



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 March 8, 2017
5:00 pm Closed Session
6:00 pm Open 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 **5.0, 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. 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

Dan Cunningham, Chairperson
925-808-1084
cunninghamdan@dublinusd.org
Member District: Dublin USD

Chuck Rogge, Vice Chairperson
(925) 447-1604
rogge.lvjusd@isp.com
Member District:
Livermore Valley Joint USD

Joan Laursen, Trustee
(925) 519-5310
jlaursen@pleasantonusd.net
Member District: Pleasanton USD

Julie Duncan, Superintendent
(925) 455-4800 x 106
jduncan@tvrop.org
Secretary to the Governing Board

www.tvrop.org

Accessibility to Facilities and Agenda Materials: The Tri-Valley ROP desires to make all of its public meetings accessible to the public. Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in this meeting should direct such request to the Tri-Valley ROP Superintendent, 1040 Florence Road, Livermore, CA 94550, or by calling (925) 455-4800 at least 48 hours before the meeting, when possible. Non-confidential materials related to an item on this agenda submitted to the Board after distribution of the agenda packet are available for public inspection in the Superintendent's Office (address above) during normal business hours.

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

2. **PUBLIC COMMENT** on posted closed session items only

3. **ADJOURN TO CLOSED SESSION - Pursuant to Government Code §54957 & §54957.6**
 - 3.1 **Public Employee: Discipline/Dismissal/Release/Leave/Employment**
 - 3.2 **Conference with Labor Negotiator – Unrepresented Employee
Unrepresented Employee: Superintendent**

4. **RECONVENE IN OPEN SESSION**
 - 4.1 **Flag Salute - 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.
 - 4.3 **Announcement of Any Reportable Action Taken in Closed Session**

5. **PUBLIC COMMENT**

At this time, members of the public may address the Board regarding matters not on the agenda but within the Board’s jurisdiction. (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 the Call to Order: 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.

6. **RECOGNITIONS**
 - 6.1 **Recognition of Amy Brown**
 - 6.2 **Recognition of Nakisha Harris**

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 January 25, 2017**

The Board will consider approving minutes from the January 25, 2017 Board Meeting.

7.2 Approval of Bill and Salary Reports – January 1 – February 28, 2017

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

7.3 Approval of Purchase Order Summary – January 1 – February 28, 2017

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

7.4 Acceptance of Donations

The Board will consider the approval of donations received through February 14, 2017.

7.5 Acceptance of Audit Engagement

The Board will consider the approval of a three year Audit Engagement with current Audit Firm, Nigro & Nigro.

8. DEFERRED CONSENT ITEMS

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

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 TVROP Course Outlines - action

Heather Morelli, Program Coordinator, will present TVROP course outlines in the revised template approved by the CTEIG Technical Assistance Provider.

9.2 Approval of the Second Interim Report - action

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

9.3 Approval of Director of College & Career Readiness Position

Superintendent Duncan will present the Director of College & Career Readiness position for approval.

9.4 Approval of Coordinator of Middle College Position

Superintendent Duncan will present the Coordinator of Middle College position for approval.

9.5 Approval of Modifications and Revisions to the Management Salary Schedule

Superintendent Duncan will present the Management Salary Schedule for approval.

10. CORRESPONDENCE

- Alameda County Office of Education, 2016-17 First Interim Report

11. SUPERINTENDENT'S REPORT

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

12. BOARD MEMBER REPORTS

Board members may wish to report on their recent activities.

13. ANNOUNCEMENTS

- The next Regular Meeting of the Joint Powers Governing Board is scheduled for Wednesday, June 14, 2017.

14. ADJOURNMENT

JD/as



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
March 8, 2017

CONSENT CALENDAR – MOTION – 7.1

AGENDA ITEM:

7.1 – Approval of Minutes from the Regular Board Meeting of January 25, 2017

RECOMMENDED ACTION:

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

BACKGROUND:

The minutes from the Regular Board Meeting of January 25, 2017 are presented for Board Approval.

FISCAL IMPACT:

None

SUPPORTING DOCUMENTS:

- Draft Minutes of January 25, 2017 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

Minutes of the Regular & Organizational Board Meeting of January 25, 2017

5:00 pm Open Session

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

Chairperson Laursen called the meeting to order at 5:12 pm.

Establishment of Quorum

Joan Laursen, Chairperson

Chuck Rogge, Vice Chair

Dan Cunningham, Trustee, joined the meeting at 5:15 pm.

Julie Duncan, Secretary to the Board

2. CONVENE TO ANNUAL ORGANIZATIONAL MEETING OF THE BOARD

TVROP Board Bylaws 9100, *Organization*, and the Fifth Amended Joint Powers Agreement require the Governing Board to hold its annual organizational meeting during the first meeting of the calendar year. At this meeting, the Board shall elect a Chairperson and Vice Chairperson from its members and develop a schedule of regular meetings for the year.

Chairperson Laursen called the Organizational Meeting to order at 5:13 pm.

2.1 Election of Board Chairperson for 2017

Ms. Laursen nominated Dan Cunningham for the position of Chairperson, Mr. Rogge seconded.

2.2 Election of Board Vice Chairperson for 2017

Ms. Laursen nominated Mr. Rogge for Vice Chairperson, Mr. Rogge seconded.

Past Chairperson Laursen passed the Gavel to Vice Chairperson Rogge who in turn passed the Gavel to Chairperson Cunningham upon his arrival.

3. RECONVENE TO OPEN SESSION

3.1 Flag Salute - Pledge of Allegiance

3.2 Approval of the Agenda

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

4. PUBLIC COMMENT – None

5. RECOGNITIONS – None

6. CONSENT CALENDAR

CONSENT – MOTIONS

6.1 Approval of Minutes from the Regular Board Meeting of December 7, 2016

The Board will consider approving minutes from the December 7, 2016 Board Meeting.

6.2 Approval of Bill and Salary Reports – December 1 - 31, 2016

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

6.3 Approval of Purchase Order Summary – December 1 - 31, 2016

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

6.4 Adopt Proclamation for CTE Month – February 1 – 28, 2017

The Board will consider the approval of a Proclamation in support of the Association for Career Technical Education and National CTE Month.

6.5 Developmental Psychology of Children I Course Outline

The Board will consider the approval of the updated course outline for DPOC I.

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

CONSENT – RESOLUTIONS

6.6 Resolution No. 2016-17.8, Board Members' Signature Card

Education Code Section 42632 states, each order drawn on the funds of a school district shall be signed by at least a majority of the Governing Board or by a person or persons authorized by the Governing Board and said Governing Board signatures shall be updated annually with the residing County Office of Education.

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

7. DEFERRED CONSENT ITEMS – None

8. 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.

8.1 Authorization for Cosmetology and Barbering Program Emergency Contract - action

Superintendent Duncan presented the contract for Designs School of Cosmetology to take our Cosmetology students until May 31, 2017. Fifteen students will start, seven will be complete soon and eight will need to stay for summer. Designs will move to San Leandro in June and we will assist students with transportation.

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

8.2 Authorization of School Services of California ROP JPA Coalition Proposal - action

Superintendent Duncan presented background on TVROP funding, information on forming the ROP JPA Coalition and participation in the School Services of California Proposal.

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

8.3 Authorization to Surplus Equipment - action

Superintendent Duncan presented the proposed surplus list, including the equipment from the Beauty College. Total beauty college equipment is \$35,450.

Mr. Rogge asked if we would please list a column total. He also asked if we could move surplus to consent.

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

9. CORRESPONDENCE

California State Controller, Betty T. Yee, Jim L. Spano, Chief Financial Audits Bureau 2015-2016 Fiscal Certification Letter.

10. SUPERINTENDENT'S REPORT

Julie Duncan, Superintendent, reported on the following;

- Middle College Applications and Information Nights
- Counseling Luncheons for High School registrations
- Criminal Justice Academy
- Meetings with each District to review Incentive Grant requirements
- City of Livermore, Bankhead Theatre, interested in creating a Cultural Arts Center
- North Coast Section Meeting

Trustee Laursen, noted that another district in the Bay Area has an Account Tech that is dedicated to the Incentive Grant and all its requirements. It might be of interest to TVROP to have a .50 fte to oversee the Grant as well.

11. BOARD MEMBER REPORTS - None

12. ANNOUNCEMENTS

- The next Regular Meeting of the Joint Powers Governing Board is scheduled for Wednesday, March 08, 2017.

13. ADJOURNMENT

There being no further business, Chairperson Cunningham adjourned the meeting at 6:04 pm.

Original Signed

Submitted,

Julie Duncan
Secretary to the Board

*Approved and entered into the proceedings
of the Board this 8th day of March, 2017.*

Dan Cunningham
Board Chairperson



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
 JOINT POWERS GOVERNING BOARD MEETING
 March 8, 2017

CONSENT CALENDAR – MOTION – 7.2

AGENDA ITEM:

7.2 – Approval of Bill and Salary Reports – January 1, 2017 – February 28, 2017

RECOMMENDED ACTION:

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

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 two months. All of the warrants have been approved by the Alameda County Office of Education.

FISCAL IMPACT:

Operating expenditures were \$114,711.21 and payroll related expenditures were \$436,989.04.

SUPPORTING DOCUMENTS:

- Warrant Disbursement Chart

WARRANT – DISBURSEMENTS	January 2017	February 2017	TOTAL FOR PERIOD
PAYROLL RELATED	\$217,695.41	\$219,293.63	\$436,989.04
BOOKS/SUPPLIES	\$3,151.07	\$17,980.95	\$21,132.02
SERVICES	\$55,756.05	\$39,099.42	\$93,579.19
TOTAL	\$276,602.53	\$276,374.00	\$551,700.25

- Transaction Listing January 2017
- Transaction Listing February 2017

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	140,290.58	0.00	140,290.58
**	Total 2000	By Major Object	(1)	DR-CR	41,167.18	500.00	40,667.18
**	Total 3000	By Major Object	(1)	DR-CR	36,793.83	56.18	36,737.65
**	Total 4000	By Major Object	(1)	DR-CR	3,467.53	316.46	3,151.07
**	Total 5000	By Major Object	(1)	DR-CR	56,316.99	560.94	55,756.05
			** G R A N D T O T A L **	DR-CR	278,036.11	1,433.58	276,602.53

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	141,951.78	0.00	141,951.78
**	Total 2000	By Major Object	(1)	DR-CR	41,128.08	0.00	41,128.08
**	Total 3000	By Major Object	(1)	DR-CR	36,213.77	0.00	36,213.77
**	Total 4000	By Major Object	(1)	DR-CR	18,340.34	359.39	17,980.95
**	Total 5000	By Major Object	(1)	DR-CR	42,458.61	3,359.19	39,099.42
			** G R A N D T O T A L **	DR-CR	280,092.58	3,718.58	276,374.00



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
March 8, 2017

CONSENT CALENDAR – MOTION – 7.3

AGENDA ITEM:

7.3 – Approval of Purchase Order Summary –January 1 – February 28, 2017

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 \$93,746.88

SUPPORTING DOCUMENTS:

- Purchase Order Descriptive Summary, January 1 – February 28, 2017

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>
R17175	PROFESSIONAL POLICE SUPPLY INC	HARRIS/TVROP	Materials & Supplies	01/12/2017	353.67
R17176	SMARTSHEET.COM INC.	Spalasso/Morelli	Materials & Supplies	01/12/2017	577.00
R17177	PEARSON VUE	Spalasso/Rutledge	Materials & Supplies	01/12/2017	1,245.46
R17178	MEDCO SUPPLY CO	HELFRICH/TVROP	Materials & Supplies	01/12/2017	576.69
R17179	PERFORATEDPAPER.COM	PEREIRA/TVROP	Materials & Supplies	01/12/2017	1,425.42
R17180	PLEASANTON UNIFIED SCHOOL DIST	BROWN/MIDDLECOLLEGE	Printing	01/12/2017	100.00
R17181	WIX.COM	SPALASSO/TVROP	Contracted Services	01/12/2017	299.00
R17182	AIM MAIL CENTER #33	SPALASSO/TVROP	Contracted Services	01/12/2017	320.85
R17183	HAWTHORN SUITES SACRAMENTO	SPALASSO/TVROP	Travel & Conferences	01/12/2017	460.40
R17184	UBM TECH GAME DEVELOPERS	MEYER/TVROP	Travel & Conferences	01/13/2017	1,099.00
R17185	ELECTUDE USA LLC	WOODWORTH/LHS/TVROP	Licensing agreements	01/20/2017	2,600.00
R17186	DUBLIN HIGH SCHOOL	MORELLI/TVROP	Contracted Services	01/20/2017	200.00
R17187	AMADOR VALLEY HIGH SCHOOL	DUNCAN/ROP	Contracted Services	01/20/2017	200.00
R17188	PRICELINE.COM	DUNCAN/TVROP	Travel & Conferences	01/20/2017	155.00
R17189	AMAZON.COM CORPORATE CREDIT	RAY/MID COLL/TVROP	Materials & Supplies	01/20/2017	800.00
R17190	CALIF DECA	RAAKER/TVROP	Travel & Conferences	01/24/2017	2,245.52
R17191	CALIF DECA	RAAKER/TVROP	Travel & Conferences	01/24/2017	340.00
R17192	MCKINNEY, MILDRED	RUTLEDGE/TVROP	Consultants	01/24/2017	2,863.00
R17193	SOUTHWEST AIRLINES	RAAKER/TVROP	Travel & Conferences	01/27/2017	184.90
R17194	TWO MEN AND A TRUCK	SPALASSO/TVROP	Contracted Services	01/27/2017	1,025.00
R17195	U-HAUL INTERNATIONAL INC	SPALASSO/TVROP	Rental - Property	02/01/2017	3,615.00
R17196	PHIL BARNETT PLUMBING, INC	SPALASSO	Contracted Services	02/01/2017	900.00
R17197	FIRE PROTECTION SPECIALISTS INC	SPALASSO/TVROP	Contracted Services	02/01/2017	389.09
R17198	FINISH MASTER	RANDALL/LHS	Materials & Supplies	02/01/2017	730.00
R17199	ALAMEDA COUNTY OFFICE OF EDUCATION	SPALASSO/TVROP	Dues & Memberships	02/01/2017	100.00
R17200	FLASHBAY INC	NYSWONGER/TVROP	Advertising	02/06/2017	528.77
R17201	CORNER BAKERY CAFE	SPALASSO	Materials & Supplies	02/06/2017	700.00
R17202	LAS POSITAS COLLEGE	BROWN/TVROP/MID COLL	Contracted Services	02/17/2017	700.00
R17203	LIVERMORE VALLEY JOINT UNIFIED	SPALASSO/TVROP	Contracted Services	02/17/2017	200.00
R17204	LIVERMORE VALLEY JOINT UNIFIED	SPALASSO/TVROP	Licensing agreements	02/17/2017	972.00
R17205	DUBLIN UNIFIED SCHOOL DISTRICT	SPALASSO/TVROP	Contracted Services	02/27/2017	64,500.00
R17206	MEDCO SUPPLY CO	HELFRICH/TVROP	Materials & Supplies	02/27/2017	261.11
R17207	VILLAGE CATERING	WATSON/GETSET/TVROP	Contracted Services	02/27/2017	800.00
R17208	AVID CENTER	BROWN/MIDCOLL/TVROP	Travel & Conferences	02/27/2017	2,280.00

Grand Total: 93,746.88



TRI-VALLEY REGIONAL OCCUPATIONAL CENTER/PROGRAM
 JOINT POWERS GOVERNING BOARD MEETING
 March 8, 2017

CONSENT CALENDAR – MOTIONS – 7.4

AGENDA ITEM:

7.4 – Acceptance of Donations

RECOMMENDED ACTION:

As part of the Consent Calendar, approve the donations for the specified designation.

BACKGROUND:

The donations listed on supporting documents are presented for Board Approval.

FISCAL IMPACT:

An increase of \$5,327.00 to the donation accounts of the designated programs.

SUPPORTING DOCUMENTS:

- Donation report through February 14, 2017

<u><i>Date</i></u>	<u><i>Program</i></u>	<u><i>Amount</i></u>
09/30/2016	Automotive Specialist	\$420.00
10/26/2016	GetSet Program	\$359.00
11/3/2016	GetSet Program	\$105.00
11/10/2016	GetSet Program	\$406.00
11/17/2016	Auto Body	\$1,200.00
01/13/2017	Auto Body	\$730.00
02/07/2017	Auto Body	\$500.00
02/09/2017	GetSet Program	\$1,102.00
02/09/2017	GetSet Program	\$165.00
02/14/2017	Sports Medicine	\$250.00
02/14/2017	GetSet Program	\$90.00
		\$5,327.00

Moved by:
 Seconded by:
 Passed by:



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
March 8, 2017

CONSENT CALENDAR – MOTION – 7.5

AGENDA ITEM:

7.5 – Acceptance of Audit Engagement

RECOMMENDED ACTION:

As part of the Consent Calendar, approve the Audit Engagement with Nigro & Nigro, PC.

FISCAL IMPACT:

Included in 2016/17 budget at \$9,850, to be budgeted for in 2017/18 at \$10,200 and 2018/19 for \$10,550 for a total of \$30,600 over the three year agreement.

SUPPORTING DOCUMENTS:

- Engagement Letter from Nigro & Nigro

February 16, 2017

Tri-Valley Regional Occupational Program
1040 Florence Road
Livermore, CA 94550

We are pleased to confirm our understanding of the services we are to provide Tri-Valley Regional Occupational Program for the fiscal year ended June 30, 2017 through 2019. We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the related notes to the financial statements, which collectively comprise the basic financial statements of Tri-Valley Regional Occupational Program as of and for the fiscal year ended June 30, 2017 through 2019. Accounting standards generally accepted in the United States of America provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the ROP's 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. As part of our engagement, we will apply certain limited procedures to the ROP's RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding 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 will 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. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

- Management's Discussion and Analysis
- Budgetary Comparison Schedule(s)
- Ten-Year Schedule of Proportionate Share of Net Pension Liability
- Ten-Year Schedule of Pension Plan Contributions

We have also been engaged to report on supplementary information other than RSI that accompanies the ROP's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America and will provide an opinion on it in relation to the financial statements as a whole:

- Schedule of Expenditures of Federal Awards
- Other schedules and/or information as required by the State Controller's Office.

Audit Objectives

The objective of our audit is the expression of an opinion about whether your basic financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. The objective also includes reporting on:

- Internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grants agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

The reports on internal control and compliance will each include a paragraph that states that the purpose of the report is solely to describe (1) the scope of testing of internal control over financial reporting and compliance and the result of that testing and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance, and (2) that the report is an integral part of an audit performed in accordance with Government Auditing Standards in considering internal control over financial reporting and compliance. The paragraph will also state that the report is not suitable for any other purpose.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and *Standards and Procedures for Audits of California K-12 Local Education Agencies* issued by the Education Audit Appeals Panel, and other procedures we consider necessary to enable us to express such opinions and to render the required reports. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions on the financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

Management Responsibilities

Management is responsible for the basic financial statements, schedule of expenditures of federal awards, and all accompanying information as well as all representations contained therein. Management is also responsible for identifying government award programs and understanding and complying with the compliance requirements. As part of the audit, we will assist with preparation of your financial statements, schedule of expenditures of federal awards, and related notes. You will be required to acknowledge in the written representation letter our assistance with preparation of the financial statements and schedule of expenditures of federal awards and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. You agree to assume all management responsibilities for any nonaudit services we provide; oversee the services by designating an individual, preferably from senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of the services; and accept responsibility for them.

Management is responsible for establishing and maintaining effective internal controls, including internal controls over compliance, and for evaluating and monitoring ongoing activities, to help ensure that appropriate goals and objectives are met and that there is reasonable assurance that government programs are administered in compliance with compliance requirements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is also responsible for making all financial records and related information available to us and for ensuring that management is reliable and financial information is reliable and properly recorded. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2)

additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence.

Your responsibilities also include identifying significant vendor relationships in which the vendor has responsibility for program compliance and for the accuracy and completeness of that information. Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the written representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws, regulations, contracts, agreements, and grants.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) that you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) that the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

Audit Procedures - General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. 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 will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are

attributable to the entity or to acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective, Government Auditing Standards do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and Government Auditing Standards. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about the financial statements and related matters.

Audit Procedures – Internal Control

Our audit will include obtaining an understanding of the ROP and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Tri-Valley Regional Occupational Program's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Engagement Administration, Fees, and Other

The audit documentation for this engagement is the property of Nigro & Nigro and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested to make certain audit documentation available to the State Controller's Office or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Nigro & Nigro personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the State Controller's Office. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party contesting the audit finding for guidance prior to destroying the audit documentation.

The maximum annual fee for auditing services under the terms of this agreement shall be as follows:

2016-17 Fiscal Year:	\$9,850
2017-18 Fiscal Year:	\$10,200
2018-19 Fiscal Year:	\$10,550

with the exception that any auditing services provided for (1) significant changes in ROP audit requirements as stated in GASB standards, *Government Auditing Standards* or the Audit Guide issued by the Education Audit Appeals Panel, or (2) any changes in the number of funds or accounts maintained by the ROP during the period under this agreement, shall be in addition to the above maximum fee. Our invoices for these fees will be rendered each month as work progresses and are payable upon presentation. In accordance with our firm policies, work may be suspended if your account becomes 90 days or more overdue and may not be resumed until your account is paid in full. In accordance with Education Code Section 14505 as amended, ten percent (10%) of the audit fee shall be withheld pending certification of the audit report by the Office of the State Controller and fifty percent (50%) of the audit fee shall be withheld for any subsequent year of a multi-year contract if the prior year's audit report was not certified as conforming to the reporting provisions of the Audit Guide. This audit contract is null and void if the firm is declared ineligible to audit your organization pursuant to subdivision (c) of Education Code Section 41020.5. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before incurring additional costs.

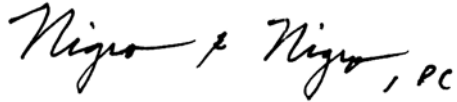
If a dispute arises among the parties hereto, the parties agree to first try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its Rules for Professional Accounting and Related Services Disputes before resorting to litigation. The costs of any mediation proceeding shall be shared equally by all parties.

Client and accountant both agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration in accordance with the Rules for Professional Accounting and Related Services Disputes of the American Arbitration Association. Such arbitration shall be binding and final. IN AGREEING TO ARBITRATION, WE BOTH ACKNOWLEDGE THAT, IN THE EVENT OF A DISPUTE OVER FEES CHARGED BY THE ACCOUNTANT, EACH OF US IS GIVING UP THE RIGHT TO

HAVE THE DISPUTE DECIDED IN A COURT OF LAW BEFORE A JUDGE OR JURY AND INSTEAD WE ARE ACCEPTING THE USE OF ARBITRATION FOR RESOLUTION.

We appreciate the opportunity to be of service to Tri-Valley Regional Occupational Program and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

Handwritten signature in cursive script that reads "Nigro & Nigro, PC".

Nigro & Nigro, PC

RESPONSE:

This letter correctly sets forth the understanding of Tri-Valley Regional Occupational Program.

APPROVED:

Tri-Valley Regional Occupational Program

Date



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
March 8, 2017

ACTION ITEM – 9.1

AGENDA ITEM:

9.1 – Approval of the TVROP Course Outlines

BACKGROUND:

The CTE Incentive Grant requires all CTE courses to demonstrate that each course meets the Eleven Elements of a High Quality CTE Program through an audit of each Course Outline. TVROP worked with all staff members in partnership with the CTEIG Region 3 Technical Assistance Provider to update all course outlines listed below.

SUPPORTING DOCUMENTS:

- Animation Motion and Graphics I
- Automotive Specialist
- CCNA 1 – Network Engineering
- Criminal Justice Academy
- Economics of Business Ownership
- Emergency Medical Responder
- Integrated Marketing Communications
- Introduction to Business Careers
- Introduction to Criminal Justice
- Introduction to Health Careers
- IT Essentials – Cybersecurity
- Medical Occupations
- Nursing Careers
- Sports and Entertainment Marketing
- Sports Medicine/Athletic Trainer 1
- Sports Medicine 2
- Video Game Art and Design
- Visual Communications

Moved by:

Seconded by:

Passed by:

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM – CAREER TECHNICAL EDUCATION
Standardized Course Outline Format Approved by CTEIG Technical Assistance Provider

COURSE TITLE	Animation and Motion Graphics 1
DATE	August 1, 2016
INDUSTRY SECTOR/PATHWAY	Arts, Media, and Entertainment/Design, Visual, Media and Entertainment
COURSE DESCRIPTION	Animation and Motion Graphics 1 introduces students to the art and technical skills involved in the creation of pieces of 2D and 3D animation. Students cover the background of animation, covering such topics as the 9 Old Men, prominent animation films and directors, and the growth of Anime. Through the course of the class, students learn to use multiple pieces of software including Maya, Toonboom, and Photoshop. Work produced in this class will communicate a clear development of mastery applying all relevant artistic theory such as color, composition, cinematography, elements of art and principle of design. The class assignments are designed to teach and practice their theoretical knowledge but develop their understanding of the methodology they use in their assignments. The project based learning lab environment challenges students to sharpen skills such as goal and time management as well as critical thinking. Within such an environment, students are expected to be engaged, self-directed learners. Student's assignments require them to work well both as an individual as well as within a team. Students will offer and receive critiques from peers in addition to being self-reflective with their work.
OCCUPATIONS FOR IDENTIFIED PATHWAY	3D Animator Lighting Artist Concept Artist Storyboard Artist Graphic Designer
COURSE GOALS	Animation and Motion Graphics develops a student's proficiency with Adobe Photoshop, Autodesk Maya, and ToonBoom Harmony. They will clearly demonstrate mastery of theoretical concepts in their work such as color theory, elements of art, cinematography, and the 12 principles of Animation.
COURSE OBJECTIVES	Within the lesson plans of instructional units listed within this document.
PREREQUISITES	N/A
ACADEMIC CREDIT	10 credits
CERTIFICATE	(OPTIONAL) Adobe Certified User / Autodesk Certified User
ARTICULATION	(PENDING) Cogswell MM140 – 3 Credits / Ohlone – 3 Credits

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UC A-G APPROVED	“f” Fine Art Requirement
INSTRUCTIONAL STRATEGIES	<p>Students will receive instruction via lecture and live demonstration digitally, transmitted directly to their workstation. All instructional material is recorded and uploaded to YouTube afterward for student review.</p> <p>Worksheets, project descriptions, and rubrics are provided to all students via Google Classroom, allowing for group collaboration as well as paperless transmission of their work between the home and classroom.</p> <p>Students will work on individual and group projects, with requirements for both peer and self-review. These projects will require student leadership and organization of pre-production concepts into a coherent production pipeline for the project.</p> <p>Students will experience Field Trips, Job Shadows, and/or Guest Speakers will expose students to realities of industry and allow for feedback from industry professionals or mentorships.</p>
INSTRUCTIONAL MATERIALS / TEXTBOOKS	<p>Course instructional materials have been developed personally by course instructor.</p> <p>Adobe Creative Cloud – Photoshop ToonBoom - Harmony Essentials Autodesk – Maya 2016</p> <p>Students will be provided with access to computers with the above programs. They will also be supported with peripherals such as Wacom drawing tablets, or high definition scanners for hand drawn work.</p>

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CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS - (Essential Employability Skills)

<p>1. Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.</p>
<p>2. Communications Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.</p>
<p>3. Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.</p>
<p>4. Technology Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.</p>
<p>5. Problem Solving and Critical Thinking Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.</p>
<p>6. Health and Safety Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.</p>
<p>7. Responsibility and Flexibility Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.</p>
<p>8. Ethics and legal Responsibilities Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.</p>
<p>9. Leadership and Teamwork Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.</p>
<p>10. Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the (industry) sector.</p>
<p>11. Demonstration and Application Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.</p>

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
1. Introduction to Artistic Concepts	Internet Scavenger Hunts Student Photo Shoots Research Presentations	1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 7.3, 7.4, 7.5, 7.8 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 9.5, 9.6, 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2	A1.1, A1.2, A1.3, A1.4, A1.6, A1.7, A1.8, A1.9 A2.6, A2.8 A5.5 A7.4
2. Pre-Production & the Foundations of Animation	Principles in Action List Animation Breakdown Animation & Society Response Storyboard Breakdown Screenplay Rewrite	1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 7.3, 7.4, 7.5, 7.8 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 9.3, 9.5, 9.6, 9.7 10.1, 10.2, 10.3, 10.4	A1.1, A1.2, A1.3, A1.4 A1.5, A1.6, A1.7, A1.8 A2.1, A2.2, A2.3, A2.6, A2.7 A3.1, A3.2, A3.3, A3.4, A3.5, A3.6 A4.1, A4.2, A4.3, A4.4, A4.5, A4.6 A5.2, A5.3, A5.4 A6.1, A6.2, A6.3 A7.1, A7.2, A7.4, A7.5 A8.3, A8.4, A8.5, A8.6, A8.7

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		11.1, 11.2, 11.3, 11.4	
3. Introduction to 2D Animation in ToonBoom Harmony	A Tale of Two Ball Bounces Standard Walk Cycle Ministry of Silly Walk Cycles Mario Walk Secondary Action in Action	1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 7.2, 7.3, 7.4, 7.5, 7.8 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 9.1, 9.2, 9.3, 9.6, 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2, 11.3, 11.4	A1.2, A1.3 A2.1, A2.2, A2.3, A2.6, A2.7, A2.8, A2.9 A5.7 A7.1, A7.3 A8.1, A8.2
4. Animation in Action	5 Second Film Campaign Promise Grady the Gael Group Project 30 Second Story Group Project Individual Contract	1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 7.2, 7.3, 7.4, 7.5, 7.8 8.1, 8.2, 8.3.	A1.2, A1.3 A2.1, A2.2, A2.3, A2.4, A2.6, A2.8, A2.9 A4.6 A5.1, A5.2, A5.5, A5.7 A7.1, A7.2, A7.3 A8.1, A8.2

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		8.4, 8.5, 8.6, 8.7 9.1, 9.2, 0.3, 9.4, 9.6, 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2, 11.3, 11.4	
5. Introduction to 3D Animation in Autodesk Maya	Prop Practice 3D Walk Cycle 3D Lip Sync Animation Olympics One Versus One Group Project	1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 7.2, 7.3, 7.4, 7.5, 7.8 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 9.1, 9.2, 9.3, 9.5, 9.6, 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2, 11.3, 11.4	A1.2, A1.3 A2.1, A2.2, A2.3, A2.4, A2.6, A2.7, A2.8, A2.9 A7.1, A7.2 A8.1, A8.2
6. End of Year Portfolio Building	2D Individual Final 3D individual Final Small Group Final Project Portfolio Review	1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 6.2, 6.3, 6.4, 6.5, 6.6, 6.7	A1.2, A1.3 A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A2.9 A5.3, A5.5, A5.6, A5.7 A8.1, A8.2

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		7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 9.1, 9.2, 9.3, 9.4, 9.5, 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2, 11.3, 11.4, 11.5	
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Course Outline-Detail View	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
<p>1. Introduction to Artistic Concepts Unit 1 is for explaining the foundational theories we use working within the art field. While working in the lab, students will learn how to operate and respect the Macs and the Wacom tablets. Students will be required to learn and define the various terms and reasonable application of related to:</p> <ul style="list-style-type: none"> - Elements of Art - Principles of Design - Color Theory 	<ul style="list-style-type: none"> - Internet Scavenger Hunts – While exploring the new concepts introduced in this unit, students will be asked to find and explain examples of the relevant theoretical concept we are exploring at that time. Examples would include finding a photo with a complimentary color scheme, or strongly presents the usage of line within the artwork. - Photoshoots – Students will be required to recreate existing famous images with Photography. They will be expected to know about the different theoretical concepts at play in the original as well as their recreation. - Student Presentations – Students will explore various time periods in Art History. They will then condense their findings into a Photoshop poster which they will present to the class. 	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 7.3, 7.4, 7.5, 7.8 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 9.5, 9.6, 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2</p>	<p>A1.1, A1.2, A1.3, A1.4, A1.6, A1.7, A1.8, A1.9 A2.6, A2.8 A5.5 A7.4</p>
<p>2. Pre-Production & the Foundations of Animation Unit 2 prepares the class for creating their own artistic works by exploring and analyzing the work of past masters of animation. Students will be expected to learn each of the 12 Principles of Animation and recognize their application in professional work. Then, students will be introduced to crucial elements of pre-production by creating screenplays and storyboards, implementing concepts such as cinematography or image composition, along with other relevant art principles.</p>	<ul style="list-style-type: none"> - Principles in Action List: Students will review animation series, and provide links to examples of the principles of animation being used, with complete explanations of how it contributes to the scene. - Animation Breakdown: Students will pick a specific episode of an animated series to dissect, discussing ideas such as the script pacing, elements of storytelling, the relevant theories of art at work, and the principles of animation. - Animation and Society Breakdown: After watching <i>Wall-E</i> and <i>Princess Mononoke</i>, Student will write a response that explores the many ideas and themes raised in both films, framed in the context of the times in 	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 7.3, 7.4, 7.5, 7.8 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 9.3, 9.5, 9.6, 9.7</p>	<p>A1.1, A1.2, A1.3, A1.4 A1.5, A1.6, A1.7, A1.8 A2.1, A2.2, A2.3, A2.6, A2.7 A3.1, A3.2, A3.3, A3.4, A3.5, A3.6 A4.1, A4.2, A4.3, A4.4, A4.5, A4.6 A5.2, A5.3, A5.4 A6.1, A6.2, A6.3 A7.1, A7.2, A7.4, A7.5 A8.3, A8.4, A8.5, A8.6, A8.7</p>

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	<p>which they were created. They must also discuss the differences in the technology used to create the works, as well as the changes to the methods of animation from the time of Princess Mononoke.</p> <ul style="list-style-type: none"> - Screenplay Breakdown: Students will recreate a Screenplay from a chosen episode of an anime, following the standard rules and formatting for scriptwriting. - Storyboard Rewrite: After watching a provided animation, students will recreate storyboards for that scene. Students will be instructed to follow the scene’s mood, but to recreate it using new choices for shots types and angles. 	<p>10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3, 11.4</p>	
<p>3. Introduction to 2D Animation in ToonBoom Harmony</p>	<p>Note: Each Assignment below includes a written submission, detailing how the 12 principles are expressed within their work.</p> <ul style="list-style-type: none"> - A Tale of Two Ball Bounces – Students will create a series of Ball Bounces that represent two extremes in mass for a falling object: a bowling ball and a tennis ball. - Standard Walk Cycle – Following Richard Williams reference, students will generate a standard walking animation for a stick figure character. - Ministry of Silly Walk Cycles – Students will be required to tape themselves or a peer doing a non-standard form of walking, such as a crab walk. Then, students will utilize the reference footage in order to generate a matching walk cycle. - Mario Walk – Students will recreate the famous Nintendo character Mario along with Mario themed props and backgrounds. Then, they will follow historical NES reference to create their own version of Mario jumping and opening a ? block. - Secondary Action in Action – Students will 	<p>1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 7.2, 7.3, 7.4, 7.5, 7.8, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.6, 9.7, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3, 11.4</p>	<p>A1.2, A1.3, A2.1, A2.2, A2.3, A2.6, A2.7, A2.8, A2.9, A5.7, A7.1, A7.3, A8.1, A8.2</p>

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	<p>create a walk cycle with a custom designed, non-stick figure character. They must then develop a background with ongoing secondary action to continue behind the loop.</p>		
<p>4. Animation in Action</p>	<ul style="list-style-type: none"> - 5 Second Film – Students will create a short 5 second scene, demonstrating a clear understanding of each of the 12 Principles within a simple, dialogue-free story. - Campaign Promise – Students will create an animated mock campaign advertisement, drawing reference from both current and past campaign messaging material. Their work should present a pressing issue in our world, complete with info to back it up. Then, they will lip-sync a character to say they “Approve this Message”. - Grady the Gael Group Project – Students will be split into groups in order to design an animated message based on the branding of the school mascot, Grady the Gael. Students assign a director and discuss jobs within the group. Then, after pre-production planning, they must present their work to the customers, which in this case are the school principals. After review and approval, students will create their product. - 30 Second Story Group Project – Students will select group members to form 4 teams. Each team will generate several concepts for stories they can tell within 30 seconds. After approval of their pre-production work, they will create a production schedule and be held to it. - Individual Project – Students develop a concept of their own, and execute within a week while following the production pipeline. 	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 7.2, 7.3, 7.4, 7.5, 7.8 8.1, 8.2, 8.3. 8.4, 8.5, 8.6, 8.7 9.1, 9.2, 0.3, 9.4, 9.6, 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2, 11.3, 11.4</p>	<p>A1.2, A1.3 A2.1, A2.2, A2.3, A2.4, A2.6, A2.8, A2.9 A4.6 A5.1, A5.2, A5.5, A5.7 A7.1, A7.2, A7.3 A8.1, A8.2</p>
<p>5. Introduction to 3D Animation in Autodesk Maya</p>	<ul style="list-style-type: none"> - Prop Practice – Students will use basic geometric modeling techniques in Maya to 	<p>1.0, 2.1, 2.2, 2.3,</p>	<p>A1.2, A1.3 A2.1, A2.2, A2.3, A2.4,</p>

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	<p>create various simple objects, such as a crate or barrel.</p> <ul style="list-style-type: none"> - 3D Walk Cycle – Students apply the principles of animation and the concepts learned in 2D to create a walk cycle for a provided 3D rig in Maya. - 3D Lip Sync – Pick a piece of audio from a movie or song, and then move lips of the character to match the audio clip. Afterwards, the students will add additional action in the character while delivering the line, although the students may choose different actions than the referenced movie. - Animation Olympics – Students will select an Olympic sport and research the sport. After presenting about the sport, students will complete an animation that matches proper form for an Olympic athlete. Students will compete as groups for votes on best animated Olympic event. - One versus One group project – With a partner, students will develop a concept for a two person dialogue or action scene. Then, after approved pre-production work, students will create a production schedule and meet their deadlines as they create their work. 	<p>2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 7.2, 7.3, 7.4, 7.5, 7.8 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 9.1, 9.2, 9.3, 9.5, 9.6, 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2, 11.3, 11.4</p>	<p>A2.6, A2.7, A2.8, A2.9 A7.1, A7.2 A8.1, A8.2</p>
<p>6. End of Year Portfolio Building</p>	<ul style="list-style-type: none"> - 2D Individual Final – Students will develop a concept for them to complete in ToonBoom as 2D animation on their own. After approved pre-production, students will set a production schedule they will meet as they produce their work. - 3D Individual Final – Students will develop a concept for them to complete in Maya as 3D animation on their own. After approved pre-production, students will set a production schedule they will meet as they produce their work. - Small Group Project Final – In teams of up 	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 7.1, 7.2, 7.3,</p>	<p>A1.2, A1.3 A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A2.9 A5.3, A5.5, A5.6, A5.7 A8.1, A8.2</p>

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	<p>to 4, students will develop a concept for them to complete in either 2D or 3D, up to 30 seconds. After approved pre-production, students will set a production schedule they will meet as they produce their work.</p> <ul style="list-style-type: none"> - Portfolio Review – Students will create a digital Google Site, complete with a resume along with examples of their work. They will be required to write responses for each work, assessing its application of artistic concepts we have learned throughout the year. Each student will be required to pick one of their animations to represent their understanding and use of the principles. 	<p>7.4, 7.5, 7.6, 7.7, 7.8 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 9.1, 9.2, 9.3, 9.4, 9.5, 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2, 11.3, 11.4, 11.5</p>	
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COURSE TITLE	Auto Specialist
DATE	August 1, 2016
INDUSTRY SECTOR/PATHWAY	Transportation/Systems Diagnostics and Service
COURSE DESCRIPTION	A one year ASE certified program that teaches the skills required in inspecting, testing, and repairing automobiles. Topics covered include: Introduction to Auto Shop and Personal Safety, Tools and Equipment, Looking for information, Preparing Vehicle for Service, Preparing Vehicle for Customer, Basic Vehicle Service, Electrical /Electronic Systems, Heating and Air Conditioning, and Engine Performance. Tire construction mounting and balancing procedures and tire safety
OCCUPATIONS FOR IDENTIFIED PATHWAY	Automotive Service Technician Automotive Parts Technician Automotive Service Advisor Automotive Lube Tech
COURSE GOALS	Auto Specialist class is designed to introduce students to the automotive repair industry and the possibility of a career in the industry. The industry is looking for qualified technicians with certified skills.
COURSE OBJECTIVES	Contained within the lesson plans of the individual units of instruction.
PREREQUISITES	None
ACADEMIC CREDIT	1 year Elective/15 credits it does vary by district some of the travelling students are eligible for twenty credits for completing two semesters.
CERTIFICATE	ASE certificate available based on successful passing of tests. Electrical and Brakes Sp2 online shop safety certificate
ARTICULATION	Yes Las Positas Community College
UC A-G APPROVED	No

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<p>INSTRUCTIONAL STRATEGIES (these include assessments)</p>	<p>Lecture, video, and DVDs will be used to present information of automotive systems and repair followed by selected reading, writing assignments and class discussions. The students will compile pictures and submit PowerPoint presentations weekly with a summary of the tools and parts that were presented during class time. Saving their PowerPoint and the associated notes will serve as a study platform for tests and quizzes.</p> <p>Demonstrations followed by assignment worksheets and comprehensive service projects will be used as the primary method of instruction to explore automotive repair procedures through the use of equipment, tools, software, and safety procedures.</p> <p>Textbook study, reading and writing assignments, critical analysis, and student projects, build on knowledge acquisition and repair techniques throughout the course.</p> <p>Project-based and cooperative learning, self, peer, and teacher evaluation, and exhibition of student work will be the basis for individual expression and skill acquisition.</p> <p>Guest speakers, field trips, interviews, and industry tours assist students in making connections, developing relationships and applying what they have learned to real-world applications.</p>
<p>INSTRUCTIONAL MATERIALS / TEXTBOOKS</p>	<p>Modern Automotive Technology, DUFFY www.Electude.com online series of classes www.Sp2.org online safety classes Multimedia Sources such as videos, YouTube videos, and Use of shop equipment tools for use in the shop Shadowing Automotive professionals Instructional DVDs Career and educational websites Cut-away automotive parts Visual Aids Internships</p>

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CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS - (Essential Employability Skills)

1.	Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.
2.	Communications Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.
3.	Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.
4.	Technology Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.
5.	Problem Solving and Critical Thinking Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.
6.	Health and Safety Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.
7.	Responsibility and Flexibility Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.
8.	Ethics and legal Responsibilities Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
9.	Leadership and Teamwork Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.
10.	Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the (industry) sector.
11.	Demonstration and Application Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards	Common Core Standards
<p>1. Orientation: Shop layout Lecture and reading cover the following: Introduction to course content and requirements Ways of learning</p> <p>Course objectives Student responsibilities Understanding Automotive careers</p> <p>Health and Safety: The students will be introduced to the online course Sp2 where they will be instructed on and tested on safety in the auto repair shop</p>	<p>1.1 Identify shop safety equipment and location 1.2 Utilize safe tool handling and storage procedures 1.3 Identify proper lift points on vehicles 1.4 Locate proper floor jack location and procedures for placing jack stands 1.5 Locate and deploy exhaust system verifying proper ventilation 1.6 Identify the safe operating clearance around equipment 1.7 Locate and deploy spill containment kits 1.8 Locate eye wash station testing procedure and documentation steps 1.9 Identify evacuation route and practice moving to our designated gathering location 1.10 Comply with state and local regulations regarding safety glasses, ear protection, gloves and shoes during shop activities 1.11 Identify proper clothing for shop activities 1.12 Proper hair and jewelry control strategies 1.13 Demonstrate proper care and handling of explosives related to supplemental restraint system equipment 1.14 Describe proper care and handling of higher voltage circuitry related to (HID) high intensity discharge lamps, ignition systems and other high voltage 1.15 Describe care and safety related concerns related to Hybrid and EV type vehicle systems 1.16 Locate Safety Data Sheets (SDS) formerly MSDS. Apply information appropriately</p>	<p>2.0 6.0 6.1 6.2 6.3 6.4 6.5 6.6 6.7</p>	<p>C1.1 C1.2 C1.3 C1.4 C2.3 C4.2</p>	<p>LS 9-10,11-12.6 RSTS 9-10, 11-12.4 SLS 9-10, 11-12.1 SLS 11-12.1d</p>
<p>2. Tools and Equipment</p>	<p>2.1 Identify tool and their usage in automotive applications 2.2 Identify standard and customary sizes compared to metric applications 2.3 Demonstrate safe handling and use of the correct tool 2.4 Demonstrate proper maintenance and storage of shop tools</p>	<p>1.0 5.1 5.2 5.3 6.3 6.4 6.5 10.1 11.1</p>	<p>C2.1 C2.2 C2.3 C2.4 C2.5 C2.7</p>	<p>WS11-12.7 RSTS 9-10, 11-12.4 WS 11-12.6</p>

