, physical environment, health, safety, nutrition, curriculum, and assessment). 8 ECDFS | California Career Technical Education Model Curriculum Standards

A2.3 Explain the importance of, and procedures for, keeping child and classroom records and documentation.

A3.0 Summarize child care and development standards, licensing, regulations, and codes, including California Code of Regulations Title 5 and Title 22.

A3.1 Recognize the standards and licensing regulations for child care facilities.

A3.2 Identify the educational and industry-related requirements for child care facilities staff.

A3.3 Understand how local, state, and federal laws and regulations for child care facilities are enforced by regulatory agencies.

A3.4 Adhere to the health, safety, regulatory, and procedural requirements for the work site.

A3.5 Summarize the employer and employee responsibilities for complying with laws and regulations affecting the needs, interests, and rights of young children.

A3.6 Detect the indicators of child abuse or neglect and the responsibilities of staff as mandated reporters.

A4.0 Apply critical safety, emergency, and disaster procedures at the work site.

A4.2 Implement the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans.

A4.3 Demonstrate how and when to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures.

A4.4 Predict the typical hazards at the work site and know procedures and practices that contribute to a safe and healthy environment.

A5.0 Explain important elements of a child’s physical, intellectual, emotional, and social growth and development.

A5.2 Describe the developmental stages of infants, toddlers, and children.

A5.3 Summarize the ways in which diversity, family, and culture influence the development of children.

A5.4 Understand the importance of including infants, toddlers, and children with special needs. | Education, Child Development, and Family Services ECDFS 9

A5.5 Analyze the importance of observational assessment and how to link assessment findings to individualized child planning.

A5.6 Evaluate the importance of learning environments, experiences, and interactions and their connections to each stage of physical, intellectual, social, and emotional development.

A6.0 Employ the principles of positive interactions, guidance, and discipline in the workplace.

A6.1 Describe how to help children develop a positive self-image and self-esteem and develop self-discipline and respect for oneself and others.

A6.2 Use the importance of building positive relationships between the caregiver, children, and families to provide effective guidance and discipline.

A6.4 Identify practical strategies for finding positive solutions to common behavioral problems.

A7.0 Compare and apply the essential components of an effective learning environment for the early childhood classroom.

A7.2 Identify the early childhood education classroom learning areas and the contribution of each to the development of children.

A7.3 Classify multiple ways of promoting children’s learning at different developmental stages and ages by using the continuum of teaching behaviors from directive to nondirective.

A7.4 Demonstrate appropriate teaching techniques and interaction styles for working with children of varying ages, learning styles, and cultural backgrounds.

A7.5 Illustrate the ways in which classroom environments promote productive interaction among children and adults to create a positive atmosphere and sense of community.

A7.6 Research and present the major learning theories and curriculum models and evaluate their application in early childhood education programs.

A8.0 Select and apply developmentally appropriate practices for curriculum development.

A8.1 Develop components of a developmentally appropriate curriculum in each area of the balanced daily routine: indoor/outdoor, quiet/active, individual and small group/large group, large muscle/small muscle, and child-initiated and staff-initiated activities. 10 ECDFS | California Career Technical Education Model Curriculum Standards

A8.2 Observe children and document the observations in a factual and anecdotal format tying observations to developmental milestones.

A8.4 Plan and conduct activities that reinforce foundation skills, reflect an integrated and emergent curriculum, and support school readiness.

A9.0 Practice the principles and practices of good nutrition, health, and safety for infants and children.

A9.1 List the procedures used to clean a facility that follow a logical sequence and universal health precautions.

A9.2 Practice the procedures for preventing the spread of infections and illnesses, including those for food-borne pathogens.

A9.3 Use the appropriate sanitation and hygiene techniques for infants, toddlers, children, and staff.

A9.4 Communicate the proper procedures to follow when preparing and serving nutritional snacks and meals, including those that foster independent eating practices and promote good nutrition and hygiene habits.

A9.5 Recognize, describe, and report signs and symptoms of illness, injury, discomfort, or special needs in infants, toddlers, and children.

A10.0 Communicate and interact effectively with families and communities.

A10.1 Name the benefits of establishing strong relationships with families and communities.

A10.2 Interpret how positive family–staff relationships, family members, and the community contribute to the physical, intellectual, social, and emotional development of the child.

A10.3 Compare and contrast how language, culture, and educational backgrounds may affect family structures and communication within and among families and communities.

A10.4 Devise ways to use opportunities throughout the daily routine to build trusting relationships and effective communication with families and others.

A10.5 Advocate for high-quality programs and services for children and families.

A11.0 Identify teaching materials and resources that enhance classroom instruction and indoor and outdoor learning in early childhood education, child care, and development programs.

A11.1 Select and develop age-appropriate and developmentally appropriate teaching materials and resources.

A11.3 Evaluate the various types and sources of quality, age-appropriate, and developmentally appropriate materials and equipment. | Education, Child Development, and Family Services ECDFS 11

A12.0 Illustrate how to support the learning process in an assisting role.

A12.1 Define the strategies for supervising and maintaining a supportive learning environment for infants, toddlers, and children.

A12.2 Understand the established standards and the standard operating procedures in classrooms, libraries, halls, and bathrooms and on the school grounds.

A12.3 Classify the typical learning challenges that students encounter in curricular areas.

A12.4 Implement planned activities to facilitate multidisciplinary learning and reinforce concepts.

A12.5 Differentiate how to provide instructional assistance to small and large learning groups.

C. Education Pathway

C1.2 Describe the basic structure of public education in California (e.g., prekindergarten through grade twelve, community college, the California State University, the University of California), as well as private institutions.

C2.2 Recognize the main workforce management strategies in education (e.g., shared responsibility and negotiation).

C3.1 Describe the critical health and safety procedures that are used at a school site.

C3.2 Identify the indicators of child abuse and neglect and the role of the mandated reporter. | Education, Child Development, and Family Services ECDFS 17

C3.3 Locate and understand the credentialing requirements for teachers of students in prekindergarten through community college.

C4.0 Practice critical emergency and disaster procedures at a school site.

C4.2 Recognize the typical hazards at the work site and know the procedures and practices that contribute to a safe and healthy environment.

C4.3 Describe the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans.

C4.4 Demonstrate how to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures.

C5.0 Summarize important elements of the physical, intellectual, emotional, and social development of children and adolescents.

C5.3 Diagram factors in heredity, family, culture, diversity, economic, abilities, and environment that may influence the development of children and adolescents.

C7.3 Understand the types, important elements, and purposes of student assessments.

C7.5 Use the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and diverse cultural backgrounds and abilities to write lesson plans.

C7.6 Practice using teaching strategies that promote student learning, critical thinking, and problem solving.

C7.7 Identify relevant curriculum standards, their significance to student success, and demonstrate their use in instruction.

C8.0 Compare basic principles and practices of good nutrition and health and wellness for children.

C8.1 Describe crucial safety and sanitary procedures to follow in the classroom related to good nutrition and health.

C8.2 Identify services available to at-risk students and how to link students to resources.

C8.3 Apply appropriate sanitation, health, and hygiene procedures for preventing the spread of infections and illnesses and for responding to allergic reactions.

C8.4 Research the nutritional needs of children and the allergies commonly associated with food.

C8.5 Detect common indicators of nutrition-related disorders and diseases.

C9.0 Assess how to communicate and interact effectively with families and community groups.

C9.1 Recognize the factors that influence effective communication between the school and home and how to foster familial involvement.

C9.2 Summarize the ways in which age, abilities, language, culture, economics, and educational backgrounds may affect communication within and among families and the school.

C9.3 Explain issues of diversity and how to exhibit sensitivity to cultural differences

C10.0 Integrate the process of developing quality teaching materials and resources for classroom instruction.

C10.1 Evaluate various types and sources of quality, developmentally appropriate materials and equipment.

C10.2 Demonstrate the appropriate use of current and emerging technology to develop instructional materials and support learning.

C11.0 Evaluate the role of instructional staff in supporting the learning process.

C11.1 Name behavior standards expected of students in classrooms, libraries, and bathrooms on the school grounds and during educational and recreational trips.

C11.2 Demonstrate techniques for providing positive feedback on student work, attendance, and classroom performance.

C11.3 Explain how to help the teacher with student instruction, assessment, and confidentiality.

C11.4 Analyze a variety of individual and group teaching strategies and learning theories that promote effective learning.

C11.5 Research the common typical and atypical learning challenges for students in a variety of curricular areas.

Instructional Methods and/or Strategies

Direct Instruction: This strategy will be used in combination with strategies listed below. Instructor will use direct instruction as a means of providing content from text that needs further elaboration. Direct instruction will also be used as a preface to collaborative learning to provide direction to students on expectations and outcomes.

Lecture: Instructor will use lecture combined with various technology sources to deliver concepts specific to curriculum. Lecture will provide an opportunity for students to ask questions and clarify challenging concepts. Technology will assist instructor in providing visual points of reference for students.

Note Taking: Students will be required to take notes during all types of instruction. Instructor will use graphic organizers during text reading to assist students in organization of material and ensure key concepts are highlighted.

Class/ Small Group Discussion: This strategy will be used to further explore concepts that relate to current work place topics. Students will think critically about the impact these topics may have on their future as it relates to the curriculum. Open ended questions will be used by instructor to encourage students to analyze situations, apply problem solving skills, and determine a variety of outcomes or solutions.

Cooperative Learning: Instructor will strategically place students in groups to complete tasks related to the curriculum. This will encourage discussion amongst peers and allow students to express their view point on topics as well as take notice of opinions that are not in line with their own personal beliefs. Students will learn how to work as a productive team member, as well as complete tasks that will enhance their understanding of the concepts in the text

Computer Based Learning: Students will use technology to research topics, partake in quizzes, complete assignments and develop materials to be used in presentations.

Presentations: Upon completion of research, class work, and group work students will participate in individual and group presentations. This method will assist students in synthesizing learning, reconsidering what they've learned, presenting thought provoking open ended questions to the audience, organizing information in a meaningful manner, and practice speaking skills. As a part of presentations students will be expected to complete peer evaluations to apply critiquing skills and provide constructive feedback to peers.

Work based learning and observations: Students will be assigned specific internship assignments that directly correlate to information presented in class; observations, lesson planning, seminar questions, and training plan completion. These assignments will help with application of text and lecture material.

Reflective Journals: Students will use journal format to set measurable goals and tasks to complete at their internship biweekly during the second and third trimester. Additionally students will evaluate their progress in meeting goals and the obstacles/success they encountered. Students will use journals as a venue for evaluating their progress and an opportunity to communicate with instructor about what they have experienced at site.

Seminar: Through the use of technology students will participate in responding to questions posed by the instructor. Students will then be required to respond to at least two of their peers responses. This will allow students to apply academic language and discuss topics relevance to curriculum and work place in a

professional and non judgmental format. This opportunity will allow students to create their own opinion on matters, listen to others, and respond accordingly.

On-line instruction: Portions of this course will be held on line. The use of an online portal will allow students access to lectures, course documents, online seminars with peers and much more. Students will be required to access this portal at least once per week to be kept up to date on current course assignments and discussions.

Internship Evaluations: Students will be required to complete a variety of self-evaluations when implementing learning activities at their internships. Students are also required to meet with their supervisor and do a collaborative evaluation of their progress in the middle of trimester two. Instructor will evaluate students once every three weeks, using a rubric, by visiting student at their internship site and documenting student progress.

Assessment Criteria:

Grading Scale

A = 100 - 90%

B = 89 - 80%

C = 79 - 70%

D = 69 - 60%

F = 59% and below

Certificate:

Upon successful completion of the course, students who have met the following proficiencies will receive a certificate of completion:

1. 324 hours of attendance for CC /486 hours of attendance for CVC
2. 70% or above average on all assignments and projects



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
DECEMBER 7, 2016

ACTION ITEM - 7.4

AGENDA ITEM:

7.4 - Approval of the 2015-2016 Audit Report

RECOMMENDED ACTION:

Approve the 2015-2016 Annual Audit Report as presented

BACKGROUND:

In accordance with Education Code Section 41020, the Tri-Valley ROP Board authorized the annual audit of the Tri-Valley Regional Occupational Program's financial records and support documentation for the 2015-2016 fiscal year.

The audit firm of Nigro & Nigro, PC completed the 2015-2016 audit for TVROP. Copies of the audit will be forwarded to the appropriate County and State agencies and the Board for their review.

SUPPORTING DOCUMENTS:

- Tri-Valley Regional Occupational Program 2015-2016 Audit Report for financial year ended June 30, 2016

Moved by:

Seconded by:

Passed by:

**TRI-VALLEY REGIONAL
OCCUPATIONAL PROGRAM
AUDIT REPORT
For the Fiscal Year Ended
June 30, 2016**



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

For the Fiscal Year Ended June 30, 2016

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Financial Section

INDEPENDENT AUDITORS' REPORT

Governing Board
Tri-Valley Regional Occupational Program
Livermore, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and the major fund of Tri-Valley Regional Occupational Program, as of and for the fiscal year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the ROP's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of Tri-Valley Regional Occupational Program, as of June 30, 2016, and the respective changes in financial position thereof for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters*Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3 through 6, budgetary comparison information on page 29, schedule of proportionate share of the net pension liability on page 30, and schedule of contributions on page 31 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the ROP's basic financial statements. The supplementary information is presented for purposes of additional analysis and is not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements. The supplementary information on pages 35 to 36 and the schedule of expenditures of federal awards on page 37 are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole. The information on page 34 has not been subjected to the auditing procedures applied in the audit of the basic financial statements and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 22, 2016, on our consideration of the ROP's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the ROP's internal control over financial reporting and compliance.



Murrieta, California
November 22, 2016

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Management's Discussion and Analysis (Unaudited)

For the Year Ended June 30, 2016

This discussion and analysis of Tri-Valley Regional Occupational Program's (the "ROP") financial performance provides an overview of the ROP's financial activities for the fiscal year ended June 30, 2016. Please read it in conjunction with the ROP's financial statements, which immediately follow this section.

FINANCIAL HIGHLIGHTS

Operating revenue for the Tri-Valley Regional Occupational Program (ROP) comes from member districts based on the joint powers agreement and subsequent memorandums of understanding. Each member district contributes certain funds to the ROP based on memorandums of understanding. The ROP generates additional revenue by operating an educational program for adults in correctional facilities through the Alameda County Sheriff's Department.

- The ROP's General Fund ended with a balance of \$1.7 million.
- Overall revenues were approximately \$5.1 million, \$0.2 million less than expenditures.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts – management's discussion and analysis (this section), the basic financial statements, and required supplementary information. The basic financial statements include two kinds of statements that present different views of the ROP:

- The first two statements are *government-wide financial statements* that provide both short-term and long-term information about the ROP's overall financial status.
- The remaining statements are *fund financial statements* that focus on individual parts of the ROP, reporting the ROP's operations in more detail than the government-wide statements.
 - The *governmental funds* statements tell how basic services like regular and special education were financed in the short term as well as what remains for future spending.

The remainder of this overview section of management's discussion and analysis highlights the structure and contents of each of the statements.

Government-Wide Statements

The government-wide statements report information about the ROP as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the ROP's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two government-wide statements report the ROP's net position and how it has changed. Net Position – the difference between the ROP's assets and liabilities – is one way to measure the ROP's financial health or position.

- Over time, increases and decreases in the ROP's net position are an indicator of whether its financial position is improving or deteriorating.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
Management's Discussion and Analysis (Unaudited)
For the Year Ended June 30, 2016

OVERVIEW OF THE FINANCIAL STATEMENTS (continued)

Government-Wide Statements (continued)

The ROP has two funds:

- *General fund* – All of the ROP's basic services are included in a General Fund, which generally focuses on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the ROP's programs.
- *Fiduciary fund* – The ROP is the trustee, or fiduciary, for assets that belong to others, such as the student activities funds. The ROP is responsible for ensuring that the assets reported in these funds are used only for their intended purposes and by those to whom the assets belong. All of the ROP's fiduciary activities are reported in a separate statement of fiduciary net position. We exclude these activities from the district-wide financial statements because the ROP cannot use these assets to finance its operations.

FINANCIAL ANALYSIS OF THE ROP AS A WHOLE

Net Position

Net position represents the difference between assets and liabilities. Net position is reported as restricted when there are limitations imposed on its use either through the enabling legislation adopted by the ROP or through external restrictions imposed by creditors, grantors or laws or regulations of other governments. The ROP applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available.

The ROP's combined net position was less on June 30, 2016, than the year before – decreasing to \$(1.7) million.

FINANCIAL ANALYSIS OF THE ROP'S GENERAL FUND

General Fund Budgetary Highlights

Over the course of the year, the ROP revised the annual operating budget several times. The major budget amendments fall into these categories:

- Revenues – increased by \$0.3 million primarily to reflect changes in ROP allocations of federal and local funding.
- Salaries and benefits costs – increased \$0.1 million due to an increase in the salary schedule.
- Other non-personnel expenses – increased approximately \$0.1 million to reflect revisions of operational cost estimates and repayment to member districts.

While the ROP's final budget for the General Fund anticipated that expenditures would exceed revenues by about \$0.5 million, the actual results for the year show that revenues fell short of expenditures by roughly \$0.2 million. Actual revenues were \$0.2 million less than anticipated, and expenditures were \$0.5 million less than budgeted. That amount consists primarily of restricted categorical program dollars that were not spent as of June 30, 2016, that will be carried over into the 2016-17 budget.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Management's Discussion and Analysis (Unaudited)

For the Year Ended June 30, 2016

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

During 2015-16 the ROP invested \$20,767 in new capital assets. (More detailed information about capital assets can be found in Note 4 to the financial statements). Total depreciation expense for the year was \$28,086.

Long-Term Debt

At year-end, the ROP had \$3.0 million in compensated absences, capital leases, and net pension liability – a decrease of 5.9% from last year. (More detailed information about the ROP's long-term liabilities is presented in Note 5 to the financial statements).

FACTORS BEARING ON THE ROP'S FUTURE

In considering the ROP budget for 2016-17, the ROP Board and management used the following criteria:

The key assumptions in our revenue forecast are:

1. Effective July 1, 2015 the TVROP Member Districts passed the Fifth Amended Joint Powers Agreement. The agreement determines District contributions by usage of the program. The usage formula will be evaluated every two years. It allows for growth at 4% and if the budget exceeds that amount, Member Districts must vote to approve.
2. Additional revenue included the California Careers Trust Pathway (CPPT) Grant Round 1 and 2.
3. The Santa Rita/Glen Dyer Correctional programs closed as of June 30, 2016, and the TVROP is expanding a regional Adult Education program with Member Districts that includes Mid Alameda County Consortium dollars from Districts, Adult Perkins, and CalWorks funding.
4. Career Technical Education Incentive Grant funding would be received at TVROP as the fiscal agent handling the funding for Member Districts. Districts will invoice for CTE contributions made to the TVROP as well as CTE programs in their Districts that meet the 11 Elements of a Highly Qualified CTE program and goal code expenditures appropriately.

As a result of implementing clearly defined processes both financially and programmatically over the past four years, the ROP has achieved a healthy reserve that has enabled us to expand and enhance our current offerings.

The increased expenditures have been allocated to the following areas:

1. Salaries for Classified and Certificated ROP teachers for 2016-17 included a 3% increase.
2. The new Adult Education programs include a Member District Transition Specialist at the One Stop, METRIC labs and certification courses, computer courses, and the development of Adults with Disabilities program.
3. Expansion of programs and resources with an increased outreach to our underserved and alternative high school populations which includes the 2nd year of the Middle College with 56 students, Sports Medicine 2, and expansion of the Medical Occupations program.
4. Through CCPT dollars we have a work-based learning coordinator to engage employers and educators for meaningful workplace experiences for students.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
Management's Discussion and Analysis (Unaudited)
For the Year Ended June 30, 2016

FACTORS BEARING ON THE ROP'S FUTURE (continued)

5. Remaining excess reserve is being designated for Middle College 3rd year.
6. CCPT funds have allowed us to expand advanced manufacturing work-based learning opportunities including, Advance Manufacturing Day with the City of Livermore and member districts, an annual Welding Camp summer camp at Las Positas for TVROP students, and the transformation of a metals shop at Livermore High School into a welding classroom that can serve both adult and high school students through Dual Enrollment with Las Positas College, CISCO networking courses, and securing Las Positas College for the Public Safety Academy starting in 2016-2017.

CONTACTING THE ROP'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, customers, and investors and creditors with a general overview of the ROP's finances and to demonstrate the ROP's accountability for the money it receives. If you have any questions about this report or need additional financial information, please contact the Tri-Valley Regional Occupational Program at 1040 Florence Road, Livermore, CA 94550.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM*Statement of Net Position**June 30, 2016*

	Total Governmental Activities
ASSETS	
Cash	\$ 1,726,712
Accounts receivable	865,848
Depreciable assets	408,804
Less accumulated depreciation	(182,275)
Total assets	<u>2,819,089</u>
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows of resources - pensions	<u>404,748</u>
LIABILITIES	
Accounts payable	666,782
Unearned revenue	196,617
Due or payable within one year	5,124
Due or payable after one year	2,998,635
Total liabilities	<u>3,867,158</u>
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows of resources - pensions	<u>1,084,917</u>
NET POSITION	
Net investment in capital assets	226,529
Restricted for:	
Educational programs	2,800
Unrestricted	<u>(1,957,567)</u>
Total net position	<u>\$ (1,728,238)</u>

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Statement of Activities

For the Fiscal Year Ended June 30, 2016

<u>Functions/Programs</u>	<u>Expenses</u>	<u>Program Revenues</u>		<u>Net (Expense) Revenue and Changes in Net Position</u>
		<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	
Governmental Activities:				
Instructional services:				
Instruction	\$ 1,824,593	\$ 625	\$ 41,110	\$ (1,782,858)
Instruction-related services:				
Supervision of instruction	274,751	147,366	5,515	(121,870)
School site administration	373,420	-	1,132	(372,288)
Pupil support services:				
All other pupil services	280,355	-	-	(280,355)
General Administration Services:				
Other general administration	251,958	-	8,719	(243,239)
Ancillary services	2,185,296	1,004,620	888,302	(292,374)
Interest on long-term debt	1,039	-	-	(1,039)
Depreciation (unallocated)	28,086	-	-	(28,086)
Total Governmental Activities	<u>\$ 5,219,498</u>	<u>\$ 1,152,611</u>	<u>\$ 944,778</u>	<u>(3,122,109)</u>

General Revenues:

Federal and state aid not restricted to specific purpose	10,539
Interest and investment earnings	5,649
Interagency revenues	2,774,371
Miscellaneous	<u>180,146</u>
Total general revenues	<u>2,970,705</u>
Changes in net position	(151,404)
Net position - July 1, 2015	<u>(1,576,834)</u>
Net position - June 30, 2016	<u>\$ (1,728,238)</u>

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Balance Sheet

June 30, 2016

	General Fund
ASSETS	
Cash	\$ 1,726,712
Accounts receivable	865,848
	<hr/>
Total Assets	\$ 2,592,560
	<hr/> <hr/>
LIABILITIES AND FUND BALANCES	
Liabilities	
Accounts payable	\$ 666,782
Unearned revenue	196,617
	<hr/>
Total Liabilities	863,399
	<hr/>
Fund Balance	
Nonspendable	20,000
Restricted	2,800
Unassigned	1,706,361
	<hr/>
Total Fund Balance	1,729,161
	<hr/>
Total Liabilities and Fund Balance	\$ 2,592,560
	<hr/> <hr/>

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

*Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position
For the Fiscal Year Ended June 30, 2016*

Total fund balances - governmental funds		\$	1,729,161
<p>Amounts reported for governmental <i>activities</i> in the statement of net position are different because capital assets used for governmental activities are not financial resources and therefore are not reported as assets in governmental funds. The cost of the assets is \$408,804, and the accumulated depreciation is (\$182,275).</p>			
			226,529
<p>In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows relating to pensions are reported.</p>			
	Deferred outflows of resources	404,748	
	Deferred inflows of resources	<u>(1,084,917)</u>	(680,169)
<p>Long-term liabilities, including bonds payable, are not due and payable in the current period and therefore are not reported as liabilities in the funds. Long-term liabilities at year-end consist of:</p>			
	Capital leases payable	18,121	
	Net pension liability	2,981,572	
	Compensated absences payable	<u>4,066</u>	<u>(3,003,759)</u>
Total net position - governmental activities		\$	<u><u>(1,728,238)</u></u>

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

*Statement of Revenues, Expenditures, and Changes in Fund Balance
For the Fiscal Year Ended June 30, 2016*

	General Fund
REVENUES	
Federal sources	\$ 120,531
State sources	170,323
Other local sources	<u>4,823,898</u>
Total Revenues	<u>5,114,752</u>
EXPENDITURES	
Current:	
Instruction	1,846,468
Instruction-related services:	
Supervision of instruction	298,704
School site administration	379,042
All other pupil services	293,031
Ancillary services	2,230,342
General administration services:	
Other general administration	255,585
Debt service:	
Principal	4,874
Interest	<u>1,039</u>
Total Expenditures	<u>5,309,085</u>
Net Change in Fund Balance	(194,333)
Fund Balance, July 1, 2015	<u>1,923,494</u>
Fund Balance, June 30, 2016	<u><u>\$ 1,729,161</u></u>

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

*Reconciliation of the Governmental Funds Statement of Revenues, Expenditures, and
Changes in Fund Balance to the Statement of Activities
For the Fiscal Year Ended June 30, 2016*

Total net change in fund balances - governmental funds \$ (194,333)

Amounts reported for governmental *activities* in the statement of activities are different because:

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expenses. The difference between capital outlay expenditures and depreciation expense for the period is: (7,319)

In governmental funds, pension costs are recognized when employer contributions are made. In the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and actual employer contributions was: 46,785

In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reduction of liabilities. Expenditures for repayment of the principal portion of long-term debt were: 4,874

In the statement of activities, compensated absences are measured by the amounts paid during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (essentially, the amounts actually earned). (1,411)

Change in net position of governmental activities \$ (151,404)

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
Statement of Fiduciary Net Position
June 30, 2016

	Agency Funds
	<u>Student Body Funds</u>
Assets	
Cash	\$ 52,031
	<u>52,031</u>
Liabilities	
Due to student groups	\$ 52,031
	<u>52,031</u>

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Notes to Financial Statements

June 30, 2016

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Tri-Valley Regional Occupational Program (the "ROP") accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's *California School Accounting Manual*. The accounting policies of the ROP conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The following is a summary of the more significant policies:

A. Reporting Entity

The ROP was formed by a Joint Powers Agreement among the following Alameda County school districts: Dublin Unified School District, Livermore Valley Joint Unified School District, and Pleasanton Unified School District. The purpose of the ROP is to provide occupational training for high school students and adults residing in the districts that formed the Joint Powers entity.

For financial reporting purposes, the ROP operates a general fund, which is the major fund and is controlled by or dependent on the ROP Joint Powers Governing Board. Board members are elected by the participating district's Joint Powers Governing Board and have decision-making authority, the power to designate management, the ability to significantly influence operations and primary accountability for fiscal matters. No entities subordinate to the ROP have been combined to form the reporting entity.

B. Basis of Presentation, Basis of Accounting

1. Basis of Presentation

Government-Wide Financial Statements

The statement of net position and the statement of activities display information about the primary government (the ROP). These statements include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange transactions.

The statement of activities presents a comparison between direct expenses and program revenues for each function of the ROP's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

Fund Financial Statements

The fund financial statements provide information about the ROP's funds, including its fiduciary funds. Separate statements for each fund category - *governmental* and *fiduciary* - are presented. The emphasis of fund financial statements is on major governmental funds, rather than reporting funds by type. The ROP only maintains one governmental fund, the General Fund.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Notes to Financial Statements

June 30, 2016

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

B. Basis of Presentation, Basis of Accounting (continued)

1. Basis of Presentation (continued)

Major Governmental Fund

The ROP reports the following major governmental fund:

General Fund: This fund is used to account for and report all financial resources not accounted for and reported in another fund. The ROP maintains two separate funds with the Alameda County Treasurer, both of which are reported in the General Fund.

Fiduciary Fund

Fiduciary fund reporting focuses on net position and changes in net position. Fiduciary funds are used to report assets held in a trustee or agency capacity for others and therefore cannot be used to support the ROP's own programs. The fiduciary fund category includes pension (and other employee benefit) trust funds, investment trust funds, private-purpose trust funds, and agency funds. The ROP maintains the following fiduciary fund:

Agency Funds: The ROP maintains a separate agency fund for an Associated Student Body (ASB) Fund.

2. Measurement Focus, Basis of Accounting

Government-Wide and Fiduciary Fund Financial Statements

The government-wide and fiduciary fund financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Nonexchange transactions, in which the ROP gives (or receives) value without directly receiving (or giving) equal value in exchange, include grants, entitlements, and donations. On an accrual basis, revenue is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements

Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. Capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and financing from capital leases are reported as other financing sources.

3. Revenues - Exchange and Non-Exchange Transactions

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current fiscal year. Generally, available is defined as collectible within 60 days. However, to achieve comparability of reporting among California districts and so as not to distort normal revenue patterns, with specific respect to reimbursement grants and corrections to state-aid apportionments, the California Department of Education has defined available for districts as collectible within one year.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Notes to Financial Statements

June 30, 2016

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

B. Basis of Presentation, Basis of Accounting (continued)

3. Revenues - Exchange and Non-Exchange Transactions (continued)

The following revenue sources are considered to be both measurable and available at fiscal year-end: State apportionments, interest, certain grants, and other local sources.

Non-exchange transactions, in which the ROP receives value without directly giving equal value in return, include property taxes, certain grants, entitlements, and donations. Revenue from property taxes is recognized in the fiscal year in which the taxes are received. Revenue from certain grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include time and purpose requirements. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

C. Budgetary Data

The budgetary process is prescribed by provisions of the California *Education Code* and requires the governing board to hold a public hearing and adopt an operating budget no later than July 1 of each year. The ROP governing board satisfied these requirements. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for. For budget purposes, on behalf payments have not been included as revenue and expenditures as required under generally accepted accounting principles.

D. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated as of June 30.

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position

1. Cash and Cash Equivalents

The ROP considers cash and cash equivalents to be cash on hand and demand deposits. In addition, because the Treasury Pool is sufficiently liquid to permit withdrawal of cash at any time without prior notice or penalty, equity in the pool is also deemed to be a cash equivalent.

2. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated fixed assets are recorded at their estimated fair value at the date of donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Notes to Financial Statements

June 30, 2016

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position (continued)

2. Capital Assets (continued)

Capital assets are depreciated using the straight-line method over the following estimated useful lives:

<u>Description</u>	<u>Estimated Lives</u>
Buildings and Improvements	25-50 years
Equipment	2-20 years
Vehicles	8 years

3. Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the ROP prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the ROP has a legal claim to the resources, the liability for unearned revenue is removed from the combined balance sheet and revenue is recognized.

Certain grants received that have not met eligibility requirements are recorded as unearned revenue. On the governmental fund financial statements, receivables that will not be collected within the available period are also recorded as unearned revenue.

4. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The ROP has items that qualify for reporting in this category. These items are to recognize contributions made to the pension plan after the measurement date and recognize the changes in proportionate share of the net pension liability.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period and will not be recognized as an inflow of resources (revenue) until that time. The ROP has items that qualify for reporting in this section. That item is to recognize the ROP's proportionate share of the deferred inflows of resources related to its pension plans as more fully described in the footnote entitled "Pension Plans".

5. Compensated Absences

The liability for compensated absences reported in the government-wide statements consists of unpaid, accumulated vacation leave balances. The liability has been calculated using the vesting method, in which leave amounts for both employees who currently are eligible to receive termination payments and other employees who are expected to become eligible in the future to receive such payments upon termination are included.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Notes to Financial Statements

June 30, 2016

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position (continued)

6. Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the ROP's California State Teachers Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) plans and addition to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalSTRS and CalPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

7. Fund Balances

The fund balance for governmental funds is reported in classifications based on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

Nonspendable: Fund balance is reported as nonspendable when the resources cannot be spent because they are either in a nonspendable form or legally or contractually required to be maintained intact. Resources in nonspendable form include inventories and prepaid assets.

Restricted: Fund balance is reported as restricted when the constraints placed on the use of resources are either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments; or imposed by law through constitutional provision or by enabling legislation.

Committed: The ROP's highest decision-making level of authority rests with the ROP's Board. Fund balance is reported as committed when the Board passes a resolution that places specified constraints on how resources may be used. The Board can modify or rescind a commitment of resources through passage of a new resolution.

Assigned: Resources that are constrained by the ROP's intent to use them for a specific purpose, but are neither restricted nor committed, are reported as assigned fund balance. Intent may be expressed by either the Board, committees (such as budget or finance), or officials to which the Board has delegated authority.