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3. Searching for Information	3.1 Identify sources of service information 3.2 Locate workshop information and technical information in books 3.3 Locate workshop information in online data bases and repair portals 3.4 Locate Technical Service Bulletins (TSBs) explain their use and advantages compared to shop manuals 3.5 Read and decipher Vehicle Identification Number information 3.6 Locate VIN number on vehicle chassis and drive train 3.7 Locate vehicle production and model year information for part and data look up procedures 3.8 Demonstrate awareness of other label information available on vehicles i.e. (tire pressures, tire sizes, refrigerant type and volume etc.)	2.3 2.6 4.1 4.2 4.3 4.4 4.5 8.2 8.3	C4.1 C4.2 C4.3 C5.6	LS 9-10, 11-12.6 WS 11-12.6 SLS 11-12.1d
4. Preparing Vehicle for Service	4.1 Identify information needed on a repair order and service request that the customer is requesting 4.2 Demonstrate proper use of fender covers, seat covers and floor mats for keeping customer equipment clean 4.3 Utilize the three C's of repair order writing (concern, cause and correction) model for clear communication with the customer 4.4 Review vehicle service history when available 4.5 Complete work order with all of the necessary identification information including vehicle, customer concerns, cause and correction	2.2 2.3 2.4 2.6 4.1 7.4 8.2 8.3 8.4	C4.1 C4.2 C4.3 C4.4 C5.3 C5.5 C5.6	LS 9-10, 11-12.6 WS 11-12.6 SLS 9-10, 11-12.1 SLS 11-12.1d
5. Preparing Vehicle for Customer	5.1 Ensure vehicle is prepared to return to customer 5.2 Remove floor mats 5.3 Wipe steering wheel off 5.4 Inspect and clean fenders and hood of grease and fingerprints	2.4 7.2 9.3 11.4	C4.1 C4.4 C5.4	LS 9-10, 11-12.6 SLS 9-10, 11-12.1 SLS 11-12.1b
6. Electrical /Electronic	6.1 Check electrical systems with a test light; determine from test results, the next step in diagnostics. 6.2 Inspect and test fusible links, circuit breakers and fuses; determine next step in diagnostics 6.3 Repair connectors and wire ends. Crimp style connectors, solder type connections 6.4 Make jumper leads with alligator clips for testing purposes 6.5 Using VAT 40 perform battery tests based on battery Cold Cranking Amperage rating	4.1 5.1 5.2 5.3 5.4 6.3	C1.2 C1.4 C2.3 C3.5 C3.7 C7.1 C7.2 C7.4 C7.7	WS 11-12.6 WS 11-12.7 RSTS 11-12.4

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	<p>6.6 Perform an open load battery test using a VAT 40 or a DVOM</p> <p>6.7 Perform battery charge using quick charge compare and contrast to a slow charge</p> <p>6.8 Inspect and clean battery terminals, cables, connectors and hold downs. Apply protective material once clean</p> <p>6.9 Correctly install battery jumper cables for jump starting a dead battery</p> <p>6.10 Inspect headlights replace and aim according to standards</p>			
7. Basic Vehicle Service	<p>7.1 Determine vehicle service intervals</p> <p>7.2 Inspect for vehicle service records if any</p> <p>7.3 Locate and adjust all under hood fluid levels as necessary</p> <p>7.4 Locate and adjust under vehicle fluid levels, adhering to the protocols regarding type and quantity of fluid necessary</p> <p>7.5 Inspect front and rear wiper blades and windshield</p> <p>7.6 Inspect air filter and air intake system for continuity</p> <p>7.7 Check tire pressures on all five wheels adjust pressures to match vehicle manufacturer recommended pressures</p> <p>7.8 Inspect exhaust system for external leaks and continuity, proper hanging</p>	<p>4.1 5.2 5.4 6.1 6.26.3 8.2 8.3 8.4 11.2 11.5</p>	<p>C1.1 C1.2 C1.4 C2.2 C2.6 C3.7 C4.1 C4.2 C5.2 C5.6 C6.1 C6.2 C7.1 C8.1</p>	<p>WS 11-12.6 WS 11-12.7 RSTS 9-10, 11-12.4</p>
8. Engine Repair	<p>8.1 Demonstrate knowledge of four stroke engine operation</p> <p>8.2 Compare and contrast two stroke to four stroke</p> <p>8.3 Inspect engine for fuel and oil leaks determine the correct course of action to pursue</p> <p>8.4 Estimate cost of repairs based on parts and labor</p> <p>8.5 Perform cooling system pressure test and interpret the results</p> <p>8.6 Check condition of the coolant in the system for the correct concentration make the necessary adjustments to the mixture</p> <p>8.7 Check for combustion gasses (Carbon Dioxide) in the cooling system</p> <p>8.8 Drain cooling system refill and bleed system for correct operation</p> <p>8.9 Check thermostat location and operation justify with an infrared tester</p> <p>8.10 Locate radiator and heater core understand the heat exchanger principle and function</p> <p>8.11 Perform an oil and filter change, reset the mileage indicator if equipped</p>	<p>2.4 4.1 5.1 5.2 5.4 6.1 6.3 6.6 8.1 8.2 8.3 8.4 11.2</p>	<p>C1.2 C1.4 C2.1 C2.2 C2.3 C2.5 C3.1 C3.6 C4.1 C4.2 C4.3 C6.1 C6.2</p>	<p>WS 11-12.6 WS 11-12.7</p>

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	<p>8.12 Perform a compression test and compare the cylinders to one another. Compare readings to the manufacturers recommended compression for a given engine configuration</p> <p>8.13 Perform a leak down test determine the location of the leak based on the returned results</p> <p>8.14 Replace fuel filters</p> <p>8.15 Check fuel pressure</p>			
<p>9. Suspension and Steering</p>	<p>9.1 Identify four different types of springs and their purposes in our suspension systems</p> <p>9.2 Locate and identify the ball joints, king pins and bushings that allow our suspension systems to move in relation to our vehicle bodies and road conditions</p> <p>9.3 Identify the steering system available for vehicles, worm and roller, recirculating ball and rack and pinion.</p> <p>9.4 Disassemble and inspect check cutaways of each system</p> <p>9.5 Determine the type of power steering systems available and diagnostic procedures. Electric power steering, hydraulic power steering, electric over hydraulic</p> <p>9.6 Proper fluid applications for the hydraulic power steering system locate and correct leaks</p> <p>9.7 Four wheel steering systems and purpose are reviewed and alignment ramifications considered</p> <p>9.8 Lubricate suspension components and steering joints as necessary</p> <p>9.9 Inspect, remove and replace shock absorbers</p> <p>9.10 Inspect remove and replace strut assembly</p> <p>9.11 Remove and replace spring from strut replace cartridge or housing as necessary</p> <p>9.12 Inspect the upper strut mount and bearing assembly for wear and deterioration</p> <p>9.13 Demonstrate knowledge of the principles of basic alignment angles and the order of adjustment, camber, caster, toe and SAI</p> <p>9.14 Perform a pre-alignment inspection and ride height check</p> <p>9.15 Set up a vehicle for an alignment adjust at least the toe while checking other alignment angles</p> <p>9.16 Inspect tire; identify abnormal wear determine necessary action</p> <p>9.17 Demonstrate knowledge of the cause of and definition of</p>	<p>4.1 5.1 5.2 5.3 5.4 6.3 6.4</p>	<p>C1.1 C1.2 C2.2 C2.3 C2.4 C2.5 C2.7 C3.3 C3.6 C3.7 C4.2 C4.3 C5.6 C8.1 C8.3</p>	<p>WS 11-12.6 WS11-12.7 RSTS9-10, 11-12.4</p>

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	<p>wheel vibration, shimmy and noise</p> <p>9.18 Identify vehicle equipped with Tire Pressure Monitoring System (TPMS)</p> <p>9.19 Diagnose and repair TPMS related issues</p> <p>9.20 Check tire pressures reset and rotate tires according to manufacturer specifications</p> <p>9.21 Electronically balance and wheel and tire assembly after tire pressures set</p> <p>9.22 Using a variety of tire machines mount and dismount tires re-inflate in a safe manner</p> <p>9.23 Repair a tire from the inside according to industry standards</p> <p>9.24 Reinstall wheel assembly on the vehicle using torque sticks for speed and torque wrenches for accuracy</p>			
<p>10. Brake Systems</p>	<p>10.1 Locate and identify the brake system components and connections</p> <p>10.2 Inspect brake system lines fitting and components for seepage leakage and damage</p> <p>10.3 Identify the correct type of brake fluid and it's characteristics, understand the ramifications of improper fluids, contamination and corrective actions</p> <p>10.4 Test brake fluid for contamination</p> <p>10.5 Perform a brake bleed and flush, know the difference</p> <p>10.6 Demonstrate knowledge of location and function of the various control valves in the brake system</p> <p>10.7 Remove and measure a brake drum compare measurement to maximums, inspect it for serviceability</p> <p>10.8 Refinish drum to correct inconsistencies in surface, measure and record final measurements</p> <p>10.9 Identify the type of drum brake system and the wear characteristics associated with each</p> <p>10.10 Inspect brake shoe assembly and mounting hardware for service or replacement</p> <p>10.11 Check wheel cylinders for seepage vs leakage replace as necessary</p> <p>10.12 Assemble the shoe set using lubrication where appropriate, pre-adjusting the shoes to match the drum; install the drums or drum/hub assemblies and wheel bearings.</p> <p>10.13 Check operation of the parking brake system, pedal, handle, release, cables and warning light</p>	<p>6.1 6.3 6.4</p>	<p>C1.4 C2.0 C2.2 C2.3 C2.4 C2.5 C2.6 C2.7 C3.3 C3.6 C3.7 C4.2 C4.3 C4.4 C5.6 C8.1 C8.3</p>	<p>RSTS 9-10, 11-12.4</p>

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	<p>10.14 Remove caliper assembly, inspect the rotor, pads and mounting hardware for rust, wear, damage and leakage; determine next steps</p> <p>10.15 Clean and inspect slides, sleeves, bushings, pistons and rubber seals for wear or damage</p> <p>10.16 Check pad thickness and wear, note wear in a format that is appropriate for industry standards</p> <p>10.17 Clean, inspect and measure rotor. Compare to minimum thickness specifications. Check for lateral runout and thickness variation determine the necessary actions</p> <p>10.18 Refinish rotor on vehicle, describe the advantages of this method; measure and record the final measurement according to industry standards</p> <p>10.19 Refinish rotor off the vehicle describe the disadvantages of this method; measure and record the final thickness according to industry standards</p> <p>10.20 Identify the type of power brake booster system a vehicle might have</p> <p>10.21 Check the operations and function of the power brake system; test for leaks pressure out or suction in test system function</p> <p>10.22 Check operation of the brake lamps and the brake warning light on the dash.</p> <p>10.23 Identify the Anti-Lock brake system (ABS) components and their functions; using scan tools and DMM, test components on the system to determine the best course of action for repair</p> <p>10.24 Understand there are networking systems on the vehicle that allow the ABS control unit to supply information to other control units on the vehicle</p> <p>10.25 Deduce that these other control units will be affected by problems related to the ABS system</p> <p>10.26 Review Traction Control, Stability Control, ABS and the relationship the three systems have with each other and the primary processor</p>			
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11. Clutch Manual Drivetrain	<p>11.1 Identify the components in a manual clutch assembly, locate the clutch on various vehicles with different configurations</p> <p>11.2 Compare different types of release mechanisms, cable, hydraulics, bell cranks automatic adjusters and proper adjustment technique</p> <p>11.3 Demonstrate knowledge of the power flow through a manual transmission as the gears are changed by the operator</p> <p>11.4 Calculate the ratios between the various forward gears step by step through the shifting process</p> <p>11.5 Describe helical cut gears and the advantage they have over the straight cut gears; describe the advantages the straight cut gears have over the helical cut gears</p> <p>11.6 Visualize a transmission with two input shafts and two clutches set for extremely fast shifting, processor controlled shifting</p>	<p>6.1 6.3 6.4 6.5 6.6 10.2</p>	<p>C1.3 C1.5 C2.1 C2.2 C2.3 C2.4 C2.5 C2.6 C8.1 C8.2 C8.6</p>	<p>RSTS 9-10, 11-12.4 WS 11-12.6</p>
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Course Outline-Detail View	Key Assignments / Capstone Projects
Demonstrate 4 stroke engine repair	Students will demonstrate 4 stroke engine repair while instructor observes.
Demonstrate brake repair.	Students will demonstrate brake repair while instructor observes.
Tool Identification	Students will identify tools with visual cues and be assessed for accuracy.
Safety Certification	Students will pass an online safety course required for Auto Repair industries.

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COURSE TITLE	Network Engineering (CCNA1)
DATE	August 1, 2016
INDUSTRY SECTOR/PATHWAY	Information and Communication Technologies / Networking
COURSE DESCRIPTION	<p>Grade Level: 9 – 12</p> <p>School Site: Livermore High</p> <p>Length: 2 Trimesters – 10 units Fulfills a-g: “g” College Preparatory (Elective)</p> <p>Prerequisite: IT Essentials with a grade of “B” or better</p> <p>College Credit: College credit available with a grade of B or better, from Chabot/Las Positas Community College District – UC/CSU transferable elective.</p> <p>Certification: This is the first course in a series of four that prepares students for the Cisco CCNA Networking Certification. The first two are offered in our program; the remaining two can be taken at the local community college.</p> <p>Course Description: The focus of this course is on learning the fundamentals of networking. In this course, you will learn both the practical and conceptual skills that build the foundation for understanding basic networking. You will do the following:</p> <ul style="list-style-type: none"> • Examine human versus network communication and see the parallels between them • Be introduced to the two major models used to plan and implement networks: OSI and TCP/IP • Gain an understanding of the "layered" approach to networks • Examine the OSI and TCP/IP layers in detail to understand their functions and services • Become familiar with the various network devices and network addressing schemes • Discover the types of media used to carry data across the network

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OCCUPATIONS FOR IDENTIFIED PATHWAY	<p>Computer and User Support Specialist Computer and Information Systems Manager Computer User Support Specialist Database Administrator Document Management Specialist Business Intelligence Analyst</p>
COURSE GOALS	<p>Students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.</p>
COURSE OBJECTIVES	<p>This course covers the fundamentals of computer hardware and software and advanced concepts such as security, networking, and the responsibilities of an IT professional.</p> <p>This course will assist students in developing the skills necessary to do the following:</p> <ul style="list-style-type: none"> • Select the appropriate computer components to build, repair, or upgrade personal computers. • Explain how to correctly use tools and safely work in a lab. • Install components to build, repair, or upgrade personal computers. • Explain how to perform preventive maintenance and troubleshooting on personal computers. • Install Windows operation systems. • Perform management and maintenance of Windows operating systems. • Configure computers to communicate on a network. • Configure devices to connect to the Internet and Cloud services. • Explain how to use, configure, and manage laptops and mobile devices. • Explain how to configure, secure and troubleshoot mobile, OS X, and Linux operating systems. • Install and share a printer to meet requirements. • Implement basic host, data, and network security. • Explain the roles and responsibilities of the IT professional. • Troubleshoot advanced hardware and software problems.

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PREREQUISITES	IT Essentials
ACADEMIC CREDIT	10 Units HS credit; 3 units CC credit for a grade of B or higher.
CERTIFICATE	First of 2 classes to prepare for Cisco CCENT certification.
ARTICULATION	Credit available at Chabot/Las Positas Community College District for a grade of B or better. Credit is UC/CSU transferable.
UC A-G APPROVED	Yes; approved for UC g-elective credit.
INSTRUCTIONAL STRATEGIES	Projects, online learning, quizzes, demonstrations, benchmarks, formative assessments, and summative assessments.
INSTRUCTIONAL MATERIALS / TEXTBOOKS	Primary materials are provided via the Cisco NetAcademy at www.netacademy.com

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CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS - (Essential Employability Skills)

<p>1. Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.</p>
<p>2. Communications Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.</p>
<p>3. Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.</p>
<p>4. Technology Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.</p>
<p>5. Problem Solving and Critical Thinking Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.</p>
<p>6. Health and Safety Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.</p>
<p>7. Responsibility and Flexibility Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.</p>
<p>8. Ethics and legal Responsibilities Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.</p>
<p>9. Leadership and Teamwork Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.</p>
<p>10. Technical Knowledge and Skills* Apply essential technical knowledge and skills common to all pathways in the (industry) sector.</p>
<p>11. Demonstration and Application Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.</p>

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
Unit 1-Explore the Network	Focuses on networking as a primary platform for supporting communication	LS11-12.1, LS11-12.2, LS11-12.6 RSIT11-12.7, WS11-12.6	A2.1
Unit 2-Configure a Network Operating System	Introduced the Cisco IOS. Details the various modes of the Cisco IOS and examine the basic command structure	LS11-12.1, LS11-12.2, LS11-12.3, LS11-12.4, LS11-12.5, RSIR11-12.7, WS11-12.6	B2.2, B2.3
Unit 3-Network Protocols and Communications	Introduces the OSI and TCP/IP protocol suites. Introduces PDU's and appropriate network protocol standards	LS11-12.1, LS11-12.2, LS11-12.6 RSIT11-12.7, WS11-12.6	A2.1, A2.3, A3.5
Unit 4-Network Access	Appropriate media choice; examination of the data-link layer	LS11-12.1, LS11-12.2, LS11-12.6 RSIT11-12.1, RSIT11-12.2, RSIT11-12.7, WS11-12.6, WS11-12.9	A1.2, A2.1, A6.1, A6.2, A6.3, A6.6
Unit 5-Ethernet	Ethernet standards; MAC addressing, frames, ARP,	LS11-12.1, LS11-12.2, LS11-12.6 RSIT11-12.7, WS11-12.6	A2.1, A2.2, A2.3, A3.5

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Unit 6-Network Layer	End devices and data exchange; IP addressing, encapsulation, routing, and de-encapsulation	LS11-12.1, LS11-12.2, LS11-12.3, LS11-12.6, RSIR11-12.3, RSIT11-12.6	A3.5, A4.1, A4.2, A4.3
Unit 7-IP Addressing	Binary, IPv4 depletion; hierarchical structure of IP address schemes	LS11-12.1, LS11-12.2, LS11-12.3, LS11-12.6, RSIR11-12.3, RSIT11-12.6, RSIT11-12.7 WS11-12.4,	A3.4, A3.5, A3.6, A4.2, B1.1, B1.2, B1.3, B1.5, B2.1, B3.1, B3.2, B3.3, B4.3
Unit 8-Subnetting IP Networks	Concepts and practical methods of subnetting networks is covered	LS11-12.1, LS11-12.2, LS11-12.6 RSIT11-12.7, WS11-12.6, S-IC-1	A2.2, 2.3, A3.1, B1.1, B3.1, B3.4, B3.5, B6.2,
Unit 9-Transport Layer	Function of transport layer, comparison and contrasting of TCP and UDP	LS11-12.1, LS11-12.2, LS11-12.6 RSIT11-12.7, WS11-12.6	A2.2, A3.5
Unit 10-Application Layer	Definition of Application; importance of applications working with services and protocols to deliver a seamless experience to the user	LS11-12.1, LS11-12.2, LS11-12.3, LS11-12.6, RSIR11-12.3, RSIT11-12.7	A2.2, A4.1, B6.3
Unit 11-Build a Small Network	Planning and design; reliability, scalability, and availability; security issues, support; setup and configuration	LS11-12.1, LS11-12.2, LS11-12.6 RSIT11-12.7, WS11-12.6	A2.1, A2.2, A2.3, A3.5, B6.1

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Course Outline-Detail View	Key Assignments / Capstone Projects
Explore the Network	<ul style="list-style-type: none"> Research network collaboration tools Research converged network services Research IT and Networking job opportunities
Configure a Network Operating System	<ul style="list-style-type: none"> Establish a console session with Tera Term Limit access to a switch Configure initial switch settings Configure a switch virtual interface and implement basic connectivity Build a simple network and configure a switch management address
Network Protocols and Communications	<ul style="list-style-type: none"> Research network standards Investigate TCP/IP and OSI models in action
Network Access	<ul style="list-style-type: none"> Identify network devices and cabling Build an Ethernet Crossover cable Connect a wired and wireless LAN; view wired and wireless NIC information
Ethernet	<ul style="list-style-type: none"> Use Wireshark to examine Ethernet frames View network device MAC addresses. View the switch MAC address table Identify MAC and IP addresses Examine the ARP table
Network Layer	<ul style="list-style-type: none"> Explore internetworking devices Explore router physical characteristics Configure initial router settings Connect a router to a LAN Troubleshoot default gateway issues

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IP Addressing	<p>Using the Windows Calculator with Network Addresses Converting IPv4 addresses to binary Investigate unicast, multicast, and broadcast traffic Identifying IPv4 addresses Identifying and configuring IPv6 addresses Use ICMP and traceroute to test connectivity Mapping the Internet Troubleshooting IPv4 and IPv6 addressing</p>
Subnetting IP Networks	<p>Calculating IPv4 subnets Simulated subnetting scenario Designing and implementing a subnetted IPv4 addressing scheme Implementing a subnetted IPv6 addressing scheme Designing & implementing a VLSM addressing scheme</p>
Transport Layer	<p>Compare TCP and UDP characteristics Use Wireshark to observe the TCP 3-way handshake Use Wireshark to observe a UDP DNS capture Use Wireshark to examine FTP and TFTP captures</p>
Application Layer	<p>Research Peer-to-Peer file sharing Configure and verify email and web services Configure and verify DHCP and DNS Servers Observing DNS Servers Explore and configure FTP servers; upload and download files to and from an FTP server</p>

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Build a Small Network	Researching network security threats Configure secure passwords Configure SSH Access network devices with SSH Use Wireshark to examine and compare SSH and Telnet Securing network devices Test connectivity with ICMP and traceroute Use show commands in Packet Tracer Using the CLI to gather network device information Troubleshooting connectivity issues
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COURSE TITLE	ROP Criminal Justice Academy
DATE	August 1, 2016
INDUSTRY SECTOR/PATHWAY	Public Services/Public Safety
COURSE DESCRIPTION	The Criminal Justice Academy will provide students a deeper understanding of the criminal justice system with emphasis on careers within law enforcement, corrections, and the courts
OCCUPATIONS FOR IDENTIFIED PATHWAY	Community Service Officer Sheriff's Technician Border Patrol Agent Police Officer Deputy Sheriff Correctional Officer
COURSE GOALS	The mission of the Criminal Justice Academy is to provide a comprehensive, experience-based curriculum to motivate and challenge students interested in the fields of public safety/criminal justice. Cadets will be academically prepared for post-secondary education/training; be professional productive members of the community, and demonstrate the skills necessary to pursue a career and/or further education in the field of Criminal Justice.
COURSE OBJECTIVES	Upon completion of the course, the student will be able to: <ul style="list-style-type: none"> • Record and use investigation notes; • Demonstrate how to provide effective testimony in court as a witness; • Record information accurately and legibly enough in a police report to present to others in the legal community for purposes of follow-up investigation and the issuance of complaints; • Demonstrate the ability to write clear, concise, and detailed investigative reports with a high level of grammatical accuracy; • Discuss issues pertaining to the philosophical and historical development of law; F. Explain the cultural evolution of law; • Demonstrate basic legal research skills by synthesizing the facts of a given crime, researching the appropriate codes and statutes, and reducing the crime to

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	<p>reportable code(s), statute(s), and subsection(s);</p> <ul style="list-style-type: none"> • Discuss the classification of crimes, the principle of Corpus Delicti, and the capacity to commit a crime; • Demonstrate the use of basic English grammatical rules in writing legal briefs; • Recognize the behaviors that disqualify applicants from law enforcement careers; • Explain the causal relationship of an act of corruption by an individual officer and the public's perception of it; • Identify ethical and unethical behavior on-duty and off-duty; • Demonstrate an understanding of the moral and legal problems hiring persons who lead a questionable moral and ethical life. • Display an understanding for the ethical, legal, and moral complexities of present day law enforcement; • Explain the potential for controversy in a community when faced with suspected unethical behavior by law enforcement; • Identify and describe the strategies for the administration of justice in a diverse, multicultural society; • Explain the history and evolution of American culture and its roots in a multicultural society; • Identify and explain issues that may pose potential conflicts between the community and the justice system (police, courts, and corrections).
PREREQUISITES	<p>English 9 "C" or better (Required) English 10 "C" or better (Recommended) 2.0 GPA and on track to graduate (Required) Admission application and attendance/grade evaluation (Required)</p>
ACADEMIC CREDIT	1 year elective/ 20 credits
CERTIFICATE	CPR/First Aid/AED, OSHA 10 hour General Industry, CERT
ARTICULATION	Yes Las Positas
UC A-G APPROVED	Pending

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INSTRUCTIONAL STRATEGIES	Lectures and demonstrations, quiz and written testing, text questions, career and educational websites, projects and plans, interviews, small group work, presentations, citizen ride-alongs, mock oral interviews, video, case studies, scenarios, shadowing.
INSTRUCTIONAL MATERIALS / TEXTBOOKS	<p>Report Writing in Law Enforcement, 6th Edition 2006</p> <p>Criminal Justice Report Writing, 2012</p> <p>Criminal Law for the Criminal Justice Professional, 4th Edition 2017</p> <p>Professional Ethics in Criminal Justice. Pearson, 4th Edition 2015 Goodman, Debbie</p> <p>Enforcing Ethics: A Scenario-Based Workbook for Police and Corrections Recruits, 4th Edition 2012</p> <p>Community Policing: Partnerships for Problem Solving, 7th Edition 2013</p>

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CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS - (Essential Employability Skills)

<p>1. Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.</p>
<p>2. Communications Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.</p>
<p>3. Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.</p>
<p>4. Technology Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.</p>
<p>5. Problem Solving and Critical Thinking Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.</p>
<p>6. Health and Safety Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.</p>
<p>7. Responsibility and Flexibility Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.</p>
<p>8. Ethics and legal Responsibilities Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.</p>
<p>9. Leadership and Teamwork Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.</p>
<p>10. Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the (industry) sector.</p>
<p>11. Demonstration and Application Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.</p>

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
<p>Unit 1 - Public Services Organization & Professional Ethics Students will explore the “Law Enforcement Code of Ethics.” Once students have a thorough understanding of the ethics, missions and structure of public service organizations, they will be able to create a class mission statement to follow for the year and take part in an interview process for positions within the chain of command for the class. The students will read and utilize the learning domain book Peace Officer Standards and Training LD 01 throughout this Unit.</p>	<p>Assignment 1: Students will research the Law Enforcement Code of Ethics and how it originated. Students will be broken up into five teams and assigned a paragraph of the Code of Ethics. They will create a poster that demonstrates what their paragraph in the Code of Ethics represents to their group personally. Students are encouraged to use examples from their personal lives to bring meaning to the document. The posters will be displayed around the room as a constant reminder of the importance of the Code of Ethics.</p> <p>Assignment 2: Students will research Law Enforcement Mission Statements from the local agencies that serve their communities (Police, Corrections, Sheriff, etc.). Students will compare and contrast similarities and differences between the statements using a Venn diagram. Next, as a class, students discuss what makes up a good mission statement. Then students will develop and agree upon a class mission statement. This statement will be posted in the classroom to guide instruction for the year. Next, in classroom debates, students will use their class mission statement to analyze current events in order to compare and contrast the actions of law enforcement with those values stated in mission statements. To do so,</p>	<p>3.0 Career Planning and Management-- 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; 5.0 Problem Solving and Critical Thinking--5.1, 5.2, 5.3; 8.0 Ethics and Legal Responsibilities-- 8.2, 8.3, 8.4, 8.5; 9.0 Leadership and Teamwork-- 9.5, 9.6</p>	<p>Legal and Government Services Pathway--B2.2, B6.2, B9.6; Protective Services Pathway--C1.1, C1.2, C2.1, C2.2, C2.3</p>

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	<p>students will research articles on current events from reliable sources. Based on their discussion, students will finally develop a personal mission statement or motto for themselves- a standard that they will hold themselves to on a daily basis.</p>		
<p>Unit 2 Community Relations This unit examines the complex, dynamic relationship between communities and the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse multicultural population. Topics may include the consensus and conflicting values in Culture, Religion, and Law.</p>	<p>Assignment 1: Visit a community organization and present a brief oral report analyzing its composition and political effectiveness; Students investigate law enforcement Public Relation policies. They attend a public law enforcement meeting (i.e. Neighborhood Crime Watch, Community Town Hall) and give a report summarizing the meeting. The Instructor divides the class into teams and each group will create a community day with interaction between law enforcement and the community.</p> <p>Assignment 2: Using the Internet, students research information regarding attitudes and perceptions of law enforcement officers. They create an effective news media campaign to promote positive aspects of a law enforcement agency. Students include actual editorial statements and examples of positive law enforcement actions. The campaign must include at least three types of media, i.e. posters, radio, TV, Internet, snapchat, etc.</p>	<p>8.0 Ethics and Legal Responsibilities-- 8.1, 8.2, 8.3, 8.4, 8.5; 1.0 Academics--1.3 History-Social Science: (12.8.3)</p>	<p>Legal and Government Services Pathway--B2.2, B6.2, B9.6; Protective Services Pathway--C1.1, C1.2, C2.1, C2.2, C2.3</p>

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<p>Unit 3 – Constitutional Law Students will review the U.S. Constitution, with a concentration on the Fourth, Fifth, Sixth, Eighth, and 14th Amendments specifically. Students will examine how the Judicial Branch of the government creates case law through their interpretation of the Constitution and how court decisions impact law enforcement.</p>	<p>Assignment 1: From the website, https://supreme.justia.com/cases/federal/us/ students will review an assigned case law decision from the Judicial Branch of the government. Sample court case laws to be analyzed include Miranda vs. Arizona; Mapp vs. Ohio; Terry vs. Ohio; Weeks vs. U.S.; Brown vs. Mississippi; etc. Students will then write a paper, in APA format, regarding their assigned case law. The paper should include a summary of the criminal case and the outcome of the court’s decision. Students should also include analysis of whether or not they agree with the Supreme Court ruling, and should base this thinking on research and their personal mission statements. The students will then get into groups of 4-5 to share their knowledge of the cases through a role play scenario or demonstration that will be evaluated and graded by the instructor. The role play should include the group of students playing out the trial based on the information they researched. During the demonstration group members will be on both sides of the argument and share the key takeaways from the court case. After the demonstration, the class will share which side of the argument they found to win and then the group will share the actual court ruling and how the decision was made.</p> <p>Assignment 2: Students will take part in a classroom tour/observation of a Criminal Court proceeding. Students will complete a writing assignment on their observations, to include</p>	<p>1.0 Academics- 1.3 History-Social Science: (12.1.6), (12.2.1), (12.5), (12.5.1)</p>	<p>Legal and Government Services Pathway--B4.3, B9.1, B9.2, B9.3, B9.4, B9.5, B9.6; Protective Services Pathway--C8.1, C8.2</p>
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	<p>identifying and summarizing the court cases. Students will document the Criminal Law violation, the reason for arrest and explain any Constitutional Law violations. Examples include illegal detention, search and seizure or Miranda violations.</p>		
<p>Unit 4 - Physical Training and Mental Wellness <i>Simulate a stressful situation (dispatch, report writing, time management)</i> In order to be accepted into and graduate from a Law Enforcement Academy, students must possess fundamental physical capabilities. Students will need to train for the physical ability test, so the course includes physical training as part of the program.</p>	<p>Assignment 1: Students keep a fitness log to monitor progress of fitness requirements throughout the entire year, which will be included with the final project that will include a reflection on their performances throughout the course. Part of this reflection will incorporate SMART goals for performance so that students will be motivated to improve their performance. Video evidence of the students' final fitness tests will be recorded with on screen time overlays as proof of the students' performance. (Students can include this video and their fitness logs in their portfolio when interviewing for academies or their final project.)</p> <p>Assignment 2: Students will explore through research the different strategies of coping with the stressors within their lives to gain an understanding of how law enforcement professionals deal with the day-to-day stress of their jobs. Students will also explore the Five Stages of Grief, and discuss how to cope with each. Students will create a presentation, either by a skit, illustration, multimedia presentation or writing piece to express how they plan to deal with the stress and emotions they may experience within</p>	<p>1.0 Academics-- 1.2 Science: (1.a), (1.d); 2.2 Writing: (2.4), (2.5), (2.6); 2.3 Written and Oral English Conventions: (1.1), (1.2), (1.3); 3.0 Career and Planning Management--3.1</p>	<p>Protective Services Pathway--C4.1, C4.2, C6.1, C6.2, C6.3</p>

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	<p>their professional and personal lives. This reflective piece will also be included in the presentation the students will do in the next assignment.</p>		
<p>Unit 5-Report Writing Students will learn how to document information clearly and concisely to encompass their observations and actions at a crime scene.</p>	<p>Assignment 1: After researching how to write crime scene reports, students will apply their knowledge at a mock crime scene. Students will write a report for each of the crime scene investigations they conduct. The teacher will read a description of a crime scene, show a video or set up a mock scene on campus. Crime scene(s) would include the following: robbery, burglary, theft, vehicle theft, battery, vandalism. Examples of crime scene can be found at Diagnostic Forensic Solutions. The students will ask questions of witnesses, take pictures, notes and fill out a complete report detailing the event. After students have filled out the report other students will critique each other's reports, paying particular attention to detail and evaluation of data.</p> <p>Assignment 2: Students will be given the opportunity to do a ride along with local agencies (Police, CHP, Sheriff, etc). Students will be required to ride along with an officer for a 6-8 hour shift. During this time students will observe what a typical day looks like for an officer and take notes of incidents that occur and the actions taken by the officer. Students will create a series of questions to be asked during the</p>	<p>2.0 Communication-- 2.2 Writing: (2.6); 2.3 Written and Oral Language Conventions: (1.1), (1.2), (1.3); 2.4 Listening and Speaking: (2.3); 4.0 Technology: et al; 7.0 Responsibility and Flexibility: 7.1), (7.2), (7.3), (7.4)</p>	<p>Human Services Pathway--A3.1, A3.2, A5.1, A5.3; Protective Services Pathway--C1.1, C1.2, C1.3, C1.4, C1.5, C1.6, C7.2, C7.3, C8.1, C8.2</p>

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	<p>ride along, the questions should include some of the following the: What type of laws were violated in each case, Why certain actions were taken (Arrest or Citation), What are the most common and unusual criminal law violations, have they ever faced any life threatening situations and how did they deal with it. In class students will do an oral presentation to the class about their experience being sure to detail situations that arose and how the officer handled it. Students will need to research Penal code / vehicle code violations that occurred and the officers response. After their oral presentation classmates will ask question of the students.</p>		
<p>Unit 6- First Aid and Emergency Response Students will become proficient in Red Cross First Aid, CPR (cardiopulmonary resuscitation) and AED (automated external defibrillator) training, and earn certification which meets the needs of law enforcement first responders.</p>	<p>Assignment 1: Demonstrate Knowledge of the Community Responder Training Program, its intended function, and its relevance to emergency and disaster responders. Explain the CERT program, its goals, and the competencies taught, e.g., disaster preparedness, fire safety, disaster medical operations, light search and rescue, disaster psychology, and terrorism. Describe the role of the CERT program and its volunteers when participating in natural disasters, e.g., earthquakes and tsunamis, fires and wildfires, floods, excessive heat, volcanoes, winter storms, hurricanes and tornadoes, landslides and mudflows, nuclear power emergencies, and pandemics or infectious disease outbreaks. Understand the role of federal, state, and local agencies in catastrophic event planning, preparation, response, and</p>	<p>6.0 Health and Safety--6.1, 6.2, 6.3, 6.4</p>	<p>Protective Services Pathway--C1.6, C3.1, C3.2, C3.3, C3.4, C3.5, C3.6, C4.3, C5.3,C9.1, C9.2, C9.3</p>

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	<p>recovery. Recognize the importance and variety of recovery strategies to support individuals and communities impacted by a catastrophic event.</p> <p>Assignment 2:</p> <p>Students will write Cornell notes on a PowerPoint presentation on C.P.R. & First Aid from American Red Cross. Students will create a poster illustrating the proper steps they should take to address different situations and the emergency care they may provide. Steps to be addressed may include Check-Call-Care, assessing the environment, assessing the victim, and providing care for the victim. These posters will be placed around high traffic areas on campus to educate the entire student body.</p>		
<p>Unit 7- Criminal Law Codes Students will be introduced to the different California Crime Code Categories and the laws within those categories that are applicable to crime.</p>	<p>Assignment 1:</p> <p>Students will be assigned random law codes to research on the website http://leginfo.legislature.ca.gov/faces/codes.xhtml. Students will document their law and then write a short example of the violation of their researched laws. Based on personal beliefs/opinions and current events, students will recommend elements of their assigned laws that they would change, and why. The change can include classification of the law (changing the law to an infraction, misdemeanor, or felony, and thereby changing the overall punishment for violating the law). b. Students will research their assigned laws to create a multimedia presentation that reflects their research and proposed changes. The research should</p>	<p>1.0 Academics-- 1.2 Science: (1.d); 1.3 History-Social Science: (12.5.4), (12.5); 2.2 Writing: (2.3), (2.4); 2.3 Writing and Oral English Conventions: (1.1), (1.2), (1.3)</p>	<p>Legal and Government Services Pathway--B4.3, B9.1, B9.4, B9.5, B9.6</p>

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<p>include the history of how the law was established, other relevant circumstances that lead to the law, amendments since it began, and violations for breaking the law. c. In a town hall setting, presenters will present to the student audience their multimedia presentation that reflects what they learned about their assigned laws as well as their proposed changes. Assigned audience members will then ask questions of each presenter. Each presenter must answer at least one (1) question from two (2) different student audience members. The questions must be relevant to the laws that were presented or the recommended change the presenter would make to their law. The teacher will assign the students that will ask a question to each presenter; the students in the audience are responsible for thinking of questions to ask. Each student in the audience will be responsible for asking, at least one (1) question to at least two (2) different student presenters (1 question to each of their assigned student presenters). The individual presenters will be assessed on their presentation, including their recommended change they would make to their law and how their presentation represents their chosen law. The students in the audience will be assessed on the questions they ask the presenter and their overall attentiveness during the presentations. d. At the conclusion of this assignment, students will complete an Op-Ed writing assignment to their local congressman. Students incorporate the research they completed of their assigned laws and anything relevant they learned from</p>		
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	<p>the town hall discussion and will justify in their Op-Ed the changes they recommended during their presentations.</p> <p>Assignment 2:</p> <p>Bring officers in and students shadow, standing next to officer taking notes...then, write the report based on their observations</p> <p>Students will participate in role play scenarios that are designed around the laws they have been learning. These scenarios will be graded by industry professionals (i.e. local law enforcement officers). Example scenarios would be traffic violation stop, possession of a substance, etc. Students will determine what laws have been violated. In these scenarios, students will write reports that accurately and completely describe their scenario and what laws have been violated. Their reports will include the text of the law(s) that were violated; a description of the illegal act that occurred, answering who, what, where, when, how and why; what evidence they located and collected; what questions were asked of the perpetrators; and what actions they would take at the conclusion of their investigation.</p>		
<p>Unit 8-Career Exploration Students identify the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in judicial system and law enforcement careers.</p>	<p>Assignment 1:</p> <p>Conduct a Professional Interview: Students will be tasked with finding an industry professional such as a school Resource Officer to conduct an interview with. Students will write and submit to the teacher a list of 10-15 questions that they plan to ask during the interview. Question focus should be about what the industry professional would</p>	<p>3.0 Career and Planning Management; 4.0 Technology</p>	<p>Public Services Pathway—A1.1, A1.6, A1.7, A1.8, A1.12</p>

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	<p>suggest in regards to school safety plans and the needs they would recommend students address in their upcoming proposal. Students will professionally set up an interview time and conduct their interview. Students will transcribe their interview and submit the transcript as completion of this assignment. ~Connect to idea of court transcripts - format, etc.</p> <p>Assignment 2:</p> <p>Students will participate in the California Peace Officer's Standards & Training (POST) Law Enforcement Written Entrance Exam, the POST Physical Agility Exam and lastly a mock oral interview. Students will be assessed on their performance and guidelines set forth by California POST. Students will then participate in a mock hiring process where they will perform a physical agility assessment, writing assessment and oral interview which will test their skills gained throughout the school year.</p>		
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Course Outline-Detail View	Key Assignments / Capstone Projects
<p>Unit 1 Public Services Organization and Professional Ethics</p>	<p>Assignment 1:</p> <p>Using the student's new knowledge of the Public Services Organization & Professional Ethics and based on prior readings of current events, students will write a reflective paper which answers the following prompt: Given your new knowledge, what is your opinion of the news portrayal of law enforcement, and how would you respond to a negative viewpoint?</p> <p>Assignment 2:</p> <p>Career exploration, interview a member of LE who works in a capacity you're considering. Compose 10 questions. Write a reflective essay in APA format using direct quotes from interview</p>

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	and support stances with documented research.
Unit 2 Community Relations	<p>Assignment 1:</p> <p>Students demonstrate the qualities and behaviors that constitute a positive and professional work demeanor. They discuss the need to adapt to varied roles and responsibilities and demonstrate personal responsibility. Students discuss how individual actions can affect the larger community. Students will complete 50 hours of community service</p>
Unit 3 Constitutional Law	<p>Assignment 1:</p> <p>Using knowledge gained in assignments one and two, students will discuss current events and how the issues involved in the events relate to laws that govern the public (i.e. the San Bernardino iPhone controversy: http://www.usatoday.com/story/tech/news/2016/02/16/apple-san-bernardino-iphone-magistrate-order/80478844/), and engage in a formal debate in which one student takes the “for” side and one takes the “against” side. Both sides will have to provide support for their assigned position in the debate, to include citations of laws and relevant case law. Students also cite constitutional amendments when coming to a consensus opinion on either side. While students debate, the remainder of the class determines who argued the point the best. All students will be given an opportunity to play all roles.</p> <p>Assignment 2:</p> <p>In a culminating project, students then will apply what they learned from the unit and take part in a mock trial focusing on a case of the teacher’s choice, in which they will act as attorneys in a courtroom setting. In preparation, two (2) attorneys (a Deputy D.A. and a Public Defender) will give presentations to the class. Students will take notes on the presentations about how these attorneys work with law enforcement, and compare/contrast the roles of these attorneys. Students should also prepare and ask questions of the attorneys in preparation for the mock trial. The invited attorneys will be the jury for the mock trial to evaluate how the students perform. The mock trial will be recorded, to aid students with feedback and reflection.</p>
Unit 4 Physical Training and Mental Wellness	<p>Assignment 1:</p> <p>Based on research, students will create a meal plan project that will demonstrate knowledge of proper nutrition and recovery to achieve the high demands placed on the body during training and performance. This would include, but not be limited to, a written meal plan to satisfy the caloric needs of each individual student, with a demonstration of how the caloric needs could be manipulated to achieve the desired result such as losing weight or gaining weight as needed. Students will then create an informational pamphlet to communicate what they have learned about</p>

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	<p>nutrition, mental and physical health and wellness, which will be presented and taught to a younger student audience. Students will use the knowledge gained in this unit to teach the importance of proper nutrition and its relation to fitness.</p> <p>Assignment 2:</p> <p>Students perform physical demonstrations of self-defense and assailant restraint techniques as taught by community members, who include self-defense experts/instructors and law enforcement officials.</p>
<p>Unit 5 Report Writing</p>	<p>Assignment 1:</p> <p>Students will learn and show understanding of California Police Radio 10 codes. Each student will be given several opportunities to use the class Two Way radio. Instructor will give a verbal test in which students will have to Answer Radio transmissions, using the proper 10 code. The codes to practice are 10-7, Out of Service; 10-8, In-service; 10-20, Location; 10-21, Telephone; 10-97, Arrived on the Scene; 10-98, Available for assignment.</p> <p>Assignment 2:</p> <p>Instructor sets up a simulation where an individual comes and threatens the instructor in class. Students compose a written account of their personal eyewitness testimony for the simulation. Students write an expository essay comparing and contrasting the validity of eyewitness evidence and how the judicial system can be improved.</p>
<p>Unit 6 CPR Certification</p>	<p>Assignment 1:</p> <p>Students will be placed in hypothetical scenarios where they need to assess a situation and respond appropriately to safely treat their patient. This situation may include dragging a patient (i.e. a weighted dummy or mannequin) from a dangerous situation to simulate the providing of care. Students will provide a physical demonstration of the knowledge gained during this unit. Other students observing will help by critiquing students' performance of skills, to improve for the future. Industry professionals, to include law enforcement and E.M.S. personnel, will be invited to assist with evaluating students on this performance task.</p> <p>Assignment 2:</p> <p>Students will be tested and perform CPR, AED and First Aid on peers and mannequins in practical scenarios.</p>