Unassigned: Unassigned fund balance represents fund balance that has not been restricted, committed, or assigned and may be utilized by the ROP for any purpose. When expenditures are incurred, and both restricted and unrestricted resources are available, it is the ROP's policy to use restricted resources first, then unrestricted resources in the order of committed, assigned, and then unassigned, as they are needed.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Notes to Financial Statements

June 30, 2016

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position (continued)

8. Net Position

Net position is classified into three components: net investment in capital assets; restricted; and unrestricted. These classifications are defined as follows:

- **Net investment in capital assets** - This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of net investment in capital assets. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.
- **Restricted** - This component of net position consists of constraints placed on net position use through external constraints imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.
- **Unrestricted net position** - This component of net position consists of net position that does not meet the definition of "net investment in capital assets" or "restricted".

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

F. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reported period. Actual results could differ from those estimates.

G. New GASB Pronouncements

During the 2015-16 fiscal year, the following GASB Pronouncements became effective:

1. Statement No. 72, *Fair Value Measurement and Application (Issued 02/15)*

This Statement addresses accounting and financial reporting issues related to fair value measurements. The definition of *fair value* is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. This Statement provides guidance for determining a fair value measurement for financial reporting purposes. This Statement also provides guidance for applying fair value to certain investments and disclosures related to all fair value measurements.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Notes to Financial Statements

June 30, 2016

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

G. New GASB Pronouncements (continued)

2. Statement No. 76, *The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments (Issued 06/15)*

The objective of this Statement is to identify - in the context of the current governmental financial reporting environment - the hierarchy of generally accepted accounting principles (GAAP). The "GAAP hierarchy" consists of the sources of accounting principles used to prepare financial statements of state and local governmental entities in conformity with GAAP and the framework for selecting those principles. This Statement reduces the GAAP hierarchy to two categories of authoritative GAAP and addresses the use of authoritative and non-authoritative literature in the event that the accounting treatment for a transaction or other event is not specified within a source of authoritative GAAP.

3. Statement No. 79, *Certain External Investment Pools and Pool Participants (Issued 12/15)*

This Statement addresses accounting and financial reporting for certain external investment pools and pool participants. Specifically, it establishes criteria for an external investment pool to qualify for making the election to measure all of its investments at amortized cost for financial reporting purposes. An external investment pool qualifies for that reporting if it meets all of the applicable criteria established in this Statement. The specific criteria address (1) how the external investment pool transacts with participants; (2) requirements for portfolio maturity, quality, diversification, and liquidity; and (3) calculation and requirements of a shadow price. Significant noncompliance prevents the external investment pool from measuring all of its investments at amortized cost for financial reporting purposes.

If an external investment pool does not meet the criteria established by this Statement, that pool should apply the provisions in paragraph 16 of Statement No. 31, *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*, as amended. If an external investment pool meets the criteria in this Statement and measures all of its investments at amortized cost, the pool's participants also should measure their investments in that external investment pool at amortized cost for financial reporting purposes.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Notes to Financial Statements

June 30, 2016

NOTE 2 – CASH

Cash at June 30, 2016, is reported at fair value and consisted of the following:

	<u>Governmental Activities/Funds</u>	<u>Fiduciary Fund</u>
Pooled Funds:		
Cash in county treasury	\$ 1,706,712	\$ -
Total Pooled Funds	<u>1,706,712</u>	<u>-</u>
Deposits:		
Cash on hand and in banks	-	52,031
Cash in revolving fund	<u>20,000</u>	<u>-</u>
Total Deposits	<u>20,000</u>	<u>52,031</u>
Total Cash	<u>\$ 1,726,712</u>	<u>\$ 52,031</u>

Pooled Funds

In accordance with Education Code Section 41001, the ROP maintains substantially all of its cash in the County Treasury. The County pools and invests the cash. These pooled funds are carried at cost which approximates fair value. Interest earned is deposited annually to participating funds. Any investment losses are proportionately shared by all funds in the pool.

Because the ROP's deposits are maintained in a recognized pooled investment fund under the care of a third party and the ROP's share of the pool does not consist of specific, identifiable investment securities owned by the ROP, no disclosure of the individual deposits and investments or related custodial credit risk classifications is required.

In accordance with applicable state laws, the County Treasurer may invest in derivative securities with the State of California. However, at June 30, 2016, the County Treasurer has represented that the Pooled Investment Fund contained no derivatives or other investments with similar risk profiles.

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the ROP's deposits may not be returned to it. The ROP does not have a policy for custodial credit risk for deposits. Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC) and are collateralized by the respective financial institutions. In addition, the California Government Code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits. As of June 30, 2016, none of the ROP's bank balance was exposed to custodial credit risk because it was insured by the FDIC.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Notes to Financial Statements

June 30, 2016

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2016, consisted of the following:

Federal Government:		
Categorical aid programs	\$	45,534
Local:		
Transfers of apportionments		423,557
Alameda County Sheriff		212,742
Miscellaneous		184,015
		<u>184,015</u>
Total	\$	<u>865,848</u>

NOTE 4 – CAPITAL ASSETS AND DEPRECIATION

Capital asset activity for the year ended June 30, 2016, was as follows:

	Balance, July 1, 2015	Additions	Retirements	Balance, June 30, 2016
Capital assets being depreciated:				
Buildings	\$ 285,140	\$ -	\$ -	\$ 285,140
Equipment	102,897	20,767	-	123,664
Total capital assets being depreciated	<u>388,037</u>	<u>20,767</u>	<u>-</u>	<u>408,804</u>
Accumulated depreciation for:				
Buildings	(76,037)	(19,009)	-	(95,046)
Equipment	(78,152)	(9,077)	-	(87,229)
Total accumulated depreciation	<u>(154,189)</u>	<u>(28,086)</u>	<u>-</u>	<u>(182,275)</u>
Total capital assets being depreciated, net	<u>233,848</u>	<u>(7,319)</u>	<u>-</u>	<u>226,529</u>
Governmental activity capital assets, net	<u>\$ 233,848</u>	<u>\$ (7,319)</u>	<u>\$ -</u>	<u>\$ 226,529</u>

NOTE 5 – GENERAL LONG-TERM DEBT

Changes in long-term debt for the year ended June 30, 2016, were as follows:

	Balance, July 1, 2015	Additions	Deductions	Balance, June 30, 2016	Amount Due Within One Year
Capital Leases	\$ 22,995	\$ -	\$ 4,874	\$ 18,121	\$ 5,124
Net Pension Liability	3,165,996	-	184,424	2,981,572	-
Compensated Absences	2,655	1,411	-	4,066	-
	<u>\$ 3,191,646</u>	<u>\$ 1,411</u>	<u>\$ 189,298</u>	<u>\$ 3,003,759</u>	<u>\$ 5,124</u>

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Notes to Financial Statements

June 30, 2016

NOTE 6 – JOINT VENTURES

The Tri-Valley Regional Occupational Program (ROP) participates in two joint ventures under joint powers agreements (JPAs). The relationship between the ROP and the JPAs is such that the JPAs are not component units of the ROP for financial purposes. The East Bay Schools Insurance Group (EBSIG) arranges for and provides property and liability insurance for its members. The Alameda County Schools Insurance Group (ACSIG) arranges for and provides worker's compensation insurance for its members.

The governing board controls the operations of its JPAs independent of any influence by the member JPAs beyond their representation on the governing board. Each member JPA pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to its participation in the JPAs.

Condensed audited financial information for the year ended June 30, 2015, for EBSIG and ACSIG is as follows:

	EBSIG	ACSIG
Total assets	\$ 2,466,214	\$ 31,906,924
Total liabilities	2,068,289	30,649,692
Net position	<u>\$ 397,925</u>	<u>\$ 1,257,232</u>
Operating revenue	\$ 4,808,515	\$ 136,200,959
Operating expenses	<u>4,843,101</u>	<u>134,946,771</u>
Operating income (loss)	(34,586)	1,254,188
Non-operating income (expense)	<u>6,669</u>	<u>195,714</u>
Change in net position	<u>\$ (27,917)</u>	<u>\$ 1,449,902</u>

NOTE 7 – COMMITMENTS AND CONTINGENCIES

A. State and Federal Allowances, Awards and Grants

The ROP has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

B. Litigation

The ROP is involved in certain legal matters that arose out of the normal course of business. The ROP has not accrued a liability for any potential litigation against it because it does not meet the criteria to be considered a liability at June 30, 2016.

NOTE 8 – PENSION PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of California Public Employees' Retirement System (CalPERS).

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Notes to Financial Statements

June 30, 2016

NOTE 8 – PENSION PLANS (continued)

A. General Information about the Pension Plans

Plan Descriptions

The ROP contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. Benefit provisions under the Plan are established by State statute and ROP resolution. CalSTRS issues publicly available reports that include a full description of the pension plan regarding benefit provisions, assumptions, and membership information that can be found on the CalSTRS website.

The ROP also contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions under the Plan are established by State statute and ROP resolution. CalPERS issues publicly available reports that include a full description of the pension plan regarding benefit provisions, assumptions, and membership information that can be found on the CalPERS website.

Benefits Provided

CalSTRS provides retirement, disability, and death benefits. Retirement benefits are determined as 2 percent of final compensation for each year of credited service at age 60 for members under *CalSTRS 2% at 60*, or age 62 for members under *CalSTRS 2% at 62*, increasing to a maximum of 2.4 percent at age 63 for members under *CalSTRS 2% at 60*, or age 65 for members under *CalSTRS 2% at 62*. The normal retirement eligibility requirements are age 60 for members under *CalSTRS 2% at 60*, or age 62 for members under *CalSTRS 2% at 62*, with a minimum of five years of service credited under the Defined Benefit Program, which can include service purchased from teaching in an out-of-state or foreign public school. Employees are eligible for service-related disability benefits after five years of service, unless the member is disabled due to an unlawful act of bodily injury committed by another person while working in CalSTRS covered employment, in which case the minimum is one year. Disability benefits are equal to fifty percent of final compensation regardless of age and service credit. Designated recipients of CalSTRS retired members receive a \$6,163 lump-sum death payment. There is a 2 percent simple increase each September 1 following the first anniversary of the date on which the monthly benefit began to accrue. The annual 2 percent increase is applied to all continuing benefits other than Defined Benefit Supplement annuities. However, if the member retires with a Reduced Benefit Election, the increase does not begin to accrue until the member reaches age 60 and is not payable until the member receives the full benefit. This increase is also known as the improvement factor.

CalPERS also provides retirement, disability, and death benefits. Retirement benefits are determined as 1.1 percent of final compensation for each year of credited service at age 50 for members under *2% at 55*, or 1.0 percent at age 52 for members under *2% at 62*, increasing to a maximum of 2.5 percent at age 63 for members under *2% at 55*, or age 67 for members under *2% at 62*. To be eligible for service retirement, members must be at least age 50 and have a minimum of five years of CalPERS-credited service. Members joining on or after January 1, 2013 must be at least age 52. Disability retirement has no minimum age requirement and the disability does not have to be job related. However, members must have a minimum of five years of CalPERS service credit.

Pre-retirement death benefits range from a simple return of member contributions plus interest to a monthly allowance equal to half of what the member would have received at retirement paid to a spouse or domestic partner. To be eligible for any type of monthly pre-retirement death benefit, a spouse or domestic partner must have been either married to the member or legally registered before the occurrence of the injury or the onset of the illness that resulted in death, or for at least one year prior to death.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Notes to Financial Statements

June 30, 2016

NOTE 8 – PENSION PLANS (continued)

A. General Information about the Pension Plans (continued)

Benefits Provided (continued)

Cost-of-living adjustments are provided by law and are based on the Consumer Price Index for all United States cities. Cost-of-living adjustments are paid the second calendar year of the member's retirement on the May 1 check and then every year thereafter. The standard cost-of-living adjustment is a maximum of 2 percent per year.

Contributions

Active CalSTRS plan members under 2% at 60 were required to contribute 9.2% and plan members under 2% at 62 were required to contribute 8.56% of their salary in 2015-16. The required employer contribution rate for fiscal year 2015-16 was 10.73% of annual payroll. The contribution requirements of the plan members are established by State statute. Active CalPERS plan members are required to contribute 7.0% of their salary and the District is required to contribute an actuarially determined rate. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The required employer contribution for fiscal year 2015-16 was 11.847%. The contribution requirements of the plan members are established by State statute.

For the fiscal year ended June 30, 2016, the contributions recognized as part of pension expense for each Plan were as follows:

	CalSTRS	CalPERS
Employer contributions	\$ 365,432	\$ 63,958
Employee contributions paid by employer	\$ -	\$ -
Employer contributions paid by the State	\$ 156,984	\$ -

B. Pension Liabilities, Pension Expenses, and Deferred Outflows/Inflows of Resources Related to Pensions

As of June 30, 2016, the ROP reported net pension liabilities for its proportionate shares of the net pension liability of each Plan as follows:

	Proportionate Share of Net Pension Liability
CalSTRS	\$ 2,692,961
CalPERS	288,611
Total Net Pension Liability	\$ 2,981,572

The ROP's net pension liability for each Plan is measured as the proportionate share of the net pension liability. The net pension liability of each of the Plans is measured as of June 30, 2015, and the total pension liability for each Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2014 rolled forward to June 30, 2015 using standard update procedures. The ROP's proportion of the net pension liability was based on a projection of the ROP's long-term share of contributions to the pension plans relative to the projected contributions of all participating employers, actuarially determined.

The ROP's proportionate share of the net pension liability for each Plan as of June 30, 2014 and 2015 was as follows:

	CalSTRS	CalPERS
Proportion - June 30, 2014	0.0050%	0.0022%
Proportion - June 30, 2015	0.0040%	0.0020%
Change - Increase (Decrease)	-0.0010%	-0.0002%

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Notes to Financial Statements

June 30, 2016

NOTE 8 – PENSION PLANS (continued)

B. Pension Liabilities, Pension Expenses, and Deferred Outflows/Inflows of Resources Related to Pensions (continued)

For the year ended June 30, 2016, the ROP recognized pension expense of \$247,406. At June 30, 2016, the ROP reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 340,852	\$ -
Differences between actual and expected experience	16,495	(45,000)
Changes in assumptions	-	(17,733)
Adjustment due to differences in proportions	-	(745,380)
Net differences between projected and actual earnings on plan investments	47,401	(276,804)
	<u>\$ 404,748</u>	<u>\$ (1,084,917)</u>

The total amount of \$340,8525 reported as deferred outflows of resources related to contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Year Ended	Amount
June 30,	
2017	\$ (165,768)
2018	(162,000)
2019	(149,300)
2020	(6,429)
2021	(6,429)
Thereafter	-

Actuarial Assumptions – The total pension liabilities in the June 30, 2014, actuarial valuations were determined using the following actuarial assumptions:

	CalSTRS	CalPERS
Valuation Date	June 30, 2014	June 30, 2014
Measurement Date	June 30, 2015	June 30, 2015
Actuarial Cost Method	Entry age normal	Entry age normal
Actuarial Assumptions:		
Discount Rate	7.60%	7.65%
Inflation	3.00%	2.75%
Wage Growth	3.75%	Varies
Post-retirement Benefit Increase	2.00%	2.00%
Investment Rate of Return	7.60%	7.65%

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Notes to Financial Statements

June 30, 2016

NOTE 8 – PENSION PLANS (continued)

B. Pension Liabilities, Pension Expenses, and Deferred Outflows/Inflows of Resources Related to Pensions (continued)

CalSTRS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are based on RP2000 series tables adjusted to fit CalSTRS experience. RP2000 series tables are an industry standard set of mortality rates published by the Society of Actuaries. See CalSTRS July 1, 2006 - June 30, 2010 Experience Analysis for more information. The underlying mortality assumptions and all other actuarial assumptions used in the CalPERS June 30, 2014 valuation were based on the results of an April 2014 actuarial experience study for the period 1997 to 2011. Further details of the Experience Study can found on the CalPERS website.

Discount Rate – for CalSTRS

The discount rate used to measure the total pension liability was 7.60 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increase per Assembly Bill 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.60 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members.

Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

Discount Rate – for CalPERS

The discount rate used to measure the total pension liability for PERF B was 7.65 percent. A projection of expected benefit payments and contributions was performed to determine if the assets would run out. The test revealed the assets would not run out. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability for PERF B. The results of the crossover testing for the Plan are presented in a detailed report that can be obtained on CalPERS' website.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, both short-term and long-term market return expectations as well as the expected pension fund cash flows were taken into account. Using historical returns of all of the funds' asset classes, expected compound (geometric) returns were calculated over the short term (first 10 years) and the long-term (11-60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest one quarter of one percent.

The long-term expected real rates of return by asset class can be found in CalPERS' Comprehensive Annual Financial Report for the fiscal year ended June 30, 2015.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Notes to Financial Statements

June 30, 2016

NOTE 8 – PENSION PLANS (continued)

B. Pension Liabilities, Pension Expenses, and Deferred Outflows/Inflows of Resources Related to Pensions (continued)

Discount Rate – for CalPERS (continued)

The table below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

Asset Class	Target Allocation		Long-Term Expected Rate of Return	
	CalSTRS	CalPERS	CalSTRS	CalPERS
Global Equity	47%	51%	4.50%	5.71%
Global Debt Securities	N/A	19%	N/A	2.43%
Inflation Sensitive	5%	6%	3.20%	3.36%
Private Equity	12%	10%	6.20%	6.95%
Real Estate	15%	10%	4.35%	5.13%
Infrastructure and Forestland	N/A	2%	N/A	5.09%
Fixed Income	20%	N/A	0.20%	N/A
Liquidity	1%	2%	0.00%	-1.05%
	<u>100%</u>	<u>100%</u>		

Sensitivity of the Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the ROP's proportionate share of the net pension liability for each Plan, calculated using the discount rate for each Plan, as well as what the ROP's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower or 1-percentage point higher than the current rate:

	CalSTRS	CalPERS
1% Decrease	6.60%	6.65%
Net Pension Liability	\$ 4,066,160	\$ 469,739
Current Discount Rate	7.60%	7.65%
Net Pension Liability	\$ 2,692,961	\$ 288,611
1% Increase	8.60%	8.65%
Net Pension Liability	\$ 1,551,720	\$ 137,991

Pension Plan Fiduciary Net Position

Detailed information about each pension plan's fiduciary net position is available in the separately issued CalSTRS and CalPERS financial reports.

C. Payable to the Pension Plans

At June 30, 2016, the ROP reported a payable of \$44,150 and \$5,939 for the outstanding amount of contributions to the CalSTRS and CalPERS pension plans, respectively, required for the fiscal year ended June 30, 2016.

Required Supplementary Information

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
Budgetary Comparison Schedule – General Fund
For the Fiscal Year Ended June 30, 2016

	<u>Budgeted Amounts</u>		<u>Actual</u> <u>(Budgetary Basis)</u>	<u>Variance with</u> <u>Final Budget -</u> <u>Pos (Neg)</u>
	<u>Original</u>	<u>Final</u>		
Revenues				
Federal	\$ 176,948	\$ 120,531	\$ 120,531	\$ -
Other State	-	2,563,647	170,323	(2,393,324)
Other Local	4,827,812	2,601,933	4,823,898	2,221,965
Total Revenues	<u>5,004,760</u>	<u>5,286,111</u>	<u>5,114,752</u>	<u>(171,359)</u>
Expenditures				
Current:				
Certificated Salaries	2,768,197	2,760,911	2,775,343	(14,432)
Classified Salaries	452,326	432,399	425,380	7,019
Employee Benefits	549,865	675,955	695,952	(19,997)
Books and Supplies	517,609	786,710	478,089	308,621
Services and Other Operating Expenditures	1,214,153	1,086,734	907,641	179,093
Capital Outlay	-	20,767	20,767	-
Debt Service	-	-	5,913	(5,913)
Total Expenditures	<u>5,502,150</u>	<u>5,763,476</u>	<u>5,309,085</u>	<u>454,391</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>(497,390)</u>	<u>(477,365)</u>	<u>(194,333)</u>	<u>283,032</u>
Fund Balances, July 1, 2015	<u>1,923,494</u>	<u>1,923,494</u>	<u>1,923,494</u>	<u>-</u>
Fund Balances, June 30, 2016	<u>\$ 1,426,104</u>	<u>\$ 1,446,129</u>	<u>\$ 1,729,161</u>	<u>\$ 283,032</u>

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
Schedule of Proportionate Share of the Net Pension Liability
For the Fiscal Year Ended June 30, 2016

	Last Ten Fiscal Years*	
	2015	2014
District's proportion of the net pension liability (asset):		
CalSTRS	0.0040%	0.0040%
CalPERS	0.0020%	0.0022%
District's proportionate share of the net pension liability (asset):		
CalSTRS	\$ 2,692,961	\$ 2,921,850
CalPERS	\$ 288,611	\$ 244,145
District's covered-employee payroll:		
CalSTRS	\$ 2,126,485	\$ 2,190,582
CalPERS	\$ 462,070	\$ 216,955
District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll:		
CalSTRS	126.6%	133.4%
CalPERS	62.5%	112.5%
Plan fiduciary net position as a percentage of the total pension liability:		
CalSTRS	74.0%	76.5%
CalPERS	79.4%	83.4%

* *This schedule is required to show information for ten years; however, until a full ten year trend is compiled, information is presented for those years for which information is available.*

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
Schedule of Contributions
For the Fiscal Year Ended June 30, 2016

Last Ten Fiscal Years*

	<u>2015</u>	<u>2014</u>
Actuarially determined contribution:		
CalSTRS	\$ 188,832	\$ 180,723
CalPERS	\$ 54,390	\$ 24,824
Contributions in relation to the actuarially determined contribution:		
CalSTRS	\$ 188,832	\$ 180,723
CalPERS	<u>\$ 54,390</u>	<u>\$ 24,824</u>
Contribution deficiency (excess):		
CalSTRS	<u>\$ -</u>	<u>\$ -</u>
CalPERS	<u>\$ -</u>	<u>\$ -</u>
District's covered-employee payroll:		
CalSTRS	\$ 2,126,485	\$ 2,190,582
CalPERS	\$ 462,070	\$ 216,955
Contributions as a percentage of covered-employee payroll:		
CalSTRS	8.88%	8.25%
CalPERS	11.771%	11.442%

* This schedule is required to show information for ten years; however, until a full ten year trend is compiled, information is presented for those years for which information is available.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Notes to the Required Supplementary Information For the Fiscal Year Ended June 30, 2016

NOTE 1 – PURPOSE OF SCHEDULES

Budgetary Comparison Schedule

This schedule is required by GASB Statement No. 34 as required supplementary information (RSI) for the General Fund and for each major special revenue fund that has a legally adopted annual budget. The budgetary comparison schedule presents both (a) the original and (b) the final appropriated budgets for the reporting period as well as (c) actual inflows, outflows, and balances, stated on the ROP's budgetary basis. A separate column to report the variance between the final budget and actual amounts is also presented, although not required.

Schedule of Proportionate Share of the Net Pension Liability

This schedule is required by GASB Statement No. 68 and is required for all employers in a cost-sharing pension plan. The schedule reports the following information:

- The proportion (percentage) of the collective net pension liability (similar to the note disclosure)
- The proportionate share (amount) of the collective net pension liability
- The employer's covered-employee payroll
- The proportionate share (amount) of the collective net pension liability as a percentage of the employer's covered-employee payroll
- The pension plan's fiduciary net position as a percentage of the total pension liability

Schedule of Contributions

This schedule is required by GASB Statement No. 68 and is required for all employers in a cost-sharing pension plan. The schedule reports the following information:

- If an employer's contributions to the plan are actuarially determined or based on statutory or contractual requirements: the employer's actuarially determined contribution to the pension plan (or, if applicable, its statutorily or contractually required contribution), the employer's actual contributions, the difference between the actual and actuarially determined contributions (or statutorily or contractually required), and a ratio of the actual contributions divided by covered-employee payroll.

NOTE 2 – SUMMARY OF CHANGES OF BENEFITS OR ASSUMPTIONS

Benefit Changes

There were no changes to benefit terms that applied to all members of the Schools Pool.

Changes of Assumptions

The discount rate was changed from 7.5 percent (net of administrative expense) to 7.65 percent to correct for an adjustment to exclude administrative expense.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Notes to the Required Supplementary Information

For the Fiscal Year Ended June 30, 2016

NOTE 3 - EXCESS OF EXPENDITURES OVER APPROPRIATIONS

At June 30, 2016, the ROP incurred the following excess of expenditures over appropriations in individual major funds presented in the Budgetary Comparison Schedule:

<u>Category</u>	<u>Excess Expenditures</u>
Certificated Salaries	\$ 14,432
Employee Benefits	19,997
Debt Service	5,913

Supplementary Information

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

History and Organization

For the Fiscal Year Ended June 30, 2016

The Tri-Valley Regional Occupational Program (ROP) was formed by a joint powers agreement among four Alameda County school districts in 1992. The ROP is located in Alameda County. The ROP was formed to provide entry level occupational training to youths and adults residing in the districts that formed the joint powers entity.

The ROP is composed of one representative from the Governing Board of each of the three member districts: Dublin Unified School District, Livermore Valley Joint Unified School District, and Pleasanton Unified School District. The ROP is an entity that is separate and apart from the member districts, and is governed by the Third Amended Joint Powers Agreement.

GOVERNING BOARD

Member	Office	Term Expires
Joan Laursen	Chairperson	2016
Chuck Rogge	Vice Chairperson	2016
Dan Cunningham	Member	2016

ROP ADMINISTRATORS

Julie Duncan,
Superintendent,

Heather Morelli,
Coordinator of Program Services

Fred Rutledge,
Principal, Correctional Education

Kathleen Frazer,
Administrative Program Director

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Schedule of Financial Trends and Analysis

For the Fiscal Year Ended June 30, 2016

General Fund	(Budget) 2017 ²	2016	2015	2014
Revenues and other financing sources	\$ 5,142,704	\$ 5,114,752	\$ 4,838,831	\$ 4,561,743
Expenditures	5,622,864	5,309,085	5,649,269	3,692,915
Change in fund balance (deficit)	(480,160)	(194,333)	(810,438)	868,828
Ending fund balance	<u>\$ 1,249,001</u>	<u>\$ 1,729,161</u>	<u>\$ 1,923,494</u>	<u>\$ 2,733,932</u>
Available reserves ¹	<u>\$ 1,226,201</u>	<u>\$ 1,706,361</u>	<u>\$ 1,248,028</u>	<u>\$ 2,723,946</u>
Available reserves as a percentage of total outgo	<u>21.8%</u>	<u>32.1%</u>	<u>22.1%</u>	<u>73.8%</u>
Total long-term debt	<u>\$ 2,998,635</u>	<u>\$ 3,003,759</u>	<u>\$ 3,191,646</u>	<u>\$ 3,886,883</u>

The General Fund balance has decreased by \$1,004,771 over the past two years. The fiscal year 2016-17 adopted budget projects an decrease of \$480,160. For a JPA of this size, the State recommends available reserves of at least 5% of total general fund expenditures, transfers out, and other uses (total outgo).

The JPA has incurred an operating deficit in two of the past three years, and anticipates incurring an operating deficit during the 2016-17 fiscal year. Long-term debt has decreased by \$883,124 over the past two years.

¹ Available reserves consist of all unassigned fund balances in the General Fund.

² Revised Final Budget September, 2016.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

*Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
For the Fiscal Year Ended June 30, 2016*

*There were no differences between the Annual Financial and Budget Report and the
Audited Financial Statements in any funds.*

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Schedule of Expenditures of Federal Awards

For the Fiscal Year Ended June 30, 2016

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
Federal Programs:			
U.S. Department of Education:			
Passed through California Dept. of Education (CDE):			
Vocational Education: Carl D. Perkins Career and			
Technical Education: Adult, Section 132	84.048	14893	\$ 98,454
Adult Education: Institutionalized Adults	84.002	13971	<u>22,077</u>
Total U.S. Department of Education			<u><u>120,531</u></u>
Total Expenditures of Federal Awards			<u><u>\$ 120,531</u></u>

Of the Federal expenditures presented in the schedule, the District provided no Federal awards to subrecipients.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Note to the Supplementary Information

June 30, 2016

NOTE 1 – PURPOSE OF SCHEDULES

Schedule of Financial Trends and Analysis

This schedule discloses the ROP's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the ROP's ability to continue as a going concern for a reasonable period of time.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual financial report to the audited financial statements.

Schedule of Expenditures of Federal Awards

The schedule of expenditures of Federal awards includes the Federal grant activity of the ROP and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the financial statements.

The ROP did not elect to use the ten percent de minimis indirect cost rate.

Other Independent Auditors' Reports



INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Governing Board
Tri-Valley Regional Occupational Program
Livermore, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of Tri-Valley Regional Occupational Program as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise Tri-Valley Regional Occupational Program's basic financial statements, and have issued our report thereon dated November 22, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Tri-Valley Regional Occupational Program's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Tri-Valley Regional Occupational Program's internal control. Accordingly, we do not express an opinion on the effectiveness of the Tri-Valley Regional Occupational Program's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the ROP's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Tri-Valley Regional Occupational Program's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the ROP's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the ROP's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in blue ink that reads "Nigro+Nigro, PC". The signature is written in a cursive, flowing style.

Murrieta, California
November 22, 2016

Findings and Recommendations

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
Schedule of Audit Findings and Recommendations
For the Year Ended June 30, 2016

SECTION I - SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(s) identified not considered to be material weaknesses?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

Federal Awards

The ROP expended less than \$750,000 in federal awards in 2015-16; therefore a Single Audit pursuant to OMB Uniform Guidance was not performed.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Schedule of Audit Findings and Recommendations

For the Year Ended June 30, 2016

SECTION II - FINANCIAL STATEMENT FINDINGS

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*. Pursuant to Assembly Bill (AB) 3627, all audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>AB 3627 Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Programs
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no financial statement findings in 2015-16.

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
Summary Schedule of Prior Audit Findings
For the Fiscal Year Ended June 30, 2016

There were no findings or questioned costs in 2014-15.



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
DECEMBER 7, 2016

ACTION ITEM – 7.5

AGENDA ITEM:

7.5 – Approval of the 2016-2017 First Interim Report

RECOMMENDED ACTION:

Approve the First Interim Report, as presented.

BACKGROUND:

The California Department of Education requires submission of two certified financial interim reports per fiscal year; the First Interim Financial Report as of October 31, 2016, and the Second Interim Financial Report as of January 31, 2017.

The First Interim Report for 2016-2017 is submitted to the Board for approval. The information provided in the First Interim Financial Report accounts for the changes made to the budget between the July 1 Adopted Budget and the closure of the accounting period of October 31, 2016, using the most current information available. The report projects the TVROP will end the year with a fund balance of \$1,164,521. Of this, \$20,000 is designated for the revolving fund and \$215,467 is a 5% reserve for economic uncertainty. The remaining \$929,054 is undesignated at this time.

FISCAL IMPACT:

Tri-Valley ROP's 2016-2017 projected revenue is \$3,744,682 and projected expenses are \$4,309,322 offset by \$564,640 of reserve.