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	<p>Assignment 3:</p> <p>OSHA 10 hour General Industry course</p> <p>Assignment 4:</p> <p>FEMA website (insert hyperlink here). Complete online courses (list here), take quiz, and email instructor the certificates.</p>
<p>Unit 7 Criminal Law Codes</p>	<p>Assignment 1:</p> <p>Students will complete a full Peace Officer Personal History Statement (Law Enforcement Background packet). Law Enforcement agencies have stated that they cannot find qualified candidates to fill positions. This will allow students to have a better understanding as to what is and will be required of them. Students will be introduced to the testing phases of a peace officer candidate, which includes an Oral interview; a Medical examination; a Polygraph examination; and a Psychological exam with questions and situations posed to applicants. https://www.post.ca.gov/home.aspx (This packet will be included in the final portfolio.)</p> <p>Assignment 2-Culminating Project: Portfolio</p> <p>Throughout the course, students have collected work samples for their professional portfolios. Students will create a resume and cover letter, along with completing an application for a local sheriff or police agency to print out and add to their portfolios. Students will then present their portfolios to a mock oral board panel consisting of: a teacher, a community member, an administrator, and a member of a local police agency.</p>
<p>Unit 8 Career Exploration</p>	<p>Assignment 1:</p> <p>Students will identify a career, within one of the organizations listed above, that interests them. They will interview at least two employees in one of the organizations (in-person or by telephone) and should specifically inquire about the job duties, skills, and education requirements for employment. Students should also inquire about the physical, mental, and emotional stresses incurred in this career. They should ask about specific coping skills and mechanisms used by the people they interview. This information will be presented to the class in the form of a PowerPoint presentation. Using the information contained in their presentation, students will create a plan detailing how they will meet the requirements for employment in that career field within next 5 years.</p>

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	<p>Key Assessment:</p> <p>Students use technology to research a profession in the judicial system/law enforcement field. They develop a list of colleges they would be interested in attending and list the classes needed to complete a major in this field. Students produce a resume for a judicial system/law enforcement career. They fill out a mock job application and bring both their resume and application to a simulation interview.</p>
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COURSE TITLE	Economics of Business Ownership
DATE	August 1, 2016
INDUSTRY SECTOR/PATHWAY	Marketing Sales and Service – Entrepreneurship/Self-Employment
COURSE DESCRIPTION	<p>This course is designed to help students with an entrepreneurial interest learn skills related to organization, planning, research, effective decision-making, and goal setting. Students develop comprehensive business plans including research & development of ideas, product planning, operation, finance, marketing, and gain practical experience by managing a student-run business. Students will also receive training in constructing resumes, employment applications, cover letters, and references, in addition to interviewing skills and will complete a career portfolio to prepare for entry into the job market with a competitive edge. Business concepts and leadership skills are reinforced through co-curricular participation in the Career and Technical Student Organization, DECA*. DECA is an integral component to this program and provides additional focus on developing written and oral presentation skills, as well as leadership and social and professional skills that will build self-confidence for college and career success.</p> <p>*DECA, www.deca.org, prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management in high schools and colleges around the globe.</p>
OCCUPATIONS FOR IDENTIFIED PATHWAY	<p>11-2011 Advertising and Promotions Managers 11-2021 Marketing Managers 11-2022 Sales Managers 11-3031 Financial Managers, Branch or Department 11-9051 Food Service Managers 11-9081 Lodging Managers 13-1011 Agents and Business Managers of Artists, Performers, and Athletes 13-1199 Business Operations Specialists 15-1199 Business Intelligence Analysts 15-1199 Information Technology Project Managers</p>

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COURSE GOALS	Empower students with the knowledge and career-technical skills of business needed to begin a career involving the application of these principals in an industry of their choice.
COURSE OBJECTIVES	Develop knowledge and skills common to entrepreneurs and entrepreneurship, including the career-technical characteristics vital for entrepreneurial thinking in a twenty-first-century global world. Since entrepreneurial thinking may be applied to all industry sectors, students will be prepared for success no matter what field they ultimately pursue. The performance indicators provide business knowledge and skills required for entrepreneurs, as well as intangible skills and knowledge such as creativity and innovation skills needed in all business-related fields.
PREREQUISITES	none
ACADEMIC CREDIT	1 year Elective/Up to 15 credits (with cooperative work experience)
CERTIFICATE	Yes - program completion
ARTICULATION	Yes - Up to 7 units with Chabot College
UC A-G APPROVED	Yes - “g” elective
INSTRUCTIONAL STRATEGIES	Lecture, secondary research, written reports, spreadsheet analysis, group presentations to the class, and comprehensive test strategies will all be employed during the course of this class. Web-based resources, academic integration, and project-based learning will be the backbone approach to learning with sensitivity to the various learning styles of the individual students. Software activities, case studies, and application of entrepreneurial skills to other subject areas will serve as examples of the instructional variety utilized in the curriculum.
INSTRUCTIONAL MATERIALS / TEXTBOOKS	Entrepreneurship – Building a Business published in 2011 by McGraw Hill-Glencoe (ISBN 978-0-07-889766-5) <i>Additional supplemental sources:</i> Fast Company Magazine, Wall Street Journal, Business Week Magazine, DECA Instructional Materials (www.deca.org), Entrepreneur.com, SBA.gov. www.MarketingTeacher.com

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CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS - (Essential Employability Skills)	
1. Academics	Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.
2. Communications	Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.
3. Career Planning and Management	Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.
4. Technology	Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.
5. Problem Solving and Critical Thinking	Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.
6. Health and Safety	Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.
7. Responsibility and Flexibility	Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.
8. Ethics and legal Responsibilities	Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
9. Leadership and Teamwork	Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.
10. Technical Knowledge and Skills	Apply essential technical knowledge and skills common to all pathways in the (industry) sector.
11. Demonstration and Application	Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
<p>1. Employability and Career Development</p> <p>After completing this unit, students will be able to self-assess, prepare a resume, apply for a job, and understand the importance of the employee performance evaluation. Students will recognize those behaviors and attitudes to retain a job. Student will learn how to develop a career portfolio for a student organization or for a future job.</p>	<p>Develop a comprehensive career portfolio, which includes a letter of introduction (highlighting career goals), job application, resume, cover letter, personal references, and work samples, utilizing proper use of audience, tone, and purpose.</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0</p>	<p>C2.0</p>
<p>2. Leadership Development and Teamwork</p> <p>After completing this unit, students will develop interpersonal communication, leadership, and teamwork skills that will help to promote a more productive and collaborative environment in their school, community, and workplace settings.</p>	<p>Demonstrate the ability to create a meeting agenda, facilitate the meeting, and document its results.</p> <p>Develop an action plan to organize, execute, and evaluate tasks, as a group. Students will rotate through assuming a project management role, delegate responsibilities, and assess outcome against the desired objectives.</p> <p>Conduct a communications style inventory and define the four primary personality styles. Identify triggers and solutions to effectively communicate with each style & determine how this can affect our effectiveness in the workplace, school, & community.</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0</p>	<p>C5.0</p>
<p>3. What is Entrepreneurship?</p> <p>After completing this unit, students will have an understanding of the skills and personality traits it takes to become a small business owner. Characteristics such as adaptability, competitiveness, confidence, discipline, perseverance, trustworthiness, vision, and risk taking are discussed. The curriculum will guide a student in identifying the opportunities and risks of a small business owner, describing the characteristics and traits of famous entrepreneurs, & determining whether being an entrepreneur is a potential career opportunity for them.</p>	<p>Students will identify the characteristics and traits of an entrepreneur. Students will develop reading, writing, and research skills by designing their written report. Students will also create and present their research findings, combining text and graphics, in an oral presentation.</p> <p>Students will research a specific decade, analyzing the effects of the current culture & economic climate on business and entrepreneurship. They will develop a written report and oral presentation to educate the audience on their research findings.</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0</p>	<p>C1.0, C2.0, C3.0, C10.0</p>

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
<p>4. Business Opportunities</p> <p>After completing this unit, students will be able to discuss current trends that provide opportunity for entrepreneurs, explain ways to recognize opportunity, and explain how creativity plays a role in creating opportunity. In addition, they will discuss ways to overcome challenges to creativity, utilize resources to help generate ideas, and identify importance of personal values and goals in choosing an entrepreneurial pursuit. Students will also be able to describe the benefits and drawbacks to a variety of ways to enter into business and evaluate a business opportunity.</p>	<p>The entrepreneurship innovation plan project involves the idea generation and opportunity recognition needed to take advantage of market opportunities to introduce a new business, product, or service. Students will develop a concept paper and oral presentation, explaining the opportunity that exists in the marketplace and how their product/service will meet the needs of consumers.</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0</p>	<p>C3.0, C4.0</p>
<p>5. Business in the Global Economy</p> <p>After completing this unit, students will understand the role and importance of entrepreneurship and small business on both the local and the global economy and the key features of economic systems worldwide. Students discuss U.S. economic system choices, based on what to produce, how to produce, and for whom to produce. Students research and argue the role of government in the free-enterprise system and its impact on small businesses. Students research needs and wants, scarcity and allocation and describe how each affects society and business enterprises. Students demonstrate the relationship between supply and demand and pricing and production then explain how entrepreneurs choose to participate in a market economy. Students calculate relevant economic measurements. Finally, students explore the impact of cultural and social environments on global business and global trade, and study international marketing and finance as it pertains to the role of imports and exports in the U.S. economy and discusses the percentage of the GNP in world trade.</p>	<p>Using Maslow’s Hierarchy of Needs, students research a customer’s wants and needs and compares them to the pyramid identifying the best approach to satisfying the need or want in a one page paper.</p> <p>Working with a partner, students will conduct research on a country and create an oral presentation to promote cultural awareness of business practices in that region. Students will incorporate relevant findings from Hofstadter’s cultural dimensions theory. Students will determine the business and cultural differences and include business practices, business entertainment, foreign exchange rates and imports, and exports.</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0</p>	<p>C3.0, C6.0, C7.0, C10.0</p>
<p>6. Business Plan</p> <p>After completing this unit, students will be able to write a clear and concise business concept statement, design and implement a feasibility study to test a concept in the marketplace, and describe the elements of a business plan. Students will identify common mistakes in business plan writing. In addition, students will compare and contrast sources of funding for start-ups and prepare basic financial reports (such as an estimate of start-up costs and a projected income statement). Finally, students will write, package & present their own business plan.</p>	<p>The start-up Business Plan project provides an opportunity for students to develop and present a proposal to form a new business. Students will demonstrate mastery of essential knowledge and skills as they apply to the analysis of a business opportunity. The project consists of a comprehensive written business plan (up to 11 pages) and an oral presentation, designed to request financing for their business venture.</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0</p>	<p>C6.0, C7.0, C8.0</p>

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
<p>7. Business Organization & Management</p> <p>After completing this unit, students will understand the various types of business ownership by exploring business structures and defining proprietorships, partnerships, and corporations. Students will compare and contrast the advantages and disadvantages of each type of business ownership, in the areas of management control, liability, taxation, and access to capital.</p>	<p>The Forms of Business Ownership project allows students to research and analyze the various forms of business ownership. Working collaboratively, students will outline in a written report, the characteristics (including advantages and disadvantages, in the areas of management control, liability, taxation, and access to capital) of the particular type of business ownership structure assigned to their group. Each group will also present their findings in an oral presentation to the class. Students will be required to record notes on each presentation and conclude with a summary, demonstrating their comprehension of the concepts presented.</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0</p>	<p>C3.0, C5.0</p>
<p>8. Market Research</p> <p>After completing this unit, students will be able to explain the nature, importance, and usage for market research. Students will describe the four important types of market research, detail the steps used in conducting marketing research, and define areas of analysis for industry and market research. Students will identify a customer profile, identify a customer needs analysis, and construct an effective marketing research questionnaire to acquire the data.</p>	<p>The marketing research project provides students with an opportunity to develop and implement a research study, analyze findings, and present recommendations based on the information gathered. Students will be given a research objective and tasked with developing research instruments to gather the needed data. Students will conduct both primary and secondary research, analyze the findings, organize information, determine conclusions, and make recommendations based on what they learned. Finally, students will present a written report and an oral presentation of their market research process, as well as findings and conclusions.</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0</p>	<p>C9.0</p>

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
<p>9. Marketing Plan</p> <p>This unit explores elements of the small business as students develop analytical and critical thinking skills as it relates to promoting their product. Students will read, write, and analyze the product life cycle for a company. Students analyze a company, research its marketing techniques, and learn how to gauge if a strategy is successful. Students will compare these marketing strategies on how they differ from international marketing techniques.</p>	<p>A marketing plan is a blueprint used by a business to guide its marketing activities to a desired conclusion. In this unit project, students will develop a marketing plan (as if they were the business owners) for a product/service of their choice and present their plan in an oral presentation. The student’s plan will include their customer profile, specific marketing objective(s), marketing mix decisions/rationale, promotional mix decisions/rationale, marketing tactics, a detailed promotional implementation plan, a promotional budget, as well as a sample of proposed marketing materials.</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0</p>	<p>C9.0</p>
<p>10. Social Responsibility & Ethics</p> <p>After completing this unit, students will be able to explain the relationship between entrepreneurs and social responsibility, discuss how entrepreneurs can contribute to their communities, and define ethics and ethical behavior (both personally and professionally). Students will be able to explain how to develop a code of ethics and identify special ethical challenges that entrepreneurs face.</p>	<p>In the social responsibility research project, students will select a company and conduct primary and secondary research to determine what they are doing as a company to be socially responsible. Research will include company size, information about company headquarters, brief company history, mission statement, company values/goals/philosophy, and how they incorporate and promote social responsibility. Students will present their findings in an oral presentation to the class.</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0</p>	<p>C3.0</p>

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<p>11. Risk Management</p> <p>In this unit, students will be able to explain why risk is inevitable in entrepreneurship. Students will define speculative risk, describe categories of pure risk, and discuss four risk-management strategies. Students will understand the steps involved in selecting an insurance agent. Students will discuss the procedures for a business owner, in deciding on security measures and will develop emergency response plans for potential crises in business.</p>	<p>In the risk management unit project, students will select a business to research and identify potential factors of risk that may affect this particular business and describe potential consequences. Areas of risk that may be considered include operational risk, credit risk, medical risk, reputational risk, IT risk, travel risk, and/or compliance risk. Students will describe any safeguards that are in place to protect the business from the identified risks and determine any additional precautions that could be implemented to better protect the company from the harm of risk. Students will present their findings in an oral presentation to the class.</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0</p>	<p>C2.0, C3.0</p>
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Course Outline Detail View	Key Assignments/Capstone Project
Portfolio project	Students will complete a professional portfolio for future use.
Partner project	Students will work with local businesses to promote profits.
Ethics in business	Students will research and identify ethical dilemmas in business.

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COURSE TITLE	EMR – Emergency Medical Responder
DATE	August 1, 2016
INDUSTRY SECTOR/PATHWAY	Public Services/Public Safety
COURSE DESCRIPTION	This course is designed to provide students with the basic knowledge and skills to manage a variety of medical and trauma-related emergencies; includes cardiopulmonary resuscitation and prevention of disease transmission. Students will learn through lecture and lab how their role as an Emergency Medical Responder aligns with the Emergency Medical Services community. Successful completion of the knowledge and skills tests qualifies students for the American Safety & Health Institute (AHSI) First Responder Certificate and an American Heart Association Basic Life Support for Healthcare Provider Certificate.
OCCUPATIONS FOR IDENTIFIED PATHWAY	Emergency Medical Technician Paramedic Emergency Department Technician Medical Assistant Nurse Fire Service
COURSE GOALS	To become proficient in medical and trauma emergencies using limited equipment.
COURSE OBJECTIVES	Contained within the lesson plans of the individual units of instruction.
PREREQUISITES	AhA BLS CPR certification completed
ACADEMIC CREDIT	College 2.5 units/1 semester/12 – 14 weeks/4 hour class; HS 10 credits
CERTIFICATE	AAOS Emergency Medical Responder/AhA BLS CPR
ARTICULATION	Las Positas College, EMS30 ; Chabot College, EMS1
UC A-G APPROVED	No
INSTRUCTIONAL STRATEGIES	Lecture and demonstrations Hands on skills with simulation equipment Multimedia sources such as: videos, social media, etc. Use of medical equipment such as: BP cuff, stethoscopes pen lights, O2 administration Career and educational Websites Visual aids
INSTRUCTIONAL MATERIALS / TEXTBOOKS	Emergency Medical Responder 6 th Edition with Workbook AhA BLS CPR 2015

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CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS - (Essential Employability Skills)

<p>1. Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.</p>
<p>2. Communications Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.</p>
<p>3. Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.</p>
<p>4. Technology Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.</p>
<p>5. Problem Solving and Critical Thinking Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.</p>
<p>6. Health and Safety Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.</p>
<p>7. Responsibility and Flexibility Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.</p>
<p>8. Ethics and legal Responsibilities Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.</p>
<p>9. Leadership and Teamwork Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.</p>
<p>10. Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the (industry) sector.</p>
<p>11. Demonstration and Application Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.</p>

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards	Common Core Standards
1. Orientation 2. Paperwork *Syllabus *Schedule *Contract *Copies of BLS CPR Cards	Understanding what is required of the student. All students must pass with a written test of 70%, pass their airway and patient assessment skill and have an overall grade of a B or better.			
3. EMS Systems	Practice and demonstrate vital signs Complete workbook chapter associated with lecture. Completed EMSzone pre-chapter test associated with lecture. Chapter test.	3,4,6	B1.1, B1.2, B1.4, B2.3, B2.4	SLS 11-12.2 RSTS 9-10 11 – 12.4 WS 11-12.6
4. Workforce Safety and Wellness	Practice and demonstrate vital signs. Complete workbook chapter associated with lecture. Completed EMSzone pre-chapter test associated with lecture. Chapter test.	4,6	B4.1 – 4.3 B5.1 – 5.3 B5.5 B7.1 – 7.4	RSTS 9-10 11 – 12.4 WS 11-12.6
5. Medical, Legal and Ethical Issues	Practice and demonstrate vital signs. Complete workbook chapter associated with lecture. Completed EMSzone pre-chapter test associated with lecture. Chapter test.	4,6,8	B1.5	RSTS 9-10 11 – 12.4 WS 11-12.6 SLS 11-12.1d
6. Communications and Documentation	Practice and demonstrate vital signs. Complete workbook chapter associated with lecture. Completed EMSzone pre-chapter test associated with lecture. Chapter test.	2,4,6	B2.4 B3.4 – 3.8	RSTS 9-10 11 – 12.4 WS 11-12.6 LS9 – 10, 11 – 12.6

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<p>7. The Human Body</p>	<p>Vital signs testing. Complete workbook chapter associated with lecture. Completed EMSzone pre-chapter test associated with lecture. Chapter test.</p>	<p>4, 6</p>	<p>B9.1 – 9.3 B9.8</p>	<p>RSTS 9-10 11 – 12.4 WS 11-12.6</p>
<p>8. Airway Management</p>	<p>Demonstrate and practice airway management. Complete workbook chapter associated with lecture. Completed EMSzone pre-chapter test associated with lecture. Chapter test.</p>	<p>4, 6, 11</p>	<p>B3.9 B9.1 – 9.3 B9.8</p>	<p>RSTS 9-10 11 – 12.4 WS 11-12.6</p>
<p>9. Patient Assessment</p>	<p>Demonstrate and practice patient assessment. Demonstrate and practice airway Management. Complete workbook chapter associated with lecture. Completed EMSzone pre-chapter test associated with lecture. Chapter test.</p>	<p>2,4,6, 11</p>	<p>B3.9 – 3.10 B4.3 B7.1 – 7.4 B9.1 – 9.3 B9.8 – 9.10</p>	<p>RSTS 9-10 11 – 12.4 WS 11-12.6 LS9 – 10, 11 – 12.6</p>
<p>10. Medical Emergencies</p>	<p>Demonstrate and practice patient assessment. Demonstrate and practice airway management. Complete workbook chapter associated with lecture. Completed EMSzone pre-chapter test associated with lecture. Chapter test.</p>	<p>4,5,6</p>	<p>B3.9 B9.1 – 9.3 B9.8 – 9.10</p>	<p>WS 11-12.6 WS 11-12.7 RSTS 9-10 11 – 12.4</p>
<p>11. Poisoning and Substance Abuse</p>	<p>Demonstrate and practice patient assessment. Demonstrate and practice airway management. Complete workbook chapter associated with lecture. Completed EMSzone pre-chapter test associated with lecture. Chapter test.</p>	<p>4,5,6</p>	<p>B3.9 B9.1 – 9.3 B9.8 – 9.10</p>	<p>WS 11-12.6 WS 11-12.7 RSTS 9-10 11 – 12.4</p>
<p>12. Behavioral Emergencies</p>	<p>Demonstrate and practice patient assessment. Demonstrate and practice airway management. Complete workbook chapter associated with lecture. Completed EMSzone pre-chapter test associated with lecture. Chapter test.</p>	<p>4,5,6</p>	<p>B3.9 B9.1 – 9.3 B9.8 – 9.10</p>	<p>WS 11-12.6 WS 11-12.7 RSTS 9-10 11 – 12.4</p>

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13. Environmental Emergencies	Demonstrate and practice patient assessment. Demonstrate and practice airway management. Complete workbook chapter associated with lecture. Completed EMSzone pre-chapter test associated with lecture. Chapter test.	4,5,6	B3.9	WS 11-12.6 WS 11-12.7 RSTS 9-10 11 – 12.4
14. Bleeding, Shock and Soft-Tissue Injuries	Demonstrate and practice patient assessment. Demonstrate and practice airway management. Practice and demonstrate bleeding control, splinting and sling & swathe. Complete workbook chapter associated with lecture. Completed EMSzone pre-chapter test associated with lecture. Chapter test.	4,6, 11	B3.9	RSTS 9-10 11 – 12.4 WS 11-12.6
15. Injuries to Muscles and Bones	Demonstrate and practice patient assessment. Demonstrate and practice airway management. Practice and demonstrate bleeding control, splinting and sling & swathe. Complete workbook chapter associated with lecture. Completed EMSzone pre-chapter test associated with lecture. Chapter test.	4,6, 11	B3.9	RSTS 9-10 11 – 12.4 WS 11-12.6
16. Childbirth	Demonstrate and practice patient assessment. Demonstrate and practice airway management. Practice and demonstrate childbirth. Complete workbook chapter associated with lecture. Completed EMSzone pre-chapter test associated with lecture. Chapter test.	4,5,6, 11	B3.9	WS 11-12.6 WS 11-12.7 RSTS 9-10 11 – 12.4
17. Pediatric Emergencies	Demonstrate and practice patient assessment. Demonstrate and practice airway management. Practice and demonstrate childbirth. Complete workbook chapter associated with lecture. Completed EMSzone pre-chapter test associated with lecture. Chapter test.	4,5,6,7,10	B3.9	RSTS 9-10 11 – 12.4 WS 11-12.6 WS 11-12.7 SLS 9-10 11-12.1 WS 11-12.6

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18. Geriatric Emergencies	Demonstrate and practice patient assessment. Demonstrate and practice airway management. Complete workbook chapter associated with lecture. Completed EMSzone pre-chapter test associated with lecture. Chapter test.	4,5,6,7, 10	B3.9	RSTS 9-10 11 – 12.4 WS 11-12.6 WS 11-12.7 SLS 9-10 11-12.1 WS 11-12.6
19. Transport Operations	Timed patient assessment. Demonstrate and practice airway management. Complete workbook chapter associated with lecture. Completed emszone pre-chapter test associated with lecture. Chapter test.	2,4,6	B3.9 B9.11	RSTS 9-10 11 – 12.4 WS 11-12.6 LS9 – 10, 11 – 12.6
20. Vehicle Extrication and Special Rescue	Timed patient assessment. Demonstrate and practice airway management. Practice and demonstrate spinal immobilization. Complete workbook chapter associated with lecture. Completed emszone pre-chapter test associated with lecture. Chapter test.	4,6, 11	B6.1 – 6.3 B9.1 – 9.4 B9.8	RSTS 9-10 11 – 12.4 WS 11-12.6
21. Lifts and Moves	Timed patient assessment. Practice and demonstrate spinal immobilization. Practice and demonstrate lifts and moves. Complete workbook chapter associated with lecture. Completed emszone pre-chapter test associated with lecture. Chapter test.	4,6, 11	B5.1 – 5.3 B5.5	RSTS 9-10 11 – 12.4 WS 11-12.6
22. Incident Management	Timed patient assessment. Demonstrate and practice airway management. Complete workbook chapter associated with lecture. Completed emszone pre-chapter test associated with lecture. Chapter test.	2,4,6,9	B2.2 – 2.3 B2.5 B6.1 – 6.3	RSTS 9-10 11 – 12.4 WS 11-12.6 LS9 – 10, 11 – 12.6 SLS 11- 12.1b

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Course Outline-Detail View	Key Assignments / Capstone Projects
EMS Systems	<p>The student will be able to list the 10 standard components of the EMS system. They are given an acronym homework sheet to start learning the acronyms they will be using throughout the semester.</p> <p>The student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p> <p>The student will be shown and practice the various vital signs to be tested on a later date.</p>
Workforce Safety and Wellness	<p>The student will be able to state the steps that contribute to wellness and describe their importance in managing stress. They will be able to properly demonstrate the use of personal protective equipment; such as gloves.</p> <p>The student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p> <p>The student will be able to demonstrate properly hand washing techniques and removal of gloves.</p> <p>The student will be able to demonstrate scene assessment of a real or simulated rescue event for safety hazards.</p>
Medical, Legal, and Ethical Issues	<p>The student will be able to describe the legal duty to act, explain how to comply with the standard of care and discuss ethical responsibilities of an EMR. They will be able to distinguish between the different consents. Be able to discuss the three types of advance directives and how they impact patient care. They will be able to explain the legal concepts of abandonment, death on the scene, negligence and confidentiality.</p> <p>The student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p>
Communications and Documentation	<p>The student will be able to describe the importance of communication and documentation for emergency medical responders. They will be able to describe the various steps of the emergency call, starting with dispatch. They will need to know a limited amount of terminology that will be built upon with further education.</p> <p>The student will be shown how to create a patient care report and will be able to demonstrate that skill.</p> <p>The student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p>
Human Body	<p>The student will know the basic topographic anatomy terms to describe locations on the human body, including the anatomic position and the planes. Will know the basics of each of the body's systems.</p> <p>Students will be given a body skeletal system worksheet that they will need to know for patient assessments.</p> <p>Student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p>

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Airway Management	<p>The student will be able to discuss and demonstrate how to manage the airway of an infant, child and adult.</p> <p>Students will receive an airway worksheet that they will need to know for skills and testing. The student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p> <p>Students will be shown and practice airway management skills. They will be given scenarios that they will need to be able to demonstrate proper techniques to assist a patient. They will have a final airway skills exam at the end of the semester/class.</p>
Patient Assessment	<p>The student will be able to discuss and demonstrate the importance of scene size-up, primary assessment, history taking, secondary assessment, vital signs, reassessment and a hand off report. They will need to use a variety of their acronyms during this patient assessment.</p> <p>The student will be shown a proper patient assessment. They will practice and demonstrate proper techniques and fluidity to the patient assessment.</p> <p>Usually around this chapter, there is an acronym exam.</p> <p>They will be tested on either a medical or trauma patient assessment at the end of the semester/class. They will need to vocalize and demonstrate a proper patient assessment.</p> <p>The student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p>
Medical Emergencies	<p>The student will be able to describe the general approach and explain the causes, signs and symptoms of a patient with a medical emergency such as Diabetes and be able to decide on proper pre-hospital treatment.</p> <p>The student will write a paper on a medical emergency. Teach the teacher about their chosen topic.</p> <p>The student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p>
Poisoning and Substance Abuse	<p>The student will describe the general approach and emergency care for a patient who has ingested, inhaled or has received an injected poison. They will be able to demonstrate a proper patient assessment for an altered patient.</p> <p>The student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p>
Behavioral Emergencies	<p>The student will be able to list at least 5 factors that can cause a behavioral emergency. A student will be able to demonstrate proper communication techniques; such as restatement, redirection and empathy. They will be able to demonstrate a proper patient assessment for an altered patient.</p> <p>The student will complete the workbook chapter associated with the reading, as well as the EMSzone Pre-Chapter quiz.</p>
Environmental Emergencies	<p>The student will be able to demonstrate a patient assessment for a patient who has sustained an illness or injury</p>

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	<p>caused by exposure to heat, cold or submersion.</p> <p>The student will be required to look up and be able to demonstrate a hypowrap for patients with hypothermia.</p> <p>The student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p>
Bleeding, Shock, and Soft-Tissue Injuries	<p>The student will be shown, practice and demonstrate how to control bleeding, splinting an injury and how to use a sling and swathe appropriately. They will be able to explain how shock is caused by pump failure, pipe failure and fluid loss (all the different types of shock).</p> <p>The student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p> <p>There is a midterm exam after this chapter (cumulative).</p>
Injuries to Muscles and Bones	<p>The student will be able to describe the mechanism of injury of musculoskeletal wounds. They will be able to explain and demonstrate how to evaluate the sensation, circulation and movement in an injured extremity. Continue demonstration of splinting and sling & swathe.</p> <p>The student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p>
Childbirth	<p>The student will be able to describe the three stages of the labor and delivery process. They will be able to demonstrate how to assist in the delivery of an infant.</p> <p>They will be able to identify and verbalize the signs and symptoms of pregnancy emergencies and how to treat them.</p> <p>The student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p>
Pediatric Emergencies	<p>The student will be able to demonstrate the emergency care for pediatric patients with medical or trauma conditions, as well as recognize and care for pediatric victims of abuse and neglect.</p> <p>The student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p> <p>The students are given groups and sections of the chapter to teach; oral presentations.</p>
Geriatric Emergencies	<p>The student will be able to demonstrate the emergency care for geriatric patients with medical or trauma conditions, as well as recognize and care for geriatric victims of abuse and neglect.</p> <p>The student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p> <p>The students are given groups and sections of the chapter to teach; oral presentations.</p>
Transport Operations	<p>The student will understand the steps involved during an Emergency Medical System call to include; dispatch, arrival</p>

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	<p>on-scene, care of the patient, transfer of the patient, transport of the patient and the post run tasks. They will understand helicopter knowledge with regards to EMS.</p> <p>The student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p>
Lifts and Moves	<p>The student will be shown proper techniques to positioning, lifting and moving patients. They will practice and demonstrate these proper techniques.</p> <p>The student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p>
Vehicle Extrication and Special Rescue	<p>The student will be able to demonstrate how to properly immobilize the spine. They will be able to verbalize or demonstrate steps of patient extrication in special rescue situations such as a water rescue.</p> <p>The student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p> <p>The student will be shown, practice and demonstrate proper techniques on spinal immobilization on a long board.</p>
Incident Management	<p>The student will be able to demonstrate understanding of the steps in Incident Management to include mass casualties, Hazardous Materials and terrorism. They will be shown a video on START triage and will have the knowledge to use the skills.</p> <p>The student will complete the workbook chapter associated with the reading, as well as the EMSzone pre-chapter quiz.</p> <p>There is a cumulative final exam.</p>

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COURSE TITLE	Integrated Marketing Communications
DATE	August 1, 2016
INDUSTRY SECTOR/PATHWAY	Marketing, Sales & Service/Entrepreneurship/Self-Employment
COURSE DESCRIPTION	Integrated Marketing Communications is a course that provides students with the insight, skill and knowledge to prepare for a career in marketing/business. Students will create, execute, and evaluate promotional strategies and content for advertising, sales promotion, and publicity/public relations. They will apply project management techniques to guide and control promotional campaign development and execution. Students will incorporate motivation theories, branding techniques and design principles in communications with targeted audiences. They will plan and implement procedures to use marketing communications that mitigate image or brand-damaging issues. Technology, employability skills, leadership and communications will be incorporated in classroom activities.
OCCUPATIONS FOR IDENTIFIED PATHWAY	11-2021 Marketing Managers 13-1161 Market Research Analysts and Marketing Specialists 11-2011 Advertising and Promotions Managers 41-3011 Advertising Sales Agents 27-3031 Public Relations Specialists 11-2022 Sales Managers 41-2031 Retail Salespersons 41-1011 First-Line Supervisors of Retail Sales Workers 13-1020 Buyers and Purchasing Agents 11-9081 Lodging Managers 11-9051 Food Service Managers
COURSE GOALS	To help students acquire the college/career readiness skills and competencies necessary for entry-level employment and career opportunities within the marketing industry.
COURSE OBJECTIVES	Referenced in the individual units of instruction
PREREQUISITES	None
ACADEMIC CREDIT	1 year Elective/Up to 15 credits (with cooperative work experience)
CERTIFICATE	Yes - program completion
ARTICULATION	Yes - Up to 7 units with Chabot College
UC A-G APPROVED	Yes - “g” elective
INSTRUCTIONAL STRATEGIES	Lectures, guided notes, multi-media sources such as videos, podcast and other

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	<p>learning software, variety of career/educational websites, group activities, graphic organizers, formal and informal assessments, tests/quizzes, unit projects, reading strategies (such as preview, predict, visualize, question, clarify, compare/contrast, problem/solution), DECA role plays/projects, guest speakers, field trips and work experience opportunities</p>										
<p>INSTRUCTIONAL MATERIALS / TEXTBOOKS</p>	<p>Primary Textbook</p> <table border="1" data-bbox="800 402 2013 592"> <thead> <tr> <th>Title</th> <th>Author</th> <th>Publisher</th> <th>Edition</th> <th>Website</th> </tr> </thead> <tbody> <tr> <td>Marketing Essentials</td> <td>Lois Schneider Farese, Grady Kimbrell, Carl A. Wolosyck</td> <td>Glencoe McGraw Hill</td> <td>2012</td> <td>http://glencoe.mcgraw-hill.com/sites/007895312x/</td> </tr> </tbody> </table> <p>Supplemental Instructional Materials</p> <p><i>The 6 Most Important Decisions You'll Ever Make</i> by Sean Covey This reading compliments the contents of Unit 1.</p> <p><i>The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations, 5th Edition</i> by James M. Kouzes & Barry Z. Posner This reading compliments the contents of Unit 2.</p> <p><i>Globalization: The Transformation of Social Worlds</i> by D. Stanley Eitzen & Maxine Baca Zinn</p> <p><u>www.worldbusinessculture.com</u> <i>This website provides country profiles containing information on a range of topics of immediate commercial relevance to anybody working in a global organization or studying international trade. The information contained in this site has been compiled by some of the world's leading experts on global business culture who have many years of practical international experience.</i> This compliments the contents of Unit 3.</p> <p><i>Various Case Studies in Marketing</i></p>	Title	Author	Publisher	Edition	Website	Marketing Essentials	Lois Schneider Farese, Grady Kimbrell, Carl A. Wolosyck	Glencoe McGraw Hill	2012	http://glencoe.mcgraw-hill.com/sites/007895312x/
Title	Author	Publisher	Edition	Website							
Marketing Essentials	Lois Schneider Farese, Grady Kimbrell, Carl A. Wolosyck	Glencoe McGraw Hill	2012	http://glencoe.mcgraw-hill.com/sites/007895312x/							

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INSTRUCTIONAL MATERIALS / TEXTBOOKS
(continued)

- Annual Reports Library <http://www.zpub.com/sf/ar/index.html>
- Business magazines: <http://www.world-newspapers.com/business.html>

This reading compliments the contents of Unit 4.

Selling 101: What Every Successful Sales Professional Needs to Know, by Zig Ziglar

This reading compliments the contents of Unit 5.

Smart Pricing: How Google, Priceline, and Leading Businesses Use Pricing Innovation for Profitability by Jagmohan Raju, Z. John Zhang.

This reading compliments the contents of Unit 7.

www.MarketingTeacher.com

Marketing Teacher has popular lessons on marketing topics, including: SWOT Analysis, Marketing Mix and Price, the Marketing Environment, and PEST Analysis information, as well as Marketing Definitions used throughout the course.

This site compliments the contents of Units 3,4,5,6,7,8 & 9

Additional supplemental sources:

- Inc. Magazine
- Fast Company Magazine
- Wall Street Journal
- Business Week Magazine
- DECA Instructional Materials (www.deca.org)
- Ad Age Journal
- Advertising Weekly Journal

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM – CAREER TECHNICAL EDUCATION
Standardized Course Outline Format Approved by CTEIG Technical Assistance Provider

CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS - (Essential Employability Skills)	
1. Academics	Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.
2. Communications	Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.
3. Career Planning and Management	Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.
4. Technology	Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.
5. Problem Solving and Critical Thinking	Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.
6. Health and Safety	Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.
7. Responsibility and Flexibility	Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.
8. Ethics and legal Responsibilities	Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
9. Leadership and Teamwork	Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.
10. Technical Knowledge and Skills	Apply essential technical knowledge and skills common to all pathways in the (industry) sector.
11. Demonstration and Application	Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
<p>1. Employability and Career Development After completing this unit, students will be able to self-assess, prepare a resume, apply for a job, and understand the importance of the employee performance evaluation. Students will recognize those behaviors and attitudes to retain a job. Student will learn how to develop a career portfolio for a student organization or for a future job.</p>	<p>Develop a comprehensive career portfolio, which includes a letter of introduction (highlighting career goals), job application, resume, cover letter, personal references, and work samples, utilizing proper use of audience, tone and purpose.</p>	<p>3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9, 4.0, 4.1, 4.2, 4.3, 4.4, 4.5</p>	<p>A1.1, A1.2, A1.6</p>
<p>2. Leadership and Teamwork After completing this unit, students will develop interpersonal communication, leadership and teamwork skills that will help to promote a safe, productive and collaborative environment in their school, community, and workplace settings.</p>	<p>Demonstrate the ability to create a meeting agenda, facilitate the meeting, and document its results.</p> <p>Develop an action plan to organize, execute and evaluate tasks, as a group. Students will rotate through assuming a project management role, delegate responsibilities and assess outcome against the desired objectives.</p> <p>Conduct a communications style inventory and define the four primary personality styles. Identify triggers and solutions to effectively communicate with each style & determine how this can impact our effectiveness in the workplace, school & community.</p>	<p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 6.2, 6.4, 6.5, 6.6, 6.7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.1, 10.4</p>	<p>A1.7, A1.8</p>
<p>3. Economics and Globalization After completing this unit, students will be able to explain what an economy is, identify the factors of production needed to create goods and services. They will also be able to list the three basic economic questions that must be answered by all economies. In addition, students will be able to identify U.S. consumer market trends and discuss the importance of international trade and the way the</p>	<p>Create a demand schedule, a supply schedule, a graph that depicts the demand curve, the supply curve and the equilibrium point and a written narrative that defends their supply and demand curve and ties their pricing decisions to the following principles: competition, risk and profit for product of their choice.</p>	<p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 8.3, 8.4, 8.5,</p>	<p>A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A2.9, A2.10, A2.11, A2.12,</p>

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
governments affect the marketing function. Furthermore, students will be able to determine how a business can get involved in international trade.	Working with a partner, conduct research on a country and create an oral presentation to promote cultural awareness of business practices in that region.	8.6, 8.7, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.15,	A2.13, A3.3, A6.1,
<p>4. The Marketing Concept, Communication and Branding</p> <p>After completing this unit, students will be able to describe the scope of marketing and explain the economic value and benefits of marketing. In addition, they will be able to define what constitutes a market and identify key methods used to reach potential customers. Furthermore, students will be able to define the personal skills needed in a successful marketing position, as well as, the interpersonal skills that are needed to deal with the relationships between marketing employees and their customers.</p>	<p>Develop a marketing mix plan for a new product. Define your product offering, the target market(s) to which you are positioning yourself, a SWOT analysis, and product/price/place/promotion decisions. Write a written report, create a prototype, and give an oral presentation to the class.</p> <p>Research a brand that you are loyal to. Create a visual aid to identify the following: brand name, trade name, brand mark, trade character, or trademark and then present finished work to the class.</p>	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 8.3, 8.4, 8.5, 8.7, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 11.1, 11.2, 11.3, 11.4, 11.5	A1.1, A1.3, A1.5, A1.6, A1.7, A1.9, A4.1, A4.4, A4.8, A4.9, A4.10, A4.11, A5.6, A5.7, A6.4, A6.5, A6.6, A6.8, A7.2, A7.3, A7.4, A7.5, A7.6, A7.7, A7.8, A7.10, A8.2
<p>5. Selling</p> <p>After completing this unit, students will be able to use the eight steps in the sales process and explain the techniques that are applicable to both retail and industrial selling. Students learn to prepare for the sale by introducing the concept of feature-benefit selling and the understanding the importance prospecting, determining needs and approaching customers. In addition, it teaches the principles of presenting the product, handling customer objections, tips on closing the sale, suggestion selling, and the concept of relationship marketing.</p>	<p>Conduct preliminary field observations on examples of good/bad customer service. Research customer service standards on a particular business. Prepare a presentation incorporating findings from the information gathered.</p> <p>Prepare and present an 8-10 minute sales pitch for a product/service, identifying the features and benefits and how it relates to their target audience, preparing to respond to objections, and effectively closing the sale. Utilize appropriate visual aids and sales/marketing tools to deliver a realistic presentation.</p>	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 8.3, 8.4, 8.5, 8.6, 8.7, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.8, 10.9, 11.1, 11.2, 11.3, 11.4, 11.5	B1.1, B1.2, B3.1, B3.2, B3.3, B3.4, B3.5, B3.6, B3.7, B4.1, B4.2, B4.3, B4.4, B4.5, B4.6, B5.1

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<p>6. Promotion After completing this unit, students will be able to explain the role of promotion and how promotional strategies are coordinated for the appropriate promotional mix. They will learn about visual merchandising and display concepts, as well as be able to explain the different types of advertising media and how to calculate media costs. They will learn how advertising campaigns are developed and discusses the role of advertising agencies in marketing. Finally, they will learn basic design principles, elements of print advertisements and techniques for developing effective layouts.</p>	<p>Prepare an 8-11 page advertising campaign for a real product, service, company or business (of their choice) and present the campaign as if they are pitching to a prospective client/advertiser. The report/presentation should include promotional objectives, target market, media selection, promotional activities/timeline, budget, and client benefits.</p>	<p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 8.3, 8.4, 8.5, 8.6, 8.7, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 11.1, 11.2, 11.3, 11.4, 11.5</p>	<p>A3.6, A4.0, A4.1, A4.8, A4.9, A4.10, A4.11, A7.0, A7.1, A7.2, A7.3, A7.4, A7.5, A7.6, A7.7, A7.8, A7.9, A7.10</p>
<p>7. Pricing After completing this unit, students will be able to use pricing terminology correctly and effectively and perform computations related to pricing theory and practice. Students will be able to plan and implement a pricing strategy.</p>	<p>Conduct research about how different types of businesses establish their pricing policies. Select five different local businesses and determine how they set their pricing policies and what type of pricing they use. Describe pricing strategies and explain factors affecting pricing decisions. Present findings in a report and an oral presentation.</p>	<p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 8.3, 8.4, 8.5</p>	<p>A8.1, A8.2, A8.3, A8.4, A8.5</p>
<p>8. Marketing Information Management After completing this unit, students will be able to discuss the importance of marketing research in planning and implementing a marketing strategy. In addition, students will be able to describe the four important areas of marketing research and describe the five steps in conducting market research.</p>	<p>Conduct a market research analysis on a specific research objective. Develop the research instrument, conduct primary/secondary research, and gather/analyze the data. Present findings and conclusions in an oral presentation.</p>	<p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 8.3, 8.4, 8.5</p>	<p>A4.1, A4.1, A4.2, A4.3, A4.4, A4.5, A4.6, A4.7, A4.8, A4.9, A4.10</p>
<p>9. Product and Service Management After completing this unit, students will be able to identify the product life cycle, along with the planning, forecasting or marketing the products at all stages in the product life cycle. It also introduces the nature and scope of branding in product planning process.</p>	<p>Develop a prototype, a written report and an oral presentation introducing a new cereal product. Identify the target market, the positioning strategy, branding strategies and packaging decisions, as well as the rationale for all choices. Create a brand name, brand mark, trade character and labeling for the product.</p>	<p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 8.3, 8.4, 8.5, 8.7</p>	<p>A5.1, A5.2, A5.3, A5.4, A5.5, A5.6, A5.7</p>

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Course Outline Detail View	Key Assignments/Capstone Projects
International business project	Students will examine business practices in other countries.
Profit and Loss projects	Students will research pricing policies in various industries.
Product development	Students will develop a prototype and develop a brand strategy.