SUPPORTING DOCUMENTS:

- Interim Certification
- First Interim Change Detail
- Changes in Fund Balance
- Cash Flow Worksheets
- Multi-Year Projection
- Criteria and Standards
- Technical Review

Moved by:

Seconded by:

Passed by:

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129, 41023, and 42130)

Signed: _____ Date: _____
JPA Administrator or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the JPA. (Pursuant to EC sections 41023 and 42131)

Meeting Date: December 07, 2016 Signed: _____
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

POSITIVE CERTIFICATION

As President of the Governing Board of this JPA, I certify that based upon current projections this JPA will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

QUALIFIED CERTIFICATION

As President of the Governing Board of this JPA, I certify that based upon current projections this JPA may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

NEGATIVE CERTIFICATION

As President of the Governing Board of this JPA, I certify that based upon current projections this JPA will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Teresa Fiscus Telephone: 925-606-3253
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Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	This criterion is not checked for JPAs.	n/a	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	This criterion is not checked for JPAs.	n/a	
3	ADA to Enrollment	This criterion is not checked for JPAs.	n/a	
4	Local Control Funding Formula (LCFF)	This criterion is not checked for JPAs.	n/a	
5	Salaries and Benefits	Projected ratio of total salaries and benefits to total general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
7	Ongoing and Major Maintenance Account	This criterion is not checked for JPAs.	n/a	
8	Deficit Spending	Deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have transfers to or from the general fund to cover operating deficits changed since budget adoption by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?	X	

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	<p>Does the JPA have long-term (multiyear) commitments or debt agreements?</p> <ul style="list-style-type: none"> If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2015-16) annual payment? If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources? 	X	
			n/a	
			n/a	
S7a	Postemployment Benefits Other than Pensions	<p>Does the JPA provide postemployment benefits other than pensions (OPEB)?</p> <ul style="list-style-type: none"> If yes, have there been changes since budget adoption in OPEB liabilities? 	X	
			n/a	
S7b	Other Self-insurance Benefits	<p>Does the JPA operate any self-insurance programs (e.g., workers' compensation)?</p> <ul style="list-style-type: none"> If yes, have there been changes since budget adoption in self-insurance liabilities? 	X	
			n/a	
S8	Status of Labor Agreements	<p>As of first interim projections, are salary and benefit negotiations still unsettled for:</p> <ul style="list-style-type: none"> Certificated? (Section S8A, Line 1b) Classified? (Section S8B, Line 1b) Management/supervisor/confidential? (Section S8C, Line 1b) 	n/a	
			n/a	
			n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	n/a	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the JPA will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?	n/a	
A4	New Charter Schools Impacting JPA's Enrollment	Are any new charter schools operating in JPA boundaries that are impacting the JPA's enrollment, either in the prior or current fiscal years?	n/a	
A5	Salary Increases Exceed COLA	Has the JPA entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the JPA provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the JPA's financial system independent from the county office system?		X
A8	Fiscal Distress Reports	Does the JPA have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of JPA Director or Financial Official	Have there been personnel changes in the JPA director or financial official positions within the last 12 months?		X

2016-17 First Interim
Change Detail

REVENUE	CHANGE
State	
CalWorks	\$ 62,059
Adult Education Block Grant	\$ 10,000
CTEIG Grant	\$ 2,394,320
Local	
CTEIG Grant Distribution	\$ (2,394,320)
Adults in Corrections Program	\$ (1,478,549)
Other Local Revenue	\$ 8,468
TOTAL	\$ (1,398,022)

EXPENDITURES	CHANGE
Certificated Salaries	\$ (1,207,439)
Classified Salaries	\$ (21,710)
Benefits	\$ (211,640)
Supplies	\$ 82,528
Services	\$ 44,719
TOTAL	\$ (1,313,542)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFE Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	203,379.00	203,379.00	0.00	203,379.00	0.00	0.0%
3) Other State Revenue		8300-8599	164,795.00	164,795.00	2,460,642.61	2,631,174.00	2,466,379.00	1496.6%
4) Other Local Revenue		8600-8799	4,774,530.00	4,774,530.00	809,471.07	910,129.00	(3,864,401.00)	-80.9%
5) TOTAL, REVENUES			5,142,704.00	5,142,704.00	3,270,113.68	3,744,682.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	3,041,698.00	3,041,698.00	519,778.56	1,834,259.00	1,207,439.00	39.7%
2) Classified Salaries		2000-2999	451,319.00	451,319.00	134,790.23	429,609.00	21,710.00	4.8%
3) Employee Benefits		3000-3999	773,055.00	773,055.00	128,474.66	561,415.00	211,640.00	27.4%
4) Books and Supplies		4000-4999	411,873.00	411,873.00	128,290.62	494,401.00	(82,528.00)	-20.0%
5) Services and Other Operating Expenditures		5000-5999	944,919.00	944,919.00	214,199.82	989,638.00	(44,719.00)	-4.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,622,864.00	5,622,864.00	1,125,533.89	4,309,322.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(480,160.00)	(480,160.00)	2,144,579.79	(564,640.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(480,160.00)	(480,160.00)	2,144,579.79	(564,640.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,449,467.40	1,449,467.40		1,729,161.02	279,693.62	19.3%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,449,467.40	1,449,467.40		1,729,161.02		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,449,467.40	1,449,467.40		1,729,161.02		
2) Ending Balance, June 30 (E + F1e)			969,307.40	969,307.40		1,164,521.02		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	20,000.00	20,000.00		20,000.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	281,143.00	281,143.00		215,467.00		
Unassigned/Unappropriated Amount		9790	668,164.40	668,164.40		929,054.02		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
No Child Left Behind	4036	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	181,302.00	181,302.00	0.00	181,302.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	22,077.00	22,077.00	0.00	22,077.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			203,379.00	203,379.00	0.00	203,379.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
All Other State Apportionments - Current Year		8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	2,394,320.00	2,394,320.00	2,394,320.00	New
All Other State Revenue	All Other	8590	164,795.00	164,795.00	66,322.61	236,854.00	72,059.00	43.7%
TOTAL, OTHER STATE REVENUE			164,795.00	164,795.00	2,460,642.61	2,631,174.00	2,466,379.00	1496.6%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	2,000.00	2,000.00	2,916.52	2,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
In-District Premiums/Contributions		8674	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	1,288,108.00	1,288,108.00	136,021.33	349,884.00	(938,224.00)	-72.8%
Other Local Revenue								
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	8,796.22	8,468.00	8,468.00	New
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Other Transfers In		8781-8783	2,774,371.00	2,774,371.00	576,874.00	380,051.00	(2,394,320.00)	-86.3%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	710,051.00	710,051.00	84,863.00	169,726.00	(540,325.00)	-76.1%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,774,530.00	4,774,530.00	809,471.07	910,129.00	(3,864,401.00)	-80.9%
TOTAL, REVENUES			5,142,704.00	5,142,704.00	3,270,113.68	3,744,682.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	2,481,064.00	2,481,064.00	343,261.72	1,346,753.00	1,134,311.00	45.7%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	560,634.00	560,634.00	176,516.84	487,506.00	73,128.00	13.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			3,041,698.00	3,041,698.00	519,778.56	1,834,259.00	1,207,439.00	39.7%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	249,236.00	249,236.00	67,711.12	248,836.00	400.00	0.2%
Classified Supervisors' and Administrators' Salaries		2300	76,112.00	76,112.00	25,370.68	76,112.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	112,082.00	112,082.00	36,243.13	91,372.00	20,710.00	18.5%
Other Classified Salaries		2900	13,889.00	13,889.00	5,465.30	13,289.00	600.00	4.3%
TOTAL, CLASSIFIED SALARIES			451,319.00	451,319.00	134,790.23	429,609.00	21,710.00	4.8%
EMPLOYEE BENEFITS								
STRS		3101-3102	476,389.00	476,389.00	61,177.60	337,464.00	138,925.00	29.2%
PERS		3201-3202	80,562.00	80,562.00	23,040.44	77,826.00	2,736.00	3.4%
OASDI/Medicare/Alternative		3301-3302	88,913.00	88,913.00	19,643.04	68,171.00	20,742.00	23.3%
Health and Welfare Benefits		3401-3402	0.00	0.00	624.88	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	1,743.00	1,743.00	326.48	1,075.00	668.00	38.3%
Workers' Compensation		3601-3602	125,448.00	125,448.00	23,662.22	76,879.00	48,569.00	38.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			773,055.00	773,055.00	128,474.66	561,415.00	211,640.00	27.4%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	340,873.00	340,873.00	61,343.94	406,514.00	(65,641.00)	-19.3%
Noncapitalized Equipment		4400	71,000.00	71,000.00	66,946.68	87,887.00	(16,887.00)	-23.8%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			411,873.00	411,873.00	128,290.62	494,401.00	(82,528.00)	-20.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	73,687.00	73,687.00	5,877.17	72,712.00	975.00	1.3%
Dues and Memberships		5300	13,500.00	13,500.00	6,192.40	13,500.00	0.00	0.0%
Insurance		5400-5450	25,000.00	25,000.00	16,704.00	25,000.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	26,138.00	26,138.00	5,590.74	25,192.00	946.00	3.6%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	790,394.00	790,394.00	178,119.71	840,734.00	(50,340.00)	-6.4%
Communications		5900	16,200.00	16,200.00	1,715.80	12,500.00	3,700.00	22.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			944,919.00	944,919.00	214,199.82	989,638.00	(44,719.00)	-4.7%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			5,622,864.00	5,622,864.00	1,125,533.89	4,309,322.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2016/17 Projected Year Totals
	Total, Restricted Balance	<u>0.00</u>

Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
		ACTUALS THROUGH THE MONTH OF (Enter Month Name):							
A. BEGINNING CASH		1,706,711.81	4,226,401.07	4,023,130.77	3,818,365.47	4,001,843.29	3,763,059.53	3,377,973.23	2,992,886.93
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenue	8100-8299								
Other State Revenue	8300-8599	62,058.61		3,197.00	2,395,387.00				
Other Local Revenue	8600-8799	134,278.87	114,478.00	90,499.52	470,214.68	100,657.93			
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
TOTAL RECEIPTS		196,337.48	114,478.00	93,696.52	2,865,601.68	100,657.93	0.00	0.00	0.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	63,332.79	152,646.84	154,781.50	149,017.43	164,311.30	164,311.30	164,311.30	164,311.30
Classified Salaries	2000-2999	15,800.65	41,052.30	38,376.42	39,560.86	36,852.00	36,852.00	36,852.00	36,852.00
Employee Benefits	3000-3999	15,840.80	38,044.84	37,925.55	36,663.47	36,993.00	36,993.00	36,993.00	36,993.00
Books and Supplies	4000-4999	2,360.35	79,006.75	36,532.24	10,391.28	4,355.39	50,000.00	50,000.00	50,000.00
Services	5000-5999	18,138.41	89,954.83	47,114.86	58,991.72	96,930.00	96,930.00	96,930.00	96,930.00
Capital Outlay	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
TOTAL DISBURSEMENTS		115,473.00	400,705.56	314,730.57	294,624.76	339,441.69	385,086.30	385,086.30	385,086.30
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299	3,260,167.74	2,685,219.88	226,347.52	4,803.84	0.00			
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resources	9490								
SUBTOTAL		3,260,167.74	2,685,219.88	226,347.52	4,803.84	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599		246,395.10	143,390.26	(11,464.91)	2,387,499.10			
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resources	9690								
SUBTOTAL		0.00	246,395.10	143,390.26	(11,464.91)	2,387,499.10	0.00	0.00	0.00
<u>Nonoperating</u>									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		3,260,167.74	2,438,824.78	82,957.26	16,268.75	(2,387,499.10)	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)		2,519,689.26	(203,270.30)	(204,765.30)	183,477.82	(238,783.76)	(385,086.30)	(385,086.30)	(385,086.30)
F. ENDING CASH (A + E)		4,226,401.07	4,023,130.77	3,818,365.47	4,001,843.29	3,763,059.53	3,377,973.23	2,992,886.93	2,607,800.63
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH									
		2,607,800.63	2,222,714.33	2,037,628.03	1,655,920.73				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
	8010-8019							0.00	0.00
	8020-8079							0.00	0.00
	8080-8099							0.00	0.00
	8100-8299		200,000.00	3,379.00				203,379.00	203,379.00
	8300-8599				33,536.39		136,995.00	2,631,174.00	2,631,174.00
	8600-8799							910,129.00	910,129.00
	8910-8929							0.00	0.00
	8930-8979							0.00	0.00
TOTAL RECEIPTS		0.00	200,000.00	3,379.00	33,536.39	0.00	136,995.00	3,744,682.00	3,744,682.00
C. DISBURSEMENTS									
	1000-1999	164,311.30	164,311.30	164,311.30	164,301.34			1,834,259.00	1,834,259.00
	2000-2999	36,852.00	36,852.00	36,852.00	36,854.77			429,609.00	429,609.00
	3000-3999	36,993.00	36,993.00	36,993.00	36,994.34		136,995.00	561,415.00	561,415.00
	4000-4999	50,000.00	50,000.00	50,000.00	50,000.00	11,754.99		494,401.00	494,401.00
	5000-5999	96,930.00	96,930.00	96,930.00	96,928.18			989,638.00	989,638.00
	6000-6599							0.00	0.00
	7000-7499							0.00	0.00
	7600-7629							0.00	0.00
	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		385,086.30	385,086.30	385,086.30	385,078.63	11,754.99	136,995.00	4,309,322.00	4,309,322.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
	9111-9199							0.00	
	9200-9299							2,916,371.24	
	9310							0.00	
	9320							0.00	
	9330							0.00	
	9340							0.00	
	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	2,916,371.24	
<u>Liabilities and Deferred Inflows</u>									
	9500-9599							2,765,819.55	
	9610							0.00	
	9640							0.00	
	9650							0.00	
	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	2,765,819.55	
<u>Nonoperating</u>									
	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	150,551.69	
E. NET INCREASE/DECREASE (B - C + D)		(385,086.30)	(185,086.30)	(381,707.30)	(351,542.24)	(11,754.99)	0.00	(414,088.31)	(564,640.00)
F. ENDING CASH (A + E)		2,222,714.33	2,037,628.03	1,655,920.73	1,304,378.49				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								1,292,623.50	

			2016-17 First Interim	
			Multi-Year Projection	
Major Object			2017-18	2018-19
1000	Certificated Salaries	1.5% Certificated-Cost of Living Adjustment	\$ 20,401	\$ 20,707
1000		Middle College Program	(301,505)	-
1000		Adults in Corrections Program	(157,657)	-
1000		DGI	(15,000)	-
2000	Classified Salaries	1.5% Classified-Cost of Living Adjustment	\$ 6,119	\$ 6,211
2000		Middle College Program	(21,665)	-
3000	Benefits	PERS & STRS Changes	\$ (39,083)	\$ 36,057
3000		Middle College Program	(66,396)	-
3000		Adults in Corrections Program	(12,069)	-
3000		DGI	(2,700)	-
4000	Materials & Supplies	One Time Equipment Needs	\$ (12,000)	\$ -
4000		One Time Supplies	(150)	-
4000		One Time Adult Education Program	(12,800)	-
5000	Services	One Time Contracted Services	\$ -	\$ (60,000)
5000		Middle College Program	(27,000)	-
5000		DGI	(33,000)	-
Total Changes			\$ (674,505)	\$ 2,975

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099					
2. Federal Revenues	8100-8299	203,379.00	0.00%	203,379.00	0.00%	203,379.00
3. Other State Revenues	8300-8599	2,631,174.00	-2.85%	2,556,315.00	0.00%	2,556,315.00
4. Other Local Revenues	8600-8799	910,129.00	-45.83%	493,026.00	0.00%	493,026.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		3,744,682.00	-13.14%	3,252,720.00	0.00%	3,252,720.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,834,259.00		1,380,498.00
b. Step & Column Adjustment						
c. Cost-of-Living Adjustment				20,401.00		20,707.00
d. Other Adjustments				(474,162.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,834,259.00	-24.74%	1,380,498.00	1.50%	1,401,205.00
2. Classified Salaries						
a. Base Salaries				429,609.00		414,063.00
b. Step & Column Adjustment						
c. Cost-of-Living Adjustment				6,119.00		6,211.00
d. Other Adjustments				(21,665.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	429,609.00	-3.62%	414,063.00	1.50%	420,274.00
3. Employee Benefits	3000-3999	561,415.00	-21.42%	441,167.00	8.17%	477,224.00
4. Books and Supplies	4000-4999	494,401.00	-5.05%	469,451.00	0.00%	469,451.00
5. Services and Other Operating Expenditures	5000-5999	989,638.00	-6.06%	929,638.00	-6.45%	869,638.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section G below)						
11. Total (Sum lines B1 thru B10)		4,309,322.00	-15.65%	3,634,817.00	0.08%	3,637,792.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(564,640.00)		(382,097.00)		(385,072.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		1,729,161.02		1,164,521.02		782,424.02
2. Ending Fund Balance (Sum lines C and D1)		1,164,521.02		782,424.02		397,352.02
3. Components of Ending Fund Balance (Form 011)						
(Enter estimated projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
a. Nonspendable	9710-9719	20,000.00		20,000.00		20,000.00
b. Restricted	9740	0.00				
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	215,467.00		181,741.00		181,890.00
2. Unassigned/Unappropriated	9790	929,054.02		580,683.02		195,462.02
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,164,521.02		782,424.02		397,352.02

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	215,467.00		181,741.00		181,890.00
c. Unassigned/Unappropriated	9790	929,054.02		580,683.02		195,462.02
d. Negative Restricted Ending Balances (Negative resources 2000-9999) (Enter projections)	979Z			0.00		0.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,144,521.02		762,424.02		377,352.02
4. Total Available Reserves - by Percent (Line E3 divided by Line F2)		26.56%		20.98%		10.37%
F. RECOMMENDED RESERVES						
1. JPA ADA Used to determine the reserve standard percentage level on Line F5 (Enter ADA for current and two subsequent years, if applicable)						
		0.00		0.00		0.00
2. Total Expenditures and Other Financing Uses (Line B11)		4,309,322.00		3,634,817.00		3,637,792.00
3. Less: Special Education Pass-through (Not applicable for JPAs)		N/A		N/A		N/A
4. Sub-Total (Line F2 minus F3)		4,309,322.00		3,634,817.00		3,637,792.00
5. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		5%		5%		5%
6. Reserve Standard - By Percent (Line F4 times F5)		215,466.10		181,740.85		181,889.60
7. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		66,000.00		66,000.00		66,000.00
8. Reserve Standard (Greater of Line F6 or F7)		215,466.10		181,740.85		181,889.60
9. Available Reserves (Line E3) Meet the Reserve Standard (Line F8)		YES		YES		YES
G. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Certificated and Classified salaries were reduced due to the end of Middle College and the end of the Santa Rita Jail programs.						