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COURSE TITLE	Introduction to Business/Careers
DATE	August 1, 2016
INDUSTRY SECTOR/PATHWAY	Marketing, Sales and Service / Entrepreneurship
COURSE DESCRIPTION	Introduction to Business / Careers is a single trimester elective course that introduces students to the world of business. Students will explore the foundations of business operations and gain knowledge and skills required for success in today's marketplace. This is a recommended class for students in grades 10 -12 who have an interest in general business or entrepreneurship
OCCUPATIONS FOR IDENTIFIED PATHWAY	Business Owner, Retail Sales Supervisor, Sales Professional, Manager Trainee, Assistant Buyer, Sales Agent, Business Services Manager, Operations Assistants, Financial Services Representative, Marketing Managers, Advertising and Promotions Manager, Hospitality Managers
COURSE GOALS	To introduce students to the business industry, and allow them to determine if it is a course of interest for continued education. This course will serve as a foundation for other business course students may take in high school or college. Will prepare student for future employment or business ownership and make them a more informed citizen and consumer
COURSE OBJECTIVES	Contained within course outline detail view
PREREQUISITES	N/A
ACADEMIC CREDIT	5 credits
CERTIFICATE	Yes- Program completion
ARTICULATION	NA
UC A-G APPROVED	NA
INSTRUCTIONAL STRATEGIES	Lecture, guided notes, multi-media sources, video, DVD's, career/educational websites demonstrations modeling expectations, internet research, peer evaluation, cooperative learning, group activities, graphic organizers, formal and informal assessments, tests/quizzes, unit projects, reading strategies
INSTRUCTIONAL MATERIALS / TEXTBOOKS	Introduction to Business Dlabay,Burrow,Kleindl Publisher:South-Western ISBN: 978-0-538-44561-0

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<p>1. Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.</p>
<p>2. Communications Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.</p>
<p>3. Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.</p>
<p>4. Technology Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.</p>
<p>5. Problem Solving and Critical Thinking Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.</p>
<p>6. Health and Safety Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.</p>
<p>7. Responsibility and Flexibility Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.</p>
<p>8. Ethics and legal Responsibilities Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.</p>
<p>9. Leadership and Teamwork Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.</p>
<p>10. Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the (industry) sector.</p>
<p>11. Demonstration and Application Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.</p>

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
1. Orientation 2. Review of course content, objectives and requirements 3. Professional introductions and networking	Students demonstrate professional introductions and networking skills	SLS 9-10 11-12.1 2.1 11.1	
4.Economics Decisions and Systems <i>After completing this unit students will be able to :</i> <ul style="list-style-type: none"> - Discuss career options in corporate economics - Explain difference between wants and needs - Distinguish between goods and service - Differentiate among the types of economic resources, problems and systems - Describe basics of supply and demand 	Students will demonstrate knowledge of consumer economic decision making steps and interest rates while learning the basic process of buying a car. Students will work cooperatively in a group of 3-4 and demonstrate the principles of Free Enterprise System. Students will prepare a presentation , proposing a Non- Profit business idea that creates a positive environment for the community	LS 9- 10, 11-12.6 SLS 11-12.2 WS 11-12.6 SLS 9-10 11-12.4 SLS 11-12.1d	A2.1 ,A2.2 A2.3, A2.4,A2.7, A2.8,A2.9, A2.10, B5.0,
5.Measuring Economic Activity <i>After completing this unit, students will be able to:</i> <ul style="list-style-type: none"> - Differentiate between 4 phases of business cycles - Explain causes of inflation and deflation - Understand interest rate - Define gross domestic product - Identify economic indicators 	Students conduct research for 5 different countries, comparing data that includes GDP, Unemployment rate, Imports and Exports. Data is published on table formatting for business reporting	WS 11-12.6 WS 11-12.7 SLS 9-10 11-12.1 2.4,4.1,4.3,11.1,	A2.9,A2.10, A2.12,B5.1, B5.2,B5.5,B 5.6
6. Business in the Global Economy <i>After completing this unit, students will be able to:</i> <ul style="list-style-type: none"> - Describe importing and exporting - Compare balance of trade and payments - List factors that affect value of global currencies - Describe components of international business environment - Identify trade barriers - Discuss activities of multinational organizations - Explain common international business entry modes 	Students will select a specific country and conduct internet research on how to do business within that country. Students will create and present research through a power-point/ oral presentation to class	LS 9-10, 11-12.6 WS 11-12.6 WS 11-12.7 SLS 11-12.1b 4.3,9.5,9.6,11.,	A2.2,A2.9, A2.12, A2.13, C1.6

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<p>7. Business Organization and Structure <i>After completing this unit, students will be able to:</i></p> <ul style="list-style-type: none"> - Describe the changing status of U.S employment - Discuss role of business in the U.S economy - Describe 3 major types of businesses - Understand 3 major forms of business ownership - Recognized other specialized forms of business ownership - Understand important principles in designing an effective organization 	<p>Students will research and conduct an oral presentation on a selected Form of Business Ownership.(Corporation, Franchise, Non-Profit)</p>	<p>WS11-12.6 SLS 11-12.1b, 2.4,2.5,4.3,10.1, 11.1</p>	<p>A1.2,A1.4, C3.2,C9.1,C 9.4,</p>
<p>8. Marketing Basics <i>After completing this unit, students will be able to:</i></p> <ul style="list-style-type: none"> - Define important marketing concepts - Identify functions of marketing - Describe consumer decision making process 	<p>Students will work with a partner(s) to create a concept for a new product for a selected target market. They will create a rough draft drawing of product</p>	<p>LS 9-10,11-12.6 WE 11-12.6 SLS9-10, 11-12.1.b 2.5,4.1,4.3,5.1,5. 2,7.4,9.2,10.3, 10.7,10.14,11.1, 11.3,</p>	<p>C3.3,C3.6,C 4.0,C4.5 ,C4.2,C4.6</p>
<p>9. Developing Effective Products & Services <i>After completing this unit, students will be able to:</i></p> <ul style="list-style-type: none"> - Understand and justify importance of market research - Identify the components of a product - Describe the differences between products and services - Discuss how the selling price is calculated - 	<p>Student will finalize a product idea, packaging details, pricing decisions and target market in a business report outline</p> <p>Students will construct a market research survey, administer to 25 people, gather data and calculate data for a new product idea. Students will finalize with conclusions and an action plan this new product</p>	<p>LS 9-10 11-12.6 WS 11-12.7 SLS 9-10 11-12.1 SLS 11-12.1b 5.1,5.2, 5.4</p>	<p>A4.4,A4.6, C9.5 C4.0,C4.3, 2.4,</p>
<p>10. Planning Promotion <i>After completing this unit, students will be able to:</i></p> <ul style="list-style-type: none"> - Justify the importance of marketing communication - Identify and describe the common types of promotion 	<p>Students will demonstrate the ability to design 2 forms of promotion for a new product. All guidelines for specific forms of media must be followed</p>	<p>LS 9-10 11-12.6 WS 11-12.7 SLS 9-10 2.4,7.7,9.3,10.3, 11.1,</p>	<p>A1.9,A5.7 A7.1,A7.4 ,A7.5,2.4,</p>

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<p>11. Entrepreneurship and Small business Management <i>After completing this unit, students will be able to :</i></p> <ul style="list-style-type: none"> - Identify characteristics of successful entrepreneurs - Recognize importance of entrepreneurship in the economy - Identify important characteristics of small businesses - Describe elements of a business plan - Identify types and sources of financing for a small business 	<p>Students will present business idea in a role-play situation, requesting funding from several investors</p> <p>Students will locate a business plan outline from internet research and determine why each section is important for business success</p>	<p>LS 9-10 11-12.6 WS 11-12.7 SLS 9-10 2.4,2.5,4.1,4.3,7. 7,9.3,10.3,11.1,</p>	<p>A3.1,C4.2 C4.5,C4.6 C6.1,C6.2,</p>
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Course Outline-Detail View	Key Assignments / Capstone Projects
Student store participation	Students will work in various aspects of business to support the school student store and use profits for DECA activities and projects in class.
School promotion projects	Students will support GHS cafeteria and campus to promote sales and products for student body.
Online marketing	Students will create electronic promotion projects to demonstrate learning.
Market research	Students will conduct surveys of a fictional product to demonstrate how surveys guide product development.

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COURSE TITLE :	Introduction to Criminal Justice	
DATE	August 1, 2016	
INDUSTRY SECTOR/PATHWAY	Public Services	
COURSE DESCRIPTION	<p>This course gives the students exposure to the opportunities that are available in the Criminal Justice system. It also provides them with a basic overview of the hiring process and the ethical values needed for a successful career.</p> <p>Students will learn the basics of the enforcement codes that are used for the profession as well as how documentation is important for the both recollection and prosecution.</p> <p>As the course progresses the students are taught the value of report writing and given several practical exercises to both develop and improve on their documentation skills.</p> <p>The next level in the course teaches them the basic skills of Crime Scene Investigation. Several practical exercises are performed to start the development of skills they will use later.</p> <p>To bring all the information together the students perform in Mock Trials, which shows the importance of knowing the law and the strength a sound report gives them and Mock Crime Scenes, which shows how the practical skills come into play.</p>	
OCCUPATIONS FOR IDENTIFIED PATHWAY	<p>372-367-010 Community Service Officer 375-384-010 Police Officer; Identification & Records 375-587-010 Parking Enforcement Officer 375-367-014 Complaint & Evaluation Officer 376-367-026 Undercover Operator— Retail Trades 376-267-010 Investigator, Cash shortage— Retail Trades 377-263-010 Sheriff’s Deputy 377-264-010 Investigation Officer</p>	

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	<p>33-3021.03 Criminal Investigators and Special Agents 33-3021.01 Police Detectives 33-3021.02 Police Identification and Records Officers 33-3021.00 Fish and Game Wardens 33-3051.03 Sheriffs and Deputy Sheriffs 029.261-026 Crime Laboratory Analyst</p>
<p>COURSE GOALS:</p>	<p>The goals of this course are to enhance the student’s knowledge of the Criminal Justice System. Armed with the information provided the student will be able to better select the aspect of the career which best suits them.</p>
<p>COURSE OBJECTIVES</p>	<p>A. a basic understanding of all aspects of Law Enforcement as a career including sworn and non-sworn positions; B. knowledge of basic criminal laws; C. knowledge of the court process from arrest to disposition; D. understand the court process including the trial, plea bargaining and final case disposition; E. basic knowledge or trial preparation including witness preparation, evidence preparation, and testifying; F. ability to perform basic conflict mediation skills; G. knowledge of the benefits of using verbal vs. physical tactics to resolve conflict; H. ability to identify and resolve situations involving sexual harassment in the workplace; I. understanding of correctional system and its importance; J. fundamental understanding of the powers of observation; K. basic knowledge of crime scene investigation; L. basic knowledge of evidence including collection, packaging and the processing of evidence for court; M. basic knowledge of how evidence is influential in the court process; N. basic report writing skills including being the originator and also writing a supplemental report; O. basic knowledge of a criminal investigation including interview and interrogation techniques;</p>

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	P. knowledge of the juvenile justice system and how it differs from the adult system of criminal justice.
PREREQUISITES:	None at this time
ACADEMIC CREDIT:	10 to 15
CERTIFICATE	No
ARTICULATION:	Yes Las Positas College
UC A-G APPROVED	Yes
INSTRUCTIONAL STRATEGIES	<ul style="list-style-type: none"> • Quiz and Written Testing • Text Questions • Projects and Plans • Interviews • Small Group work • Presentations from the small groups • Citizen Ride along (with the local Police Department) • Participation in Mock Crime Scenes and Trials. • Video • Case Studies
INSTRUCTIONAL MATERIALS / TEXTBOOKS	<p><u>CJ2014</u>, James A. Fagan, Pearson Higher Education Publishing; 2014</p> <p><u>Street Law Mock Trial</u>, Published by The National Institute for Citizen Education in the Law</p> <p><u>Criminal Evidence</u>, 5th Edition; Norman M. Garland; McGraw and Hill, publishers, 2006</p> <p><u>Crime Scene Investigation and Physical Evidence Manual</u>, 2nd Edition; Robert R. Ogle Jr. 1995</p>

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CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS - (Essential Employability Skills)

<p>1. Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.</p>
<p>2. Communications Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.</p>
<p>3. Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.</p>
<p>4. Technology Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.</p>
<p>5. Problem Solving and Critical Thinking Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.</p>
<p>6. Health and Safety Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.</p>
<p>7. Responsibility and Flexibility Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.</p>
<p>8. Ethics and legal Responsibilities Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.</p>
<p>9. Leadership and Teamwork Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.</p>
<p>10. Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the (industry) sector.</p>
<p>11. Demonstration and Application Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.</p>

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
<p>ORIENTATION:</p> <ul style="list-style-type: none"> A. Provide each student with all the registration and ROP forms. Completion date of two days. B. Enter all students in the ROP attendance data base. C. Cover class expectations and provide students with a copy for parents to read and sign. D. Discuss all exercises that will take place outside the classroom and class time. Emphasize the importance to participate in the exercises and the effect non-participation will have on the student's grade. 	<p>Students will complete all registration forms, release paperwork and review of the class syllabus.</p>		
<p>TWO MINUTE DRILL:</p> <ul style="list-style-type: none"> A. Students are to select a 3x5 card from a random assortment of cards. Each card contains a single word. B. Each student will then be given time to study the word and when ready they will talk about the word for a period of two minutes. C. The assignment is the first step leading to full presentations later in the year. 	<p>Students utilize their skills to present on a benign topic which causes them to think on the go. The teacher can then evaluate the strength or weakness the student may have in public speaking.</p>	<p>2.1, 2.2, 2.3</p>	<p>A4.4</p>
<p>Sexual Harassment in the workplace and school:</p> <ul style="list-style-type: none"> A. Video which provides examples of sexual harassment in the workplace as well as school. B. Lecture of what is the policy for reporting sexual harassment in class and school. C. Case studies are presented to the class of actual cases and the outcome in cost and 	<p>Students view a video with examples of Sexual Harassment. Case studies of actual cases where the students have input on whether the outcome was warranted. Discussion also takes place on how sexual harassment affects</p>	<p>5.1, 5.4, 8.4</p>	

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discipline.	them in school.		
<p>The Nature of Crime, Law, and Criminal Justice</p> <p>A. Students will study the development of crime and the Criminal Justice System</p> <p>B. The students will learn the Criminal Justice process from first contact to adjudication.</p> <p>C. Instruction provided to allow students to decide if The Criminal Justice System is effective or is a non-system.</p> <p>D. Lecture and discussion will be utilized to provide students with information concerning the reporting and evaluation of crimes throughout the United States.</p> <p>E. Students will be instructed on how and why people become victims and how to avoid being a victim.</p> <p>F. Instruction will be provided to encourage discussion on what is a crime; the difference between Criminal and Civil Law; levels of proof (preponderance of evidence vs. beyond a reasonable doubt); incarceration vs. monetary punishment.</p> <p>G. Defenses used during the trial process.</p>	<p>Students complete worksheets concerning the topic of information as well as presentations.</p> <p>Comprehensive tests to check on retention of the information.</p>	8.2, 10.1	A) 1.1, 1.6, 1.10, 4.3

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<p>History of the Criminal Justice System</p> <p>A. Students will be taught about the beginnings of the Criminal Justice System as we know it today from the days of watchmen to today’s modern Police department.</p> <p>B. Discussion between students about how and where laws originated.</p> <p>C. Information to be provided on issues in policing including the profession, styles of policing, the selection process, education required, racial profiling and racism, use of force, and the stress connected to officer involved shootings.</p> <p>D. Background and information on the organization, role in society and function</p> <p>E. Information concerning the hiring process including applications, assessment interviews, psychiatric/polygraph tests and the background process.</p>	<p>Students complete worksheets and are tested for comprehension. Students are also receiving lecture and examples concerning the topic matter.</p>	<p>10.1</p>	<p>A 1.2, 1.3, 1.4, 2.0, 2.2, 5.3</p>
<p>Courts and Adjudication</p> <p>A. Through presentations and research students will provide information on the entire court process from arraignment to incarceration, the roles of the defense, prosecution, and the judge, the trial itself and the jury process. Finally the punishment and sentencing portion of the trial.</p>	<p>Students complete worksheets on the topic matter and are tested for comprehension. Presentation from groups of students to the class on the different aspects of the court system.</p>	<p>7.3, 7.4</p>	<p>C 1.1, 1.2, 1.4, 1.5, 1.8, 4.1, 4.2, 4.5</p>
<p>Mock Trial Process</p> <p>A. Using all the information and practical work that the students have gained the students will work in teams to analysis a specific case and develop a strategy for prosecution.</p> <p>B. Using all the information and practical work that the students have gained the students will work</p>	<p>Students are provided a handbook as a guide to mock trial. Students complete exercises on different aspects of the trial process Students then perform them in a mock trial and are evaluated on their understanding of each process and the</p>	<p>7.3, 7.4</p>	<p>C 4.5, 4.8, 9.0, 9.5, 9.3, 9.9, 9.13, 9.14, 9.15,</p>

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<p>in teams to analysis a specific case and develop a strategy for defending a suspect.</p> <p>C. Each group is responsible for identifying the positives and negatives in the case.</p> <p>D. The students will develop opening statements, lines of questions to be asked, cross examination questions and closing arguments.</p> <p>E. The students upon completion will be graded on accuracy, proper techniques used, neatness, presentation skills, appearance and teamwork.</p>	<p>need to prepare.</p>		<p>9.16, 10.2, 10.3</p>
<p>Death Penalty</p> <p>A. After discussion and viewing of videos the students are queried on their stance on the death penalty and then the students write a persuasive essay on the opposite side they support.</p>	<p>Students are asked at the beginning of the unit whether they are Pro/Con on the Death Penalty. After lecture and videos are provided to the students they are asked to write a persuasive essay on the opposite of what they support. Part of the essay is for them to explain whether they have changed their stance and why.</p>	<p>5.1, 5.4</p>	<p>A 2.9</p>
<p>Corrections</p> <p>A. The students will be provided with information on the correctional system; its history, the career, the difference between federal and state corrections.</p>	<p>Students are provided with lecture and textbook information. Students are provided an opportunity to tour a local jail to see how prisoners are housed and how the system works.</p>	<p>3.1, 3.6, 3.9</p>	<p>A 1.1, 1.2, 1.4, 1.6, 1.7, 2.8, 3.1, 4.1, 6.1, 6.2</p>
<p>Report Writing</p> <p>A. Provide information on what be in a report as well as how a report is structured.</p> <p>B. Define the difference between an original report and a supplemental report.</p> <p>C. Provide instruction on what distinguishes the</p>	<p>Through lecture the students are provided with the information on the difference between the technical writing of police reports and the literary writing they use every day. Students are asked to write reports</p>	<p>5.1</p>	<p>A 4.1, 4.2, 4.3, 4.6, 4.7, 4.8</p>

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<p>difference an interview and an interrogation.</p> <p>D. Practical exercises on both writing original reports and supplemental stressing the importance of grammar, punctuation, spelling and attention to factual details.</p>	<p>using information that is given to them. The students are asked to ask questions to obtain all the information needed to complete the report. Reports are then graded and given back to students for correction.</p>		
<p>Crime Scene Investigation</p> <p>A. Students are provided with definition of what a crime scene is and how it is secured.</p> <p>B. Lecture and Practical exercise on crime scene searching.</p> <p>C. Lecture and practical exercise on crime scene photography.</p> <p>D. Lecture and practical exercise on crime scene measuring and sketching.</p> <p>E. Lecture and practical exercise on crime evidence identification and collection.</p>	<p>Students are provided with lecture and handout information on the different aspects of processing a crimes scene. Students are then asked to synthesize the information and apply all the skills they have learned.</p>	<p>5.1, 5.2, 5.3</p>	<p>A 1.5, 1.6, 2.5, 2.7, 4.2, 4.3, 4.6, 4.7</p>
<p>Evidence</p> <p>A. Description of evidence.</p> <p>B. Admissibility of evidence in court.</p> <p>C. Information covering presumptions, burden of proof, and stipulations to evidence.</p>	<p>Students are provided information through lecture on what evidence is, how it is evaluated and relevant to the investigation, as well as, how to determine if it is usable in the court process.</p>	<p>8.4</p>	<p>C 2.5, 4.2</p>
<p>Witness Statements and Privileged Communication</p> <p>A. Discussion on who can be a witness in a trial.</p> <p>B. What witness statements are protected and can't be shared in court.</p> <p>C. Discussion on how the privilege can be broken</p>	<p>Students through lecture and literature are instructed on what and how witness statements are used as evidence.</p>	<p>8.4</p>	<p>C 2.5, 4.2</p>

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<p>and by whom.</p> <p>D. Discussion and lecture on the different types of witnesses and how they are used in the court process. The topic includes the definition and differences between lay and expert witnesses.</p> <p>E. Credibility of witnesses and how they may be impeached.</p> <p>F. Re-enforce through demonstration the difference between an Interview and an Interrogation.</p>			
<p>The Hearsay Rule</p> <p>A. What is the Hearsay Rule, a definition.</p> <p>B. Discuss how the Hearsay Rule affects witness testimony during the trial.</p> <p>C. Discuss admissibility of Hearsay.</p> <p>D. Classroom exercises to assist students in identifying hearsay from first-hand information.</p>	<p>Students are instructed on what hearsay is and how the rule affects a witness’s statement.</p> <p>Students also learn how to identify hearsay from firsthand information.</p>	<p>8.4</p>	<p>C 2.5, 4.2</p>
<p>Admissions and Confessions</p> <p>A. Definition provided to students on admissions and confessions.</p> <p>B. Provide lecture on the difference between the two and show examples of each.</p> <p>C. Describe how each can be used in trial.</p> <p>D. Discuss how they are affected by the “Miranda Rule”, also when does Miranda apply and when can a violation be used in trial.</p>	<p>Students are taught the difference between an admission and confession.</p> <p>Students are provided with what the constitutionality of a legal confession as it relates to Miranda.</p> <p>Students use the information during later exercises when interviewing witnesses.</p>	<p>8.4</p>	<p>C 2.5, 4.2</p>
<p>Exclusionary Rule</p> <p>A. Through lecture and example provide a definition and history of what the exclusionary rule is and how it has evolved in California.</p> <p>B. Through example and case study show how the exclusionary rule relates to suspect</p>	<p>Students will be provided with information on how evidence is excluded from the trial to later use this information in the mock trial and crime scene processing.</p>	<p>8.4</p>	<p>C 2.5, 4.2</p>

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<p>identification.</p> <p>C. Define the different ways that a defendant can be identified and the procedures that must be followed.</p>			
<p>Direct Versus Circumstantial Evidence</p> <p>A. Define what is direct evidence.</p> <p>B. Define, circumstantial evidence.</p> <p>C. Provide the students with information on Modus Operandi (MO).</p> <p>D. Define consciousness of guilt.</p> <p>E. Through lecture define a victim and how in some cases they are protected or shielded from public scrutiny.</p>	<p>Students will be provided with the difference between direct and circumstantial.</p> <p>Students will use this information during the mock trial and the crime scene processing.</p> <p>Students will also Learn what the “Best Evidence” term relates to.</p>	<p>8.4</p>	<p>C 2.5, 4.2</p>
<p>Documentary Evidence and the right of Discovery</p> <p>A. Lecture and video on what makes a document a piece of evidence.</p> <p>B. How can the document be authenticated.</p> <p>C. Define the “Best Evidence Rule”.</p> <p>D. Cover all aspects of the Discovery Rule and when it is applicable.</p>	<p>Students will learn the value of documentary evidence and the proper way to use it in the trial process.</p>	<p>8.4</p>	<p>C 2.5, 4.2</p>
<p>Testifying in a court trial</p> <p>A. Provide information to the students through lecture, video, practical exercise, on how to testify in court.</p> <p>B. Each student will be provided with an exercise to prepare for and then put into a position to answer questions. This is application prepares the student for not only testifying but also any other situation where an interview may be required.</p>	<p>Students will be provided with information on how to testify effectively in court.</p> <p>Students will be given through example the importance of preparation before trial and how the report is important tool.</p> <p>Students will use this information during the mock trial.</p>	<p>8.1, 8.3, 8.4</p>	<p>A 1.4, 2.1, 4.2, 4.5, 4.6,</p>

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<p>Crime Scene Practical exercises</p> <p>A. Through practical application students work to become proficient in the following topic, photography of evidence and a crime scene; attempting to fingerprint, identify a latent print, and then collecting the print from an evidentiary item; measuring and diagramming a crime scene so that it represents it accurately and proportionately; document through report writing all actions that were taken and by whom.</p>	<p>Students will use investigation and interview skills that were learned throughout the year to process a crime scene.</p> <p>Students will complete a report that includes interviews, diagrams, photos and provide their assessment of the crime scene.</p>	<p>9.1, 9.7, 10.3</p>	<p>A 2.1, 2.5, 2.7, 4.1, 4.6, 6.2, 6.3</p>
<p>Mock Crime Scene Exercise</p> <p>A. Using all the information and practical work that the students have gained the students will work in teams to analysis a specific case and develop a strategy for prosecution.</p> <p>B. Using all the information and practical work that the students have gained the students will work in teams to analysis a specific case and develop a strategy for defending a suspect.</p> <p>C. Each group is responsible for identifying the positives and negatives in the case.</p> <p>D. The students will develop opening statements, lines of questions to be asked, cross examination questions and closing arguments.</p> <p>E. The students upon completion will be graded on accuracy, proper techniques used, neatness, presentation skills, appearance and teamwork.</p>		<p>9.1, 9.7, 10.3</p>	<p>A 2.1, 2.5, 2.7, 4.1, 4.6, 6.2, 6.3</p>

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Course Outline-Detail View	Key Assignments / Capstone Projects
Patrol Information	Students can opt to participate in a ride along with the local police department to see how the system works. Students then write a short essay on their experience and impression.
Crime Scene	Students are grouped into three to five classmates and then process a mock crime scene. They are required to sketch the scene, photograph, and interview potential witnesses. The exercise is then summarized in a supplemental report with what transpired and what the possible charges that should be brought against the suspects.

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COURSE TITLE	Introduction to Health Careers
DATE	August 1, 2016
INDUSTRY SECTOR/PATHWAY	Health Science and Medical Technology/Patient Care
COURSE DESCRIPTION	<p>As TVROP has revised its Health Careers Pathway to meet the continual increasing demand for college preparatory coursework with an emphasis on Medicine, we have recognized a need for an introductory course to provide foundational experience to help determine if and which medical field is appropriate for the student to pursue.</p> <p>The course is designed to expose students to the Healthcare Industry by surveying the wide spectrum of Health Career occupations and equipping them with the entry-level knowledge and skills that apply to a variety of health occupations. Students who successfully complete this course will acquire the necessary core knowledge and skills that will allow them to pursue an education and career in the Healthcare Industry.</p> <p>Introduction to Health Careers is an introductory course intended to give students a chance to explore the Healthcare Industry. Students will gain an understanding of job research techniques as well as effective job seeking skills. In addition students will be trained and become certified in BLS CPR and First Aid. Each student will explore the use of several different types of instrumentation that it utilized in medical, clinical, and laboratory settings. The computer literacy component will enable the student to access the database, make entries, and retrieve copies for clinical use. Students will explore the major career fields and be able to distinguish between technical, professional, and entry level positions within each area. The course is intended as a prerequisite course for the TVROP Medical Occupations course and the Nursing Careers course. This will allow the student to make rational choices for junior and senior year coursework, which will increase their candidacy admission into post-secondary educational institutions and/or occupational positions.</p> <p>This course has just been approved for UC “g” elective credit and is currently pending articulation at our local Community college for transferrable college credits.</p>
OCCUPATIONS FOR IDENTIFIED PATHWAY	1. 074.382-010 Pharmacy Technician

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	<ol style="list-style-type: none"> 2. 078.381-014 Medical Laboratory Technician 3. 079.362.010 Medical Assistant 4. 079.364-022 Phlebotomy 5. 201.362-014 Medical Secretary 6. 079.364-018 Physician Assistant 7. 070.101-026 Family Practitioner 8. 079.374-010 Emergency Medical Services 9. 075.364-010 Registered Nurse
COURSE GOALS	The Introduction to Health Careers course focuses on the exploration of human biology, diseases, diagnostics and treatments as well as careers in the medical field with hands on experience.
COURSE OBJECTIVES	Contained within the lesson plans of the individual units of instruction.
PREREQUISITES	Enrollment in or completion of Algebra 1 & Biology
ACADEMIC CREDIT	1 year Elective/10-15 credits
CERTIFICATE	Yes – BLS CPR
ARTICULATION	Pending approval
UC A-G APPROVED	Yes G Elective
INSTRUCTIONAL STRATEGIES	<p>Lecture and Demonstrations</p> <p>Multimedia Sources such as biology videos, surgeries and learning software</p> <p>Anatomy software</p> <p>Guest Lecturers</p> <p>Lab experiences</p> <p>Job shadowing opportunities</p> <p>Instructional DVDs</p> <p>Career and Educational Websites</p> <p>Safety handouts</p> <p>Visual Aids - models</p>

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INSTRUCTIONAL MATERIALS / TEXTBOOKS	<p>Textbook:</p> <p>Title: Medical Terminology Edition: 6th Pub Date: 2008 Publisher: Delmar/Cengage Learning Author(s): Ann Ehrlich and Carol Schroeder Usage: Primary Text Read in entirety or near entirety</p> <p>Supplemental:</p> <p>Title: Human Anatomy and Physiology Edition: 7th Pub Date: 2006 Publisher: Benjamin Cummings Author(s): Elaine Marieh and Katya Hoehn Usage: Supplementary or Secondary Text Excerpts, approximate number of pages: 100</p>
Assessment Methods and/or Tools	<p>Written Quizzes/Exams Student Presentations - Medical Topics Student Presentations - Medical Careers Student Demonstrations Hands-on Laboratory Activities Model Building</p>

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CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS - (Essential Employability Skills)

1.	Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.
2.	Communications Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.
3.	Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.
4.	Technology Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.
5.	Problem Solving and Critical Thinking Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.
6.	Health and Safety Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.
7.	Responsibility and Flexibility Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.
8.	Ethics and legal Responsibilities Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
9.	Leadership and Teamwork Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.
10.	Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the (industry) sector.
11.	Demonstration and Application Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards 2	Pathway Standards	Common Core Standards
<p>1. Introduction</p> <ul style="list-style-type: none"> A. Introduction to course content and requirements B. Ways of Learning Course Objectives C. Student Responsibilities D. Classroom Protocol 		RSTS 9-10,11-12.4	D2	
<p>2. CPR Certification</p> <ul style="list-style-type: none"> A. BLS CPR Certification B. First Aid Certification 	<p>2.1 Students will attend a one-week intensive class with a certified BLS CPR instructor to receive their BLS CPR certification.</p> <p>2.2 Students will receive their First Aid certification.</p>	RSTS 9-10 11-12.4 SLS 9-10 11-12.1 SLS11- 12.1B	D2.1, D2.2, D2.3, D2.4, E3.5, E5.1	
<p>3. Health Care Systems & Economics</p>	<p>3.1 Today's Health Care System Students will work in groups researching historical healthcare systems and compare them to today's health care systems here in the United States. Students will then look at the different types of health facilities and create a visual diagram to understanding the different facilities.</p> <p>3.2 Health Care Economics Students will learn through research and presentations about the differences in Health Care payment methods, cost containment, PPO's vs. HMO's vs Kaiser and how to use medical resources efficiently without sacrificing patient care.</p>	WS 11- 12.7 SLS 11- 12.1b	C1.1, C1.2, C3.3, C3.4, E1.1, E1.2, E1.3, E3.1- 3.5	

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<p>4. Laws, Ethics, & Professionalism in Health Care</p>	<p>4.1 Medical Law 4.2 Medical Ethics 4.3 Professionalism Lesson will be presented via PowerPoint. Students will then be given different “what would you do?” cases and be asked to present to the cases in class, presenting both sides of an argument, if there is one, and what law or ruling was made if any.</p>	<p>WS 11-12.7 SLS 11-12.1b</p>	<p>C1.1, C1.2, C3.3, C3.4, E1.1, E1.2, E1.3, E3.1-3.5</p>	
<p>5. Careers in Health Care Profession</p> <p>A. Benefit from health care practitioners speaking about their own careers. B. Research various careers in the health care professions. C. Recognize educational requirements for different healthcare careers. D. Utilize medical equipment found in various health careers. E. Appreciate cultural diversity in alternative medical fields. F. Identify key stages in the history of Medicine</p>	<p>5.1 Career Research Projects/Presentations</p> <p>Students choose a career they have a strong interest in then research the education, training, skills and other requirements needed to enter the career. In addition, students include education facilities who offer the required education/training, the salary information, and local facilities who hire for the specific career. Students create PowerPoint presentation and career flyers, and then present the information in class to their teacher and peers. This project is linked to the Career Research component of the course outline.</p>	<p>2.0 3.1, 3.3, 3.4, 3.5, 3.8, 3.9 4.0 7.3, 7.4, 7.7 8.3, 8.4, 8.6, 8.7 10.4 11.1, 11.2</p>	<p>B6.4 B6.5 B6.6 B12.0</p>	<p>LS 9-10, 11-12.6 SLS 11-12.2 WS 11-12.6 SLS 9-10, 11-12.1 SLS 11-12.1d</p>

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<p>6. Basic Medical Terminology</p> <p>A. Students will describe anatomical positions, common anatomical planes and directional terms</p> <p>B. Students will identify and utilize basic medical prefixes, roots, suffixes and abbreviations</p>	<p>6.1 Flashcards, Posters and PowerPoint</p> <p>Students create flashcards for all medical terms. Posters and Power Points are created individually or in groups, then presented to the class.</p>	<p>2.7, 2.8</p>	<p>B2.0 B5.0</p>	<p>LS 9-10, 11-12.1-6 RSIT 11-12.4</p>
<p>7. Students will explore the basic anatomy and physiology of multiple body systems. In addition to learning about each body system, students will explore the health and wellness of each system (Skeletal, Muscular, Integumentary, Gastrointestinal, Circulatory, Respiratory, and Urinary).</p> <p>A. Anatomy and Physiology</p> <ol style="list-style-type: none"> i. Cell structure, human body tissues, homeostasis ii. Describe the normal structure and function of cells and organs in multiple body systems iii. Create heart and lung models, describe anatomy and physiology of each structure in the model iv. Construct digital 3-D anatomical structures of multiple tissues and organs to apply knowledge of anatomy <p>B. Illness, Disease and Traumas</p> <ol style="list-style-type: none"> i. Identify the major communicable 	<p>7.1 Heart Model</p> <p>Students create a 3-D heart model using clay or other materials. The model must be anatomically correct and include all major heart structures. Students use the model to learn and later explain the structure and function of the heart, which connects with the anatomy and physiology component of the course.</p> <p>7.2 Bone/Joint Project</p> <p>Students create a 3-D model of either an entire bone or a moveable joint Each model must have one or more diseases or traumas and all models must include an appropriate repair of the ailment. This assignment allows students to connect the anatomy and physiology component of the course with the identification of appropriate treatment plans for various injuries, illnesses and diseases.</p>	<p>2.0 4.0 7.4 8.4, 8.6 9.2, 9.6 10.1</p>	<p>B1.1, B1.2, B1.4 B2.0 B4.0 B5.0 B6.0 B7.0 B9.0</p>	<p>LS 9-10, 11-12.6 WS 11-12.6 SLS 9-10, 11-12.1 SLS 11-12.1d SLS 11-12.1b</p>

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<p>and chronic diseases as manifested in the individual body systems</p> <ul style="list-style-type: none"> ii. Describe major chronic diseases, their symptoms and treatments iii. Describe personal and public health issues related to communicable diseases iv. Identify specific symptoms and presentations related to traumas <p>C. Diagnostics and Treatment</p> <ul style="list-style-type: none"> i. Interact with patients (other students), collect subjective and objective data and create SOAP notes ii. Identify appropriate diagnostic tools, tests and examinations for various symptoms and conditions related to each body system iii. Describe steps involved in common diagnostic exams iv. Identify possible outcomes related to various diagnostic tests v. Identify appropriate treatment plans for various injuries, illnesses and diseases vi. Identify various medical tools used for diagnosis and treatment in a medical setting 	<p>7.3 Student Presentations</p> <p>Throughout the year, students are assigned medical topics to research and present. Students create PowerPoints and/or posters followed by an oral presentation of the topic. At times students work with partners or in groups, while other times they are given a topic to research and present on their own. These assignments allow students to expand their knowledge through the research of various medical topics using the textbook, classroom resources and the internet. Assignments are linked to multiple units in the course outline including medical terminology, anatomy and physiology, diseases/traumas and treatments.</p> <p>7.4 Muscular System Group Videos</p> <p>Students work in groups to create videos showing the use of 30 or more skeletal muscles. Students create workout videos, music videos, or stage productions to exhibit their knowledge of both the name and function of skeletal muscles. All students in the groups must be in the video at some point. This process exposes students to efforts involved with working as a group to complete projects. This project connects with the human physiology portion of the course outline.</p>			
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<p>8. Clinical Skills</p> <p>A. Lab Safety</p> <ul style="list-style-type: none"> i. Demonstrate fundamental knowledge of standard precautions and clinical safety as it applies to medical procedures. ii. Develop background working knowledge of basic sterile and aseptic techniques. <p>B. Vital Signs and other Measurements</p> <ul style="list-style-type: none"> i. Follow clinical procedures to obtain temperature, pulse, respirations, blood pressure, pulse oximetry, height and weight <p>C. Removal and Analysis of Blood and other Various Body Substances</p> <ul style="list-style-type: none"> i. Demonstrate proper safety and standard procedures during glucometry, blood typing and blood smears ii. Analyze urine using a ten test reagent strip iii. Demonstrate proper procedure during rapid strep determination <p>D. Orthopedic Equipment</p> <ul style="list-style-type: none"> i. Demonstrate ability to apply splints and casts ii. Demonstrate how to properly fit removable orthopedic devices and recognize importance of patient teaching points <p>E. Medical Documentation and Charting</p> <ul style="list-style-type: none"> i. Demonstrates accurate charting of subjective and objective patient data 	<p>8.1</p> <p>Students will obtain all knowledge and experience in this unit by completing 50 hours of volunteer service with various industry site partners.</p>	<p>5.6 6.1, 6.2, 6.3, 6.5, 6.6, 6.7, 6.8 7.4 8.1, 8.3, 8.4 9.1, 9.2 10.1, 10.2, 10.4, 10.5 11.5</p>	<p>B2.1, B2.2, B2.4 B3.0 B4.0 B5.0 B6.0 B7.0 B10.0 B12.0</p>	<p>WS 11-12.7 RSTS 9-10, 11-12.4 SLS 9-10, 11- 12.1 SLS 11-12.1d SLS 11-12.1b WS 11-12.6</p>
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<p>9. Blood</p> <p>A. Analysis of Components</p> <ol style="list-style-type: none"> i. Identify anatomy and physiology of each blood cell type ii. Identify components of plasma iii. Analyze blood smears <p>B. Blood Types</p> <ol style="list-style-type: none"> i. Demonstrate knowledge and relevance of each type ii. Determine compatible matches for each blood type <p>C. Bloodborne Pathogens</p> <ol style="list-style-type: none"> i. Identify organisms transmitted through contact with infected blood ii. Identify behaviors that prevent exposures iii. Identify protocols following exposures 	<p>9.1 Blood Brochure</p> <p>Students create a blood brochure using knowledge of the components of blood, blood type and blood typing relevance and determination. This project is linked to the blood unit in the course outline as well as the anatomy and physiology portion of the outline.</p>	<p>4.1, 4.2 5.1, 5.2, 5.4, 5.6 6.6, 6.8</p>	<p>B2.1, B2.3, B2.4 B5.3, B5.4, B5.5, B5.6, B5.7 B7.3, B7.4, B10.2, B10.3, B10.4, B10.5, B10.6, B11.4</p>	<p>WS 11-12.6 WS 11-12.7 RSTS 9-10, 11-12.4</p>
<p>10. Pathogens and Related Diseases</p> <p>A. Demonstrate knowledge of Viruses, Bacteria, Fungi and Parasites.</p> <p>B. Demonstrate the relationship between pathogens, their symptoms, modes of transmission, treatment and specific related diseases.</p> <p>C. Demonstrate fundamental knowledge of standard precautions and clinical safety as it applies to medical procedures</p>	<p>10.1 Contagion Letter</p> <p>Students write a letter from the perspective of one of the main characters in the movie Contagion. This assignment connects with the blood borne pathogens training in the course outline.</p>	<p>5.6 6.6, 6.8 7.8 8.2, 8.3, 8.4, 8.7 9.1, 9.2, 9.6, 9.7 10.1, 10.2, 10.4</p>	<p>B2.3, B2.4 B3.0 B5.0 B10.0 B11.0 B12.0 B13.2, B13.4</p>	<p>WS 11-12.7 RSTS 9-10, 11-12.4 SLS 9-10, 11- 12.1 SLS 11-12.1d SLS 11-12.1b WS 11-12.6</p>

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11.0 Career Readiness and Job Seeking	11.1 All students will create a digital employment portfolio that includes a resume, skills list, explanation of medical and volunteer experience and achievements.	LS 9-10 11-12.6 SLS 11-12.2 WS 11-12.6 WS 11-12.7	B1.2, B2.2, B3.1, C1.2	
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Course Outline-Detail View	Key Assignments / Capstone Projects
Community service	Students will complete 50 hours of community service in the healthcare field.
CPR certification	Students will complete the BLS CPR certification required for healthcare workers.
Anatomy projects	Students will complete various projects to prepare them for Medical Occupations/Nursing.

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COURSE TITLE	Cybersecurity: IT Essentials
DATE	August 1, 2016
INDUSTRY SECTOR/PATHWAY	Information and Communication Technologies / Networking
COURSE DESCRIPTION	<p>Grade Level: 9 – 12</p> <p>School Site: Livermore High Length:</p> <p>2 Trimesters – 10 units Fulfills a-g: “g” College Preparatory (Elective) Prerequisite:</p> <p>Recommended Algebra1</p> <p>College Credit: College credit available with a grade of B or better, from Chabot/Las Positas Community College District – UC/CSU transferable elective.</p> <p>Certification: This is the first course in a series of three that prepares students for the Cisco CCNA Networking Certification. This course alone will prepare students for the A+ industry certification</p> <p>Course Description: An in-depth exposure to computer hardware and operating systems. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot problems. An introduction to computer networking is included.</p>
OCCUPATIONS FOR IDENTIFIED PATHWAY	<p>Computer and User Support Specialist</p> <p>Computer and Information Systems Manager</p> <p>Computer User Support Specialist</p> <p>Database Administrator</p> <p>Document Management Specialist</p> <p>Business Intelligence Analyst</p>
COURSE GOALS	<p>Students will be prepared for entry level tech-support positions in the IT industry.</p> <p>Students will be able to identify hardware components, adaptor</p>

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COURSE OBJECTIVES	<p>This course covers the fundamentals of computer hardware and software and advanced concepts such as security, networking, and the responsibilities of an IT professional.</p> <p>This course will assist students in developing the skills necessary to do the following:</p> <ul style="list-style-type: none"> • Select the appropriate computer components to build, repair, or upgrade personal computers. • Explain how to correctly use tools and safely work in a lab. • Install components to build, repair, or upgrade personal computers. • Explain how to perform preventive maintenance and troubleshooting on personal computers. • Install Windows operation systems. • Perform management and maintenance of Windows operating systems. • Configure computers to communicate on a network. • Configure devices to connect to the Internet and Cloud services. • Explain how to use, configure, and manage laptops and mobile devices. • Explain how to configure, secure and troubleshoot mobile, OS X, and Linux operating systems. • Install and share a printer to meet requirements. • Implement basic host, data, and network security. • Explain the roles and responsibilities of the IT professional. • Troubleshoot advanced hardware and software problems.
PREREQUISITES	Recommended: Algebra I
ACADEMIC CREDIT	10 Units HS credit; 4 units CC credit for a grade of B or higher.
CERTIFICATE	A+ certification available upon successful completion of certification examination.
ARTICULATION	Credit available at Chabot/Las Positas Community College District for a grade of B or better. Credit is UC/CSU transferable.
UC A-G APPROVED	Yes; approved for UC g-elective credit.
INSTRUCTIONAL STRATEGIES	
INSTRUCTIONAL MATERIALS / TEXTBOOKS	Primary materials are provided via the Cisco NetAcademy at www.netacademy.com

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CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS - (Essential Employability Skills)

1.	Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.
2.	Communications Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.
3.	Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.
4.	Technology Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.
5.	Problem Solving and Critical Thinking Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.
6.	Health and Safety Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.
7.	Responsibility and Flexibility Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.
8.	Ethics and legal Responsibilities Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
9.	Leadership and Teamwork Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.
10.	Technical Knowledge and Skills* Apply essential technical knowledge and skills common to all pathways in the (industry) sector.
11.	Demonstration and Application Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
1. Introduction to the Personal Computer System	1.1 Pre-Test: Benchmark 1.2 Learn and identify PC components	LS11-12.1, LS11-12.2, LS11-12.6 RSIT11-12.7, WS11-12.6	A2.1
2. Introduction to Lab Procedures and Tool Use	2.1 Safe lab procedure and proper use of hardware and software tools	LS11-12.1, LS11-12.2, LS11-12.3, LS11-12.4, LS11-12.5, RSIR11-12.7, WS11-12.6	B2.2, B2.3
3. Computer Assembly	3.1 Rebuild a computer 3.2 Perform a hardware upgrade on your rebuilt computer 3.3 Update the BIOS	LS11-12.1, LS11-12.2, LS11-12.6 RSIT11-12.7, WS11-12.6	A2.1, A2.3, A3.5
4. Overview of Preventive Maintenance	4.1 Benefits and proper application of preventive maintenance 4.2 6-step troubleshooting process	LS11-12.1, LS11-12.2, LS11-12.6 RSIT11-12.1, RSIT11-12.2, RSIT11-12.7, WS11-12.6, WS11-12.9	A1.2, A2.1, A6.1, A6.2, A6.3, A6.6
5. Windows Installation	5.1 Operating system terminology 5.2 Different types of operating systems 5.3 How customer requirements map to one OS vs another 5.4 Install and upgrade an OS	LS11-12.1, LS11-12.2, LS11-12.6 RSIT11-12.7, WS11-12	A2.1, A2.2, A2.3, A3.5
6. Windows Configuration and Management	6.1 Investigate and understand the Windows GUI 6.2 Common preventive maintenance techniques for operating systems	LS11-12.1, LS11-12.2, LS11-12.3, LS11-12.6, RSIR11-12.3, RSIT11-12.6	A3.5, A4.1, A4.2, A4.3

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7. Networking Concepts	<p>7.1 Network hosts, devices, and media, including bandwidth, latency and data transmission modes</p> <p>7.2 Networks types, such as LAN, WLAN, MAN, etc.</p> <p>7.3 Open Standards, Protocols, TCP/IP and OSI Reference Models, Protocol Data Units, and Encapsulation</p> <p>7.4 Transmission media</p> <p>7.5 Network addressing</p>	<p>LS11-12.1, LS11-12.2, LS11-12.3, LS11-12.6, RSIR11-12.3, RSIT11-12.6, RSIT11-12.7 WS11-12.4,</p>	<p>A3.4, A3.5, A3.6, A4.2, B1.1, B1.2, B1.3, B1.5, B2.1, B3.1, B3.2, B3.3, B4.3</p>
8. Applied Networking	<p>8.1 Installing a new network</p> <p>8.2 Test network connectivity using GUI and CLI</p> <p>8.3 Set up workgroups and domains in Windows</p> <p>8.4 Add computers to workgroups, home groups and domains</p> <p>8.5 Sharing</p> <p>8.6 Remote connections</p>	<p>LS11-12.1, LS11-12.2, LS11-12.6 RSIT11-12.7, WS11-12.6, S-IC-1</p>	<p>A2.2, 2.3, A3.1, B1.1, B3.1, B3.4, B3.5, B6.2,</p>
9. Laptops and Mobile Devices	<p>9.1 Features and I/O devices unique to laptop computers</p> <p>9.2 Internal components unique to laptop computers</p>	<p>LS11-12.1, LS11-12.2, LS11-12.6 RSIT11-12.7, WS11-12.6</p>	<p>A2.2, A3.5</p>
10. Mobile, Linus, and OS X Operating Systems	<p>10.1 iOS, Android, and Windows interfaces</p>	<p>LS11-12.1, LS11-12.2, LS11-12.3, LS11-12.6, RSIR11-12.3, RSIT11-12.7</p>	<p>A2.2, A4.1, B6.3</p>
11. Printers	<p>11.1 Common features and characteristics of printers</p> <p>11.2 Types of printers, including, inkjet, laser, thermal, impact and virtual printers.</p> <p>11.3 Installing a printer and drivers</p>	<p>LS11-12.1, LS11-12.2, LS11-12.6 RSIT11-12.7, WS11-12.6</p>	<p>A2.1, A2.2, A2.3, A3.5, B6.1</p>

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12. Security	12.1 Types of security threats, including malware, phishing, spam, TCP/IP attacks, zero-day attacks and social engineering 12.2 Security Policy 12.3 Data protection practices	LS11-12.1, LS11-12.2, LS11-12.3, LS11-12.6,	A5.1, A5.2, A5.3, A5.4 B4.2, B4.5, B8.1, B8.2, B8.3, B8.4, B8.5
13. The IT Professional	13.1 Communications skills, troubleshooting and professional behavior. 13.2 Employee best practices 13.3 Legal and ethical considerations	LS11-12.1, LS11-12.2, LS11-12.3, LS11-12.6, RSIR11-12.3, WS11-12.6	A6.1, A6.2, A6.3, A6.6, A7.1, A7.2, A7.3, A7.4
14. Advanced Troubleshooting	14.1 Developing multiple avenues for developing advanced skills as a troubleshooter 14.2 Review the Six Steps for Troubleshooting	LS11-12.1, LS11-12.2, LS11-12.3, LS11-12.6, RSIR11-12.3, WS11-12.6	A6.1, A6.2, A6.3, A6.6, A7.1, A7.2, A7.3, A7.4

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Course Outline-Detail View	Key Assignments / Capstone Projects
Introduction to the Personal Computer System	<ol style="list-style-type: none"> 1. Pre-Test: Benchmark 2. Learn and identify PC components, ports and cables, and I/O devices 3. Lab work: <ul style="list-style-type: none"> • Ohm's Law • Research components for PC design • Research components for specialized build
Introduction to Lab Procedures and Tool Use	<p>Safe lab procedure and proper use of hardware and software tools.</p> <p>Lab work:</p> <ul style="list-style-type: none"> • Using a multi-meter and a power-supply testing tool • Disassembling a computer
Computer Assembly	<ol style="list-style-type: none"> 1. Rebuild a computer, including installing of the motherboard, the heatsink and CPU, drives, adapter cards, and cables. 2. Explore CMOS, POST, BIOS, and UEFI and how to properly configure them. 3. Boot the rebuilt computer. 4. Learn proper procedure for updating components, including motherboard, CPU and heatsink, drives, and I/O devices. 5. Lab work: <ul style="list-style-type: none"> • Perform a hardware upgrade on your rebuilt computer • Update the BIOS
Overview of Preventive Maintenance	<ol style="list-style-type: none"> 1. Learn benefits and proper application of preventive maintenance, including environmentally responsible disposal of hardware. 2. Learn and apply the 6-step troubleshooting process via scenarios presented for evaluation.
Windows Installation	<ol style="list-style-type: none"> 1. Learn different operating system terms as well as different types of operating systems. 2. Research how customer requirements map to one OS vs another and how to upgrade an OS. 3. Lab work: <ul style="list-style-type: none"> • Install Windows, including preparing the disk drive configuring boot sequence configuring registry setup configuring a PC for multi-boot capability • configuring the directory structure
Windows Configuration and Management	<ol style="list-style-type: none"> 1. Investigate and understand the Windows GUI, including Control Panel Utilities, Administrative Tools, Disk tools (including DeFrag and Error-checking), and the Command Line Interface. 2. Learn common preventive maintenance techniques for operating systems 3. Research and learn to configure a virtual environment. 4. Review/identify appropriate troubleshooting responses to a variety of OS problems. <p>Lab work:</p>

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	<ul style="list-style-type: none"> • Use Task Manager to control and manage Windows processes • Install third-party software • Use Control Panel to: <ul style="list-style-type: none"> ○ Create and configure user accounts ○ Configure browser settings ○ Configure Region/Language options ○ Investigate Device Manager to display a list of devices along with monitor settings ○ Access Administrative Tools to monitor and manage System Resources ○ Perform Hard Drive maintenance using Disk Check and Disk Defragmenter ○ Access Windows Utilities to gather information about the system ○ Access and manage the contents and behavior of the Startup Folder ○ Use Task Scheduler to schedule a task ○ Create a restore point and use it to restore your system
<p>Networking Concepts</p>	<ol style="list-style-type: none"> 1. Define and describe network hosts, devices, and media, including bandwidth, latency and data transmission modes 2. Differentiate networks types, such as LAN, WLAN, MAN, etc. 3. Define Client-Server vs. Peer-to-Peer 4. Define and understand Open Standards, Protocols, TCP/IP and OSI Reference Models, Protocol Data Units, and Encapsulation 5. Understand data transmission and transmission standards, both Ethernet and Wireless standards. 6. Know how wireless standards affect security 7. Identify and define various network hardware devices, including modems, hubs, switches, routers, and wireless access points 8. Differentiate physical and application characteristics of coaxial, twisted-pair, and fiber optic cable 9. Understand the concept of network addressing, including being able to differentiate between IPv4 and IPv6 addressing schemes. 10. Define classful vs. classless addressing 11. Define static vs. dynamic addressing 12. Define ICMP and know how to ping an IP address using the command line 13. Define and understand the role of the Transport Layer, as well as its features and the Transport Layer Protocol 14. Understand and differentiate between TCP and UDP transport 15. Lab work: <ul style="list-style-type: none"> • Build and test network cables • Use a network simulator to cable a simple network

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	<ul style="list-style-type: none"> • Configure a NIC to use DHCP • Use a network simulator to add computers to an existing network
Applied Networking	<ol style="list-style-type: none"> 1. Define and understand the steps to installing a new network, including selecting, installing, upgrading, and configuring a Network Interface Card 2. Connect and configure the network router 3. Access the router and configure the basic network setup 4. Test network connectivity using GUI and CLI 5. Set up workgroups and domains in Windows 6. Add computers to workgroups, homegroups and domains 7. Share folders in Windows 8. Set up network shares and mapped drives 9. Define and describe VPN 10. Define and describe Remote Desktop and Remote Assistant 11. Define and differentiate between different connection technologies 12. Understand how to appropriately recommend a connection technology or an ISP to a customer 13. Define the various services available from Data Center and Cloud providers 14. Define and describe the following networking host technologies: DHCP services, DNS services, Web services, File services, Print services, Email services, Proxy settings, Authentication services, Intrusion Detection and Prevention services, Universal Threat Management 15. Define and describe standard network maintenance practices 16. Apply knowledge and the standard troubleshooting process to problem scenarios as practice in troubleshooting. 17. Lab work: <ul style="list-style-type: none"> • Make the initial connection to a router • Configure wireless router basic settings • Connect wireless computers to router • Test the wireless NIC • Test the wireless connections • Share folders and drives in Windows • Map drives in Windows • Remotely connect to a computer; • Examine device drivers • Use Remote Desktop to connect to another computer remotely
Laptops and Mobile Devices	<ol style="list-style-type: none"> 1. Define and describe features and I/O devices unique to laptop computers 2. Define and differentiate internal components in laptops as opposed to standard desktop workstations. 3. Define and describe the different types of display technology available on laptop/mobile devices.

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	<ol style="list-style-type: none"> 4. Define and differentiate Docking Stations vs. Port Replicators 5. Define and describe backlighting and inverters 6. Define and describe Wi-Fi Antenna Connectors 7. Understand how to configure power settings in BIOS using the ACPI 8. Define and describe the use of Bluetooth, Cellular WAN and WiFi, how to enable these features, and how to use Control Panel to configure them 9. Define laptop expansion slots and the devices they support 10. Define and describe the process of replacing hardware components in a laptop, including drives, batteries, touchscreens, keyboards, CPU, motherboard, NIC, and more. 11. Define and describe laptop components, including touchscreens, solid state drives, and connection types. 12. Identify non-upgradable parts. 13. Define and describe types of wearable or other specialty mobile devices 14. Define common maintenance practices unique to laptops and mobile devices 15. Lab work: <ul style="list-style-type: none"> • Use various resources to research docking stations and identify differences between various available models • Research replacement parts for laptops and navigating the process of identifying what parts are appropriate for the laptop on which you are working. • Practice questioning customers with both open and closed-ended questions.
<p>Mobile, Linus, and OS X Operating Systems</p>	<ol style="list-style-type: none"> 1. Define and describe Open and Closed Source software. 2. Define and differentiate iOS, Android, and Windows touchscreen interfaces 3. Define common mobile device features 4. Define and describe passcode locks 5. Define and describe Remote and Locator applications. 6. Define the process of patching and updating mobile OS. 7. Define and differentiate Wi-Fi and Cellular communications 8. Define and describe Bluetooth and pairing, data synchronization, and email configuration 9. Define and describe the Linux and OS X operating systems, their GUI's, and their CLI's. 10. Define and describe Backup/Recovery and Disk Utilities in Linus and OS X. 11. Define multiboot configurations. 12. Define and describe using the Cron service to schedule tasks in Linux. 13. Define and understand how to update a Linux or OS X operating system and its firmware. 14. Define Security Credentials Managers 15. Understand how to issue basic file and folder commands at the CLI in Linux; also be able to issue administrative commands for configuration.

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	<p>16. Lab work:</p> <ul style="list-style-type: none"> • Configure settings in Android and iOS • Access the Internet with iOS and Android • Set, change, remove, and fail passcode authentication • Turn on Wi-Fi radio, forget and then find and connect to Wi-Fi • Install Linux on a Windows machine using a virtual machine and explore the GUI • Analyze scenarios involving common problems for mobile devices and identify the solutions
<p>Printers</p>	<ol style="list-style-type: none"> 1. Define and describe common features and characteristics of printers 2. Analyze scenarios involving common problems for printers and identify the solutions. 3. Identify types of printers, including, inkjet, laser, thermal, impact and virtual printers 4. Define and describe process of installing a printer and drivers 5. Identify and know how to configure common printer configuration settings 6. Identify and differentiate between global and individual document options 7. Define and describe software and hardware optimization of printers 8. Define and understand how to configure printer sharing across a network 9. Describe how to connect to a network shared printer 10. Describe purpose and functions of print servers 11. Define and differentiate between different types of print servers 12. Define appropriate printer preventive maintenance, including consumable replacement, routine cleaning, managing device environment and adhering to vendor guidelines 13. Lab work: <ul style="list-style-type: none"> • Install a printer and driver • Share a printer
<p>Security</p>	<ol style="list-style-type: none"> 1. Define and describe various types of security threats, including malware, phishing, spam, TCP/IP attacks, zero-day attacks and social engineering 2. Define Security Policy 3. Define and describe how to configure Windows Local Security Policy, including usernames and passwords, account policies, and local security settings. 4. Describe how to export local security policy 5. Define and describe tools to secure web access, including ActiveX filtering, pop-up blockers, smartscreen filters, and inPrivate browsing 6. Define and describe data protection practices, including use of software firewalls, biometric access authentication, data backup, file/folder permissions, encryption, and Windows BitLocker. 7. Define and describe limitation of erasing data and most effective ways of wiping

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	<p>drives</p> <ol style="list-style-type: none"> 8. Describe best practices for hard drive recycling and destruction. 9. Define anti-malware software 10. Describe process of remediating an infected system. 11. Define and describe updating signature files. 12. Define and describe common security procedures, including encryption, SSID, wireless security protocols, firmware updates, appropriate management of PnP devices, firewall protection and port forwarding and triggering, 13. Identify and describe physical security measures, including authentication procedures, physical access control, system monitors, physically locking down equipment and passwords for BIOS/UEFI 14. Describe process for installing OS updates and security patches 15. Define and describe process for backing up data 16. Define and describe account management, including maintaining accounts, managing users, and managing groups 17. Analyze scenarios involving common security problems and identify appropriate solutions 18. Lab Work: <ul style="list-style-type: none"> • Configure Windows Local Security • Use a network simulator to access and configure wireless security settings • Configure data backup and recovery in Windows • Configure the Windows firewall • Configure users and groups in Windows • Document customer information in a work order
The IT Professional	<ol style="list-style-type: none"> 1. Define and describe the relationship between communications skills, troubleshooting and professional behavior 2. Define Netiquette 3. Define and describe appropriate customer relation behavior 4. Define and describe employee best practices 5. Define and describe the legal and ethical considerations an IT professional must observe, including but not limited to licensing laws. 6. Define and describe a call center 7. Differentiate between different levels of call center technician and their responsibilities. 8. Lab work: <ul style="list-style-type: none"> • Perform an online search for resources to assist in troubleshooting a problem component
Advanced Troubleshooting	<ol style="list-style-type: none"> 1. Describe the importance of developing multiple avenues for developing advanced skills as a troubleshooter

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	<ol style="list-style-type: none">2. Review the Six Steps for Troubleshooting3. Lab work:<ul style="list-style-type: none">• Troubleshoot component and peripheral hardware problems• Employ Remote Technician to fix a hardware problem• Troubleshoot Operating System problems• Employ Remote Technician to fix an Operating System problem• Troubleshoot network problems• Employ Remote Technician to fix a network problem• Troubleshoot security problems• Employ Remote Technician to fix a security problem
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COURSE TITLE	Medical Occupations
DATE	August 1, 2016
INDUSTRY SECTOR/PATHWAY	Health Science and Medical Technology/Patient Care
COURSE DESCRIPTION	<p>This 536 hour plus Medical Occupations Class prepares students to enter a health care setting with medical assisting skills and participate in working with patients alongside medical staff in a hospital or clinical setting. Introduction to front office skills are taught and an emphasis on back office non-invasive skills. The course includes: Employability skills, Interpersonal skills, Medical Terminology, Medical/Surgical Asepsis, and The Human Body in Health and Disease. Students assist in various duties including taking and interpreting all vital signs (Pulse, Blood Pressure, Temperature and Pulse Oximeter), Nutrition, Intro to Microbiology Diagnostic testing including basic electrocardiography, Snellen visual acuity. Health Care Provider CPR/BLS. Introduction to Pharmacology. Hospital Orientation and Tour of hospital units prior to their internship. The current ROP instructor developed the course outline for UC a-g approval. Their personal experience and extensive knowledge of the health industry in various medical specialties including Pediatrics, Cardiology, OB/GYN, Surgery, Cardiology, Critical Care and Nursing has been instrumental in maintaining a rigorous curriculum. Our CTE Industry partners with 3 separate school districts and 9 high schools. Our current industry partners, Stanford Medical Center @ ValleyCare (Pleasanton, Livermore, & Dublin) and Kaiser Permanente (Pleasanton, Livermore, & San Ramon) works with the instructor for placement of students in hospital units to perform skills learned in the classroom setting and also teach aspects of both front and back office clinical skills. During second semester after satisfactorily completing theory and related skills and testing students will spend 180 hours minimum in a hospital/clinical setting alongside nursing staff and physicians. Students continue in the classroom setting throughout the course on specific days and continue curriculum throughout the year.</p> <p>Over the last few years this course has consistently seen increasing numbers of qualified students due to increasing industry demands and strong interest to participate in this class. As this course meets or exceeds the content and rigor of other approved courses, the decision was made to apply for the US A-G course approval.</p>
OCCUPATIONS FOR IDENTIFIED PATHWAY	<p>31-1011.00 Home Health Aides 31-1012.00 Nursing Aides, Orderlies, and Attendants 31-2011.00 Occupational Therapist Assistants 31-2012.00 Occupational Therapist Aides 31-2021.00 Physical Therapist Aides 31-2022.00 Physical Therapist Aides 31-9092.00 Medical Assistants</p>
COURSE GOALS	<p>The Medical Occupation course focuses on the explanation of the human biology, diseases, diagnostics and treatments as well as the careers in the medical field with hands-on experience.</p>

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COURSE OBJECTIVES	Contained within the lesson plans of the individual units of instruction
PREREQUISITES	Anatomy and physiology (Recommended) Biology (Recommended) Two Years English (emphasis on Composition) (Recommended)
ACADEMIC CREDIT	1 year elective/10 - 15 credits
CERTIFICATE	Yes – CPR BLS & Medical Assisting
ARTICULATION	Yes 3 credits Medical Terminology, Las Positas & 3 credits Work Experience, Chabot
UC A-G APPROVED	Yes – g elective
INSTRUCTIONAL STRATEGIES	Lecture Demonstrations Multimedia Sources such as videos In Person Job shadows of surgeries and procedures Social media Use of medical equipment; EKG, BP cuffs, stethoscopes, pulse oximeter Shadowing medical professionals Instructional DVDs Career and Educational Websites Visual Aides Internships
INSTRUCTIONAL MATERIALS / TEXTBOOKS	Medical Terminology Diversified Health Occupations, 5th Edition, CPR and First Aide, 2007

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CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS - (Essential Employability Skills)

<p>1. Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.</p>
<p>2. Communications Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.</p>
<p>3. Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.</p>
<p>4. Technology Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.</p>
<p>5. Problem Solving and Critical Thinking Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.</p>
<p>6. Health and Safety Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.</p>
<p>7. Responsibility and Flexibility Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.</p>
<p>8. Ethics and legal Responsibilities Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.</p>
<p>9. Leadership and Teamwork Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.</p>
<p>10. Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the (industry) sector.</p>
<p>11. Demonstration and Application Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.</p>

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
1. Orientation 2. Lecture and Reading covers the following: Introduction to course content and requirements Ways of Learning Course Objectives Student Responsibilities Understanding Nursing Careers	All students will pass a written test with a minimum score of 80%.	RSTS 9-10,11-12.4	D2
3. Health and Safety	Students create posters of Standard Precautions. Students demonstrate and are tested on the proper cleaning of medical equipment. Students practice hand washing skills and sterile tray setup.	RSTS 9-10 11-12.4 SLS 9-10 11-12.1 SLS11-12.1B	D2.1, D2.2, D2.3, D2.4, E3.5, E5.1
4. Medical Ethics and Legal Principles	Students create a skit utilizing terms and examples. Students will write a paper, utilizing terms to demonstrate a clear understanding of the meaning and practical application. Students will take ethical medical case studies and present the issue, the legalities and what current legislation in place that addresses the ethical issue being presented.	WS 11-12.7 SLS 11-12.1b	C1.1, C1.2, C3.3, C3.4, E1.1, E1.2, E1.3, E3.1-3.5
5. Medical Career Explorations	Students are required to write a paper on guest speaker lectures. Group and Class discussions on the various Medical Careers that they are interested in and why. Students will be assigned a career to research and present to the class.	SLS 11-12.2 LS 9-10, 11-12.6	B1.2, B2.1-2.4, B4.2, B5.2, C1.2
6. Medical Terminology	All students will pass a written test with a minimum score of 80%. Students will create multiple games, projects and lessons to enhance learning.	WS-11-12.7 WS11-12.6	B1.2, B2.4, C3.1, C5.1, E1.2, E2.2, E4.

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7. Body Systems: Anatomy and Physiology	Students are required to write a research paper on a disease including the use of the Valley Care System Medical Library. Students will be assigned a body system a week to learn the appropriate medical terminology for each system as well as the different careers that focus on that body system. Student review body systems during observations in their community classrooms.	RSTS 9-10 11-12.4 WS11-12.6	B1.2, C5.1, E2.2
8. Body Mechanics, Patient Assistance and Teamwork	Students will demonstrate these practical skills to the satisfaction of the instructor. Skills are performed at the hospital with the assistance of the Nursing Staff.	WS11-12.7 SLS 11-12.1b	B1.1, B1.2, B3.1-B3.6, B4.1, B4.2, E1.1-E1.3, E2.2, E4.1
9. Community Classroom Orientation	Students will pass two written exams and an additional quiz following the orientation at their community classroom site.	WS 11-12.6 SLS9-10 11-12.4	B1.1, B3.1, B4.1, B4.2, E1.2, E1.3
10. Nutrition	Students create a food pyramid menu; take quiz on diet therapy, minimum score of 80%.	WS 11-12.6	B4.1, B4.2, C5.1, E1.1-E1.3
11. Journaling Patient Observations	Each student will maintain his or her own daily journal as a patient record throughout the course.	WS 11-12.6 SLS 11-12.1b	B1.1, B1.2, B2.1-B2.4, B4.2, C1.1, C1.2, C2.1, C2.3, C3.1, C3.4, C4.1, C4.3, C4.4, C5.1, E2.1, E2.
12. Vital Signs	Students complete posters and graphs. All students must demonstrate skills proficiency to the satisfactions of the instructor. Students perform skills on patients.	SLS 9-10 SLS 11-12.1b	B1.1, B1.2, B2.1-B2.4, B4.2, C4.1-C4.4, D2.1, E1.1-E1.3, E2.2, E4.1-E4.

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13. Life and Death Continuum	All students will pass a written test with a minimum score of 80%. Student is to review procedures with each of their respective staff.	SLS 9-10 11-12.1	B1.2, B2.1-B2.4, B4.2, E.1-E.13
14. Career Readiness and Job Seeking Skills	All students create a career portfolio that includes a resume, skills list, explanation of hospital experience and achievements	LS 9-10 11-12.6 SLS 11-12.2 WS 11-12.6 WS 11-12.7	B1.2, B2.2, B3.1, C1.2

Course Outline-Detail View	Key Assignments / Capstone Projects
Health and Safety (#3)	Students will demonstrate proper hand washings skills, wearing both sterile and non-sterile gloves, wearing protective eye gear, masks, booties and surgical gowns. Unit Project: Students prepare a poster listing standard precautions and all aspects of infections control and medical asepsis. Students will demonstrate washing and wrapping a suture set and prepare for Autoclave. Students will demonstrate setting up a sterile tray.
Medical Ethics and Legal Principals (#4)	Students will create and perform a team-based skit utilizing medical terms, body systems, and include medical ethics and legal principles. Each will write their part to include the appropriate medical terms for each character; doctor, patient, nurse and family member. In a group setting, students will be given patient rights, do not resuscitate order and advance health care directive; utilizing critical thinking each group must provide a scenario that they may see in a hospital setting.
Medial Specialties (#5)	Students are required to keep a log with notes highlighting each guest speakers' path to their medical career. Students are required to participate in group and class discussions on the different medical careers that they are interested in and why. Ongoing discussions throughout the course as students move through various departments. Utilization of medical terminology is key throughout these discussions and papers. Students must be able to show understanding of what is required for each medical specialty. Students will write a 2 –page essay on the type of medical career they are interested in and why
Medical Terminology (#6)	Students will create and participate in multiple games, projects and lessons to enhance learning of medical terms, their understanding of the basis or root of the term and applications. Students will be assessed through written tests and oral evaluation to demonstrate proficiency in the essentials in medical terminology. Students will use index cards for games for peer-to-peer testing. Independent practice. Students will keep a log of medical terminology and create their own medical terminology dictionary.
Body Systems, Anatomy and Physiology (#7)	Project required is: Anatomy of A Disease which includes a Poster of Symptoms, Diagnosis, Treatments, Type of medical specialties required and outcome of Disease. Students will also do a 3-page paper and give a 5-minute presentation of their disease. An assessment will be given after all presentations. Tests and quizzes given through each body system, which includes all, associated medical terminology.

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	<p>Cardiology: Students will be tested with quizzes. Projects: Students will draw the heart and label. Group project: Students will work in groups of two setting up EKG's and review. Medical terms and abbreviations will be tested</p> <p>Urinary System: Lecture and explanation demonstration of system including urinalysis. Including review of dipstick used and microbiology testing of urine. Project: students will list test strips of urinalysis and understand which each represents. Microscopic demonstration. Students will draw the urinary tract system and label parts. Medical terms and abbreviations will be tested.</p> <p>Gastrointestinal System: Lecture and demonstration of simple office tests. Project: students will pick a GI illness and write a 3-page paper. Students will present their paper to the class. Medical terms and abbreviation will be tested.</p> <p>Skin / Integumentary System: Students become capable of assisting the nursing staff in these skill sets under the supervision of the Nurse Manager and Instructor. Students will do a project paper on the layers of the skin, skin malignancies and understanding the various stages.</p> <p>Nervous System: Identify and label the major parts of the brain and their functions. Research, write and present 4-5 page paper on a disease or injury of the spinal cord using MLA formatting.</p> <p>Skeletal/Muscular System: Students will label and identify all the major bones of the body, and the contrasting muscle motions associated with everyday movement.</p> <p>Respiratory System: Students use a spirometer to determine their max Vo2. They will do a resting test and also conduct a test after 5 minutes of continuous exercise. Once completed, students tally their numbers and compare them to those of Olympic and professional athletes. Students measure the vital capacity and the tidal volume of their own lungs by using a balloon. The actual number will then be compared with a number derived from an equation that measures vital capacity. In effect, students will be measuring an actual number, based on laboratory measurements, to a theoretical number, based on an equation.</p> <p>Reproductive System: Students will be able to identify, label, and explain the functions of both the male and female reproductive system, create and ovulation calendar, identifying the different phases of the ovarian cycle and differentiating the interaction of hormones. The students will work in groups to create a presentation illustrating the events and timing of fetal development.</p> <p>The Senses: Students will perform a visual acuity test using a Snellen eye chart for distance and a color vision assessment using the plates. Students will perform and document the results of a screening test for hearing, utilizing the Rinne and Weber test.</p>
Body Mechanics, Patient Assistance and Teamwork (#8)	Students are observed by staff/site supervisor and also by the instructor as they assist patients, medical staff and doctors while at their internship site. A written review of each student is done three

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	times throughout the year and goals and objectives are set/reviewed once a month for each student by their site supervisor.
Orientation (#9)	All students are to complete a site orientation prior to the first day of internship while wearing appropriate professional scrubs and taking copious notes.
Nutrition (#10)	Students create food pyramid menu and must understand the relationship between diet and health and related conditions. Students will create a meal plan to include portion control and an understanding of calories, food groups, nutritional value and labeling. Students will be tested on related illnesses covered in this unit.
Vital Signs (#11)	<ol style="list-style-type: none"> 1. Students must describe what is meant by vital signs 2. Explain the purpose of vital signs 3. Identify observations made while performing vital signs 4. Discuss the use of temperature as an indicator of body function 5. Describe the circulatory system as it relates to pulse and identify the pulse sites 6. Describe factors that increase and decrease pulse 7. Explain the qualities to observe in taking a pulse 8. Discuss respiration 9. Identify factors that increase or decrease the respiratory rate 7. List steps in counting respiration and qualities of respiration's to be observed 8. Describe abnormal breathing patterns 9. Describe the process for taking TPR at the same time 10. Describe what happens in the circulatory system to produce blood pressure 11. Identify factors that increase or decrease blood pressure 12. Identify parts of the blood pressure equipment 13. Discuss the procedure for taking blood pressure with a manual cuff 14. List the steps to record vital signs on a chart 15. Understand ways for measuring heat and temperature (thermometer, calorimeter, joule, calorie, degrees) 16. Can accurately take temperature, pulse and respiration 17. Can accurately take blood pressure 18. Can correctly use the following: <ol style="list-style-type: none"> a. glass thermometers b. electronic thermometers c. phymomanometers 19. Demonstrate the following manual skills procedures for recording vital signs <ol style="list-style-type: none"> a. Temperature (oral, auxiliary, rectal)
Life and Death Continuum (#12)	Students write a two-page paper after lecture and watching a video on Death and Dying. Group project: students discuss the benefits of Hospice; each team creates a poster.

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Career Readiness and Job Seeking Skills (#13)	<p>Students create a resume and a reference list. The fundamentals of interviewing are reviewed. Students are required to apply for at least one scholarship. Students create a professional portfolio which includes the resume, the reference list and details of all observations / skills acquired in both departments they are rotated through. It also includes their journal, which is their daily log of experiences while at the hospital. Lastly, students are to include their “employment” reviews.</p>
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COURSE TITLE	Nursing Careers
DATE	August 1, 2016
INDUSTRY SECTOR/PATHWAY	Health Science and Medical Terminology/Patient Care
COURSE DESCRIPTION	<p>This 536 hour Nursing Career course prepares students to enter a health care setting with medical assisting skills and participate in working with patients alongside nursing staff in a hospital or clinical setting. Introduction to front office skills are taught and an emphasis on back office noninvasive skills. The course includes: Employability skills, Interpersonal skills, Medical Terminology, Medical/Surgical Asepsis, The Human Body in Health and Disease. Students assist in various duties including taking and interpreting all vital signs (Pulse, Blood Pressure, Temperature and Pulse Oximeter), Nutrition, Intro to Microbiology Diagnostic testing including basic electrocardiography, Snellen visual Faculty. Health Care Provider CPR/BLS. Introduction to Pharmacology. Hospital Orientation and Tour of hospital units prior to their internship.</p> <p>The course outline for UC a-g approval was developed by the current ROP instructor. Their personal experience and extensive knowledge of the health industry in various medical specialties including Pediatrics, Cardiology, OB/GYN, Surgery, Cardiology, Critical Care and Nursing has been instrumental in maintaining a rigorous curriculum.</p> <p>Our CTE Industry partner with 3 school districts and 9 high schools. Our current industry partner, Stanford Medical Center ValleyCare in Pleasanton works with the instructor for placement of students in hospital units to perform skills learned in the classroom setting and also teach aspects of both front and back office clinical skills. During second semester after satisfactorily completing theory and related skills and testing Students will spend 180 hours in the hospital alongside nursing staff and physicians. Instructor is on site at hospital to assist</p> <p>Students in learning, observation and interpretation. Students continue in the classroom setting throughout the course on specific days and continue curriculum throughout the year.</p>

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	Over the last few years this course has consistently seen increasing numbers of qualified students due to increasing industry demands and strong interest to participate in this class. As this course meets or exceeds the content and rigor of other approved courses, the decision was made to apply for the US A-G course approval.
OCCUPATIONS FOR IDENTIFIED PATHWAY	<p style="text-align: center;">31-1011.00 Home Health Aides</p> <p style="text-align: center;">31-1012.00 Nursing Aides, Orderlies, and Attendants</p> <p style="text-align: center;">31-2011.00 Occupational Therapist Assistants</p> <p style="text-align: center;">31-2012.00 Occupational Therapist Aides</p> <p style="text-align: center;">31-2021.00 Physical Therapist Aides</p> <p style="text-align: center;">31-2022.00 Physical Therapist Aides</p> <p style="text-align: center;">31-9092.00 Medical Assistants</p>
COURSE GOALS	The Nursing Career course focuses on the explanation of the human biology, diseases, diagnostics and treatments as well as the careers in the medical field with hands-on experience.
COURSE OBJECTIVES	Contained within the lesson plans of the individual units of instruction
PREREQUISITES	Anatomy and physiology (Recommended) Biology (Recommended) Two Years English (emphasis on Composition) (Recommended)
ACADEMIC CREDIT	1 year elective/10 credits
CERTIFICATE	Yes, BLS/CPR Certification
ARTICULATION	Yes, Los Positas College , Chabot College Medical Terminology
UC A-G APPROVED	Yes

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INSTRUCTIONAL STRATEGIES	Lecture and Demonstrations Multimedia Sources such as videos, surgeries and social media. Use of medical equipment, EKG, BP cuffs, stethoscopes, pulse oximeter Shadowing medical professionals Instructional DVDs Career and Educational Websites Visual aides Internships
INSTRUCTIONAL MATERIALS / TEXTBOOKS	Health Careers Today, 6 th Edition 2017 Diversified Health Occupations, 5 th Edition, CPR and First Aide, 2007

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CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS - (Essential Employability Skills)

1. Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.
2. Communications Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.
3. Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.
4. Technology Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.
5. Problem Solving and Critical Thinking Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.
6. Health and Safety Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.
7. Responsibility and Flexibility Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.
8. Ethics and legal Responsibilities Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
9. Leadership and Teamwork Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.
10. Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the (industry) sector.
11. Demonstration and Application Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
<p>1. Orientation 2. Lecture and Reading covers the following: Introduction to course content and requirements Ways of Learning Course Objectives Student Responsibilities Understanding Nursing Careers</p>	<p>All student will pass a written test with a minimum score of 70%</p>	<p>RSTS 9-10,11-12.4</p>	<p>D2</p>
<p>3. Health and Safety:</p>	<p>Students create posters of Standard Precautions. Students demonstrate and are tested on the proper cleaning of medical equipment. Students practice hand washing skills and sterile tray setup.</p>	<p>RSTS 9-10 11-12.4 SLS 9-10 11-12.1 SLS11-12.1B</p>	<p>D2.1, D2.2, D2.3, D2.4, E3.5, E5.1</p>
<p>4. Medical Ethics and Legal Principles</p>	<p>Students create a skit utilizing terms and examples. Students will write a paper, utilizing terms to demonstrate a clear understanding of the meaning and practical application.</p>	<p>WS 11-12.7 SLS 11-12.1b</p>	<p>C1.1, C1.2, C3.3, C3.4, E1.1, E1.2, E1.3, E3.1- 3.5</p>
<p>5. Nursing Medical Specialties</p>	<p>Students are required to write a paper on guest speaker lectures. Group and Class discussions on the types of Nursing that they are interested in and why. Ongoing discussions throughout the course as students move through various departments.</p>	<p>SLS 11-12.2 LS 9-10, 11-12.6</p>	<p>B1.2, B2.1- 2.4, B4.2, B5.2, C1.2</p>
<p>6. Medical Terminology</p>	<p>All students will pass a written test with a minimum score of 70%. Students will create multiple games, projects and lessons to enhance learning.</p>	<p>WS-11-12.7 WS11-12.6</p>	<p>B1.2, B2.4, C3.1, C5.1, E1.2, E2.2, E4.</p>

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7. Body Systems: Anatomy and Physiology	Students are required to write a research paper on a disease including the use of the Valley Care System Medical Library. Student review body systems during surgical observations.	RSTS 9-10 11-12.4 WS11-12.6	B1.2, C5.1, E2.2
8. Body Mechanics, Patient Assistance and Teamwork	Students will demonstrate these practical skills to the satisfaction of the instructor. Skills are performed at the hospital with the assistance of the Nursing Staff.	WS11-12.7 SLS 11-12.1b	B1.1, B1.2, B3.1-B3.6, B4.1, B4.2, E1.1-E1.3, E2.2, E4.1
9. Hospital Orientation	Students will pass two written exams and an additional quiz following the hospital tour.	WS 11-12.6 SLS9-10 11-12.4	B1.1, B3.1, B4.1, B4.2, E1.2, E1.3
10. Nutrition	Students create a food pyramid menu; take quiz on diet therapy, minimum score of 70%.	WS 11-12.6	B4.1, B4.2, C5.1, E1.1- E1.3
11. Charting and Reporting Patient Observations	Each student maintains their own chart as a patient record and throughout the course, utilizes this to record vital signs on other students.	WS 11-12.6 SLS 11-12.1b	B1.1, B1.2, B2.1-B2.4, B4.2, C1.1, C1.2, C2.1, C2.3, C3.1, C3.4, C4.1, C4.3, C4.4, C5.1, E2.1, E2.

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<p>12. Vital Signs</p>	<p>Students complete posters and graphs. All students must demonstrate skills proficiency to the satisfactions of the instructor. Students perform skills on patients.</p>	<p>SLS 9-10 SLS 11-12.1b</p>	<p>B1.1, B1.2, B2.1-B2.4, B4.2, C4.1-C4.4, D2.1, E1.1-E1.3, E2.2, E4.1- E4.</p>
<p>13. Life and Death Continuum</p>	<p>All students will pass a written test with a minimum score of 70%. Student review procedures with Nursing Staff at Hospital.</p>	<p>SLS 9-10 11-12.1</p>	<p>B1.2, B2.1-B2.4, B4.2, E.1-E.13</p>
<p>14. Career Readiness and Job Seeking Skills</p>	<p>All students create a career portfolio that includes a resume, skills list, explanation of hospital experience and achievements</p>	<p>LS 9-10 11-12.6 SLS 11-12.2 WS 11-12.6 WS 11-12.7</p>	<p>B1.2, B2.2, B3.1, C1.2</p>

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Course Outline-Detail View	Key Assignments / Capstone Projects
<p>Health and Safety (#3)</p>	<p>Students will demonstrate proper hand washings skills, wearing both sterile and non-sterile gloves, wearing protective eye gear, masks, booties and surgical gowns.</p> <p>Unit Project: Students prepare a Poster listing Standard Precautions and all aspects of infections control and medical asepsis. Students will demonstrate washing and wrapping a suture set and prepare for Autoclave. Students will demonstrate setting up a sterile tray.</p>
<p>Medical Ethics and Legal Principals (#4)</p>	<p>Students will create and perform a team based skit utilizing medical terms, body systems, and include medical ethics and legal principles. Each will write their part to include the appropriate medical terms for each character; doctor, patient, nurse and family member.</p> <p>In a group setting, students will be given patient rights, do not resuscitate order and advance health care directive; utilizing critical thinking each group must provide a scenario that they may see in a hospital setting.</p>
<p>Nursing Medical Specialties (#5)</p>	<p>Students are required to write a paper on guest speaker lectures. Group and class discussions on the types of nursing that they are interested in and why. Ongoing discussions throughout the course as students move through various departments. Utilization of medical terminology is key throughout these discussions and papers.</p> <p>Understanding of various medical specialties in hospital setting including the different nursing responsibilities in each of the specialties. Students will write a 2-page essay on the type of nursing or medical career they are interested in and why</p>

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<p>Medical Terminology (#6)</p>	<p>Students will create and participate in multiple games, projects and lessons to enhance learning of medical terms, their understanding of the basis or root of the term and applications.</p> <p>Students will be assessed through written tests and oral evaluation to demonstrate proficiency in the essentials in medical terminology. Students will use index cards for games for peer to peer testing. Independent practice. Students will keep a log of medical terminology used daily while at the hospital.</p>
<p>Body Systems, Anatomy and Physiology (#7)</p>	<p>Project required is: Anatomy of A Disease which includes a Poster of Symptoms, Diagnosis, Treatments, and Type of medical specialties required and outcome of Disease. Students will also do a 3-page paper and give a 5 minute presentation of their disease. An assessment will be given after all presentations. Tests and quiz given through each body system which includes all associated terminology.</p> <p>Cardiology: Students will be tested with quizzes. Projects: Students will draw the heart and label. Group project: Students will work in groups of two setting up EKG's and review. Medical terms and abbreviations will be tested</p> <p>Urinary System: Lecture and explanation demonstration of system including urinalysis. Including review of dip stick used and microbiology testing of urine. Project: students will list test strips of urinalysis and understand which each represents. Microscopic demonstration. Students will draw the urinary tract system and label parts. Medical terms and abbreviations will be tested</p>

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	<p>Gastrointestinal System: Lecture and demonstration of simple office tests. Project: students will pick a GI illness and write a 3-page paper. Students will present their paper to the class. Medical terms and abbreviation will be tested.</p> <p>Skin / Integumentary System: Students become capable of assisting the nursing staff in these skill sets under the supervision of the Nurse Manager and Instructor. Students will do a project paper on the layers of the skin, skin malignancies and understanding the various stages.</p> <p>Nervous System: Identify and label the major parts of the brain and their functions. Research, write and present 4-5 page paper on a disease or injury of the spinal cord using MLA formatting.</p> <p>Skeletal/Muscular System: Students will label and identify all the major bones of the body, and the contrasting muscle motions associated with everyday movement.</p>
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	<p>Respiratory System: Students use a spirometer to determine their max Vo₂. They will do a resting test and also conduct a test after 5 minutes of continuous exercise. Once completed, students tally their numbers and compare them to those of Olympic and professional athletes.</p> <p>Students measure the vital capacity and the tidal volume of their own lungs by using a balloon. The actual number will then be compared with a number derived from an equation that measures vital capacity. In effect, students will be measuring an actual number, based on laboratory measurements, to a theoretical number, based on an equation.</p> <p>Reproductive System: Students will be able to identify, label, and explain the functions of both the male and female reproductive system, create and ovulation calendar, identifying the different phases of the ovarian cycle and differentiating the interaction of hormones. The students will work in groups to create a presentation illustrating the events and timing of fetal development.</p> <p>The Senses: Students will perform a visual acuity test using a Snellen eye chart for distance and a color vision assessment using the plates. Students will perform and document the results of a screening test for hearing, utilizing the Rinne and Weber test.</p>
Body Mechanics, Patient Assistance and Teamwork (#8)	<p>Students are observed by nursing staff and also by the instructor as they assist patients, nursing staff and doctors while at the hospital. A written review of each student is done and unit reviews of students are conducted by the nursing staff.</p>

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<p>Hospital Orientation (#9)</p>	<p>All students tour the hospital with Nurse Managers and Instructor in the appropriate professional scrubs and view all units they may be placed in.</p>
<p>Nutrition (#10)</p>	<p>Students create food pyramid menu and must understand the relationship between diet and health and related conditions</p> <p>Students will create a meal plan to include portion control and an understanding of calories, food groups, nutritional value and labeling. Students will be tested on related illnesses covered in this unit.</p>
<p>Charting and Reporting Patient Observation. (#11)</p>	<p>Instructor places teams of two students in a unit and students will use the skills learned in the classroom to assist the medical staff at the desk. This provides practical application of the lessons from the classroom on charting, observation and assessment</p> <p>Students become capable of assisting the nursing staff in these skills sets under the supervision of the Nurse Manager and Instructor.</p>

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Vital Signs (#12)

1. Students must describe what is meant by vital signs
2. Explain the purpose of vital signs
3. Identify observations made while performing vital signs
4. Discuss the use of temperature as an indicator of body function
5. Describe the circulatory system as it relates to pulse and identify the pulse sites
6. Describe factors that increase and decrease pulse
7. Explain the qualities to observe in taking a pulse
8. Discuss respiration
9. Identify factors that increase or decrease the respiratory rate
10. List steps in counting respiration and qualities of respiration have to be observed.
11. Describe abnormal breathing patterns
12. Describe the process for taking TPR at the same time
13. Describe what happens in the circulatory system to produce blood pressure
14. Identify factors that increase or decrease blood pressure
15. Identify parts of the blood pressure equipment
16. Discuss the procedure for taking blood pressure with a manual cuff
17. List the steps to record vital signs on a chart
18. Understand ways for measuring heat and temperature (thermometer, calorimeter, joule, calorie, degrees)
19. Can accurately take temperature, pulse and respiration
20. Can accurately take blood pressure
21. Can correctly use the following:
 - glass thermometers
 - electronic thermometers
 - sphygmomanometers
22. Demonstrate the following manual skills procedures for recording vital signs
 - Temperature
 - Oral, axillary, rectal

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Life and Death Continuum	Students write a two-page paper after lecture and video on Death and Dying. Group project: students discuss the benefits of Hospice; each team creates a poster.
Career Readiness and Job Seeking Skills	Students create a resume and a reference list. The fundamentals of interviewing are reviewed. Students are encouraged to file for scholarships. Students create a professional portfolio which includes the resume, the reference list and details of all observations / skills acquired in both departments they are rotated through. It also includes their journal which is their daily log of experiences while at the hospital.