Provide methodology and assumptions used to estimate revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments). Deviations from the standards must be explained and may affect the interim certification.

Note: This form is the same as the school district criteria and standards review except for the average daily attendance, enrollment, ADA to enrollment, LCFF revenue, and ongoing and major maintenance account criteria, which are not applicable to JPAs, and the salaries and benefits and deficit spending criteria which measure unrestricted expenditures for districts but total expenditures for JPAs. The criteria and standards review should be completed only to the extent that individual components apply to each JPA, and with concurrence from the reviewing agency.

CRITERIA AND STANDARDS

1. **CRITERION: Average Daily Attendance**
This criterion is not checked for JPAs.
2. **CRITERION: Enrollment**
This criterion is not checked for JPAs.
3. **CRITERION: ADA to Enrollment**
This criterion is not checked for JPAs.
4. **CRITERION: Local Control Funding Formula (LCFF) Revenue**
This criterion is not checked for JPAs.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total salaries and benefits to total general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the JPA's required reserves percentage.

5A. Calculating the JPA's Historical Average Ratio of Salaries and Benefits to Total General Fund Expenditures

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals		
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Salaries and Benefits to Total Expenditures
Third Prior Year (2013-14)	2,883,317.10	3,625,164.05	79.5%
Second Prior Year (2014-15)	3,184,366.19	5,623,156.79	56.6%
First Prior Year (2015-16)	3,985,213.18	5,397,623.63	73.8%
	Historical Average Ratio:		70.0%

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
JPA's Reserve Standard Percentage (Criterion 10B, Line 4):	5.0%	5.0%	5.0%
JPA's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the JPA's reserve standard percentage):	65.0% to 75.0%	65.0% to 75.0%	65.0% to 75.0%

5B. Calculating the JPA's Projected Ratio of Salaries and Benefits to Total General Fund Expenditures

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals			Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)	Ratio of Salaries and Benefits to Total Expenditures	
Current Year (2016-17)	2,825,283.00	4,309,322.00	65.6%	Met
1st Subsequent Year (2017-18)	2,235,728.00	3,634,817.00	61.5%	Not Met
2nd Subsequent Year (2018-19)	2,298,703.00	3,637,792.00	63.2%	Not Met

5C. Comparison of JPA Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected ratio of salary and benefit costs to total expenditures has changed by more than the standard in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting salaries and benefits.

Explanation:
(required if NOT met)

Salaries and Benefits decreased in 2016-17 due to the Santa Rita Jail program ending mid-year. In 2017-18 salaries and benefits are removed for the entire year.

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating) for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since budget adoption.

Changes that exceed five percent in any major object category must be explained.

JPA's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
JPA's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

6A. Calculating the JPA's Change by Major Object Category and Comparison to the Explanation Percentage Range

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. First Interim data for Current Year are extracted. If First Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the JPA's explanation percentage range.

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 6B)	First Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2016-17)	203,379.00	203,379.00	0.0%	No
1st Subsequent Year (2017-18)	203,379.00	203,379.00	0.0%	No
2nd Subsequent Year (2018-19)	203,379.00	203,379.00	0.0%	No

Explanation
(required if Yes)

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)

Current Year (2016-17)	164,795.00	2,631,174.00	1496.6%	Yes
1st Subsequent Year (2017-18)	2,556,315.00	2,556,315.00	0.0%	No
2nd Subsequent Year (2018-19)	2,556,315.00	2,556,315.00	0.0%	No

Explanation
(required if Yes)

ROP received CETIG grant for \$2.3 million

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)

Current Year (2016-17)	4,774,530.00	910,129.00	-80.9%	Yes
1st Subsequent Year (2017-18)	2,442,933.00	493,026.00	-79.8%	Yes
2nd Subsequent Year (2018-19)	2,445,570.00	493,026.00	-79.8%	Yes

Explanation
(required if Yes)

CETIG grant must be distributed to districts. \$2.3 million shown as a reduction in local revenue. Also, local revenue was reduced by \$1.4 million due to the end of the Santa Rita jail program

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)

Current Year (2016-17)	411,873.00	494,401.00	20.0%	Yes
1st Subsequent Year (2017-18)	396,923.00	469,451.00	18.3%	Yes
2nd Subsequent Year (2018-19)	396,923.00	469,451.00	18.3%	Yes

Explanation
(required if Yes)

Budget increased based on revised grant amounts

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)

Current Year (2016-17)	944,919.00	989,638.00	4.7%	No
1st Subsequent Year (2017-18)	884,919.00	929,638.00	5.1%	Yes
2nd Subsequent Year (2018-19)	824,919.00	869,638.00	5.4%	Yes

Explanation
(required if Yes)

Budget increased based on revised grant amounts

6B. Calculating the JPA's Change in Total Operating Revenues and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Explanation Range
Total Federal, Other State, and Other Local Revenues (Section 6A)				
Current Year (2016-17)	5,142,704.00	3,744,682.00	-27.2%	Not Met
1st Subsequent Year (2017-18)	5,202,627.00	3,252,720.00	-37.5%	Not Met
2nd Subsequent Year (2018-19)	5,205,264.00	3,252,720.00	-37.5%	Not Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2016-17)	1,356,792.00	1,484,039.00	9.4%	Not Met
1st Subsequent Year (2017-18)	1,281,842.00	1,399,089.00	9.1%	Not Met
2nd Subsequent Year (2018-19)	1,221,842.00	1,339,089.00	9.6%	Not Met

6C. Comparison of JPA Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed since budget adoption by more than the standard in one or more of the current or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:

Federal Revenue
(linked from 6A
if NOT met)

Explanation:

Other State Revenue
(linked from 6A
if NOT met)

ROP received CETIG grant for \$2.3 million

Explanation:

Other Local Revenue
(linked from 6A
if NOT met)

CETIG grant must be distributed to districts. \$2.3 million shown as a reduction in local revenue. Also, local revenue was reduced by \$1.4 million due to the end of the Santa Rita jail program

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed since budget adoption by more than the standard in one or more of the current or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:

Books and Supplies
(linked from 6A
if NOT met)

Budget increased based on revised grant amounts

Explanation:

Services and Other Exps
(linked from 6A
if NOT met)

Budget increased based on revised grant amounts

7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since budget adoption in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the JPA is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the JPA's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

This criterion is not checked for JPAs.

8. CRITERION: Deficit Spending

STANDARD: Deficit spending (total expenditures and other financing uses is greater than total revenues and other financing sources) as a percentage of total expenditures and other financing uses, has not exceeded one-third of the JPA's available reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

¹Available reserves are the amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A JPA that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8A. Calculating the JPA's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
JPA's Available Reserve Percentage (Criterion 10C, Line 9)	26.6%	21.0%	10.4%
JPA's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	8.9%	7.0%	3.5%

8B. Calculating the JPA's Deficit Spending Percentages

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals		Deficit Spending Level (If Net Change in Fund Balance is negative, else N/A)	Status
	Net Change in Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)		
Current Year (2016-17)	(564,640.00)	4,309,322.00	13.1%	Not Met
1st Subsequent Year (2017-18)	(382,097.00)	3,634,817.00	10.5%	Not Met
2nd Subsequent Year (2018-19)	(385,072.00)	3,637,792.00	10.6%	Not Met

8C. Comparison of JPA Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing both the unrestricted and restricted budgets, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

Explanation:
(required if NOT met)

Planned spend down of the reserve

9. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

9A-1. Determining if the JPA's General Fund Ending Balance is Positive

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals (Form 01I, Line F2) (Form MYPI, Line D2)	Status
Current Year (2016-17)	1,164,521.02	Met
1st Subsequent Year (2017-18)	782,424.02	Met
2nd Subsequent Year (2018-19)	397,352.02	Met

9A-2. Comparison of the JPA's Ending Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation:
(required if NOT met)

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1. Determining if the JPA's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2016-17)	1,304,378.49	Met

9B-2. Comparison of the JPA's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

Percentage Level	JPA ADA		
5% or \$66,000 (greater of)	0	to	300
4% or \$66,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

¹ Available reserves are the amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238) and then rounded to the nearest thousand.

³ A JPA that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
JPA ADA (Form MYPI, Line F1, if available; else defaults to zero and may be overwritten)	0	0	0
JPA's Reserve Standard Percentage Level:	5%	5%	5%

10A. Calculating the JPA's Special Education Pass-through Exclusions (only for JPAs that serve as the AU of a SELPA)

Special education pass-through exclusions are not applicable for JPAs.

10B. Calculating the JPA's Reserve Standard

DATA ENTRY: All data are extracted or calculated.

	Current Year Projected Year Totals (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. Total Expenditures and Other Financing Uses (Criterion 8, Item 8B)	4,309,322.00	3,634,817.00	3,637,792.00
2. Plus: Special Education Pass-through (Not applicable for JPAs)	N/A	N/A	N/A
3. Net Expenditures and Other Financing Uses (Line B1 plus Line B2)	4,309,322.00	3,634,817.00	3,637,792.00
4. Reserve Standard Percentage Level	5%	5%	5%
5. Reserve Standard - by Percent (Line B3 times Line B4)	215,466.10	181,740.85	181,889.60
6. Reserve Standard - by Amount (\$66,000 for JPAs with less than 1,001 ADA, else 0)	66,000.00	66,000.00	66,000.00
7. JPA's Reserve Standard (Greater of Line B5 or Line B6)	215,466.10	181,740.85	181,889.60

10C. Calculating the JPA's Available Reserve Amount

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts	Current Year	1st Subsequent Year	2nd Subsequent Year
	Projected Year Totals (2016-17)	(2017-18)	(2018-19)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	215,467.00	181,741.00	181,890.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	929,054.02	580,683.02	195,462.02
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)		0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00	0.00	0.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00	0.00	0.00
8. JPA's Available Reserve Amount (Lines C1 thru C7)	1,144,521.02	762,424.02	377,352.02
9. JPA's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	26.56%	20.98%	10.37%
JPA's Reserve Standard (Section 10B, Line 7):	215,466.10	181,740.85	181,889.60
Status:	Met	Met	Met

10D. Comparison of JPA Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your JPA have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since budget adoption that may impact the budget?

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your JPA have ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Temporary Interfund Borrowings

1a. Does your JPA have projected temporary borrowings between funds?
(Refer to Education Code Section 42603)

1b. If Yes, identify the interfund borrowings:

S4. Contingent Revenues

1a. Does your JPA have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since budget adoption.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since budget adoption.

Identify capital project cost overruns that have occurred since budget adoption that may impact the general fund budget.

JPA's Contributions and Transfers Standard: -5.0% to +5.0%
or -\$20,000 to +\$20,000

S5A. Identification of the JPA's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. For Transfers In and Transfers Out, if Form MYP exists, the data will be extracted into the First Interim column for the Current Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Current Year, and 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted General Fund					
This item is not applicable for JPAs.					
1b. Transfers In, General Fund *					
Current Year (2016-17)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2017-18)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2018-19)	0.00	0.00	0.0%	0.00	Met
1c. Transfers Out, General Fund *					
Current Year (2016-17)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2017-18)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2018-19)	0.00	0.00	0.0%	0.00	Met

1d. Capital Project Cost Overruns

Have capital project cost overruns occurred since budget adoption that may impact the general fund operational budget?

No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the JPA's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1b-1c or if Yes for Item 1d.

1a. This item is not applicable for JPAs.

1b. MET - Projected transfers in have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. MET - Projected transfers out have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There have been no capital project cost overruns occurring since budget adoption that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payment for the current fiscal year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the JPA's Long-term Commitments

DATA ENTRY: If Budget Adoption data exist (Form 01CS, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no Budget Adoption data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

- 1. a. Does your JPA have long-term (multiyear) commitments?
(If No, skip items 1b and 2 and sections S6B and S6C) No
- b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since budget adoption? n/a
- 2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2016
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases	3		Fund 01	19,712
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences			Fund 01	3,887

Other Long-term Commitments (do not include OPEB)

Net Pension Liability			Fund 01	3,165,996
TOTAL:				3,189,595

Type of Commitment (continued)	Prior Year (2015-16)	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Capital Leases	4,874	4,874	4,874	4,874
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Net Pension Liability				
Total Annual Payments:	4,874	4,874	4,874	4,874
Has total annual payment increased over prior year (2015-16)?	No	No	No	No

S6B. Comparison of the JPA's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the current and two subsequent years.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

n/a

2. Yes - Funding sources will decrease or expire prior to the end of the commitment period, or one-time funding sources are being used for long-term commitment annual payments. Provide an explanation for how those funds will be replaced to continue annual debt service commitments.

S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since budget adoption, and indicate whether the changes are the result of a new actuarial valuation.

S7A. Identification of the JPA's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7A) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

1. a. Does your JPA provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)	No
b. If Yes to Item 1a, have there been changes since budget adoption in OPEB liabilities?	n/a
c. If Yes to Item 1a, have there been changes since budget adoption in OPEB contributions?	n/a

2. OPEB Liabilities	Budget Adoption (Form 01CS, Item S7A)	First Interim
a. OPEB actuarial accrued liability (AAL)		
b. OPEB unfunded actuarial accrued liability (UAAL)		
c. Are AAL and UAAL based on the JPA's estimate or an actuarial valuation?		
d. If based on an actuarial valuation, indicate the date of the OPEB valuation		

3. OPEB Contributions	Budget Adoption (Form 01CS, Item S7A)	First Interim
a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method		
Current Year (2016-17)		
1st Subsequent Year (2017-18)		
2nd Subsequent Year (2018-19)		
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)		
Current Year (2016-17)	0.00	0.00
1st Subsequent Year (2017-18)		
2nd Subsequent Year (2018-19)		
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)		
Current Year (2016-17)		
1st Subsequent Year (2017-18)		
2nd Subsequent Year (2018-19)		
d. Number of retirees receiving OPEB benefits		
Current Year (2016-17)		
1st Subsequent Year (2017-18)		
2nd Subsequent Year (2018-19)		

4. Comments:

S7B. Identification of the JPA's Unfunded Liability for Self-insurance Programs

DATA ENTRY: Click the appropriate button(s) for Items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7B) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

1. a. Does your JPA operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which will be covered in Section S7A) (If No, skip items 1b-4)

No

b. If Yes to Item 1a, have there been changes since budget adoption in self-insurance liabilities?

n/a

c. If Yes to Item 1a, have there been changes since budget adoption in self-insurance contributions?

n/a

2. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
- b. Unfunded liability for self-insurance programs

Budget Adoption (Form 01CS, Item S7B)	First Interim

3. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
 - Current Year (2016-17)
 - 1st Subsequent Year (2017-18)
 - 2nd Subsequent Year (2018-19)

Budget Adoption (Form 01CS, Item S7B)	First Interim

- b. Amount contributed (funded) for self-insurance programs
 - Current Year (2016-17)
 - 1st Subsequent Year (2017-18)
 - 2nd Subsequent Year (2018-19)

4. Comments:

--

S8. Status of Labor Agreements

Analyze the status of employee labor agreements. Identify new labor agreements that have been ratified since budget adoption, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The JPA must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the JPA governing board and superintendent.

S8A. Cost Analysis of JPA's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Certificated Labor Agreements as of the Previous Reporting Period

Were all certificated labor negotiations settled as of budget adoption?

If Yes or n/a, complete number of FTEs, then skip to section S8B.
If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2015-16)	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Number of certificated (non-management) full-time-equivalent (FTE) positions	28.1	28.1	20.1	20.1

1a. Have any salary and benefit negotiations been settled since budget adoption?

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete question 2.
If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-4.
If No, complete questions 5 and 6.

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 5 and 6.

Negotiations Settled Since Budget Adoption

2. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

3. Period covered by the agreement: Begin Date: End Date:

4. Salary settlement:

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

5. Cost of a one percent increase in salary and statutory benefits

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
6. Amount included for any tentative salary schedule increases			

Certificated (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)

Certificated (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

- If Yes, amount of new costs included in the interim and MYPs
If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)

Certificated (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)

Certificated (Non-management) - Other

List other significant contract changes that have occurred since budget adoption and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of JPA's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of budget adoption?

If Yes or n/a, complete number of FTEs, then skip to section S8C.

If No, continue with section S8B.

n/a

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2015-16)	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Number of classified (non-management) FTE positions	6.5	6.0	5.0	5.0

1a. Have any salary and benefit negotiations been settled since budget adoption?

n/a

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete question 2.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-4.

If No, complete questions 5 and 6.

1b. Are any salary and benefit negotiations still unsettled?

n/a

If Yes, complete questions 5 and 6.