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COURSE TITLE	Sports and Entertainment Marketing
DATE	August 1, 2016
INDUSTRY SECTOR/PATHWAY	Marketing, Sales and Services/Entrepreneurship/Self Employment
COURSE DESCRIPTION	<p>This course provides students with the fundamental concepts of marketing and business principles in the scope of amateur, college, and professional sports. Students will use the basic principles of marketing to learn the profit motives of financing entertainment projects, the different kinds of entertainment distribution, and promotional advertising and public relations strategies within the entertainment industry. The course is devoted to learning the various functions and foundations of marketing and to set the stage for further study of marketing in higher education. Students will define marketing, explain the marketing concept, explain market research, and make marketing connections that will allow them to understand the economic impact of sports and entertainment.</p> <p>Target Audience: 10th, 11th, and 12th Grade Students</p> <p>Prerequisite: None</p> <p>Lecture/Lab Hours: 150 Hours</p>
OCCUPATIONS FOR IDENTIFIED PATHWAY	Sports Marketing - Brand Ambassador; Sponsorship and Advertising Sales; Assistant Marketing Manager; Entertainment Assistant Manager; Direct Marketing; Sports Marketing Specialist; Sports and/or Entertainment Marketing Assistant; Event Assistant Manager; Sports Talent Sales Assistant; Merchandise Associate; Social Media Community Assistant Manager, etc...
COURSE GOALS	The course goals focus on students' gaining an understanding of marketing concepts as they apply to the sports and entertainment industry. The areas this course will cover include: core marketing standards, market segmentation, target marketing, the event marketing triangle (events, fans, and sponsors), sports and entertainment promotion and marketing plans.
COURSE OBJECTIVES	Contained within Course Outline Detail View
PREREQUISITES	None
ACADEMIC CREDIT	One Year Elective/10 Credits
CERTIFICATE	Yes Program Completion

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ARTICULATION	No
UC A-G APPROVED	Yes G Elective
INSTRUCTIONAL STRATEGIES	<p>Lecture, slide presentation with structured notes, and visual aids such as multimedia videos used to emphasize examples of the topic.</p> <p>Cooperative learning, group discussions, modeling, independent and guided practice, role play, written assignments, oral presentations, and project-based activities used to reinforce learning and knowledge.</p> <p>Technology enhanced pre-assessments, sequencing, quizzes and test to assess comprehension throughout the course.</p> <p>Case studies, textbook reading, writing, critical thinking analysis, Internet research and presentations to apply acquired knowledge throughout the course.</p>
INSTRUCTIONAL MATERIALS / TEXTBOOKS	<ol style="list-style-type: none"> 1) Kaser & Oelkers (2014), <i>Sports and Entertainment Marketing</i> (4th ed.), South-Western Cengage Learning: Boston, MA. 2) Farese, Kimbrell & Woloszyk (2012). <i>Marketing Essentials</i>, Glencoe McGraw Hill: Columbus, OH.

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CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS - (Essential Employability Skills)

1.	Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.
2.	Communications Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.
3.	Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.
4.	Technology Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.
5.	Problem Solving and Critical Thinking Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.
6.	Health and Safety Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.
7.	Responsibility and Flexibility Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.
8.	Ethics and legal Responsibilities Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
9.	Leadership and Teamwork Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.
10.	Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the (industry) sector.
11.	Demonstration and Application Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
1. Skills for Marketing <ul style="list-style-type: none"> • Communication Skills • Interpersonal Skills 	1.1 Defining Communication 1.2 Speech and Writing 1.3 Personal Interactions 1.4 Leadership and Teamwork	2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0	A1.0, A1.9
2. Sports and Entertainment Marketing	2.1 Marketing Basics 2.2 The Marketing Concept 2.3 Target Markets	2.0, 4.0, 5.0, 7.0, 8.0, 10.0	A1.0, A1.1, A1.3, A1.6
3. Economics and Globalization	3.1 Sports and Entertainment Economics 3.2 Supply and Demand 3.3 Risk Management 3.4 Financial Analysis 3.5 Business Ethics	2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 10.0	A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.12, A2.13, A3.0, A3.2, A 3.3, A4.8
4. Marketing Information Management	4.1 Marketing Information Systems 4.2 The Marketing Research Process 4.3 Turning Information Into Action	2.0, 4.0, 5.0, 7.0, 8.0, 10.0, 11.0	A4.0, A4.1, A4.2, A4.3, A4.4, A4.5, A4.6, A4.7, A4.9
5. Product and Service Management	5.1 The Product Mix 5.2 Product Marketing Strategies	2.0, 4.0, 5.0, 7.0, 8.0, 10.0, 11.0	A5.0, A5.1, A5.2, A5.3, A5.4, A5.5, A5.6, A5.7

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6. Distribution	6.1 Channels of Distribution 6.2 Social Media and Technology Channel Management 6.3 Sports and Entertainment Distribution	2.0, 4.0, 5.0, 7.0, 8.0, 10.0, 11.0	A6.0, A6.1, A6.2, A6.3, A6.4, A6.5. A6.6, A6.7. A6.8
7. Promotion and Promotional Planning	7.1 Promoting Sports and Entertainment 7.2 Advertising and Sales Promotion 7.3 Publicity and Personal Selling	2.0, 4.0, 5.0, 7.0, 8.0, 10.0, 11.0	A7.0, A7.1, A7.2, A7.3, A7.4, A7.5, A7.6, A7.7, A7.8. A7.9, A7.10
8. Selling Sports and Entertainment	8.1 The Sales Process 8.2 Ticket Sales (Group and Corporate Sales)	2.0, 4.0, 5.0, 7.0, 8.0, 10.0, 11.0	A8.0, A8.1, A8.2, A8.3, A8.4, A8.5
9. The Marketing Game Plan	9.1 Mapping Strategies 9.2 Sports and Entertainment Strategies 9.3 Detailing the Plan	2.0, 4.0, 5.0, 7.0, 8.0, 10.0	A4.1, A4.2, A4.5, A4.9, A4.10, A4.11
10. Scoring a Career	10.1 Choosing and Preparing for a Career 10.2 Continued Professional Development	3.0	

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Course Outline-Detail View	Key Assignments / Capstone Projects	Pathway Standards
<p>1. Skills for Marketing</p> <p>Communication Skills Communication skills are necessary to send and receive messages that contain information, ideas, or feelings. Listening involves recognizing, assimilating, assessing, and evaluation what is being said. Reading is an active mental process of receiving and understanding a message. The goal of good communication is for the speaker or writer to present a message clearly and concisely so the listener or reader understands it. Speaking and writing effectively are essential skills in most business and marketing positions.</p> <p>Interpersonal Skills A positive self-image is a basic element in dealing with others. Ethical behavior includes honesty, integrity, and a sense of fair play. When conflicts arise, they must be acknowledged and negotiated. Good interpersonal skills build effective working relationships with coworkers and clients.</p>	<p>Students complete a series of pre-assessments and reflection writings including: Multiple Intelligence Learning Styles Quiz, True Colors Personality Assessment and Career Assessment for self-awareness and to determine ways students can improve relationships and productivity.</p> <p>Marketing Case Study: Gatorade Simplifies with “G”. Students translate the impact of this image into words and determine whether it is more effective to describe the image or capture its message visually.</p> <p>DECA Individual Series - Role Play: Business Communication. Based on the scenario, students prepare an outline of information to present at a staff meeting. Performance indicators include: extracting relevant information from written material, preparing a simple written report, organizing information, participating in a staff meeting, and making an oral presentation.</p> <p>Marketing Case Study: MLB’s “Beyond Baseball” Campaign. Students compare and contrast the effectiveness for MLB to focus on the fans rather than the players in a series of advertisements.</p> <p>DECA Individual Series - Role Play: Students assume the role of a travel agency manager. Based on the scenario, students must decide whether or not to refund a customer’s deposit and explain the reasons for their decision. Performance indicators include: fostering positive working relationships, explaining the use of feedback for personal growth, demonstrate ethical work habits, identify desirable personality traits important to business, and describe the nature of emotional intelligence.</p>	<p>A1.0 Demonstrate an understanding of business fundamentals, uses and application of technologies, communications, and basic management functions.</p> <p>A1.9 Use digital and graphic design in creation of advertising.</p>

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<p>2. Sports and Entertainment Marketing This unit provides a foundation in basic concepts of marketing, including the marketing mix, (Product, Price, Place, Promotion), target markets, market segmentation (Geographic, Demographic, Psychographics, Behavioral-Based), and seven core standards of marketing:</p> <ol style="list-style-type: none"> 1. Channel Management 2. Pricing 3. Marketing Information Management 4. Product/Service Management 5. Promotion 6. Selling, and 7. Marketing Planning 	<p>Cooperative Learning: Student teams identify four advertising campaigns that feature celebrities or athletes and determine how the campaigns feature the marketing mix and seven core standards of marketing that influence their thoughts.</p> <p>Social Media Marketing: Students research social media trends and analyze why marketers need to understand how social media is being used by different consumer groups. They will evaluate three different social media strategies to reach three different target markets including market segmentation.</p> <p>Text: Students complete section concept review and assessment problems.</p> <p>Case Study: Should College Athletes Be Paid? Students work in pairs to create a video (up to 3 minutes) surveying opinions differentiating amateur and professional athlete, whether or not college athletes should be paid, why or why not? Students compare and contrast benefits and drawbacks in their conclusion.</p> <p>Project: Students must recognize the decreasing interest in professional football of males ages 12 to 18. Students must organize a campaign to allow 500 young males to attend each NFL game throughout the nation during the next football season. All activities must capture the attention and desire of youth who are not avid football fans.</p>	<p>A1.0 Demonstrate an understanding of business fundamentals, uses and application of technologies, communications, and basic management functions.</p> <p>A1.1 Describe current business and marketing trends.</p> <p>A1.3 Explain the role of business and society.</p> <p>A1.6 Explore ways technology impacts business competitiveness.</p>
<p>3. Economics and Globalization This unit explains the importance of the profit motive in business, summarizes the impact of limited resources on businesses, and describes types of economic utility (Form, Place, Possession, Time).</p> <p>Students will identify how the law of supply and demand affects</p>	<p>Cooperative Learning: Students work with a partner to research, compare and contrast the gross income made for the film <i>Rush</i> in the U.S. domestic ticket sales and in worldwide ticket sales. Students determine whether the gross ticket sales exceeded the cost of the film's total budget.</p>	<p>A2.0 Demonstrate an understanding of basic economic concepts, economic systems, cost-profit relationships, economic indicators</p>

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<p>sports and entertainment events. Students will explain the relationships among supply, demand, and the government's influence on price.</p> <p>Students will recognize sources of funding and revenue for sports and entertainment businesses. They will understand how businesses achieve profitability by managing their financial resources through record keeping and planning.</p> <p>Students will categorize business risks, explain methods a business uses to manage risks, and conduct a risk assessment and develop a contingency plan for safety and security.</p> <p>Students will assess global trends and opportunities in sports and entertainment. They will identify the effects of global communication on sports and entertainment.</p>	<p>Social Media Marketing: Twitter Students use critical thinking skills to determine how Twitter benefits from use by celebrities.</p> <p>Text: Students complete section concept review and assessment problems.</p> <p>Case Study: Do The Right Thing Students work in pairs to create a video (up to 3 minutes) surveying responses explaining what can be done to influence young athletes to not cheat; defending why professional teams tolerate cheaters; validating why the Olympics have higher standards than professional teams, and interpreting why steroid use by professional athletes is a concern in the sports industry.</p> <p>Project: Students work in teams of 3-4 to research and review examples of risk assessment reports. The goal is to conduct a risk assessment for a sports event at school (no duplications).</p>	<p>and trends, as well as international concepts.</p> <p>A2.1 Describe the nature of current economic problems and challenges.</p> <p>A2.2 Explain the concept of economic resources.</p> <p>A2.3 Explain the principles of supply and demand.</p> <p>A2.4 Explain the role of profit as an incentive in a market economy.</p> <p>A2.5 Determine forms of economic utility created by marketing activities.</p> <p>A2.6 Determine factors affecting business risk.</p> <p>A2.7 Examine the causal relationship between scarcity and choices.</p>
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		<p>A2.12 Measure current economic conditions.</p> <p>A2.13 Assess the impact of cultural and social environments on world trade and marketing.</p> <p>A3.0 Demonstrate the importance of legal, ethical and financial issues in business marketing decisions.</p> <p>A3.2 Describe the use of technology in the financing function.</p> <p>A3.3 Define the significance of ethical behavior in the workplace.</p> <p>A4.8 Assess global trends and opportunities.</p>
<p>4. Marketing Information Management This unit explains the characteristics and purposes of marketing information systems, and the role ethics play. Students will understand that marketing information systems are used to collect, analyze, distribute, and store information. The data collected must be trustworthy or it loses its value.</p>	<p>Cooperative Learning: Students visit the Nielsen website, look at examples of data collected about entertainment, list two kinds of data collected and determine how Nielsen collects the data.</p> <p>Social Media Marketing: Students evaluate how the use of socialbots influences people and determine</p>	<p>A4.0 Implement the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate</p>

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<p>Students will synthesize the 7-steps in marketing research: 1) discover and define the problem; 2) analyze current conditions; 3) develop the process for data collection; 4) collect the data; 5) analyze and report the data; 6) determine a solution to the problem, and 7) implement and evaluate the results. Students will describe how to interpret marketing information and discuss the concept of data-driven decisions.</p>	<p>whether it leads to distrust of social media.</p> <p>Marketing Math: Students calculate the estimated total yearly revenue from digitally delivered films for last year, this year, and next year based on \$3.2 billion (first 6 months) and 25% increase every 6 months. Students use spreadsheet software to create a line graph that shows the estimated total yearly revenue over the 3-year period (last year, this year, and next year).</p> <p>Text: Students complete section concept review and assessment problems.</p> <p>Case Study: Crunching the Numbers Students think critically to determine who might want to buy information contained in a report like Bankability Index and why. Students analyze how this process affects actors and movie production crew members who are just entering the movie industry. Students compare and contrast how this type of marketing information could be used in sports.</p> <p>Project: Students conduct a competitive analysis researching two competing teams of the same sport located within close proximity and prescribe marketing strategies to increase attendance and revenue for each team. Students forecast sales and the time needed to reach the goal. Student use spreadsheet software to generate a bar graph to compare and contrast the team’s attendance and ticket sales for the past three years. Students use the 7-Steps of marketing research to determine additional data required and how to collect, analyze, and report it.</p> <p>DECA Sports and Entertainment Marketing Business Operations Research Students demonstrate knowledge and skills needed by</p>	<p>information for use in making business marketing decisions.</p> <p>A4.1 Identify considerations in planning and implementing marketing strategies.</p> <p>A4.2 Demonstrate the role of technology in marketing information systems.</p> <p>A4.3 Explain the nature of sales forecasting.</p> <p>A4.4 Explain why beginning with quality market research is more likely to ensure success.</p> <p>A4.5 Assess marketing information needs.</p> <p>A4.6 Compare and contrast tools for conducting and analyzing market research.</p>
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	<p>management personnel through the preparation of a detailed written strategic plan and presentation based on the results of a research study.</p>	<p>A4.7 Analyze the role of ethics as it relates to marketing information management.</p> <p>A4.9 Conduct competitive analysis.</p>
<p>5. Product and Service Management This unit explains the components of the product mix (product line, packaging, and brand development) for a sports and entertainment event and how the product for that event be enhanced. Components of the product mix include all of the features of a product. More features that satisfy additional needs and wants are added as enhancements.</p> <p>Students will list and describe the components of the product mix. Students will differentiate product extension, and product enhancements.</p> <p>Students will list and describe the stages of the product life cycle. Students will determine why marketing strategies are adjusted for different stages of the product life cycle and how products are positioned in the marketplace.</p>	<p>Cooperative Learning: Students compare and contrast product lines in the sports apparel industry. Students create a slide presentation sharing pictures of all the products sold under a specific brand and explain how popular brands, generate greater revenue by increasing their product lines.</p> <p>Cooperative Learning: Students work with a partner and list three marketing strategies that could increase the popularity of soccer in the United States. Students list and rank cities that would be good locations to test the marketing strategies and explain why.</p> <p>Text: Students complete section concept review and assessment problems.</p> <p>Case Study: Crossfit - The Latest Trend Students research Crossfit, compare it to former exercise fads and explain the differences. Students determine what makes Crossfit appealing, and why some exercise programs are just a fad while others remain popular over time. Students survey:</p> <ol style="list-style-type: none"> 1) When promoting a new exercise trend, what would you emphasize to attract followers? 2) Are exercise clubs/gyms on the rise or decline in the United States? What do you think contributes to this trend? 	<p>A5.0 Demonstrate an understanding of the nature and scope of the product/service management function, quality assurance, product mix, positioning, and other market product considerations.</p> <p>A5.1 Explain the nature and scope of product/service management.</p> <p>A5.2 Demonstrate an understanding of the importance of ensuring quality of products and services.</p> <p>A5.3 Assess the needs of</p>

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	<p>Students substantiate findings with statistics from online research.</p> <p>DECA Individual Series - Role Play: Students assume the role of VP of Marketing. Allegations have been made against the celebrity trainer endorsed to represent the product/service. Students must determine whether or not to continue the endorsement deal. Performance indicators include: developing a new-product launch plan, explaining the nature of product/service branding, identifying product/service competitive advantage, leveraging the product/service competitive advantage, and developing strategies to position products/services.</p>	<p>product/service management.</p> <p>A5.4 Evaluate the types of product/service management.</p> <p>A5.5 Evaluate the importance of the product mix.</p> <p>A5.6 Analyze factors marketers use to position products and businesses such as branding, packaging, labeling, legal considerations, product life cycle and management techniques for each level of the life cycle, purchasing functions.</p> <p>A5.7 Analyze how creativity, compelling communication and design, positioning, and target marketing effectively reach customers.</p>
<p>6. Distribution This unit explains how legal and ethical issues have an impact on the role of channel management and global distribution in</p>	<p>Cooperative Learning: Students work in teams to research, compare and contrast the format, product, cost, availability and ease of use of Netflix to similar</p>	<p>A6.0 Demonstrate an understanding of the concepts and</p>

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<p>sports and entertainment marketing.</p> <p>Students will classify legal and ethical considerations, explore the role of channel management, and investigate global distribution channels.</p> <p>Students will describe the use of technology in the channel management function and discover how technology has improved the efficiency of channel management. Students will compare and contrast the efficiency of using social media and technology to the physical distribution of products and services.</p>	<p>services such as Amazon or Hulu. Think Critically:</p> <ul style="list-style-type: none"> • In what ways has Netflix continued to evolve its distribution strategies since it was founded? • Which strategies do you think have vided the most growth in membership? <p>Cooperative Learning: Students work with a partner to discuss reasons why ESPN might have a conflict of interest between sports news journalism and sports broadcasting. Students conduct online research to learn whether <i>Frontline</i> and ESPN have journalistic guidelines they follow and describe them.</p> <p>Text: Students complete section concept review and assessment problems.</p> <p>Case Study: To Distribute or Not to Distribute-- That Is The Question... Students research the current status of the blackout rule and determine why sports leagues strongly oppose dropping the rule if the fans want it dropped. Students justify why fans would be in support of dropping the Federal Communications Commission (FCC) support and determine whether sports leagues should be able to control who gets to view the games on free television. Students explain whether or not stopping the blackouts would have an economic effect on communities.</p> <p>DECA Team Decision Making: Students work in teams of two and assume the role of channel managers for a golf cleat manufacturing company. The Market Research department is recommending expanding the product line into manufacturing soccer cleats. The Marketing department manager opposes the recommendation due to the company's current distribution system. Students will conduct an in-depth analysis considering developing a new distribution system for soccer cleats, determine how to reach new</p>	<p>processes needed to move, store, locate, and/or transfer ownership of goods and services.</p> <p>A6.1 Recognize the logistics of product delivery and importing and exporting products and services.</p> <p>A6.2 Determine the uses of information systems in the order fulfillment process.</p> <p>A6.3 Determine the effects of government regulations on stock handling techniques and warehousing.</p> <p>A6.4 Explore the functions of the shipping and receiving process in the success of the distribution function.</p> <p>A6.5 Explain the nature of channel member relationships.</p>
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	<p>locations, identify methods to make the product more available for the target customer and present their ideas. Performance indicators include: explaining the nature and scope of channel management, describing technology in the channel management function, explaining the nature of channels of distribution, explaining the relationship between customer service and channel management, coordinating channel management with other marketing activities, explaining legal considerations in channel management, and explaining the nature of channel-member relationships.</p>	<p>A6.6 Evaluate legal and ethical considerations in the distribution process.</p> <p>A6.7 Evaluate the types of inventory controls.</p> <p>A6.8 predict how customer service relationships can affect the distribution process.</p>
<p>7. Promotion and Promotional Planning This unit explains how promotion is intended to make customers aware of the product to increase sales. There are five steps in developing a promotional plan: 1) Identify the target customers, 2) Set promotional goals, 3) Develop a promotional budget, 4) Select the promotional mix, and 5) Measure the results. Trends include use of social media, pre-ads, and experiential activations.</p> <p>Students will identify related promotion goals such as increasing customer usage, maintaining customer loyalty, building a fan base, education potential customers, and overcoming the resistance of hesitant first-time buyers.</p> <p>Students will summarize the significance of the four elements of the promotional mix (advertising, sales promotions, publicity and personal selling).</p> <p>Students will explain the components of effective advertising (attraction, interest, desire, and action). Students will describe various types of sales promotions, i.e. price reductions, coupons, contests, and rebates.</p>	<p>Text: Students complete section concept review and assessment problems.</p> <p>Case Study: Changing NASCAR's Target Market... National Association for Stock Car Auto Racing (NASCAR) fans are very loyal to NASCAR sponsors. NASCAR holds an annual diversity awards luncheon to emphasize that the face of NASCAR is evolving. Students will determine why NASCAR is seeking additional Latino drivers and how this fits into their overall marketing plan. Students evaluate the promotional actions taken by NASCAR and determine how the actions are unusual. Students will recommend ways NASCAR could increase the fan base of people ages 16 to 25.</p> <p>Project: Students research and describe what companies are doing to promote products and/or services in conjunction with the Super Bowl. Students must provide at least three examples of corporate promotions associated with the Super Bowl and specific details of the promotion. Selections should show a variety of promotions and describe where each</p>	<p>A7.0 Demonstrate an understanding of product and institutional promotion through advertising, publicity/public relations, promotional sales, and e-commerce, using product, services, images, and ideas to achieve a desired outcome.</p> <p>A7.1 Describe the types of promotion.</p> <p>A7.2 Recognize legal and ethical considerations in promotion.</p>

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<p>Students will explain why publicity and personal selling are effective forms of promotion. Students will distinguish between publicity and other types of promotion.</p>	<p>promotion falls in the Super Bowl promotional mix. Students should describe the specific advertising appeals and executional frameworks used.</p> <p>DECA Sports and Entertainment Promotion Plan Students work in teams of 2 assuming the roles of marketing managers for a minor league baseball team organization. Students are tasked with developing a promotional campaign that establishes a brand image in the marketplace. The promotional campaign should display an evident brand strategy that focuses on the importance of customer interaction, community involvement, and valued entertainment experience. Performance indicators include: describing factors used by marketers to position products/services, explaining the nature of corporate branding, describing factors used by businesses to position corporate brands, explaining the role of promotion as a marketing function, identifying the elements of the promotional mix, explaining the importance of coordinating elements in advertisements, and identifying types of public-relations activities.</p>	<p>A7.4. Explain the role of promotion.</p> <p>A7.5 Explain the importance of public relations.</p> <p>A7.6 Summarize the effectiveness of different types of advertising media.</p> <p>A7.7 Coordinate activities in the promotional plan.</p> <p>A7.8 Differentiate between publicity, public relations and advertising.</p> <p>A7.9 Discern between the major types of sales promotion.</p> <p>7.10 Assess the importance of and differences between the creative processes and the management processes involved in marketing.</p>
<p>8. Selling Sports and Entertainment This unit describes selling sports and entertainment as direct,</p>	<p>Cooperative Learning: Work with a partner. Discuss the effectiveness of telemarketing, compare and</p>	<p>A8.0 Demonstrate an understanding of</p>

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<p>personal communication with prospective customers in order to assess and satisfy their needs with appropriate products and services.</p> <p>Students will list and describe the six steps of the sales process: 1) Pre-approach, 2) Approach, 3) Demonstration, 4) Answering Questions, 5) Closing the Sale, and 6) Follow-Up.</p> <p>Students will describe the skills and knowledge necessary for successful salespeople, including the product/service they are selling, customer management, and the competition.</p> <p>Students will interpret pricing strategies used by businesses to increase sales by implementing the five steps for determining price: 1) Establish price objectives, 2) Determine the cost of the product/service, 3) Estimate consumer demand for the product/service, 4) Study the competition, 5) Decide on a pricing strategy. Students will describe the ticket economy and strategies for getting highly sought after tickets.</p> <p>Students will demonstrate sales strategies for attracting groups to sports and entertainment venues and describe how corporations use sports and entertainment to motivate employees and impress clients.</p>	<p>contrast positive and negative examples of telemarketing. Explain why consumers have become extremely cautious when dealing with telemarketers.</p> <p>Marketing Math: Students calculate revenue for an advertising campaign and determine what percentage of website visitors clicked through to other sites. Students evaluate how the website implements the six steps of the selling process.</p> <p>Social Media Marketing: Students interpret why increasing number of coaches is becoming actively involved in social media. Students identify how social media can be used to sell event tickets.</p> <p>Text: Students complete section concept review and assessment problems.</p> <p>Case Study: Students consider the importance of hosting the College World Series, both financial and nonfinancial benefits. Students determine some of the greatest sources of revenue for cities that are home to popular college and professional sports teams. Students determine how hosting a major event, like the College World Series, can help a city develop a national image. Students generate a list of items for vendors to sell at the College World Series.</p> <p>Project: Students create a training plan for new sales employees that will be selling reusable, sports related, wall graphics in a shopping mall kiosk. Students will synthesize personal selling, feature-benefit selling, and the steps of the sales process. Students will implement the marketing research process to seek opinions and ideas that can bring new perspectives about popular selling points, ways to approach customers and determine customer needs. Students will validate the training plan with a 4-step outline of the training</p>	<p>the process of establishing and communicating the value or cost of goods and services, the nature and scope of pricing concepts, and the strategies and outcomes of pricing.</p> <p>A8.1 Understand the nature, scope and factors affecting the pricing function.</p> <p>A8.2 Develop a foundational knowledge of pricing to understand its role in the marketing.</p> <p>A8.3 Explain the role of business ethics and legal considerations in pricing as well as the importance of a reputation for honesty in communication and for quality products.</p> <p>A8.4 Connect the use of technology in the pricing function.</p>
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	<p>process: 1) explanation, 2) demonstration, 3) trial, and 4) critique.</p> <p>DECA Individual Series - Role Play: Students assume the role of the ticket manager for a major university that has sold out the 92,000 seat football stadium every home game since 1963. The athletic director is interested in providing more fans the opportunity to attend the football games and has scheduled a meeting to hear strategies for fair ticket distribution and eliminate illegal scalping of tickets. Students must also present a plan to address the issue of high demand and low supply of tickets. Performance indicators include: explaining the nature and scope of the pricing and selling function, explaining company selling policies, discussing motivational theories that impact buying behavior, and demonstrating a customer-service mindset.</p>	<p>A8.5 Employ pricing strategies to determine prices.</p>
<p>9. The Marketing Game Plan This unit emphasizes why marketing planning is important and what information is needed to begin planning.</p> <p>Students will explain the importance of marketing planning summarizing how it involves organizing information to give direction to the marketing plan. Students justify how a situational analysis of current conditions as a good starting point.</p> <p>Students will explain how strategies help fulfill marketing objectives. Students describe the importance of marketing objectives and strategies. Students explain how the design of a sports property can be used as a marketing strategy. Students identify entertainment marketing strategies.</p> <p>Students will summarize the major components of a marketing plan. Students explain why positioning is an important part of the plan and how it's developed.</p>	<p>Text: Students complete section concept review and assessment problems.</p> <p>Project: Students create a thorough marketing plan for a local sports related small business. Students may work with one partner. Students should consider interviewing owners or managers of the small business and surveying customers. The marketing plan must meet the formatting requirements as outlined in <i>Elements of a Marketing Plan</i>:</p> <ol style="list-style-type: none"> 1. Cover Page – Project name, Name/Logo/Slogan of the company, Names of group members, Class, Period, and Date 2. Table of Contents – including section headings and page #'s 3. Executive Summary – Purpose of marketing plan, outline contents 4. Situational Analysis – SWOT analysis and 	<p>A4.1 Identify considerations in planning and implementing marketing strategies.</p> <p>A4.2 Demonstrate the role of technology in marketing information systems.</p> <p>A4.5 Assess marketing information needs.</p>

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	<p>environmental scan</p> <ol style="list-style-type: none"> 5. Objectives – Company’s mission, marketing objectives, financial objectives 6. Marketing Strategy – Positioning and points of difference, store locations, target market, customer profile, marketing mix, and all advertisements 7. Implementation – Organization, activities, responsibilities, and timetables 8. Evaluation and Control – Performance standards and measurements, marketing objectives, financial objectives, marketing mix strategies, and corrective action 	<p>A4.9 Conduct competitive analysis.</p> <p>A4.10 Set a marketing budget.</p> <p>A4.11 Develop a marketing campaign and write a marketing plan.</p>
<p>10.0 Scoring a Career This unit emphasizes the characteristics and skills needed for success in a sports and entertainment marketing career.</p> <p>Students research and describe a variety of careers available in sports and entertainment marketing. Students explain the skills needed and ways to prepare for a career.</p> <p>Students explain the need for continuous professional development and provide examples of professional development opportunities.</p>	<p>Text: Students complete section concept review and assessment problems.</p> <p>Capstone Project - Career Portfolio <u>Title Page</u></p> <ol style="list-style-type: none"> a) Career Portfolio b) Student Name c) Course Name d) Period e) Teacher f) Date <p><u>Making Career Choices</u> Students write a reflection essay including each of the following topics emphasizing how the results of the assessments completed will influence your career choices. Be sure to cover all points.</p> <ol style="list-style-type: none"> a) Self-Assessment <ol style="list-style-type: none"> i) Describe your personal lifestyle goals, skills and aptitudes summarizing what you do well. ii) Describe your personal interest, and work environment preferences. 	<p>3.0 Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.</p>

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	<p>b) Personality</p> <ul style="list-style-type: none"> ii) Provide a general description of three of your most dominant personality characteristics. ii) Compare and contrast your personality traits results from the True Colors, and Keirseey Temperament Sorter personality tests. <p>c) Values</p> <ul style="list-style-type: none"> i) Summarize your personal values, beliefs and morals. ii) Describe your top three values resulting from the personal values (valuescentre.com). iii) Explain how your values assist in defining your career selections. <p>d) Career Interest</p> <ul style="list-style-type: none"> i) Describe 3 careers best suited for your personality and values based on yourfreecareertest.com results. ii) Describe the occupational outlook for this field, median salary, job duties, and the education, skill requirements and projected demand for each career. <p><u>Personal Career Portfolio</u> Students will maintain and update documents. Include a copy of the following documents:</p> <ul style="list-style-type: none"> a. A completed job application or college application b. Two (2) resumes (one chronological and one functional) c. Reference page with a list of three (3) complete references (no relatives). d. A cover letter <u>and</u> a letter of introduction. 	
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	<ul style="list-style-type: none">e. Three (3) letters of recommendation.f. List of nine (9) interview questions with responses.g. A thank you letter.h. An unofficial copy of your high school/college transcripts.i. Evidence of participation in school, community, volunteer activities, and awards. <p><u>Portfolio Work Samples</u></p> <ul style="list-style-type: none">a. Provide 3 class project work samples.	
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COURSE TITLE	Sports Medicine/Athletic Trainer 1
DATE	August 1, 2016
INDUSTRY SECTOR/PATHWAY	Health Science and Medical Technology: Patient Care Pathway
COURSE DESCRIPTION	<p>The overall course objective is to introduce students to the field of athletic training and sports medicine. Students will gain a basic knowledge and understanding of injury prevention, recognition, management and rehabilitation. Discussions include emergency procedures, exploration of career option within the field, anatomy and injury management of sports related injuries as well as systemic conditions and rehabilitation of these injuries as well. Instruction is comprised of lectures, demonstrations and various lab activities. In addition to these course activities, students will complete a 90 hour internship outside of daily class sessions with a certified sports medicine professional.</p> <p>The course outline of UC a-g approval was developed by the current ROP instructors. Their personal experience and extensive knowledge of the sports medicine industry in various specialties including Certified Athletic Trainer, Certified Strength and Conditioning Specialist, Physical Therapy and Physical Education has been instrumental in maintaining a thorough curriculum.</p> <p>The Sports Medicine course is currently offered at 5 different high schools, within 3 different school districts where the Certified Athletic Trainer at each school site works with the instructor for placement of students at home sporting events. The internship is an integral component of instruction and enables students to apply skills learned in the classroom to real world situations.</p>
OCCUPATIONS FOR IDENTIFIED PATHWAY	29-9091.00 Athletic Trainers 39-9031.00 Fitness Trainers 27-2022.00 Coaches 31.2022.00 Physical Therapist Aides
COURSE GOALS	The Sports Medicine course focuses on teaching the students the skills necessary to recognize, evaluate, treat and prevent athletic injuries.
COURSE OBJECTIVES	Contained within the lesson plans of the individual units
PREREQUISITES	None Anatomy (recommended) Biology (recommended)
ACADEMIC CREDIT	10 academic credits:

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	5 community classroom credits of instruction
CERTIFICATE	Yes, CPR/AED and First Aid certified
ARTICULATION	Yes Las Positas College, Chabot College
UC A-G APPROVED	Yes
INSTRUCTIONAL STRATEGIES	Lecture, demonstrations, multimedia, the use of medical equipment and sports medicine supplies. Career and educational websites, journal articles and studies, visual aids and internships.
INSTRUCTIONAL MATERIALS / TEXTBOOKS	Fundamentals of Sports Injury management-3 rd Edition, Marcia K Anderson Seeley's Essentials of Anatomy and Physiology-7 th Edition, Cinnamon VanPutte, Jennifer Regan, Andy Russo

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CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS - (Essential Employability Skills)

<p>1. Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.</p>
<p>2. Communications Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.</p>
<p>3. Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.</p>
<p>4. Technology Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.</p>
<p>5. Problem Solving and Critical Thinking Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.</p>
<p>6. Health and Safety Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.</p>
<p>7. Responsibility and Flexibility Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.</p>
<p>8. Ethics and legal Responsibilities Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.</p>
<p>9. Leadership and Teamwork Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.</p>
<p>10. Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the (industry) sector.</p>
<p>11. Demonstration and Application Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.</p>

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
1. Introduction	Students will learn the correct procedures to follow in a life threatening situation. They will then have the opportunity to become CPR/AED and First Aid certified by demonstrating full autonomy in the knowledge and skills necessary to pass the practical and written exam with a score of 80%	RSTS 9-10 11-12.4	B4.4 B6.2 B6.6 B10.2-10.5
2. Professional Development and Responsibilities	Students will design their ideal athletic training room or physical therapy clinic. This will allow students to research, design and budget for the items necessary to create a successful workplace. Students will also learn the necessary supplies needed to operate a clinic.	SLS 11-12.2 RSTS 9-10 11-12.4 SLS 11 12.1d SLS 11 12.1b	D1.1 D2.1- D2.8
3. Pathology of Sports Injury	Students will complete portfolio and notebook assignments using appropriate medical terminology. Students will have to list the mechanism of injury, signs and symptoms and treatment about a variety of sports related injuries. Students will also learn about specific pathologies.	LS 9-10, 11-12.6 SLS 11-12.2 WS 11-12.7 RSTS 9-10 11-12.4	B1.2 B4.3 B 5.2-B5.7 B6.5 C2.2
4. Various Conditions	Students will be put into groups or partners to identify anatomical structures on one another. This will allow students to locate different parts of anatomy in a practical setting. Students will learn the anatomy specific to each section of the body. Students will also learn how to recognize and care for various systemic conditions.	SLS 11-12.1b	B2.3 B2.4 B7.1-7.4
5. Prevention/Protective Equipment	Students will be given a scenario with an injured athlete. Students will then have the opportunity to be creative and choose a taping method and/or protective equipment to provide the athletic with as a preventative measure. Students will learn different taping methods and the use of protective equipment for each section of the body.	RSTS 9-10 11-12.4 WS 11-12.7 SLS 11-12.2	B1.4 B2.1 B9.1 B9.3 B12.1-12.4

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<p>6. Fitness and Conditioning</p>	<p>Students will be able to create and fitness and conditioning program for a sports team of their choice. They will include a warm up, cool down and flexibility routine and either a muscular strength, muscular endurance or muscular power program. Students will learn how to design and implement fitness and conditioning as well as rehabilitation programs for athletes.</p>	<p>WS 11-12.6 WS 11-12.7</p>	<p>B1.4 B2.2</p>
<p>7. Nutrition and Pharmacology</p>	<p>Students will monitor their nutrition for one week by keeping a food log. They will then break down the macronutrients, including calories, for each day. Finally, they will be able to reflect on areas of improvement to implement into their personal diets. Students will learn about optimal diets and areas of improvement in their own lives.</p>	<p>WS 11-12.6</p>	<p>B4.2</p>
<p>8. Community Classroom</p>	<p>Through writing, students will reflect on their experiences, challenges and observations at their internship site. Students will be able to work through issues by collaborating with peers and through open discussion.</p>	<p>SLS 11-12.1b SLS 11-12.1d WS 11-12.7</p>	<p>C6.1 C6.3- C6.6</p>
<p>9. Career Readiness and Job Seeking Skills</p>	<p>All students create a career portfolio that includes a resume, skill list, explanation of internship site experience and achievements.</p>	<p>LS 9-10 11-12.6 SLS 11-12.2 WS 11-12.6 WS 11-12.7</p>	<p>B1.2 C1.1 C4.3</p>

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Course Outline-Detail View	Key Assignments / Capstone Projects
<p>Introduction</p>	<p>Lecture and discussion on the following topics:</p> <ol style="list-style-type: none"> 1. History of sports medicine and related disciplines 2. Safety and emergency procedures <ol style="list-style-type: none"> a. Lab rules b. Legal issues <p>All students will demonstrate an understanding of the history of sports medicine and related disciplines through a group activity. All students will demonstrate their ability to apply safety procedures in a working environment to the satisfaction of the instructor.</p> <p>Students will learn the correct procedures to follow in a life threatening situation. They will then have the opportunity to become CPR/AED and First Aid certified by demonstrating full autonomy in the knowledge and skills necessary to pass the practical and written exam with a score of 80%</p>
<p>Professional Development and Responsibilities</p>	<p>Students will design their ideal athletic training room or physical therapy clinic. This will allow students to research, design and budget for the items necessary to create a successful workplace. Students will also learn the necessary supplies needed to operate a clinic</p>
<p>Pathology of Sports Injury</p>	<p>Lecture, chapter assignments and group discussions on the following topics:</p> <ol style="list-style-type: none"> 1. Evaluation procedures for all major articulations and muscle groups. 2. Evaluation and assessment for head injuries 3. Document evaluation data using medical SOAP note technique <p>All students will demonstrate an understanding of the topics through discussion using industry terminology and passing a written exam with 70% accuracy.</p> <p>All students will demonstrate an understanding of how to write clear and accurate evaluation reports using the SOAP format</p>
<p>Various Conditions</p>	<p>Lecture, chapter assignments and group discussions on the following topics:</p> <ol style="list-style-type: none"> 1. Musculoskeletal Conditions <ol style="list-style-type: none"> a. Foot b. Ankle and Lower Leg c. Knee d. Thigh, Hip, Groin and Pelvis e. Shoulder f. Elbow g. Forearm, Wrist, Hand and Fingers h. Spine 2. General Medical Conditions

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	<ul style="list-style-type: none"> a. Head, Face, Ears, Eyes, Nose and Throat b. Thorax and Abdomen c. Skin Disorders d. Systemic Conditions <p>Students will be put into groups or partners to identify anatomical structures on one another. This will allow students to locate different parts of anatomy in a practical setting. Students will learn the anatomy specific to each section of the body. Students will also learn how to recognize and care for various systemic conditions.</p>
Prevention/Protective Equipment	<p>Lecture, chapter assignments and group activity on the following topics:</p> <ul style="list-style-type: none"> 1. Prophylactic taping 2. Splinting and bracing <p>All students will demonstrate taping, splinting and bracing techniques to the satisfaction of the instructor.</p>
Fitness and Conditioning	<p>Students will be able to create and fitness and conditioning program for a sports team of their choice. They will include a warm up, cool down and flexibility routine and either a muscular strength, muscular endurance or muscular power program. Students will learn how to design and implement fitness and conditioning as well as rehabilitation programs for athletes</p>
Career Readiness and Job Seeking Skills	<p>Lecture, discussion and group activity on the following topics:</p> <ul style="list-style-type: none"> 1. Careers relating to sports medicine 2. Internships and post-secondary education. <p>Completion of a portfolio that demonstrates skills acquired throughout the course, an understanding of career options in the sports medicine/athletic training field, a resume and cover letter to use for future employment or college applications to the satisfaction of the instructor.</p>
Community Classroom	<p>During the duration of the class, students will be placed at internships. Students will have the opportunity to learn through their community classrooms (internships). A strong effort will be made to place students at sites in a career they are interested in; these sites will vary from physical therapy clinics, athletic training rooms, strength and conditioning facilities, orthopedic clinics or hospitals. This will ensure that students are able to learn through hands on experience.</p>
Career Readiness and Job Seeking Skills	<p>Lecture, discussion and group activity on the following topics:</p> <ul style="list-style-type: none"> 1. Careers relating to sports medicine 2. Internships and post-secondary education. <p>Completion of a portfolio that demonstrates skills acquired throughout the course, an understanding of career options in the sports medicine/athletic training field, a resume and cover letter to use for future employment or college applications to the satisfaction of the instructor.</p>

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COURSE TITLE	Sports Medicine 2/Advanced Sports Medicine
DATE	August 1, 2016
INDUSTRY SECTOR/PATHWAY	Health Science and Medical Technology: Patient Care Pathway
COURSE DESCRIPTION	<p>Sports Medicine 2/ Advanced Sports Medicine provides an excellent opportunity for students to continue exploring their interest in the fields of kinesiology and medicine. This class provides a framework of advanced skill for understanding functional anatomy and kinesiology, building on the concepts of anatomy/physiology learned in Sports Medicine 1. The lecture/lab format focuses on clinical hands on applications of theory and knowledge, including evaluation, assessment, treatment, and rehabilitation of injuries. Research days will include topics of interest based on injuries, anatomy, rehab, and case studies. Internship opportunities will be provided for after school athletic events, assisting the Head Athletic Trainer or Team Physician, and working with other health care professionals. Integrated throughout the course are career technical education standards, which include academic skills, communication, career planning, technology, problem solving, responsibility, teamwork and technical knowledge. In addition to these components, students will complete a 110 hour internship outside the daily class sessions with a Certified Sports Medicine Professional.</p> <p>The course outline with UC a-g approval was developed by the current ROP instructors. Their personal experience and extensive knowledge of Sports Medicine industry offers skill development in the following professions, such as Certified Athletic Trainer, Physical Therapist, Physical Therapy Aid, Strength and Conditioning Specialists, and Physical Education Instructors.</p> <p>The Sports Medicine course is currently offered at one high school within 3 different school districts. The Certified Athletic Trainer is responsible for placing students at their internship sites for coverage of home athletic events. The internship is an integral component to their instruction and enables students to apply skills learned in the classroom to real life situations and activities.</p>

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OCCUPATIONS FOR IDENTIFIED PATHWAY	29-9091.00 Athletic Trainers 39-9031.00 Fitness Trainers 27-2022.00 Coaches 31.2022.00 Physical Therapist Aides
COURSE GOALS	The Sports Medicine 2 course focuses on teaching students advanced skills to recognize, reevaluate, treat, and continued prevention of athletic injuries, as well as other components of rehab.
COURSE OBJECTIVES	Contained within the lesson plans of the individual units.
PREREQUISITES	Sports Medicine 1-required Anatomy- recommended
ACADEMIC CREDIT	10 academic credits 5 community classroom credits of instruction
CERTIFICATE	Professional CPR/AED for the workplace
ARTICULATION	No
UC A-G APPROVED	Yes
INSTRUCTIONAL STRATEGIES	Lecture, demonstrations, multimedia, the use of medical equipment and Sports Medicine supplies. Journal articles and case studies, visual aids, career and educational websites, and internships.
INSTRUCTIONAL MATERIALS / TEXTBOOKS	Netter's Sports Medicine, 2 nd Edition, by Carlos Machado, M.D., John Craig M.D., James Perkins, MS, Kristen Wienandt Marzejon, Saunders Elsevier, 2010.

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CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS - (Essential Employability Skills)

1.	Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.
2.	Communications Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.
3.	Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.
4.	Technology Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.
5.	Problem Solving and Critical Thinking Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.
6.	Health and Safety Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.
7.	Responsibility and Flexibility Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.
8.	Ethics and legal Responsibilities Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
9.	Leadership and Teamwork Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.
10.	Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the (industry) sector.
11.	Demonstration and Application Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
1. Orientation/Introduction	Students will learn safety procedures, protocol for Internship programs, skill competencies, and class requirements. Students will demonstrate in writing their path through the medical and biotechnology academy sequence explaining the topics learned.	SLS 11-12.2	B6.2, B6.6, B10.2,B12.2
2. Advanced Foundations in Athletic Training	Students will complete a graphic organizer that compares and contrasts the different personnel involved in a Sports Medicine program, and how they work together to form a medical umbrella of “Sports Medicine”. Students will also visit a local college that offers a Sports Medicine program and lay out the school requirements.	WS 11-12.7	B6.1, B6.2, B13.5
3. Creating a Successful Athletic Training Program	Students will create a spreadsheet that lists the equipment and supplies needed to create a functional high school level athletic training room and then demonstrate in writing as to why the listed equipment and supplies are important.	WS 11-12.6 WS 11-12.7	B8.2, B8.4, B8.5

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<p>4. Roles of Responsibilities of Athletic Trainer/Effective Communication</p>	<p>Students will set up a graphic organizer that outlines key responsibilities of students during their shifts. Students will also conduct a one on one interview with a coach on our campus detailing an Athletic Trainer's responsibility. Students will use online resources and textbooks to investigate how to properly complete an injury report including SOAP notes.</p>	<p>WS 11-12.2 WS 11-12.6 SLS 9-10, 11-12.4</p>	<p>B3.2, B 4.1, B4.5, B7.3, B12.2, B12.3, B 12.4</p>
<p>5. Athletic Event Field Management/Emergency Action Plan</p>	<p>Students will visit each athletic venue on campus and demonstrate in writing how they would set up a station for the athletic trainer at each venue.</p>	<p>WS 11-12.7 SLS 11-12.2</p>	<p>B1.4, B7.1, B8.4, B9.1, B9.2</p>
<p>6. Sports Equipment and Protective Gear</p>	<p>Students must use their textbooks and computers to research all of the protective equipment available to athletes that participate in their assigned sports. After becoming knowledgeable, students will create a power point that will teach other students and the athletes about the uses of the equipment, and demonstrate how to properly fit the equipment to an athlete.</p>	<p>RSTS 9-10, 11-12.4 WS 11-12.7 SLS 11-12.2</p>	<p>B1.4, B2.1, B9.1, B9.3, B 12.1-12.4</p>

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<p>7. On the Field Care/Injury Assessment and Evaluation</p>	<p>Students will participate in a role-play scenario in which they demonstrate proper assessment techniques for injury evaluation and follow a written procedure for patient/athlete assessment.</p>	<p>WS11-12.7 RSTS 9-10, 11-12.4</p>	<p>B1.2, B1.4, B2.1, B4.1, B4.5, B5.1, B6.2, B7.3, B10.5</p>
<p>8. Training and Conditioning techniques</p>	<p>Students will create a functional warm-up and cool down procedure for their assigned sports. They will also create a poster and presentation that will be presented to the coaches and athletes of each sport.</p>	<p>WS 11-12.6 WS 11-12.7</p>	<p>B1.4, B2.2</p>
<p>9. Pathology of Sports Injuries</p>	<p>Students will examine a series of x-rays and demonstrate in writing what the different types of fractures are, and the characteristics that distinguish each fracture.</p>	<p>LS 9-10, 11-12.6 SLS 11-12.2 WS 11-12.7 RSTS 9-10, 11-12.4</p>	<p>B1.2, B4.3, B5.5-5.7, B6.5, C2.2</p>
<p>10. Therapeutic Modalities/ Rehabilitation</p>	<p>Students will create a book with procedures and diagram the proper application, such as thermo- therapy, ice bath immersion, ice/heat pack application and whirlpool use for athletes. Students will also be assigned an athlete with a shoulder, knee, or ankle injury. They will create a functional rehab program that outlines the phases of acute care, early exercises, and advanced exercises.</p>	<p>WS 11-12.7 LS 9-10, 11-12.6 SLS 9-10, 11-12.4</p>	<p>B1.2, B2.1, B4.2, B4.5, B7.4, B12.1, B12.3</p>

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11. Nutrition and Pharmacology	Students are given a fictitious athlete that has a goal to enhance performance and must create a menu for one week duration. Students will create a spreadsheet, and demonstrate in writing a menu that meets their athlete’s needs. Finally, students will read an article on performance and enhancing drugs in professional sports, and respond in writing.	WS 11-12.6	B4.2
12. Advanced taping and Wrapping	Students will complete a skills packet on advanced taping and wrapping techniques. Their skills will be graded by instructor.	RSTS 9-10, 11-12.4 WS 11-12.7	B 1.4, B2.1, B9.1-9.3, B12.1-12.4
13. Kinesiology/Biomechanics/ Advanced Anatomy	Students will perform a gait analysis on a sample athlete. Then students will analyze the recorded data to determine an athlete’s gait. For the advanced anatomy students will be provided stickers for anatomical landmarks.	SLS 11-12.1b SLS 11-12.1d WS 11-12.7	B1.4, B2.2, B3.2. B4.3- B4.5, B12.1
14. Community Classroom	Through writing, students will reflect on their experiences, challenges and observations at their internship site. Students will be able to work through issues by collaborating with peers and through open discussion.	SLS 11-12.1b SLS 11-12.1d WS 11-12.7	C6.1, C6.3-C6.6

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Course Outline-Detail View	Key Assignments / Capstone Projects
Orientation/ Introduction	<p>Lecture and discussion on the following topics:</p> <ol style="list-style-type: none"> 1. Sports Medicine Policy, Procedures, and internship pathways. 2. Pathways and Procedures <ol style="list-style-type: none"> A. Sports Medicine programs B. Lab Activities <p>All students will demonstrate their career pathways in writing. All students will demonstrate proper classroom policies and procedures to the satisfaction of the instructor. Students will learn all pathways through group work activities and demonstrate to the rest of the class.</p>
Advanced Foundations In Athletic Training	<p>After lecture, discussion and technology usage: Students will demonstrate in writing and group activities how a Sports Medicine program works and how it will be incorporated into various settings. Students will provide a brief presentation on the campus and how the Sports Medicine program works.</p>
Creating a Successful Athletic Training Program	<p>Lecture, discussion and group activities: Students will demonstrate appropriate equipment within a designated budget. Students will research, design and create a successful athletic training room. Students will learn how to do inventory, ordering, and staying within a budget.</p>
Roles of Responsibilities of Athletic Trainer/Effective Communication	<p>Lecture, technology, chapter assignments and group discussions on the following topics:</p> <ol style="list-style-type: none"> 1. Athletic Trainer’s responsibilities in the Athletic Training room. 2. Athletic Trainer’s responsibilities at athletic events 3. Documentation of SOAP notes and proper logging information into the computer. <p>All students will demonstrate responsibilities through a written exam. All students will demonstrate an understanding of how to write clear and accurate evaluation reports using the SOAP format.</p>
Athletic Event Field Management/Emergency Action Plan	<p>With lecture and technology students will demonstrate all equipment provided for activities. Students will create a spreadsheet and action plan for their location. All students will have a plan for the following sports:</p> <ol style="list-style-type: none"> 1. Football 2. Basketball 3. Soccer 4. baseball 5. Softball

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	<ul style="list-style-type: none"> 6. Track 7. Wrestling
Sports Equipment and Protective Gear	<p>Lecture, group work activities, and technology on the following topics:</p> <ul style="list-style-type: none"> 1) Prophylactic taping 2) Splinting and bracing <p>All students will be able to identify what equipment looks like, its function, cost of material, and properly demonstrate how to wear equipment.</p>
On the Field Care/Injury Assessment and Evaluation	<p>Lecture, Discussion, and group work activity the following topics will be covered:</p> <ul style="list-style-type: none"> 1. Foot/Ankle/Lower Leg 2. Knee 3. Thigh, Hip, Groin, and Pelvis 4. Shoulder 5. Elbow 6. Forearm, Wrist, Hand and Fingers 7. Spine <p>General Medical Conditions:</p> <ul style="list-style-type: none"> 1. Head, Face, Ears, Eyes, Nose and Throat 2. Thorax and Abdomen <p>Students will be put into groups or partners to identify the HOPS method of Evaluation. This will allow students to be thorough with all anatomy and special tests.</p>
Training and Conditioning Techniques	<p>Students will be able to create their own fitness and conditioning programs for a sports team of their choice. They will include a warm up, cool down, and flexibility routine. Their focus will be on muscular strength, muscular endurance or power program. Students will learn how to design and implement fitness and conditioning as well as rehab programs for athletes.</p>
Pathology of Sports Injury	<p>Lecture, discussion, and technology use for the following will be covered:</p> <ul style="list-style-type: none"> 1. Spiral fracture 2. Simple fracture 3. Oblique 4. Greenstick 5. Avulsion 6. Epiphyseal 7. Transverse 8. Compound 9. Depressed 10. Comminuted <p>Students will identify and label the mechanism of how these occur.</p>

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<p>Therapeutic Modalities/Rehabilitation</p>	<p>Lecture, group activities, and technology use for the following topics will be covered:</p> <ol style="list-style-type: none"> 1. Benefits of the following: <ol style="list-style-type: none"> a. Ice bath b. Ultrasound c. Heat pack d. Electrical muscle stimulation e. Ice pack <p>All students will be given an injury and will create a rehabilitation program for the athlete's injury. The following will be included in the plan:</p> <ol style="list-style-type: none"> a. Acute care b. early exercises c. Advanced exercises
<p>Nutrition and Pharmacology</p>	<p>Lecture, group activities, and technology the following topics will be covered:</p> <ol style="list-style-type: none"> a. Carbohydrates, Proteins, Saturated Fats and Vitamins. <p>All students will be given an athlete and a goal that was provided by the athlete. Students will create a one week menu for the athlete to achieve their goal.</p>
<p>Advanced Taping and Wrapping</p>	<p>Lecture, discussion, technology and visuals for the following tape jobs will be covered:</p> <ol style="list-style-type: none"> 1. Ankle 2. Achilles 3. Arch 4. Knee 5. Shoulder 6. Hamstring 7. Quad 8. Hip Flexor
<p>Kinesiology/Biomechanics/ Advanced Anatomy</p>	<p>Lecture, demonstration, and technology the following topics will be covered:</p> <ol style="list-style-type: none"> 1. Gait Analysis 2. Pronators 3. Supinator's <p>Students will be given opportunities to demonstrate all anatomy features related to the following:</p> <ol style="list-style-type: none"> 1. Ankle

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	<ol style="list-style-type: none">2. Lower leg3. Knee4. Hip5. Shoulder6. Elbow7. Hand and fingers8. Head facial area
Community Classroom	<p>During the duration of the class, students will be placed at internships. Students will have an opportunity to learn through their community classrooms (internships). A strong effort will be made to place students at sites in a career they are interested in. These sites will be physical therapy clinics, athletic training rooms, strength and conditioning facilities, orthopedic clinics or hospitals. This will ensure that students are able to learn through hands on experience.</p>

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COURSE TITLE	Video Game Art & Design 1
DATE	August 1, 2016
INDUSTRY SECTOR/PATHWAY	Arts, Media, and Entertainment/Game Design and Integration
COURSE DESCRIPTION	<p>Video Game Art & Design students receive hands-on experience working in Autodesk Maya learning the skills to be a 3D Modeler. Students spend the majority of the year exploring the methods used to develop 3D models for games, including the ability to prepare and generate textures for their models in Adobe Photoshop. While exploring the development of games, students learn about ludology, the theory of gameplay, in order to understand why people play games and how to design for player experience. All students will develop a portfolio of their work, which can be used when seeking internships and/or to gain admission in post-secondary game design programs.</p> <p>This class is pending articulation with Cogswell College and Ohlone College (2017-18 school year). Students may also complete the Autodesk Certified User and Adobe Certified Associate certification exams.</p>
OCCUPATIONS FOR IDENTIFIED PATHWAY	3D Modeler Lighting Artist Rigger Character Designer
COURSE GOALS	Video Game Art & Design develops a student's ability to create 3D models, using Autodesk Maya. Students will be able to model, UV map, and then generate custom textures using Adobe Photoshop. Students will explore ludology, and create their own simple games in Scratch or papercraft.
COURSE OBJECTIVES	Within the lesson plans of instructional units listed within this document.
PREREQUISITES	N/A
ACADEMIC CREDIT	10 credits
CERTIFICATE	(OPTIONAL) Adobe Certified User / Autodesk Certified User
ARTICULATION	(PENDING) Cogswell MM140 – 3 Credits / Ohlone – 3 Credits
UC A-G APPROVED	"F" Fine Art Requirement
INSTRUCTIONAL STRATEGIES	Students will receive instruction via lecture and live demonstration digitally, transmitted directly to their workstation. All instructional material is recorded

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	<p>and uploaded to YouTube afterward for student review.</p> <p>Worksheets, project descriptions, and rubrics are provided to all students via Google Classroom, allowing for group collaboration as well as paperless transmission of their work between the home and classroom.</p> <p>Students will work on individual and group projects, with requirements for both peer and self-review. These projects will require student leadership and organization of pre-production concepts into a coherent production pipeline for the project.</p> <p>Students will experience Field Trips, Job Shadows, and/or Guest Speakers will expose students to realities of industry and allow for feedback from industry professionals or mentorships.</p>
<p>INSTRUCTIONAL MATERIALS / TEXTBOOKS</p>	<p>Course instructional materials have been developed personally by course instructor.</p> <p>Adobe Creative Cloud – Photoshop Autodesk – Maya 2016</p> <p>Students will be provided with access to computers with the above programs. They will also be supported with peripherals such as Wacom drawing tablets, or high definition scanners for hand drawn work.</p>

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CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS - (Essential Employability Skills)

1. Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.
2. Communications Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.
3. Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.
4. Technology Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.
5. Problem Solving and Critical Thinking Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.
6. Health and Safety Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.
7. Responsibility and Flexibility Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.
8. Ethics and legal Responsibilities Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
9. Leadership and Teamwork Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.
10. Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the (industry) sector.
11. Demonstration and Application Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
1. Modeling Basics	Wooden Crate Rubik's Cube Wagon	1.0 2.4, 2.5 4.1, 4.2, 4.3 5.1, 5.2, 5.3, 5.4 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 7.4, 7.5 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2	D4.4 D5.5 D10.2, 10.3, 10.8
2. Complex Modeling Techniques	Bedroom Project	1.0 2.4, 2.5 4.1, 4.2, 4.3 5.1, 5.2, 5.3, 5.4 7.4, 7.5 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2	D4.4, D4.5 D10.2, 10.3
3. Texturing with Tiled Textures	UV Dice UV Rubik's Cube Fancy Fashion Tiled Tower	1.0 2.3, 2.5, 2.6 4.1, 4.2, 4.3 5.1, 5.2, 5.3, 5.4 7.2, 7.3, 7.4, 7.5 8.1, 8.2, 8.3, 8.4, 8.6, 8.7 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2	D4.4, D4.5, D4.8 D10.2, 10.3

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<p>4. Photoshop Essentials</p>	<p>Color Theory Poster Mask and Clone Practice Pallette Swap Mission Impossible</p>	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 7.4, 7.5 8.3, 8.4, 8.6, 8.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2</p>	<p>D1.4 D4.1, D4.3, D4.4, D4.6, D4.8 D10.2, 10.3 10.8</p>
<p>5. Texturing with Photoshop</p>	<p>Tiled Barrel Picture Frame Project Can Project</p>	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.5 5.1, 5.2, 5.3, 5.4 7.3, 7.4, 7.5 8.1, 8.2, 8.3, 8.4, 8.6, 8.7 10.1, 10.2, 10.3, 10.4, 11.1, 11.2</p>	<p>D1.4 D4.1, D4.3, D4.4, D4.6, D4.8 D10.2, 10.3 10.8</p>
<p>6. Introduction to Ludology</p>	<p>Ludology Research Doorway Project Pokemon Red Response</p>	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 7.2, 7.3, 7.4, 7.5, 7.8 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 10.1, 10.2, 10.3, 10.4,</p>	<p>D1.1, D1.2, D1.3, D1.5 D2.2, D2.3, D2.4, D2.5, D2.6, D2.7 D4.2, D4.4, D4.5, D4.6, D4.9, D4.10 D5.1, D5.2, D5.3, D5.4, D5.5 D6.3 D7.1, D7.2, D7.3, D7.4,</p>

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		11.1, 11.2, 11.3, 11.4	D7.5, D7.6, D7.7, D7.8, D7.9, D7.10 D8.1, D8.2, D8.3, D8.4, D8.5, D8.6 D10.2, 10.3, 10.7, 10.8
7. Iterative Game Design	Lunch-Fu Scratch Prototype Iteration Jam Lunch-Fu Response	1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 7.2, 7.3, 7.4, 7.5, 7.8 8.1, 8.2, 8.3, 8.4, 8.6, 8.7 9.1, 9.2, 9.3, 9.5, 9.6, 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2, 11.3, 11.4	D1.1, D1.2, D1.3, D1.5 D2.1, D2.2, D2.3, D2.4, D2.5, D2.6, D2.7, D2.8 D3.1, D3.2, D3.3, D3.4, D3.5 D4.4, D4.5, D4.7, D4.8, D4.9 D5.1, D5.2, D5.3, D5.4, D5.5, D5.6 D6.1, D6.2, D6.3, D6.4, D6.5, D6.6, D6.7 D7.2, D7.4 D8.1, D8.2, D8.3, D8.4, D8.6, D8.7 D10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8

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<p>8. Portfolio Production</p>	<p>Hexagon of Horror Digital Portfolio</p>	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 4.1, 4.2, 4.3, 4.6 5.1, 5.2, 5.3, 5.4 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7 8.1, 8.2, 8.3, 8.4, 8.6 9.1, 9.2, 9.3, 9.4, 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2, 11.3, 11.4, 11.5</p>	<p>D1.4, D1.5 D2.1 D4.1, D4.3, D4.4, D4.5, D4.6, D4.9, D4.10 D5.5 D6.1, D6.3, D6.4, D6.5, D6.7 D9.1, D9.2, D9.3, D9.4, D9.5, D9.6 D10.2, 10.3, 10.7, 10.8</p>
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Course Outline-Detail View	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
<p>1. Modeling Basics Students will be introduced to working with Mac and our computer lab procedures. Students learn the fundamentals of working within the 3D space of Autodesk Maya. Students should be familiar with all primitive types, as well as methods for using extrude and edge loops.</p>	<ul style="list-style-type: none"> - Wooden Crate – Use a variety of tools along with cubes to create simple crates. Students should be familiar with the basic component editing tools (Move/Scale/Rotate) as well as Extrude and Insert Edge Loop. - Rubik’s Cube – Students will demonstrate understanding of primitive starting settings by subdividing a cube, and extruding to create grooves. - Covered Wagon – Utilizing reference, students will build a model of a covered wagon from primitives using the tools covered in the class so far. Students will then complete a written debrief describing their development process along with definitions for the tools they used. 	<p>1.0 2.4, 2.5 4.1, 4.2, 4.3 5.1, 5.2, 5.3, 5.4 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 7.4, 7.5 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2</p>	<p>D4.4 D5.5 D10.2, 10.3, 10.8</p>
<p>2. Complex Modeling Techniques During this unit, additional layers of complexity are added to the basic model editing techniques previously covered. Students will be familiar with Combine, merging vertices, appending geometry, as well as Multi-Cut. In addition, students will begin organizing work within Maya’s project structure.</p>	<p>Bedroom Project – The Bedroom Project is made of up several pieces of furniture as part of a fictional bedroom set. Each of the pieces highlights a specific method to practice.</p> <ul style="list-style-type: none"> - Dresser: The dresser focuses on extruding multiple consecutive times using Repeat Last, with small movements to create smooth changes along the model. - Bed Side Table: The bed side table follows the same principles as the dresser. - Lamp: The lamp practices the same extrude technique, but this time using a cylinder for starts. - Bed: The Bed includes a Mattress as well as a Blanket. The blanket 	<p>1.0 2.4, 2.5 4.1, 4.2, 4.3 5.1, 5.2, 5.3, 5.4 7.4, 7.5 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2</p>	<p>D4.4, D4.5 D10.2, 10.3</p>

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	<p>introduces a new usage for the Bend tool.</p> <ul style="list-style-type: none"> - Desk: The desk method I cover teaches a method that focuses on snapping vertices together to ensure flush edges, as well as cutting a cylinder into a quarter for a corner desk. iMac: The iMac is a practice on getting smooth detail using extrudes, using softened edges. <p>When done, the students reference the files together into a room, to make a video.</p>		
<p>3. Texturing with Tiled Textures Students will begin work with creating UV maps for objects. Projects will focus on the UV mapping process, and applying tileable textures from Google. This will include discussions about copyright and fair use.</p>	<ul style="list-style-type: none"> - UV Dice – Students will create a functional dice from a primitive cube. Using planar map, UV shells will be created. Then, students will learn to apply lamberts materials and attach diffuse maps. With diffuse map attached, they will arrange shells on the texture map according to the dot pattern. - UV Rubik’s Cube – Similar to the UV dice, the students will create a Rubik’s cube as they previously used. Then, they will planar and arrange shells to create a completed Rubik’s cube. - Fancy Fashions – Students will use reference images to create a top hat and a cane. Then, they will prepare maps for texturing with various provided tileable diffuse textures. - Tiled Tower – With a provided castle tower model, students will prepare UV maps and apply provided tiled stone textures. 	<p>1.0 2.3, 2.5, 2.6 4.1, 4.2, 4.3 5.1, 5.2, 5.3, 5.4 7.2, 7.3, 7.4, 7.5 8.1, 8.2, 8.3, 8.4, 8.6, 8.7 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2</p>	<p>D4.4, D4.5, D4.8 D10.2, 10.3</p>
<p>4. Photoshop Essentials Before they can use Photoshop to create their own textures, students must develop core skills in working within the Photoshop</p>	<ul style="list-style-type: none"> - Color Theory Poster – Students create a simple poster in Photoshop, with a collage of pictures that represent a 	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>	<p>D1.4 D4.1, D4.3, D4.4, D4.6,</p>

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<p>program. Students will be able to make significant edits to images they create themselves or find on the internet.</p>	<p>variety of color relationships. Complimentary, Analogous, etc.</p> <ul style="list-style-type: none"> - Mask and Clone Practice – Students will apply skills in creating masks or cloning over areas of provided images. - Palette Swap – Students will use adjustment layers to create variation of classic gaming character’s costumes. - Mission Impossible – Use Photoshop to mask out characters from different images and combine into one single large scene. 	<p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 7.4, 7.5 8.3, 8.4, 8.6, 8.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2</p>	<p>D4.8 D10.2, 10.3 10.8</p>
<p>5. Texturing with Photoshop This unit uses Photoshop to create custom textures for our models. Filters are used to create tiled textures, as well as bump and spec maps.</p>	<ul style="list-style-type: none"> - Tiled Barrel – Offset filter is used to clone out seams for tiled textures. - Picture Frame Project – Students will use reference images to create picture frames. Then they will make Bump and Spec maps from their diffuse maps using Photoshop filters. - Can Project – Students will create a can for a brand of their own creation. The can must have Diffuse, Bump and Spec map. 	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.5 5.1, 5.2, 5.3, 5.4 7.3, 7.4, 7.5 8.1, 8.2, 8.3, 8.4, 8.6, 8.7 10.1, 10.2, 10.3, 10.4, 11.1, 11.2</p>	<p>D1.4 D4.1, D4.3, D4.4, D4.6, D4.8 D10.2, 10.3 10.8</p>
<p>6. Introduction to Ludology Ludology covers the study of gaming, which is studied through various readings and design exercises. Students will begin a Google site to begin keeping track of development of a fake game and concepts around game creation as they release a “promo” still from their fake game. Then, they will play Pokemon Red and write an analysis of the game according to the vocabulary covered in the course.</p>	<ul style="list-style-type: none"> - Ludology Journal - Students will create a Google Site, containing responses to prompts regarding gaming development. - Doorway Project – Students will be provided a model of a doorway untextured, and tasked with developing a texture for it to promote an upcoming game, <i>Hexagon of Horror</i>. Students will end with a presentation of their produced model and how they envisioned Hexagon of Horror. - Pokemon Red Response – After playing through portions of Pokemon Red, students will write a response 	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 7.2, 7.3, 7.4, 7.5, 7.8 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 10.1, 10.2, 10.3, 10.4, 11.1, 11.2,</p>	<p>D1.1, D1.2, D1.3, D1.5 D2.2, D2.3, D2.4, D2.5, D2.6, D2.7 D4.2, D4.4, D4.5, D4.6, D4.9, D4.10 D5.1, D5.2, D5.3, D5.4, D5.5 D6.3 D7.1, D7.2, D7.3, D7.4, D7.5, D7.6,</p>

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	<p>about the game’s application of tenets of ludology as it applies to player experience. The response will also cover its technical merits within its genre.</p>	<p>11.3, 11.4</p>	<p>D7.7, D7.8, D7.9, D7.10, D8.1, D8.2, D8.3, D8.4, D8.5, D8.6, D10.2, 10.3, 10.7, 10.8</p>
<p>7. Iterative Game Design Students apply game design theory in a game development group project. Students will prototype and update a given set of game rules. Additionally, they will continue to record information within their Google Site.</p>	<ul style="list-style-type: none"> - Lunch-Fu Scratch Demo – Students will create a functional demo of the Lunch-Fu game, based on a game design by Marc Lablanc. - Iteration Jam – Groups will begin work on their own versions of Lunch-Fu. After coming up with a design, teams execute random quick tests. Then, students will write responses about each game they played. - Lunch-Fu Response – Groups will present their new version of the original base game, complete with card graphics. Students will write a response about how they developed their end result and how the game changed over time. 	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 7.2, 7.3, 7.4, 7.5, 7.8 8.1, 8.2, 8.3, 8.4, 8.6, 8.7 9.1, 9.2, 9.3, 9.5, 9.6, 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2, 11.3, 11.4</p>	<p>D1.1, D1.2, D1.3, D1.5 D2.1, D2.2, D2.3, D2.4, D2.5, D2.6, D2.7, D2.8 D3.1, D3.2, D3.3, D3.4, D3.5 D4.4, D4.5, D4.7, D4.8, D4.9 D5.1, D5.2, D5.3, D5.4, D5.5, D5.6 D6.1, D6.2, D6.3, D6.4, D6.5, D6.6, D6.7 D7.2, D7.4 D8.1, D8.2, D8.3, D8.4, D8.6, D8.7 D10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8</p>
<p>8. Portfolio Production Students complete a final project to develop a level design for a game. They will research and then draft documents based on references from the genre of games they are creating. Students will finish compiling a summative portfolio of highlighted work,</p>	<ul style="list-style-type: none"> - Hexagon of Horror – Create a design document and draft level layout within Maya. Students will look up references of layouts of another similar genre works. 	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5, 3.6,</p>	<p>D1.4, D1.5 D2.1 D4.1, D4.3, D4.4, D4.5, D4.6, D4.9,</p>

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<p>including a resume.</p>	<p>- Portfolio – Students will arrange on their Google Site a final collection of work, including their design documents, model screenshots, research papers, and resume. Students will complete an exit interview for a fictional job of their choice from the field based on the resume they submit.</p>	<p>3.7 4.1, 4.2, 4.3, 4.6 5.1, 5.2, 5.3, 5.4 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7 8.1, 8.2, 8.3, 8.4, 8.6 9.1, 9.2, 9.3, 9.4, 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2, 11.3, 11.4, 11.5</p>	<p>D4.10 D5.5 D6.1, D6.3, D6.4, D6.5, D6.7 D9.1, D9.2, D9.3, D9.4, D9.5, D9.6 D10.2, 10.3, 10.7, 10.8</p>
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COURSE TITLE	Visual Communications 1
DATE	August 1, 2016
INDUSTRY SECTOR/PATHWAY	Arts, Media, and Entertainment/Design, Visual, and Media Arts
COURSE DESCRIPTION	<p>Visual Communications is the introduction to the many different facets that make up the digital art fields. Our curriculum focuses graphics design and photography, but also includes video production and photo journalism. The majority of our time in class will be spent using Adobe Photoshop. Each student will develop a portfolio of finished work which can be used for scholarship, college, and career opportunities.</p> <p>This class is pending articulation with Cogswell College and Ohlone College (2017-18 school year). Students may also complete the Autodesk Certified User and Adobe Certified Associate certification exams.</p>
OCCUPATIONS FOR IDENTIFIED PATHWAY	<p>Graphic Designer Photographer Video Editor Web Designer</p>
COURSE GOALS	<p>Visual Communications provides foundations in essential art skills, including the principles of design, the elements of art, color theory, and composition. Students apply concepts while developing mastery of Canon cameras as well as Adobe Photoshop. Students produce graphics, photos, as well as web content during their coursework.</p>
COURSE OBJECTIVES	Within the lesson plans of instructional units listed within this document.
PREREQUISITES	N/A
ACADEMIC CREDIT	10 credits
CERTIFICATE	(OPTIONAL) Adobe Certified User / Autodesk Certified User
ARTICULATION	(PENDING) Cogswell MM140 – 3 Credits / Ohlone – 3 Credits
UC A-G APPROVED	“g” Requirement
INSTRUCTIONAL STRATEGIES	Students will receive instruction via lecture and live demonstration digitally, transmitted directly to their workstation. All instructional material is recorded and uploaded to YouTube afterward for student review.

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	<p>Worksheets, project descriptions, and rubrics are provided to all students via Google Classroom, allowing for group collaboration as well as paperless transmission of their work between the home and classroom.</p> <p>Students will work on individual and group projects, with requirements for both peer and self-review. These projects will require student leadership and organization of pre-production concepts into a coherent production pipeline for the project.</p> <p>Students will experience Field Trips, Job Shadows, and/or Guest Speakers will expose students to realities of industry and allow for feedback from industry professionals or mentorships.</p>
<p>INSTRUCTIONAL MATERIALS / TEXTBOOKS</p>	<p>Course instructional materials have been developed personally by course instructor.</p> <p>Adobe Creative Cloud – Photoshop Adobe Creative Cloud – Illustrator</p> <p>Students will be provided with access to computers with the above programs. They will also be supported with peripherals such as Wacom drawing tablets, or high definition scanners for hand drawn work.</p>

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CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS - (Essential Employability Skills)

<p>1. Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.</p>
<p>2. Communications Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.</p>
<p>3. Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.</p>
<p>4. Technology Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.</p>
<p>5. Problem Solving and Critical Thinking Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.</p>
<p>6. Health and Safety Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.</p>
<p>7. Responsibility and Flexibility Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.</p>
<p>8. Ethics and legal Responsibilities Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.</p>
<p>9. Leadership and Teamwork Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.</p>
<p>10. Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the (industry) sector.</p>
<p>11. Demonstration and Application Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.</p>

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COURSE OUTLINE - SUMMARY VIEW INSTRUCTIONAL UNITS	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
1. Introduction to Artistic Concepts	Internet Scavenger Hunts Student Photo Shoots Research Presentations	1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 7.5, 7.8 8.1, 8.2, 8.3, 8.4, 8.6, 8.7 9.5, 9.6 10.1, 10.2, 10.3, 10.4 11.1, 11.2	A1.1, A1.2, A1.3, A1.4, A1.6, A1.7, A1.8, A1.9 A2.6, A2.8 A5.5 A7.4
2. Photoshop Essentials	Color Theory Poster Mask and Clone Practice Palette Swap Mission Impossible	1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2 5.2, 5.3, 5.4 7.5 8.6, 8.8 10.1, 10.2, 10.3, 10.4 11.1, 11.2	A1.1, A1.2, A1.3, A1.4 A2.1, A2.2, A2.3, A2.4, A2.6, A2.7, A2.8, A2.9 A5.5, A5.7 A7.1, A7.2, A7.3, A7.4 A8.1, A8.2, A8.5, A8.6, A8.7

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<p>3. Type and Layout Design</p>	<p>Principles of Design Poster Typeface Breakdown Currency Project</p>	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3 5.1, 5.2, 5.3, 5.4 7.1, 7.3, 7.4, 7.5, 7.8 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 9.1, 9.2, 9.3, 9.5, 9.6, 9.7 10.1, 10.2, 10.3 10.4 11.1, 11.2</p>	<p>A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A1.7, A1.8, A1.9 A2.1, A2.2, A2.3, A2.4, A2.6, A2.7, A2.8, A2.9 A3.1, A3.2, A3.3, A3.4, A3.5, A3.6 A4.1, A4.2, A4.3, A4.4, A4.5, A4.6 A5.1, A5.2, A5.3, A5.4, A5.5, A5.7 A8.1, A8.2, A8.3, A8.4</p>
<p>4. Photography Essentials</p>	<p>Controlling Shutter Photoshoot Controlling Aperture Photoshoot Controlling ISO Photoshoot</p>	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1 5.2, 5.3 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 7.3, 7.4, 7.5 8.3, 8.4, 8.7 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2</p>	<p>A1.1, A1.2, A1.3, A1.4 A2.1, A2.2, A2.3, A2.4, A2.6, A2.8, A2.9 A5.3, A5.5, A5.7 A8.1, A8.2, A8.3</p>

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<p>5. Portraits and Landscapes</p>	<p>Portrait Shoot Landscape Shoot Art Genre Timeline Self Portrait Project Pop Art Project</p>	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 7.2, 7.3, 7.4, 7.5, 7.8 8.3, 8.5, 8.6, 8.7 9.1, 9.2, 9.3, 9.5, 9.6, 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2</p>	<p>A1.1, A1.2, A1.3, A1.4 A1.5, A1.6, A1.7, A1.9 A2.1, A2.2 A2.4, A2.6 A2.7, A2.8, A2.9 A3.1, A3.2, A3.3, A3.4, A3.5, A3.6 A4.2, A4.3, A4.4, A4.5, A4.6 A5.2, A5.3, A5.4, A5.5, A5.6 A6.1, A6.2, A6.3 A7.1, A7.2, A7.3, A7.4 A8.1, A8.2, A8.4, A8.5, A8.6</p>
<p>6. Portfolio</p>	<p>Dream Career Project Final Portfolio</p>	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 8.3, 8.4, 8.5, 8.6, 8.7 9.1, 9.4</p>	<p>A1.1, A1.2, A1.3 A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A2.9 A5.2, A5.4, A5.6 A7.1, A7.2, A7.3, A7.4, A7.5 A8.1, A8.2, A8.3, A8.7</p>

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		10.1, 10.2, 10.3, 10.4 11.1, 11.2, 11.3, 11.4, 11.5	
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Course Outline-Detail View	Key Assignments / Capstone Projects	Anchor Standards	Pathway Standards
<p>1. Introduction to Artistic Concepts Unit 1 is for explaining the foundational theories we use working within the art field. Students will also be expected to understand safety working with the school equipment as well as copyright law. Students will be required to learn and define the various terms and reasonable application of related to:</p> <ul style="list-style-type: none"> - Elements of Art - Principles of Design - Color Theory - Composition 	<ul style="list-style-type: none"> - Internet Scavenger Hunts – While exploring the new concepts introduced in this unit, students will be asked to find and explain examples of the relevant theoretical concept we are exploring at that time. Examples would include finding a photo with a complimentary color scheme, or strongly presents the usage of line within the artwork. - Photoshoots – Students will be required to recreate existing famous images with Photography. They will be expected to know about the different theoretical concepts at play in the original as well as their recreation. - Student Presentations – Students will explore various time periods in Art History. They will then condense their findings into a Photoshop poster which they will present to the class. 	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 7.5, 7.8 8.1, 8.2, 8.3, 8.4, 8.6, 8.7 9.5, 9.6 10.1, 10.2, 10.3, 10.4 11.1, 11.2</p>	<p>A1.1, A1.2, A1.3, A1.4, A1.6, A1.7, A1.8, A1.9 A2.6, A2.8 A5.5 A7.4</p>
<p>2. Photoshop Essentials This Unit introduces students to Adobe Photoshop as a tool for image editing. Students practice skills in non-destructive edits with masking and clone stamping, as well as color correction.</p>	<ul style="list-style-type: none"> - Color Theory Poster – Students create a simple poster in Photoshop, with a collage of pictures that represent a variety of color relationships. Complimentary, Analogous, etc. - Mask and Clone Practice – Students will apply skills in creating masks or cloning over areas of provided images. - Palette Swap – Students will use adjustment layers to create variation of classic gaming character’s costumes. - Mission Impossible – Use Photoshop to mask out characters from different images and combine into one single 	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2 5.2, 5.3, 5.4 7.5 8.6, 8.8 10.1, 10.2, 10.3, 10.4 11.1, 11.2</p>	<p>A1.1, A1.2, A1.3, A1.4 A2.1, A2.2, A2.3, A2.4, A2.6, A2.7, A2.8, A2.9 A5.5, A5.7 A7.1, A7.2, A7.3, A7.4 A8.1, A8.2, A8.5, A8.6, A8.7</p>

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	large scene. Students will then generate a written story to explain their impossible image.		
<p>3. Type and Layout Design Students focus on building Poster layouts with grid-based design. Projects explore using Photoshop’s Character and Paragraph panel to create effective text layouts. Students will set and follow their own production schedule for their projects.</p>	<ul style="list-style-type: none"> - Principles of Design Poster – Students will create a Poster that visually demonstrates the principles at work using Photoshop. The poster should have a definition as well as a small representative graphic. - Typeface Breakdown – Students will create a poster that breaks down and identify key characteristics of a piece of text. Posters should properly utilize the principles of design. - Currency Breakdown – After researching various types of currency from around the world, students will develop a new style of currency. Then, students will write a response comparing and contrasting the various styles present in the different currencies. 	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3 5.1, 5.2, 5.3, 5.4 7.1, 7.3, 7.4, 7.5, 7.8 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 9.1, 9.2, 9.3, 9.5, 9.6, 9.7 10.1, 10.2, 10.3 10.4 11.1, 11.2</p>	<p>A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A1.7, A1.8, A1.9 A2.1, A2.2, A2.3, A2.4, A2.6, A2.7, A2.8, A2.9 A3.1, A3.2, A3.3, A3.4, A3.5, A3.6 A4.1, A4.2, A4.3, A4.4, A4.5, A4.6 A5.1, A5.2, A5.3, A5.4, A5.5, A5.7 A8.1, A8.2, A8.3, A8.4</p>
<p>4. Photography Essentials This unit is a direct focus on the different measurements controlled by the camera. Assignments specifically highlight working with different Aperture settings, Shutter Speeds, and ISO.</p>	<ul style="list-style-type: none"> - Controlling Shutter Photoshoot – Students will take a study of photos that controls for various extremes measuring shutter speed. Then, students will create a graphic which explains the differences. - Controlling Aperture Photoshoot – Students will take a study of photos that controls for various extremes measuring aperture. Then, students will create a graphic which explains the differences. - Controlling ISO Photoshoot – Students will take a study of photos that controls for various extremes measuring ISO speed. Then, students will create a graphic which explains the differences. 	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1 5.2, 5.3 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 7.3, 7.4, 7.5 8.3, 8.4, 8.7 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2</p>	<p>A1.1, A1.2, A1.3, A1.4 A2.1, A2.2, A2.3, A2.4, A2.6, A2.8, A2.9 A5.3, A5.5, A5.7 A8.1, A8.2, A8.3</p>

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<p>5. Portraits and Landscapes In this unit, students explore a variety of historical art styles. Students will create a blog, and respond to a variety of prompts and organize information pertaining to different art styles. Students will also create work that is directly inspired by a variety of chosen art styles.</p>	<ul style="list-style-type: none"> - Portrait Shoot – Students will practice a set of portraiture, exploring different lighting and poses. Then they will write a break down its composition. - Landscape Shoot – Students will take a set of photos from a variety of different outdoor and indoor settings. Then they will write a break down its composition. - Art Genre Timeline – In Groups, students will investigate different times in art history. Together, they will create a block for a timeline of different art styles. Students will present their findings to the class. - Self Portrait Project – Students will create a piece of art representing themselves, using one of the previously discussed genres. Then, students will respond about how they developed their image from themselves. - Pop Art Project – After picking reference, students will create pop art stencil work using vector graphics. 	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 7.2, 7.3, 7.4, 7.5, 7.8 8.3, 8.5, 8.6, 8.7 9.1, 9.2, 9.3, 9.5, 9.6, 9.7 10.1, 10.2, 10.3, 10.4 11.1, 11.2</p>	<p>A1.1, A1.2, A1.3, A1.4 A1.5, A1.6, A1.7, A1.9 A2.1, A2.2 A2.4, A2.6 A2.7, A2.8, A2.9 A3.1, A3.2, A3.3, A3.4, A3.5, A3.6 A4.2, A4.3, A4.4, A4.5, A4.6 A5.2, A5.3, A5.4, A5.5, A5.6 A6.1, A6.2, A6.3 A7.1, A7.2, A7.3, A7.4 A8.1, A8.2, A8.4, A8.5, A8.6</p>
<p>6. Portfolio Students will compile completed works for a dream career project, with a mock interview for their chosen career. Students will post a digital portfolio to their site.</p>	<ul style="list-style-type: none"> - Dream Career Project – Students will identify a career of interest. Then, after preparing a resume and writing a response about their life in their new job, they will submit to a mock interview. - Portfolio – On a Google Site, maintain a list of selected art works, including any relevant text. 	<p>1.0 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3, 5.4 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 8.3, 8.4, 8.5, 8.6, 8.7</p>	<p>A1.1, A1.2, A1.3 A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A2.9 A5.2, A5.4, A5.6 A7.1, A7.2, A7.3, A7.4, A7.5 A8.1, A8.2, A8.3, A8.7</p>

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		9.1, 9.4 10.1, 10.2, 10.3, 10.4 11.1, 11.2, 11.3, 11.4, 11.5	
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TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
March 8, 2017

ACTION ITEM – 9.2

AGENDA ITEM:

9.2 – Approval of the 2016-2017 Second Interim Report

RECOMMENDED ACTION:

Approve the Second 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 Second 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 January 31, 2017, using the most current information available. The report projects the TVROP will end the year with a fund balance of \$1,721,260.02. Of this, \$20,000 is designated for the revolving fund, \$537,990 is restricted, and \$380,358 is the 5% reserve for economic uncertainty. The remaining \$782,912.02 is undesignated at this time.