Negotiations Settled Since Budget Adoption

2. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

--

3. Period covered by the agreement:

Begin Date:

--

End Date:

--

4. Salary settlement:

Current Year
(2016-17)

1st Subsequent Year
(2017-18)

2nd Subsequent Year
(2018-19)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year
or

--

Multiyear Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year
(may enter text, such as "Reopener")

--	--	--

Identify the source of funding that will be used to support multiyear salary commitments:

--

Negotiations Not Settled

5. Cost of a one percent increase in salary and statutory benefits

--

6. Amount included for any tentative salary schedule increases

Current Year
(2016-17)

1st Subsequent Year
(2017-18)

2nd Subsequent Year
(2018-19)

--	--	--

Classified (Non-management) Health and Welfare (H&W) Benefits

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. Are costs of H&W benefit changes included in the interim and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Classified (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Are any new costs negotiated since budget adoption for prior year settlements included in the interim?			

If Yes, amount of new costs included in the interim and MYPs
If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. Are step & column adjustments included in the interim and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year			

Classified (Non-management) Attrition (layoffs and retirements)

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. Are savings from attrition included in the interim and MYPs?			
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?			

Classified (Non-management) - Other

List other significant contract changes that have occurred since budget adoption and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of JPA's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period

Were all managerial/confidential labor negotiations settled as of budget adoption?
If Yes or n/a, complete number of FTEs, then skip to S9.
If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2015-16)	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Number of management, supervisor, and confidential FTE positions	5.0	5.0	4.0	4.0

1a. Have any salary and benefit negotiations been settled since budget adoption?
If Yes, complete question 2.
If No, complete questions 3 and 4.

1b. Are any salary and benefit negotiations still unsettled?
If Yes, complete questions 3 and 4.

Negotiations Settled Since Budget Adoption

2. Salary settlement:

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			
Total cost of salary settlement			
Change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. Are costs of H&W benefit changes included in the interim and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential Step and Column Adjustments

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year			

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. Are costs of other benefits included in the interim and MYPs?			
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

n/a

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9 except items A3 and A4, which are not applicable for JPAs; Item A1 is automatically completed based on data from Criterion 9.

- A1.** Do cash flow projections show that the JPA will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)
- A2.** Is the system of personnel position control independent from the payroll system?
- A3.** Is enrollment decreasing in both the prior and current fiscal years?
- A4.** Are new charter schools operating in JPA boundaries that impact the JPA's enrollment, either in the prior or current fiscal year?
- A5.** Has the JPA entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?
- A6.** Does the JPA provide uncapped (100% employer paid) health benefits for current or retired employees?
- A7.** Is the JPA's financial system independent of the county office system?
- A8.** Does the JPA have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)
- A9.** Have there been personnel changes in the JPA director or financial official positions within the last 12 months?

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

A9 - Fiscal Director at LVJUSD has changed. Laura Johnson retired and position was filled by Teresa Fiscus.

End of Joint Powers Agency First Interim Criteria and Standards Review

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First Interim
2016-17 Original Budget
Technical Review Checks

Tri-Valley ROP JPA

Alameda County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid.

PASSED

CHECKRESOURCE - (W) - The following codes for RESOURCE are not valid. Data should be corrected or narrative must be provided explaining why the exception (s) should be considered appropriate.

EXCEPTION

ACCOUNT					RESOURCE	VALUE	
FD	RS	PY	GO	FN	OB		
01-6382-	-3800-	2100-	1100			6382	15,000.00
Explanation:Resource 6382 is the California Career Pathways Trust which ROP receives funding for as part of a consortium							
01-6382-	-3800-	2100-	3101			6382	1,000.00
01-6382-	-3800-	2100-	3301			6382	697.00
01-6382-	-3800-	2100-	3501			6382	3.00
01-6382-	-3800-	2100-	3601			6382	1,000.00
01-6382-	-3800-	2100-	4300			6382	150.00
01-6382-	-3800-	2100-	5200			6382	30,000.00
01-6382-	-3800-	2100-	5800			6382	3,000.00
01-6382-	-3800-	2100-	8689			6382	50,850.00
01-6382-0-	0000-	0000-	979Z			6382	0.00
01-6382-0-	0000-	0000-	9740			6382	0.00

CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code.

PASSED

CHECKGOAL - (F) - All GOAL codes must be valid.

PASSED

CHECKFUNCTION - (F) - All FUNCTION codes must be valid.

PASSED

CHECKOBJECT - (F) - All OBJECT codes must be valid.

PASSED

CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.

PASSED

CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.

PASSED

CHK-FUNDxRESOURCE - (W) - The following combinations for FUND and RESOURCE are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. EXCEPTION

ACCOUNT					FUND	RESOURCE	VALUE	
FD	RS	PY	GO	FN	OB			
01	3940	-	4630	4000	1100	01	3940	15,000.00
01	3940	-	4630	4000	3101	01	3940	1,887.00
01	3940	-	4630	4000	3301	01	3940	218.00
01	3940	-	4630	4000	3501	01	3940	8.00
01	3940	-	4630	4000	3601	01	3940	545.00
01	3940	-	4630	4000	4300	01	3940	401.00
01	3940	-	4630	4000	5200	01	3940	355.00
01	3940	-	4630	4000	5600	01	3940	812.00
01	3940	-	4630	4000	5710	01	3940	1,051.00
01	3940	-	4630	4000	5800	01	3940	1,800.00
01	3940	-	4630	4000	8290	01	3940	22,077.00
01	3940	0	0000	0000	9740	01	3940	0.00
01	3940	0	0000	0000	979Z	01	3940	0.00

Explanation:ROP only has Fund 01 but they oversee the Santa Rita Jail programs, one of wich is Resource 3940, Workforce Investment Act. The WIA funds are received by ROP and passed on to the Santa Rita Jail program.

01	6382	-	3800	2100	1100	01	6382	15,000.00
01	6382	-	3800	2100	3101	01	6382	1,000.00
01	6382	-	3800	2100	3301	01	6382	697.00
01	6382	-	3800	2100	3501	01	6382	3.00
01	6382	-	3800	2100	3601	01	6382	1,000.00
01	6382	-	3800	2100	4300	01	6382	150.00
01	6382	-	3800	2100	5200	01	6382	30,000.00
01	6382	-	3800	2100	5800	01	6382	3,000.00
01	6382	-	3800	2100	8689	01	6382	50,850.00
01	6382	0	0000	0000	9740	01	6382	0.00
01	6382	0	0000	0000	979Z	01	6382	0.00

Explanation:ROP only has Fund 01 but they receive funding for Resource 6382, California Career Pathways Trust as part of a consortium

01	6391	-	4630	4000	4300	01	6391	2,667.00
01	6391	-	4630	4000	5710	01	6391	133.00
01	6391	-	4630	4000	8590	01	6391	2,800.00
01	6391	0	0000	0000	9740	01	6391	0.00
01	6391	0	0000	0000	979Z	01	6391	0.00

Explanation:ROP only has Fund 01 but they receive funding for Resource 6391, Adult Education Block Grant as part of a consortium

CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid. PASSED

CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. PASSED

CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. PASSED

CHK-RESOURCExOBJECTA - (W) - The following combinations for RESOURCE and OBJECT

(objects 8000 through 9999, except for 9791, 9793, and 9795) are invalid. Data should be corrected or narrative must be provided explaining why the exception (s) should be considered appropriate. EXCEPTION

ACCOUNT				RESOURCE	OBJECT	VALUE
FD	RS	PY	GO	FN	OB	

01-9010-	-4630-	4000-	8791	9010	8791	710,051.00
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Explanation:Funds for the Adults in Corrections, Resource 9010, are received by Pleasanton Unified School District and are then transfered to ROP, which oversees the Adults in Corrections programs at the Santa Rita Jail.

CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, 6500-6540, and 7240, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, 3322, 3329, 3332, and 3334. PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (W) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (W) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

INTRAFFD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRAFFD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRAFFD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for resources 3327 and 3328), by resource. PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 73). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 73. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 73. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 73. PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - All applicable objects should have a positive balance by resource, by fund. PASSED

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund.

PASSED

SUPPLEMENTAL CHECKS

EXPORT CHECKS

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

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01-40410-0000000

First Interim
2016-17 Board Approved Operating Budget
Technical Review Checks

Tri-Valley ROP JPA

Alameda County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid.

PASSED

CHECKRESOURCE - (W) - The following codes for RESOURCE are not valid. Data should be corrected or narrative must be provided explaining why the exception (s) should be considered appropriate.

EXCEPTION

ACCOUNT				RESOURCE	VALUE
FD	RS	PY	GO - FN - OB		
01-6382-	-3800-	2100-	5800	6382	3,000.00
Explanation:Resource 6382 is the California Career Pathways Trust which ROP receives funding for as part of a consortium					
01-6382-	-3800-	2100-	8689	6382	50,850.00
01-6382-	-3800-	2100-	1100	6382	15,000.00
01-6382-	-3800-	2100-	3101	6382	1,000.00
01-6382-	-3800-	2100-	3301	6382	697.00
01-6382-	-3800-	2100-	3501	6382	3.00
01-6382-	-3800-	2100-	3601	6382	1,000.00
01-6382-	-3800-	2100-	4300	6382	150.00
01-6382-	-3800-	2100-	5200	6382	30,000.00
01-6382-	0-0000-	0000-	979Z	6382	0.00
01-6382-	0-0000-	0000-	9740	6382	0.00

CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code.

PASSED

CHECKGOAL - (F) - All GOAL codes must be valid.

PASSED

CHECKFUNCTION - (F) - All FUNCTION codes must be valid.

PASSED

CHECKOBJECT - (F) - All OBJECT codes must be valid.

PASSED

CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.

PASSED

CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.

PASSED

CHK-FUNDxRESOURCE - (W) - The following combinations for FUND and RESOURCE are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. EXCEPTION

ACCOUNT					FUND	RESOURCE	VALUE
FD -	RS -	PY -	GO -	FN -	OB		
01-3940-	-4630-	4000-	1100		01	3940	15,000.00
01-3940-	-4630-	4000-	3101		01	3940	1,887.00
01-3940-	-4630-	4000-	3301		01	3940	218.00
01-3940-	-4630-	4000-	3501		01	3940	8.00
01-3940-	-4630-	4000-	3601		01	3940	545.00
01-3940-	-4630-	4000-	4300		01	3940	401.00
01-3940-	-4630-	4000-	5200		01	3940	355.00
01-3940-	-4630-	4000-	5600		01	3940	812.00
01-3940-	-4630-	4000-	5710		01	3940	1,051.00
01-3940-	-4630-	4000-	5800		01	3940	1,800.00
01-3940-	-4630-	4000-	8290		01	3940	22,077.00
01-3940-0-	0000-	0000-	9740		01	3940	0.00
01-3940-0-	0000-	0000-	979Z		01	3940	0.00

Explanation:ROP has only Fund01 but they oversee the Santa Rita Jail programs, one of which is Resource 3940, Workforce Investment Act. The WIA funds are received by ROP and passed on to the Santa Rita Jail.

01-6382-	-3800-	2100-	1100		01	6382	15,000.00
01-6382-	-3800-	2100-	3101		01	6382	1,000.00
01-6382-	-3800-	2100-	3301		01	6382	697.00
01-6382-	-3800-	2100-	3501		01	6382	3.00
01-6382-	-3800-	2100-	3601		01	6382	1,000.00
01-6382-	-3800-	2100-	4300		01	6382	150.00
01-6382-	-3800-	2100-	5200		01	6382	30,000.00
01-6382-	-3800-	2100-	5800		01	6382	3,000.00
01-6382-	-3800-	2100-	8689		01	6382	50,850.00
01-6382-0-	0000-	0000-	9740		01	6382	0.00
01-6382-0-	0000-	0000-	979Z		01	6382	0.00

Explanation:ROP has only Fund 01 but they receive funding for Resource 6382, California Career Pathways Trust as part of a consortium

01-6391-	-4630-	4000-	4300		01	6391	2,667.00
01-6391-	-4630-	4000-	5710		01	6391	133.00
01-6391-	-4630-	4000-	8590		01	6391	2,800.00
01-6391-0-	0000-	0000-	9740		01	6391	0.00
01-6391-0-	0000-	0000-	979Z		01	6391	0.00

Explanation:ROP has only Fund 01 but they receive funding for Resource 6391, Adult Education Block Grant as part of a consortium

CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid. PASSED

CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. PASSED

CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. PASSED

CHK-RESOURCExOBJECTA - (W) - The following combinations for RESOURCE and OBJECT

(objects 8000 through 9999, except for 9791, 9793, and 9795) are invalid. Data should be corrected or narrative must be provided explaining why the exception (s) should be considered appropriate. EXCEPTION

ACCOUNT				RESOURCE	OBJECT	VALUE
FD	RS	PY	GO	FN	OB	

01	9010	-	4630	4000	8791	9010	8791	710,051.00
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Explanation:Funds for the Adults in Corrections, Resource 9010, are received by Pleasanton Unified School District and are then transfered to ROP, which oversees the Adults in Corrections programs at the Santa Rita Jail.

CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, 6500-6540, and 7240, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, 3322, 3329, 3332, and 3334. PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (W) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (W) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

INTRA-FD-DIR-COST - (W) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRAFFD-INDIRECT - (W) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRAFFD-INDIRECT-FN - (W) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (W) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (W) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

LOTTERY-CONTRIB - (W) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for resources 3327 and 3328), by resource. PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

EXCESS-ASSIGN-REU - (W) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 73). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 73. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 73. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 73. PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - All applicable objects should have a positive balance by resource, by fund. PASSED

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

CEFB-POSITIVE - (W) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund.

PASSED

SUPPLEMENTAL CHECKS

EXPORT CHECKS

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

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First Interim
2016-17 Projected Totals
Technical Review Checks

Tri-Valley ROP JPA

Alameda County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid.

PASSED

CHECKRESOURCE - (W) - The following codes for RESOURCE are not valid. Data should be corrected or narrative must be provided explaining why the exception (s) should be considered appropriate.

EXCEPTION

ACCOUNT				RESOURCE	VALUE
FD	RS	PY	GO - FN - OB		
01-6382-	-3800-	2100-	1100	6382	15,000.00
Explanation:Resource 6382 is the Californis Career Pathways Trust which ROP receives funding for as part of a consortium					
01-6382-0-0000-	0000-	979Z		6382	0.00
01-6382-0-0000-	0000-	9740		6382	0.00
01-6382-	-3800-	2100-	3101	6382	1,000.00
01-6382-	-3800-	2100-	3301	6382	697.00
01-6382-	-3800-	2100-	3501	6382	3.00
01-6382-	-3800-	2100-	3601	6382	1,000.00
01-6382-	-3800-	2100-	4300	6382	125,961.00
01-6382-	-3800-	2100-	5200	6382	30,000.00
01-6382-	-3800-	2100-	5800	6382	3,000.00
01-6382-	-3800-	2100-	8689	6382	176,661.00

CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code.

PASSED

CHECKGOAL - (F) - All GOAL codes must be valid.

PASSED

CHECKFUNCTION - (F) - All FUNCTION codes must be valid.

PASSED

CHECKOBJECT - (F) - All OBJECT codes must be valid.

PASSED

CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.

PASSED

CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.

PASSED

CHK-FUNDxRESOURCE - (W) - The following combinations for FUND and RESOURCE are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. EXCEPTION

ACCOUNT					FUND	RESOURCE	VALUE
FD -	RS -	PY -	GO -	FN -	OB		
01-3940-	-4630-	4000-	1100		01	3940	15,000.00
01-3940-	-4630-	4000-	3101		01	3940	1,887.00
01-3940-	-4630-	4000-	3301		01	3940	218.00
01-3940-	-4630-	4000-	3501		01	3940	8.00
01-3940-	-4630-	4000-	3601		01	3940	545.00
01-3940-	-4630-	4000-	4300		01	3940	401.00
01-3940-	-4630-	4000-	5200		01	3940	355.00
01-3940-	-4630-	4000-	5600		01	3940	812.00
01-3940-	-4630-	4000-	5710		01	3940	1,051.00
01-3940-	-4630-	4000-	5800		01	3940	1,800.00
01-3940-	-4630-	4000-	8290		01	3940	22,077.00
01-3940-0-	0000-	0000-	9740		01	3940	0.00
01-3940-0-	0000-	0000-	979Z		01	3940	0.00

Explanation:ROP only has Fund 01 but they oversee the Santa Rita Jail programs, one of which is Resource 3940, Workforce Investment Act. The WIA funds are received by ROP and passed on to the Santa Rita Jail.

01-6382-	-3800-	2100-	1100		01	6382	15,000.00
01-6382-	-3800-	2100-	3101		01	6382	1,000.00
01-6382-	-3800-	2100-	3301		01	6382	697.00
01-6382-	-3800-	2100-	3501		01	6382	3.00
01-6382-	-3800-	2100-	3601		01	6382	1,000.00
01-6382-	-3800-	2100-	4300		01	6382	125,961.00
01-6382-	-3800-	2100-	5200		01	6382	30,000.00
01-6382-	-3800-	2100-	5800		01	6382	3,000.00
01-6382-	-3800-	2100-	8689		01	6382	176,661.00
01-6382-0-	0000-	0000-	9740		01	6382	0.00
01-6382-0-	0000-	0000-	979Z		01	6382	0.00

Explanation:ROP only has Fund 01 but they receive funding for Resource 6382, California Career Pathways Trust as part of a consortium

01-6391-	-4630-	4000-	1100		01	6391	12,667.00
01-6391-	-4630-	4000-	5710		01	6391	133.00
01-6391-	-4630-	4000-	8590		01	6391	12,800.00
01-6391-0-	0000-	0000-	9740		01	6391	0.00
01-6391-0-	0000-	0000-	979Z		01	6391	0.00

Explanation:ROP only has fund 01 but they receive funding for Resource 6391, Adult Education Block Grant as part of a consortium

CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid. PASSED

CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. PASSED

CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. PASSED

CHK-RESOURCExOBJECTA - (W) - The following combinations for RESOURCE and OBJECT

(objects 8000 through 9999, except for 9791, 9793, and 9795) are invalid. Data should be corrected or narrative must be provided explaining why the exception (s) should be considered appropriate. EXCEPTION

ACCOUNT				RESOURCE	OBJECT	VALUE
FD	RS	PY	GO	FN	OB	
01-6387-	-6000-	1000-	8781	6387	8781	-2,394,320.00
Explanation:ROP is receiving funds for the CTEIG grant that will be distributed out to the Districts. The revenue is recorded under Resource 6387, Object 8590. The distribution to the districts is recorded under Resource 6387, Object 8781.						
01-9010-	-4630-	4000-	8791	9010	8791	169,726.00
Explanation:Funds for the Adults in Corrections, Resource 9010, are received by Pleasanton Unified School District and are then transferred to ROP, which oversees the Adults in Corrections programs at the Santa Rita Jail.						

CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, 6500-6540, and 7240, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, 3322, 3329, 3332, and 3334. PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (W) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (W) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

INTRAFFD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRAFFD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRAFFD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for resources 3327 and 3328), by resource. PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 73). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 73. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 73. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 73. PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - The following objects have a negative balance by resource, by fund: EXCEPTION

FUND	RESOURCE	OBJECT	VALUE
01	6387	8781	-2,394,320.00

Explanation:ROP receives CTEIG grant revenue that it must distribute out to the

districts. The distribution is recorded under Resource 6387, Object 8781, creating a negative amount in Object 8781

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

SUPPLEMENTAL CHECKS

CS-EXPLANATIONS - (W) - Explanations must be provided in the Criteria and Standards Review (Form 01CSI) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. PASSED

CS-YES-NO - (W) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CSI) must be answered Yes or No, where applicable, for the form to be complete. PASSED

EXPORT CHECKS

INTERIM-CERT-PROVIDE - (F) - Interim Certification (Form CI) must be provided. PASSED

CS-PROVIDE - (F) - The Criteria and Standards Review (Form 01CSI) has been provided. PASSED

CASHFLOW-PROVIDE - (W) - A Cashflow Worksheet (Form CASH) must be provided with your Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.) PASSED

MYP-PROVIDE - (W) - A Multiyear Projection Worksheet must be provided with your Interim. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.) PASSED

MYPIO-PROVIDE - (W) - A multiyear projection worksheet must be provided with your interim report for any fund projecting a negative balance at the end of the current fiscal year. (Note: LEAs may use a multiyear projection worksheet other than Form MYPIO, with approval of their reviewing agency.) PASSED

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms

must be corrected before an official export can be completed. PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the
affected forms must be opened and saved. PASSED

Checks Completed.

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First Interim
2016-17 Actuals to Date
Technical Review Checks

Tri-Valley ROP JPA

Alameda County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid.

PASSED

CHECKRESOURCE - (W) - The following codes for RESOURCE are not valid. Data should be corrected or narrative must be provided explaining why the exception (s) should be considered appropriate.

EXCEPTION

ACCOUNT				RESOURCE	VALUE
FD	RS	PY	GO - FN - OB		
01-6382-	-3800-	2100-	5800	6382	47,000.00
Explanation:Resource 6382 is the California Careers Pathways Trust which ROP receives funding for as part of a consortium					
01-6382-	-3800-	2100-	8689	6382	125,810.86
01-6382-0-	0000-	0000-	979Z	6382	78,810.86
01-6382-0-	0000-	0000-	9740	6382	78,810.86

CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code.

PASSED

CHECKGOAL - (F) - All GOAL codes must be valid.

PASSED

CHECKFUNCTION - (F) - All FUNCTION codes must be valid.

PASSED

CHECKOBJECT - (F) - All OBJECT codes must be valid.

PASSED

CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.

PASSED

CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.

PASSED

CHK-FUNDxRESOURCE - (W) - The following combinations for FUND and RESOURCE are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate.

EXCEPTION

ACCOUNT				FUND	RESOURCE	VALUE
FD	RS	PY	GO - FN - OB			

01-6382- -3800-2100-5800	01	6382	47,000.00
01-6382- -3800-2100-8689	01	6382	125,810.86
01-6382-0-0000-0000-9740	01	6382	78,810.86
01-6382-0-0000-0000-979Z	01	6382	78,810.86

Explanation:ROP has only Fund 01 but they receive funding for Resource 6382, California Career Pathways Trust as part of a consortium

01-6391- -4630-4000-1100	01	6391	13,265.80
01-6391- -4630-4000-3101	01	6391	1,662.54
01-6391- -4630-4000-3301	01	6391	192.10
01-6391- -4630-4000-3501	01	6391	6.63
01-6391- -4630-4000-3601	01	6391	479.73
01-6391- -4630-4000-8590	01	6391	4,264.00
01-6391-0-0000-0000-9790	01	6391	-11,342.80
01-6391-0-0000-0000-979Z	01	6391	-11,342.80

Explanation:ROP has only Fund 01 but they receive funding for Resource 6391, Adult Education Block Grant, as part of a consortium

CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid. PASSED

CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. PASSED

CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. PASSED

CHK-RESOURCExOBJECTA - (W) - The following combinations for RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) are invalid. Data should be corrected or narrative must be provided explaining why the exception (s) should be considered appropriate. EXCEPTION

ACCOUNT	RESOURCE	OBJECT	VALUE
FD - RS - PY - GO - FN - OB			

01-9010- -4630-4000-8791	9010	8791	84,863.00
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Explanation:Funds for Adults in Corrections, Resource 9010, are received by Pleasanton Unified School District and are then transferred to ROP, which oversees the Adults in Corrections program at the Santa Rita Jail.

CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass

the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, 6500-6540, and 7240, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, 3322, 3329, 3332, and 3334. PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (W) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (W) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

INTRA-FD-DIR-COST - (W) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRA-FD-INDIRECT - (W) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRA-FD-INDIRECT-FN - (W) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (W) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (W) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

LOTTERY-CONTRIB - (W) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

SUPPLEMENTAL CHECKS

EXPORT CHECKS

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
December 7, 2016

ACTION ITEM – 7.6

AGENDA ITEM:

7.6 – Approval of Personnel Document #120716

RECOMMENDED ACTION:

Approve Personnel Document #120716, as presented.

BACKGROUND:

The Board must act on all issues regarding employees of the TVROP. The Personnel Document specifies each area, to include rehires, new hires, resignations, retirements and vacancies.

FISCAL IMPACT:

Personnel expenses are included in the 2016-17 budget.

SUPPORTING DOCUMENTS:

- Personnel Document #120716

Moved by:

Seconded by:

Passed by:

PERSONNEL DOCUMENT #120716

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Name / FTE	Description / Location	Effective Date	Superintendent's Recommendation
<u>2016-2017 CERTIFICATED HIRES</u>			
Douglas Den Hartog 1.0	Marketing / Business Instructor Amador Valley High School	11/28/2016	Approve
<u>2016-2017 CERTIFICATED RESIGNATION</u>			
Naomi Siu 1.0	Marketing / Business Instructor Amador Valley High School	12/02/2016	Approve



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
DECEMBER 7, 2016

ACTION ITEM – 7.7

AGENDA ITEM:

7.7 – Approval of the 2017 Calendar of Meeting Dates

RECOMMENDED ACTION:

Approve the Calendar, as presented.

BACKGROUND:

TVROP creates their JPGB Meeting Calendar in coordination with our Member District Board Calendars.

FISCAL IMPACT:

None

SUPPORTING DOCUMENTS:

- TVROP Joint Powers Governing Board & Member District Meeting Dates 2017

Moved by:

Seconded by:

Passed by:

TVROP Joint Powers Governing Board
and
Member District Meeting Dates 2017

*Board Agendas will typically be posted and distributed by email the Friday before the Board Meeting.

	TVROP JPGB Meeting 5:00 pm closed session 6:00 pm open session (unless otherwise noted on Agenda)	TVROP Coordinating Council 3:30-5:00 pm	* Agenda Prep and Posting
Jan-17	TVROP (Organizational) – 1/25 LVJUSD – 1/17 PUSD – 1/17, 1/31 DUSD -	1/11 for 1/25 meeting	1/18, 19, 20
Feb-17	LVJUSD - 2/7, 2/21 PUSD - 2/14, 2/28 DUSD -	2/22 for 3/8 meeting	
Mar-17	TVROP – 3/8 LVJUSD - 3/7, 3/216 PUSD - 3/14, 3/28 DUSD -		3/1, 2, 3
Apr-17	LVJUSD – 4/18 PUSD - 4/18 DUSD -		
May-17	LVJUSD - 5/2, 5/16 PUSD - 5/9, 5/23 DUSD -	5/24 for 6/14 meeting	
Jun-17	TVROP – 6/14 LVJUSD - 6/3, 6/27 PUSD - 6/13, 6/27 DUSD -		6/7, 8, 9
Jul-17	NO MEETINGS		
Aug-17	LVJUSD – PUSD - DUSD -	8/23 for 9/06 meeting	
Sep-17	TVROP – 9/6 LVJUSD – PUSD – DUSD -		8/30, 31, 9/1
Oct-17	LVJUSD – PUSD - DUSD -		
Nov-17	LVJUSD – PUSD – DUSD -	11/15 for 12/06 meeting	11/27, 28, 29
Dec-17	TVROP – 12/06 LVJUSD – PUSD – DUSD -		

Calendar to be updated as Member District Calendars are set.



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
December 7, 2016

ACTION ITEM – 7.8

AGENDA ITEM:

7.8 – Authorization to Surplus Equipment

RECOMMENDED ACTION:

As part of Action Items, Authorize the Surplus of Equipment.

BACKGROUND:

California Education Code 17545 authorizes school districts to sell or dispose of surplus property.

FISCAL IMPACT:

Any proceeds for the sale of surplus property are deposited into the General Fund.

SUPPORTING DOCUMENTS:

- Surplus Property List

Moved by:
Seconded by:
Passed by:

Trivalley ROP Surplus Inventory 2016 - 2017 DISPOSAL / END OF LIFE				
ROP# / Second tag#	Service Tag#	Item Description	Room#	Teacher
A00056	MY24CD31W7	AHP ALL IN ONE PRINTER/COPY/FAX	E06	MORGAN
11/02 2698	CN2C2CXGNX	HP 86 OFFICEJET PRO COPY PRINTER	CAREER CENTER	WALKER
A00624	AMY24CD31W7	HP PSC75 Print/Copy Scanner	M206D	Morgan
n/a	42621470031724	Go Video Combo	M206D	Morgan

Trivalley ROP DISPOSAL Inventory 2016 - 2017 Items now located at District office DISPOSAL / END OF LIFE				
ROP# / Second tag#	Service Tag#	Item Description	Room#	Teacher
*None		HP DESK JET D4100 PRINTER (D4155)	DISTRICT OFFICE	
2463		APPLE SERVER MODEL A1093	DISTRICT OFFICE	
2402	5QPRW61	DELL SERVER	DISTRICT OFFICE	CHRIS MYER
*None	SDGOB 0305 - 02	HP OFFICE JET 7310 ALL IN ONE COPY	DISTRICT OFFICE	
		Electric Typewriter	DISTRICT OFFICE	
		Trimline Handheld Telephone	DISTRICT OFFICE	
		Various Powercords	DISTRICT OFFICE	
		Mice & Surge protector	DISTRICT OFFICE	
	CN38K1HMJD	HP DESK JET 1510 All in One Printer	DISTRICT OFFICE	
	512215010608	Go Video DVD & VCR Dual Deck	DISTRICT OFFICE	
		Old/Outdated omputer Monitors	DISTRICT OFFICE	
	3210635367	Lexmark Z605 Model: 4126-K01	DISTRICT OFFICE	
		Computer Key board	DISTRICT OFFICE	
2675		760 Optiplex PC	DISTRICT OFFICE	
2674		760 Optiplex PC	DISTRICT OFFICE	
2651		760 Optiplex PC	DISTRICT OFFICE	
2648		760 Optiplex PC	DISTRICT OFFICE	
2673		760 Optiplex PC	DISTRICT OFFICE	
2680		760 Optiplex PC	DISTRICT OFFICE	
2717		Apple IMAC	DISTRICT OFFICE	
		13" Monitor	DISTRICT OFFICE	
1572		Gray Office Chair (unsafe to sit on)	DISTRICT OFFICE	

Trivalley ROP Inventory 2016 - 2017 School: Granada High School 09/08/2016				
ROP# / Second tag#	Service Tag#	Item Description	Room#	Teacher
2650	GL565J1	DELL OPTIPLEX 460	400	NELSON
2650	GL535J1	DELL OPTIPLEX 460	400	NELSON
2650	GL5H5J1	DELL OPTIPLEX 460	400	NELSON
2650	GL505J1	DELL OPTIPLEX 460	400	NELSON
2650	GMNZNL1	DELL OPTIPLEX 460	400	NELSON

Trivalley ROP Inventory 2016 - 2017 School: Dublin Beauth College				
ROP# / Second tag#	Service Tag#	Item Description	Room#	Teacher
A00012	321809599	Bizhub sopu fax/ printer	DBC	Niki
N/A	1012570077	Cash Register	DBC	Niki
2435	DOLRW61	DELL Optiplex	DBC	Niki



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD SPECIAL MEETING
DECEMBER 7, 2016

CORRESPONDENCE - 8.0

AGENDA ITEM:

8.0 - Correspondence

RECOMMENDED ACTION:

No action required.

BACKGROUND:

Letters mailed or hand delivered (hard copy), excluding email, addressed to the Board and received at the District Office 72 hours prior to the Board meeting are summarized for Board review.

FISCAL IMPACT:

None

SUPPORTING DOCUMENTS:

- Alameda County Office of Education, L. Karen Monroe, 2016-17 Adopted Budget



Alameda County Office of Education

L. Karen Monroe
Superintendent

Gary Jones
Associate Superintendent

September 23, 2016

Joan Laursen, Chairperson
Board of Education
Tri-Valley ROP
1040 Florence Rd.,
Livermore, CA 94550

BOARD OF EDUCATION

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Trustee Area 1

Amber Childress
Trustee Area 2

Ken Berrick
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Fred Sims
Trustee Area 5

Eileen McDonald
Trustee Area 6

Yvonne Cerrato
Trustee Area 7

RE: 2016-17 Adopted Budget

Dear Chairperson Laursen:

In accordance with Education Code Section 42127, we have examined the Adopted Budget of Tri-Valley ROP (the ROP) for fiscal year 2016-17 to determine if it complies with the Criteria and Standards adopted by the State Board of Education, and if it allows the ROP to meet its financial obligations during the upcoming fiscal year.

Based on our review and analysis, we are satisfied that the Adopted Budget approved by the ROP's Governing Board accurately reflects the financial status of the ROP and is consistent with the State's Criteria and Standards. We therefore approve the Adopted Budget.

We want to express our appreciation to the ROP staff, the Governing Board, and the community for their continued diligence and hard work. If you have any questions or concerns regarding our review process, please feel free to call me at (510) 670-4140, or contact Gary Jones at (510) 670-4270.

Sincerely,

L. Karen Monroe, Superintendent
Alameda County Office of Education

cc: Board of Education, Tri-Valley ROP
Julie Duncan, Director, Tri-Valley ROP
Susan Kinder, Chief Business Official, Livermore Valley Joint USD
Gary Jones, Associate Superintendent, ACOE
Jeffrey B. Potter, Executive Director, ACOE

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