FISCAL IMPACT:

Tri-Valley ROP's 2016-2017 projected revenue is \$7,599,256 and projected expenses are \$7,607,157 offset by \$7,901 of reserve.

SUPPORTING DOCUMENTS:

- JPA Certification of Interim Report
- Table of Contents
- Change Detail
- Revenues, Expenditures, and Changes in Fund Balance
- Exhibit: Restricted Balance Detail
- Cash Flow Worksheet
- Multi-Year Projections
- Criteria and Standards
- Technical Review Checks

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: March 08, 2017 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: 925-626-3253
Title: Fiscal Director E-mail: tfiscus@lvjUSD.k12.ca.us

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 first interim.		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 first interim.		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 first interim 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 first interim 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 first interim 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	Does the JPA have long-term (multiyear) commitments or debt agreements?	X	
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2015-16) annual payment?	n/a	X
		• 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?	n/a	
S7a	Postemployment Benefits Other than Pensions	Does the JPA provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, have there been changes since first interim in OPEB liabilities?	n/a	
S7b	Other Self-insurance Benefits	Does the JPA operate any self-insurance programs (e.g., workers' compensation)?	X	
		• If yes, have there been changes since first interim in self-insurance liabilities?	n/a	
S8	Status of Labor Agreements	As of second interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)	n/a	
		• Classified? (Section S8B, Line 1b)	n/a	
		• Management/supervisor/confidential? (Section S8C, Line 1b)	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

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:			
		2016-17 Original Budget	2016-17 Board Approved Operating Budget	2016-17 Actuals to Date	2016-17 Projected Totals
011	General Fund/County School Service Fund	G	G	G	GS
101	Special Education Pass-Through Fund				
111	Adult Education Fund				
121	Child Development Fund				
131	Cafeteria Special Revenue Fund				
141	Deferred Maintenance Fund				
151	Pupil Transportation Equipment Fund				
171	Special Reserve Fund for Other Than Capital Outlay Projects				
181	School Bus Emissions Reduction Fund				
201	Special Reserve Fund for Postemployment Benefits				
211	Building Fund				
351	County School Facilities Fund				
401	Special Reserve Fund for Capital Outlay Projects				
611	Cafeteria Enterprise Fund				
671	Self-Insurance Fund				
711	Retiree Benefit Fund				
CASH	Cashflow Worksheet				S
CHG	Change Order Form				
CI	Interim Certification				S
ICR	Indirect Cost Rate Worksheet				
MYPI	Multiyear Projections - General Fund				GS
SIAI	Summary of Interfund Activities - Projected Year Totals				
01CSI	Criteria and Standards Review				S

2016-17 Second Interim
Change Detail

REVENUE	CHANGE
Federal	
Adult Ed Grant	\$ (22,077)
State	
Pass-Through Revenue from State Sources	\$ 3,362,898
CTEIG Grant	\$ (2,394,320)
Other State Revenue	\$ 45,000
Local	
Interest	\$ 13,000
CTEIG Grant Distribution	\$ 2,394,320
Adults in Corrections Program	\$ 436,436
Other Local Revenue	\$ 19,317
TOTAL	\$ 3,854,574

EXPENDITURES	CHANGE
Certificated Salaries	\$ (122,485)
Classified Salaries	\$ 700
Benefits	\$ (10,057)
Supplies	\$ (106,287)
Services	\$ 173,066
Other Outgo	\$ 3,362,898
TOTAL	\$ 3,297,835

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) LCFF 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	7,000.00	181,302.00	(22,077.00)	-10.9%
3) Other State Revenue		8300-8599	164,795.00	2,631,174.00	3,381,571.61	3,644,752.00	1,013,578.00	38.5%
4) Other Local Revenue		8600-8799	4,774,530.00	910,129.00	1,624,065.08	3,773,202.00	2,863,073.00	314.6%
5) TOTAL, REVENUES			5,142,704.00	3,744,682.00	5,012,636.69	7,599,256.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	3,041,698.00	1,834,259.00	942,183.19	1,711,774.00	122,485.00	6.7%
2) Classified Salaries		2000-2999	451,319.00	429,609.00	265,065.39	430,309.00	(700.00)	-0.2%
3) Employee Benefits		3000-3999	773,055.00	561,415.00	239,592.09	551,358.00	10,057.00	1.8%
4) Books and Supplies		4000-4999	411,873.00	494,401.00	139,903.93	388,114.00	106,287.00	21.5%
5) Services and Other Operating Expenditures		5000-5999	944,919.00	989,638.00	443,819.19	1,162,704.00	(173,066.00)	-17.5%
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	3,362,898.00	(3,362,898.00)	New
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	4,309,322.00	2,030,563.79	7,607,157.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(480,160.00)	(564,640.00)	2,982,072.90	(7,901.00)		
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)	(564,640.00)	2,982,072.90	(7,901.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,729,161.02	1,729,161.02		1,729,161.02	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,729,161.02	1,729,161.02		1,729,161.02		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,729,161.02	1,729,161.02		1,729,161.02		
2) Ending Balance, June 30 (E + F1e)			1,249,001.02	1,164,521.02		1,721,260.02		
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						537,990.00		
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	215,467.00		380,358.00		
Unassigned/Unappropriated Amount			947,858.02	929,054.02		782,912.02		

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	7,000.00	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	0.00	(22,077.00)	-100.0%
TOTAL, FEDERAL REVENUE			203,379.00	203,379.00	7,000.00	181,302.00	(22,077.00)	-10.9%
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	3,362,898.00	3,362,898.00	3,362,898.00	New
Career Technical Education Incentive Grant Program	6387	8590	0.00	2,394,320.00	0.00	0.00	(2,394,320.00)	-100.0%
All Other State Revenue	All Other	8590	164,795.00	236,854.00	18,673.61	281,854.00	45,000.00	19.0%
TOTAL, OTHER STATE REVENUE			164,795.00	2,631,174.00	3,381,571.61	3,644,752.00	1,013,578.00	38.5%
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	9,569.35	15,000.00	13,000.00	650.0%
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	349,884.00	123,988.31	349,884.00	0.00	0.0%
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	8,468.00	26,066.42	27,785.00	19,317.00	228.1%
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	380,051.00	1,300,776.00	2,774,371.00	2,394,320.00	630.0%
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	169,726.00	163,665.00	606,162.00	436,436.00	257.1%
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	910,129.00	1,624,065.08	3,773,202.00	2,863,073.00	314.6%
TOTAL, REVENUES			5,142,704.00	3,744,682.00	5,012,636.69	7,599,256.00		

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	1,346,753.00	670,103.75	1,317,201.00	29,552.00	2.2%
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	487,506.00	272,079.44	394,573.00	92,933.00	19.1%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			3,041,698.00	1,834,259.00	942,183.19	1,711,774.00	122,485.00	6.7%
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	248,836.00	134,035.03	248,836.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	76,112.00	76,112.00	57,545.18	76,112.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	112,082.00	91,372.00	64,929.88	91,372.00	0.00	0.0%
Other Classified Salaries		2900	13,889.00	13,289.00	8,555.30	13,989.00	(700.00)	-5.3%
TOTAL, CLASSIFIED SALARIES			451,319.00	429,609.00	265,065.39	430,309.00	(700.00)	-0.2%
EMPLOYEE BENEFITS								
STRS		3101-3102	476,389.00	337,464.00	114,363.77	342,046.00	(4,582.00)	-1.4%
PERS		3201-3202	80,562.00	77,826.00	43,827.03	66,826.00	11,000.00	14.1%
OASDI/Medicare/Alternative		3301-3302	88,913.00	68,171.00	36,030.83	63,466.00	4,705.00	6.9%
Health and Welfare Benefits		3401-3402	0.00	0.00	1,093.54	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	1,743.00	1,075.00	601.96	1,193.00	(118.00)	-11.0%
Workers' Compensation		3601-3602	125,448.00	76,879.00	43,674.96	77,827.00	(948.00)	-1.2%
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	561,415.00	239,592.09	551,358.00	10,057.00	1.8%
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	406,514.00	72,957.25	295,194.00	111,320.00	27.4%
Noncapitalized Equipment		4400	71,000.00	87,887.00	66,946.68	92,920.00	(5,033.00)	-5.7%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			411,873.00	494,401.00	139,903.93	388,114.00	106,287.00	21.5%

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	72,712.00	19,444.91	73,496.00	(784.00)	-1.1%
Dues and Memberships		5300	13,500.00	13,500.00	6,247.40	13,850.00	(350.00)	-2.6%
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	25,192.00	11,202.80	24,380.00	812.00	3.2%
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	840,734.00	386,382.22	1,013,478.00	(172,744.00)	-20.5%
Communications		5900	16,200.00	12,500.00	3,837.86	12,500.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			944,919.00	989,638.00	443,819.19	1,162,704.00	(173,066.00)	-17.5%
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	3,362,898.00	(3,362,898.00)	New
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	3,362,898.00	(3,362,898.00)	New

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	4,309,322.00	2,030,563.79	7,607,157.00		

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
3555	Carl D. Perkins Career and Technical Education: Adult, Secti	3,500.00
9010	Other Restricted Local	534,490.00
Total, Restricted Balance		<u>537,990.00</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	4,023,319.67	3,818,654.12	4,007,752.13	5,053,212.51	4,896,245.01	5,001,970.51
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenue	8100-8299						7,000.00		
Other State Revenue	8300-8599	2,456,378.61		3,197.00		969,645.00	1,067.00	38,725.00	7,750.00
Other Local Revenue	8600-8799	134,278.87	114,666.90	90,599.27	2,865,701.87	314,538.42	173,210.92	63,929.00	16,276.75
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
TOTAL RECEIPTS		2,590,657.48	114,666.90	93,796.27	2,865,701.87	1,284,183.42	181,277.92	102,654.00	24,026.75
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	63,332.79	152,646.84	154,781.50	149,017.43	139,319.73	142,794.32	140,290.58	141,951.78
Classified Salaries	2000-2999	15,800.65	41,052.30	38,376.42	39,560.86	39,404.47	50,203.51	40,667.18	41,128.08
Employee Benefits	3000-3999	15,840.80	38,044.84	37,925.55	36,663.47	34,876.99	39,502.79	36,737.65	36,213.77
Books and Supplies	4000-4999	2,360.35	79,006.75	36,532.24	10,391.28	4,355.39	4,106.85	3,151.07	17,980.95
Services	5000-5999	18,138.41	89,954.83	47,114.86	58,991.72	65,665.74	108,197.58	55,756.05	39,009.42
Capital Outlay	6000-6599								
Other Outgo	7000-7499								878,065.62
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	283,622.32	344,805.05	276,602.53	1,154,349.62
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299	865,848.00	290,899.88	226,347.52	4,803.84	5,520.00	40,013.85	0.00	275,718.83
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resources	9490								
SUBTOTAL		865,848.00	290,899.88	226,347.52	4,803.84	5,520.00	40,013.85	0.00	275,718.83
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	666,782.00	246,395.10	143,390.26	(11,464.91)	2,387,499.10	(4,885.43)	(6,559.63)	(3,955.20)
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resources	9690								
SUBTOTAL		666,782.00	246,395.10	143,390.26	(11,464.91)	2,387,499.10	(4,885.43)	(6,559.63)	(3,955.20)
<u>Nonoperating</u>									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		199,066.00	44,504.78	82,957.26	16,268.75	(2,381,979.10)	44,899.28	6,559.63	279,674.03
E. NET INCREASE/DECREASE (B - C + D)		2,519,689.26	(203,081.40)	(204,665.55)	189,098.01	1,045,460.38	(156,967.50)	105,725.50	1,286,541.21
F. ENDING CASH (A + E)		4,226,401.07	4,023,319.67	3,818,654.12	4,007,752.13	5,053,212.51	4,896,245.01	5,001,970.51	6,288,511.72
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									
		6,288,511.72	5,692,069.01	4,503,031.01	4,142,271.01				
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	75,000.00			75,000.00	24,302.00		181,302.00	181,302.00
	8300-8599	7,750.00	7,750.00	7,750.00	7,744.39		136,995.00	3,644,752.00	3,644,752.00
	8600-8799							3,773,202.00	3,773,202.00
	8910-8929							0.00	0.00
	8930-8979							0.00	0.00
TOTAL RECEIPTS		82,750.00	7,750.00	7,750.00	82,744.39	24,302.00	136,995.00	7,599,256.00	7,599,256.00
C. DISBURSEMENTS									
	1000-1999	141,952.00	141,952.00	141,952.00	141,952.00	59,831.03		1,711,774.00	1,711,774.00
	2000-2999	39,000.00	39,000.00	39,000.00	7,115.53			430,309.00	430,309.00
	3000-3999	35,000.00	35,000.00	35,000.00	30,000.00	3,557.14	136,995.00	551,358.00	551,358.00
	4000-4999	32,558.00	32,558.00	32,558.00	32,558.00	99,997.12		388,114.00	388,114.00
	5000-5999	120,000.00	120,000.00	120,000.00	120,000.00	199,875.39		1,162,704.00	1,162,704.00
	6000-6599							0.00	0.00
	7000-7499		828,278.00		828,278.00	828,276.38		3,362,898.00	3,362,898.00
	7600-7629							0.00	0.00
	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		368,510.00	1,196,788.00	368,510.00	1,159,903.53	1,191,537.06	136,995.00	7,607,157.00	7,607,157.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
	9111-9199							0.00	
	9200-9299							865,848.00	
	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	865,848.00	
<u>Liabilities and Deferred Inflows</u>									
	9500-9599	310,682.71						666,782.00	
	9610							0.00	
	9640							0.00	
	9650							0.00	
	9690							0.00	
SUBTOTAL		310,682.71	0.00	0.00	0.00	0.00	0.00	666,782.00	
<u>Nonoperating</u>									
	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(310,682.71)	0.00	0.00	0.00	0.00	0.00	199,066.00	
E. NET INCREASE/DECREASE (B - C + D)		(596,442.71)	(1,189,038.00)	(360,760.00)	(1,077,159.14)	(1,167,235.06)	0.00	191,165.00	(7,901.00)
F. ENDING CASH (A + E)		5,692,069.01	4,503,031.01	4,142,271.01	3,065,111.87				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								1,897,876.81	

			2016-17 Second Interim	
			Multi-Year Projection	
Major Object			2017-18	2018-19
1000	Certificated Salaries	1.5% Certificated-Cost of Living Adjustment	\$ 21,437	\$ 21,758
1000		Middle College Program	(194,685)	-
1000		Adults in Corrections Program	(72,989)	-
1000		Reduction to DGI Program	(15,000)	-
2000	Classified Salaries	1.5% Classified-Cost of Living Adjustment	\$ 6,130	\$ 6,222
2000		Middle College Program	(21,665)	-
3000	Benefits	PERS & STRS Changes	\$ 1,725	\$ 33,471
3000		Middle College Program	(44,896)	-
3000		Adults in Corrections Program	(12,069)	-
3000		Reduction to DGI Program	(2,700)	-
4000	Materials & Supplies	Middle College Program	(48,324)	-
4000		Reduction to DGI Program	(40,961)	-
4000		One-Time Non-Cap Technology Equipment	(50,000)	-
5000	Services	Middle College Program	(104,496)	-
5000		Adults in Corrections Program	(1,465)	-
5000		Reduction to DGI Program	(38,000)	-
7000	Other Outgo	CTEIG Grant Distribution	(3,362,898)	-
Total Changes			\$ (3,980,856)	\$ 61,451

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	181,302.00	0.00%	181,302.00	0.00%	181,302.00
3. Other State Revenues	8300-8599	3,644,752.00	-93.97%	219,795.00	0.00%	219,795.00
4. Other Local Revenues	8600-8799	3,773,202.00	-16.69%	3,143,569.00	0.00%	3,143,569.00
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)		7,599,256.00	-53.36%	3,544,666.00	0.00%	3,544,666.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,711,774.00		1,450,537.00
b. Step & Column Adjustment				21,437.00		21,758.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(282,674.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,711,774.00	-15.26%	1,450,537.00	1.50%	1,472,295.00
2. Classified Salaries						
a. Base Salaries				430,309.00		414,774.00
b. Step & Column Adjustment				6,130.00		6,222.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(21,665.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	430,309.00	-3.61%	414,774.00	1.50%	420,996.00
3. Employee Benefits	3000-3999	551,358.00	-10.51%	493,418.00	6.78%	526,889.00
4. Books and Supplies	4000-4999	388,114.00	-35.89%	248,829.00	0.00%	248,829.00
5. Services and Other Operating Expenditures	5000-5999	1,162,704.00	-12.38%	1,018,743.00	0.00%	1,018,743.00
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	3,362,898.00	-100.00%	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)				0.00		0.00
11. Total (Sum lines B1 thru B10)		7,607,157.00	-52.33%	3,626,301.00	1.69%	3,687,752.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(7,901.00)		(81,635.00)		(143,086.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		1,729,161.02		1,721,260.02		1,639,625.02
2. Ending Fund Balance (Sum lines C and D1)		1,721,260.02		1,639,625.02		1,496,539.02
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	537,990.00		537,990.00		537,990.00
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	380,358.00		177,315.00		180,388.00
2. Unassigned/Unappropriated	9790	782,912.02		904,320.02		758,161.02
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,721,260.02		1,639,625.02		1,496,539.02

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	380,358.00		177,315.00		180,388.00
c. Unassigned/Unappropriated	9790	782,912.02		904,320.02		758,161.02
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)		1,163,270.02		1,081,635.02		938,549.02
4. Total Available Reserves - by Percent (Line E3 divided by Line F2)		15.29%		29.83%		25.45%
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)		7,607,157.00		3,626,301.00		3,687,752.00
3. Less: Special Education Pass-through (Not applicable for JPAs)		N/A		N/A		N/A
4. Sub-Total (Line F2 minus F3)		7,607,157.00		3,626,301.00		3,687,752.00
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)		380,357.85		181,315.05		184,387.60
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)		380,357.85		181,315.05		184,387.60
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.						
ROP is planning on ending 3 programs next year. The Middle College Program, Adults in Corrections Program, and DGI Program. All salaries and benefits related to these programs have been removed from the 2017-18 Projected budget						

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		Ratio of Salaries and Benefits to Total Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
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		Ratio of Salaries and Benefits to Total Expenditures	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)		
Current Year (2016-17)	2,693,441.00	7,607,157.00	35.4%	Not Met
1st Subsequent Year (2017-18)	2,358,729.00	3,626,301.00	65.0%	Met
2nd Subsequent Year (2018-19)	2,420,180.00	3,687,752.00	65.6%	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)

ROP is passing through the CTIG grant revenue to the member districts. This distribution is for \$3.3 million and is only projected in 2016-17. This is recorded as a 7211 object.

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 first interim projections.

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: First Interim data that exist will be extracted; otherwise, enter data into the first column. Second Interim data for Current Year are extracted. If Second 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	First Interim Projected Year Totals (Form 01CSI, Item 6A)	Second 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	181,302.00	-10.9%	Yes
1st Subsequent Year (2017-18)	203,379.00	181,302.00	-10.9%	Yes
2nd Subsequent Year (2018-19)	203,379.00	181,302.00	-10.9%	Yes

Explanation
(required if Yes)

ROP is no longer projecting to receive \$22,700 for a grant that was discontinued in 2016-17

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

Current Year (2016-17)	2,631,174.00	3,644,752.00	38.5%	Yes
1st Subsequent Year (2017-18)	2,556,315.00	219,795.00	-91.4%	Yes
2nd Subsequent Year (2018-19)	2,556,315.00	219,795.00	-91.4%	Yes

Explanation
(required if Yes)

In 2016-17, the CTEIG grant was increased from 1st Interim by \$968,578. At 1st Interim, the grant was projected to continue through 2018-19 at the \$2.4 million amount. At 2nd Interim, the grant is projected to end at the end of 2016-17.

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

Current Year (2016-17)	910,129.00	3,773,202.00	314.6%	Yes
1st Subsequent Year (2017-18)	493,026.00	3,143,569.00	537.6%	Yes
2nd Subsequent Year (2018-19)	493,026.00	3,143,569.00	537.6%	Yes

Explanation
(required if Yes)

At 1st Interim, the CTEIG grant distribution was recorded as a negative local revenue of app \$2.4 million. At 2nd Interim, that has been moved to a 7211 expense object. At 1st Interim, this was projected to continue through 2018-19. At 2nd interim, the grant is projected to end at the end of 2016-17.

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

Current Year (2016-17)	494,401.00	388,114.00	-21.5%	Yes
1st Subsequent Year (2017-18)	469,451.00	248,829.00	-47.0%	Yes
2nd Subsequent Year (2018-19)	469,451.00	248,829.00	-47.0%	Yes

Explanation
(required if Yes)

Supplies were reduced in 2016-17 based on a review of the actuals to date. In 2017-18, app \$90,000 in expenses were reduced due to the end of the Middle College program and a reduction to the DGI program.

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

Current Year (2016-17)	989,638.00	1,162,704.00	17.5%	Yes
1st Subsequent Year (2017-18)	929,638.00	1,018,743.00	9.6%	Yes
2nd Subsequent Year (2018-19)	869,638.00	1,018,743.00	17.1%	Yes

Explanation
(required if Yes)

Services were increased in 2016-17 based on a review of the actuals to date. Expenses were increase in 2017-18 based on updated amounts for 2016-17.

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	First Interim Projected Year Totals	Second Interim Projected Year Totals	Percent Change	Explanation Range
Total Federal, Other State, and Other Local Revenues (Section 6A)				
Current Year (2016-17)	3,744,682.00	7,599,256.00	102.9%	Not Met
1st Subsequent Year (2017-18)	3,252,720.00	3,544,666.00	9.0%	Not Met
2nd Subsequent Year (2018-19)	3,252,720.00	3,544,666.00	9.0%	Not Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2016-17)	1,484,039.00	1,550,818.00	4.5%	Met
1st Subsequent Year (2017-18)	1,399,089.00	1,267,572.00	-9.4%	Not Met
2nd Subsequent Year (2018-19)	1,339,089.00	1,267,572.00	-5.3%	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 first interim projections 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.

<p>Explanation: Federal Revenue (linked from 6A if NOT met)</p>	<p>ROP is no longer projecting to receive \$22,700 for a grant that was discontinued in 2016-17</p>
<p>Explanation: Other State Revenue (linked from 6A if NOT met)</p>	<p>In 2016-17, the CTEIG grant was increased from 1st Interim by \$968,578. At 1st Interim, the grant was projected to continue through 2018-19 at the \$2.4 million amount. At 2nd Interim, the grant is projected to end at the end of 2016-17.</p>
<p>Explanation: Other Local Revenue (linked from 6A if NOT met)</p>	<p>At 1st Interim, the CTEIG grant distribution was recorded as a negative local revenue of app \$2.4 million. At 2nd Interim, that has been moved to a 7211 expense object. At 1st Interim, this was projected to continue through 2018-19. At 2nd interim, the grant is projected to end at the end of 2016-17.</p>

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed since first interim projections 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.

<p>Explanation: Books and Supplies (linked from 6A if NOT met)</p>	<p>Supplies were reduced in 2016-17 based on a review of the actuals to date. In 2017-18, app \$90,000 in expenses were reduced due to the end of the Middle College program and a reduction to the DGI program.</p>
<p>Explanation: Services and Other Exps (linked from 6A if NOT met)</p>	<p>Services were increased in 2016-17 based on a review of the actuals to date. Expenses were increase in 2017-18 based on updated amounts for 2016-17.</p>

7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since first interim projections 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)	15.3%	29.8%	25.5%
JPA's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	5.1%	9.9%	8.5%

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)	(7,901.00)	7,607,157.00	0.1%	Met
1st Subsequent Year (2017-18)	(81,635.00)	3,626,301.00	2.3%	Met
2nd Subsequent Year (2018-19)	(143,086.00)	3,687,752.00	3.9%	Met

8C. Comparison of JPA Deficit Spending to the Standard

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

1a. STANDARD MET - Deficit spending, if any, has not exceeded the standard percentage level in any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

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 011, Line F2) (Form MYPI, Line D2)	Status
Current Year (2016-17)	1,721,260.02	Met
1st Subsequent Year (2017-18)	1,639,625.02	Met
2nd Subsequent Year (2018-19)	1,496,539.02	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)	3,065,111.87	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)	7,607,157.00	3,626,301.00	3,687,752.00
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)	7,607,157.00	3,626,301.00	3,687,752.00
4. Reserve Standard Percentage Level	5%	5%	5%
5. Reserve Standard - by Percent (Line B3 times Line B4)	380,357.85	181,315.05	184,387.60
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)	380,357.85	181,315.05	184,387.60

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)	380,358.00	177,315.00	180,388.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	782,912.02	904,320.02	758,161.02
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)	1,163,270.02	1,081,635.02	938,549.02
9. JPA's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	15.29%	29.83%	25.45%
JPA's Reserve Standard (Section 10B, Line 7):	380,357.85	181,315.05	184,387.60
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 first interim projections 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 first interim projections 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 first interim projections.

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 first interim projections.

Identify capital project cost overruns that have occurred since first interim projections 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: First Interim 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 Second 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	First Interim (Form 01CSI, Item S5A)	Second 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 first interim projections 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 first interim projections 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 first interim projections 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 first interim projections 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 First Interim data exist (Form 01CSI, 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 First Interim 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 first interim projections? 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	18,121
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences			Fund 01	4,066

Other Long-term Commitments (do not include OPEB)

Net Pension Liability		Fund 01		2,981,572
TOTAL:				3,003,759

Type of Commitment (continued)	Prior Year (2015-16) Annual Payment (P & I)	Current Year (2016-17) Annual Payment (P & I)	1st Subsequent Year (2017-18) Annual Payment (P & I)	2nd Subsequent Year (2018-19) Annual Payment (P & I)
Capital Leases	4,874	5,124	5,124	5,124
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	5,124	5,124	5,124
Has total annual payment increased over prior year (2015-16)?		Yes	Yes	Yes

S6B. Comparison of the JPA's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the current or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

The increase in only \$250 and will be funded out of member contributions

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 first interim projections, 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. First Interim data that exist (Form 01CSI, Item S7A) will be extracted; otherwise, enter First Interim and Second 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 first interim in OPEB liabilities?	n/a
c. If Yes to Item 1a, have there been changes since first interim in OPEB contributions?	n/a

2. OPEB Liabilities	First Interim (Form 01CSI, Item S7A)	Second 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	First Interim (Form 01CSI, Item S7A)	Second 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. First Interim data that exist (Form 01CSI, Item S7B) will be extracted; otherwise, enter First Interim and Second 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 first interim in self-insurance liabilities?

n/a

- c. If Yes to Item 1a, have there been changes since first interim in self-insurance contributions?

n/a

		First Interim (Form 01CSI, Item S7B)	Second Interim
2. Self-Insurance Liabilities	a. Accrued liability for self-insurance programs		
	b. Unfunded liability for self-insurance programs		

		First Interim (Form 01CSI, Item S7B)	Second 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)		
	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 first interim projections, 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 first interim projections?
 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	20.1	16.0	16.0

1a. Have any salary and benefit negotiations been settled since first interim projections?
 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 First Interim Projections

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)?	<input type="text"/>	<input type="text"/>	<input type="text"/>
One Year Agreement			
Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year	<input type="text"/>	<input type="text"/>	<input type="text"/>
or			
Multiyear Agreement			
Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year (may enter text, such as "Reopener")	<input type="text"/>	<input type="text"/>	<input type="text"/>

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)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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 First Interim Projections

Are any new costs negotiated since first interim projections 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 first interim projections 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 first interim projections?
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 first interim projections?

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 First Interim Projections

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 First Interim

Are any new costs negotiated since first interim 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 first interim 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 first interim 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 first interim projections?
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	4.5	4.0	4.0

1a. Have any salary and benefit negotiations been settled since first interim projections?
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 First Interim Projections

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 Second Interim Criteria and Standards Review

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Second 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 has only 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 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:Resource 6382 is the California Career Pathways Trust which ROP receives funding 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 Adults in Correctiond, Resource 9010, are received by Pleasanton Unified Scool 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

INTRAFD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRAFD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRAFD-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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Second 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) - The following codes for FUND are not valid. If you believe these account codes are valid, please contact the CDE for assistance. Your general ledger data must be corrected and the data reimported. EXCEPTION

ACCOUNT	FUND	VALUE
FD - RS - PY - GO - FN - OB		
99-0000- -6000-1000-3201	99	2,000.00
99-0000- -6000-1000-3301	99	17,403.00
99-0000- -6000-1000-3501	99	526.00
99-0000- -6000-1000-3601	99	25,615.00
99-0000- -6000-1000-4300	99	370,515.00
99-0000- -6000-1000-4400	99	2,600.00
99-0000- -6000-1000-5200	99	23,565.00
99-0000- -6000-1000-5600	99	1,800.00
99-0000- -6000-1000-5800	99	265,439.00
99-0000- -6000-1000-8689	99	23,601.00
99-0000- -6000-1000-8699	99	18,800.00
99-0000- -6000-2700-1300	99	187,030.00
99-0000- -6000-2700-2300	99	53,400.00
99-0000- -6000-2700-2400	99	67,650.00
99-0000- -6000-2700-2900	99	2,000.00
99-0000- -6000-2700-3101	99	16,570.00
99-0000- -6000-2700-3202	99	11,924.00
99-0000- -6000-2700-3301	99	2,179.00
99-0000- -6000-2700-3302	99	9,336.00
99-0000- -6000-2700-3501	99	94.00
99-0000- -6000-2700-3502	99	64.00
99-0000- -6000-2700-3601	99	5,146.00
99-0000- -6000-2700-3602	99	3,393.00
99-0000- -6000-2700-4300	99	28,881.00
99-0000- -6000-2700-4400	99	4,000.00
99-0000- -6000-2700-5200	99	11,000.00
99-0000- -6000-2700-5300	99	2,087.00
99-0000- -6000-2700-5400	99	103,676.00
99-0000- -6000-2700-5600	99	16,319.00
99-0000- -6000-2700-5710	99	-76,079.00
99-0000- -6000-2700-5800	99	1,785,241.00
99-0000- -6000-2700-5900	99	10,072.00

99-0000-	-6000-2700-8660	99	2,000.00
99-0000-	-6000-2700-8781	99	2,682,284.00
99-0000-	-6000-3110-2200	99	222,470.00
99-0000-	-6000-3110-3202	99	26,186.00
99-0000-	-6000-3110-3302	99	15,909.00
99-0000-	-6000-3110-3502	99	102.00
99-0000-	-6000-3110-3602	99	5,689.00
99-0000-	-6000-3110-4300	99	2,500.00
99-0000-	-6000-3110-5200	99	3,050.00
99-0000-	-6000-3110-8689	99	87,014.00
99-0000-	-6000-4000-1300	99	86,162.00
99-0000-	-6000-4000-3101	99	8,185.00
99-0000-	-6000-4000-3301	99	534.00
99-0000-	-6000-4000-3501	99	43.00
99-0000-	-6000-4000-3601	99	2,378.00
99-0000-	-6000-4000-4300	99	15,000.00
99-0000-	-6000-4000-5200	99	5,000.00
99-0000-	-6000-4000-5800	99	1,500.00
99-3555-	-3800-4000-1100	99	28,300.00
99-3555-	-3800-4000-3101	99	2,335.00
99-3555-	-3800-4000-3301	99	410.00
99-3555-	-3800-4000-3501	99	14.00
99-3555-	-3800-4000-3601	99	770.00
99-3555-	-3800-4000-4300	99	14,212.00
99-3555-	-3800-4000-4400	99	11,000.00
99-3555-	-3800-4000-5200	99	1,723.00
99-3555-	-3800-4000-5600	99	2,930.00
99-3555-	-3800-4000-5710	99	4,703.00
99-3555-	-3800-4000-5800	99	32,372.00
99-3555-	-3800-4000-8290	99	98,769.00
99-3940-	-4630-4000-1100	99	33,995.00
99-3940-	-4630-4000-3101	99	2,781.00
99-3940-	-4630-4000-3301	99	406.00
99-3940-	-4630-4000-3501	99	14.00
99-3940-	-4630-4000-3601	99	704.00
99-3940-	-4630-4000-4300	99	2,500.00
99-3940-	-4630-4000-5710	99	2,045.00
99-3940-	-4630-4000-5800	99	500.00
99-3940-	-4630-4000-8290	99	42,945.00
99-9010-	-3800-4000-2900	99	1,200.00
99-9010-	-3800-4000-3302	99	92.00
99-9010-	-3800-4000-3502	99	1.00
99-9010-	-3800-4000-3602	99	34.00
99-9010-	-3800-4000-4300	99	2,539.00
99-9010-	-3800-4000-5200	99	3,500.00
99-9010-	-3800-4000-5800	99	2,620.00
99-9010-	-3800-4000-8699	99	9,986.00
99-9010-	-4630-4000-1100	99	1,069,250.00
99-9010-	-4630-4000-1300	99	111,339.00
99-9010-	-4630-4000-2200	99	39.00
99-9010-	-4630-4000-2400	99	14,994.00
99-9010-	-4630-4000-2900	99	2,461.00
99-9010-	-4630-4000-3101	99	97,399.00
99-9010-	-4630-4000-3202	99	2,001.00
99-9010-	-4630-4000-3301	99	17,119.00
99-9010-	-4630-4000-3302	99	1,339.00
99-9010-	-4630-4000-3501	99	569.00
99-9010-	-4630-4000-3502	99	9.00
99-9010-	-4630-4000-3601	99	30,929.00
99-9010-	-4630-4000-3602	99	476.00

99-9010- -4630-4000-4300	99	19,448.00
99-9010- -4630-4000-4400	99	3,000.00
99-9010- -4630-4000-5200	99	700.00
99-9010- -4630-4000-5600	99	500.00
99-9010- -4630-4000-5710	99	69,331.00
99-9010- -4630-4000-5800	99	17,322.00
99-9010- -4630-4000-5900	99	3,703.00
99-9010- -4630-4000-8689	99	751,877.00
99-9010- -4630-4000-8791	99	710,051.00
99-0000-0-0000-0000-979Z	99	-534,455.00
99-3555-0-0000-0000-979Z	99	0.00
99-3940-0-0000-0000-979Z	99	0.00
99-9010-0-0000-0000-979Z	99	0.00
99-0000-0-0000-0000-9790	99	-534,455.00
99-3555-0-0000-0000-9740	99	0.00
99-3940-0-0000-0000-9740	99	0.00
99-9010-0-0000-0000-9740	99	0.00

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 FD - RS - PY - GO - FN - OB	RESOURCE	VALUE
01-6382- -3800-2100-1100	6382	15,000.00
Explanation:Resource 6382 is the CA Career Pathways Trust Grant which ROP recieves funding 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	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
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) - The following combinations for FUND and OBJECT are invalid. These account code combinations will not display in the fund forms and will result in an incorrect calculated ending fund balance (Object 979Z), causing the fund forms to be out of balance with Object 979Z. Your general ledger data must be corrected and the data reimported. If you believe these account code combinations are valid, please contact the CDE for assistance.

EXCEPTION

ACCOUNT

FD - RS - PY - GO - FN - OB	FUND	OBJECT	VALUE
99-3555- -3800-4000-1100	99	1100	28,300.00
99-3940- -4630-4000-1100	99	1100	33,995.00
99-9010- -4630-4000-1100	99	1100	1,069,250.00
99-0000- -6000-2700-1300	99	1300	187,030.00
99-0000- -6000-4000-1300	99	1300	86,162.00
99-9010- -4630-4000-1300	99	1300	111,339.00
99-0000- -6000-3110-2200	99	2200	222,470.00
99-9010- -4630-4000-2200	99	2200	39.00
99-0000- -6000-2700-2300	99	2300	53,400.00
99-0000- -6000-2700-2400	99	2400	67,650.00
99-9010- -4630-4000-2400	99	2400	14,994.00
99-0000- -6000-2700-2900	99	2900	2,000.00
99-9010- -3800-4000-2900	99	2900	1,200.00
99-9010- -4630-4000-2900	99	2900	2,461.00
99-0000- -6000-2700-3101	99	3101	16,570.00
99-0000- -6000-4000-3101	99	3101	8,185.00
99-3555- -3800-4000-3101	99	3101	2,335.00
99-3940- -4630-4000-3101	99	3101	2,781.00
99-9010- -4630-4000-3101	99	3101	97,399.00
99-0000- -6000-1000-3201	99	3201	2,000.00
99-0000- -6000-2700-3202	99	3202	11,924.00
99-0000- -6000-3110-3202	99	3202	26,186.00
99-9010- -4630-4000-3202	99	3202	2,001.00
99-0000- -6000-1000-3301	99	3301	17,403.00
99-0000- -6000-2700-3301	99	3301	2,179.00
99-0000- -6000-4000-3301	99	3301	534.00
99-3555- -3800-4000-3301	99	3301	410.00
99-3940- -4630-4000-3301	99	3301	406.00
99-9010- -4630-4000-3301	99	3301	17,119.00
99-0000- -6000-2700-3302	99	3302	9,336.00
99-0000- -6000-3110-3302	99	3302	15,909.00
99-9010- -3800-4000-3302	99	3302	92.00
99-9010- -4630-4000-3302	99	3302	1,339.00
99-0000- -6000-1000-3501	99	3501	526.00
99-0000- -6000-2700-3501	99	3501	94.00
99-0000- -6000-4000-3501	99	3501	43.00
99-3555- -3800-4000-3501	99	3501	14.00
99-3940- -4630-4000-3501	99	3501	14.00
99-9010- -4630-4000-3501	99	3501	569.00
99-0000- -6000-2700-3502	99	3502	64.00
99-0000- -6000-3110-3502	99	3502	102.00
99-9010- -3800-4000-3502	99	3502	1.00
99-9010- -4630-4000-3502	99	3502	9.00
99-0000- -6000-1000-3601	99	3601	25,615.00
99-0000- -6000-2700-3601	99	3601	5,146.00
99-0000- -6000-4000-3601	99	3601	2,378.00
99-3555- -3800-4000-3601	99	3601	770.00
99-3940- -4630-4000-3601	99	3601	704.00
99-9010- -4630-4000-3601	99	3601	30,929.00
99-0000- -6000-2700-3602	99	3602	3,393.00
99-0000- -6000-3110-3602	99	3602	5,689.00
99-9010- -3800-4000-3602	99	3602	34.00
99-9010- -4630-4000-3602	99	3602	476.00
99-0000- -6000-1000-4300	99	4300	370,515.00
99-0000- -6000-2700-4300	99	4300	28,881.00
99-0000- -6000-3110-4300	99	4300	2,500.00

99-0000- -6000-4000-4300	99	4300	15,000.00
99-3555- -3800-4000-4300	99	4300	14,212.00
99-3940- -4630-4000-4300	99	4300	2,500.00
99-9010- -3800-4000-4300	99	4300	2,539.00
99-9010- -4630-4000-4300	99	4300	19,448.00
99-0000- -6000-1000-4400	99	4400	2,600.00
99-0000- -6000-2700-4400	99	4400	4,000.00
99-3555- -3800-4000-4400	99	4400	11,000.00
99-9010- -4630-4000-4400	99	4400	3,000.00
99-0000- -6000-1000-5200	99	5200	23,565.00
99-0000- -6000-2700-5200	99	5200	11,000.00
99-0000- -6000-3110-5200	99	5200	3,050.00
99-0000- -6000-4000-5200	99	5200	5,000.00
99-3555- -3800-4000-5200	99	5200	1,723.00
99-9010- -3800-4000-5200	99	5200	3,500.00
99-9010- -4630-4000-5200	99	5200	700.00
99-0000- -6000-2700-5300	99	5300	2,087.00
99-0000- -6000-2700-5400	99	5400	103,676.00
99-0000- -6000-1000-5600	99	5600	1,800.00
99-0000- -6000-2700-5600	99	5600	16,319.00
99-3555- -3800-4000-5600	99	5600	2,930.00
99-9010- -4630-4000-5600	99	5600	500.00
99-0000- -6000-2700-5710	99	5710	-76,079.00
99-3555- -3800-4000-5710	99	5710	4,703.00
99-3940- -4630-4000-5710	99	5710	2,045.00
99-9010- -4630-4000-5710	99	5710	69,331.00
99-0000- -6000-1000-5800	99	5800	265,439.00
99-0000- -6000-2700-5800	99	5800	1,785,241.00
99-0000- -6000-4000-5800	99	5800	1,500.00
99-3555- -3800-4000-5800	99	5800	32,372.00
99-3940- -4630-4000-5800	99	5800	500.00
99-9010- -3800-4000-5800	99	5800	2,620.00
99-9010- -4630-4000-5800	99	5800	17,322.00
99-0000- -6000-2700-5900	99	5900	10,072.00
99-9010- -4630-4000-5900	99	5900	3,703.00
99-3555- -3800-4000-8290	99	8290	98,769.00
99-3940- -4630-4000-8290	99	8290	42,945.00
99-0000- -6000-2700-8660	99	8660	2,000.00
99-0000- -6000-1000-8689	99	8689	23,601.00
99-0000- -6000-3110-8689	99	8689	87,014.00
99-9010- -4630-4000-8689	99	8689	751,877.00
99-0000- -6000-1000-8699	99	8699	18,800.00
99-9010- -3800-4000-8699	99	8699	9,986.00
99-0000- -6000-2700-8781	99	8781	2,682,284.00
99-9010- -4630-4000-8791	99	8791	710,051.00
99-3555-0-0000-0000-9740	99	9740	0.00
99-3940-0-0000-0000-9740	99	9740	0.00
99-9010-0-0000-0000-9740	99	9740	0.00
99-0000-0-0000-0000-9790	99	9790	-534,455.00

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 Fund 01 but they oversee the Santa Rita Jail programs, one of which is Resource 3940, Workfrce 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, CA Careers Pathway Trust Grant through 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 receives funding for Resurce 6391 Adult Ed Block Grant as part of a consortium

99-0000-	-6000-	1000-	3201	99	0000	2,000.00
99-0000-	-6000-	1000-	3301	99	0000	17,403.00
99-0000-	-6000-	1000-	3501	99	0000	526.00
99-0000-	-6000-	1000-	3601	99	0000	25,615.00
99-0000-	-6000-	1000-	4300	99	0000	370,515.00
99-0000-	-6000-	1000-	4400	99	0000	2,600.00
99-0000-	-6000-	1000-	5200	99	0000	23,565.00
99-0000-	-6000-	1000-	5600	99	0000	1,800.00
99-0000-	-6000-	1000-	5800	99	0000	265,439.00
99-0000-	-6000-	1000-	8689	99	0000	23,601.00
99-0000-	-6000-	1000-	8699	99	0000	18,800.00
99-0000-	-6000-	2700-	1300	99	0000	187,030.00
99-0000-	-6000-	2700-	2300	99	0000	53,400.00
99-0000-	-6000-	2700-	2400	99	0000	67,650.00
99-0000-	-6000-	2700-	2900	99	0000	2,000.00

99-0000-	-6000-2700-3101	99	0000	16,570.00
99-0000-	-6000-2700-3202	99	0000	11,924.00
99-0000-	-6000-2700-3301	99	0000	2,179.00
99-0000-	-6000-2700-3302	99	0000	9,336.00
99-0000-	-6000-2700-3501	99	0000	94.00
99-0000-	-6000-2700-3502	99	0000	64.00
99-0000-	-6000-2700-3601	99	0000	5,146.00
99-0000-	-6000-2700-3602	99	0000	3,393.00
99-0000-	-6000-2700-4300	99	0000	28,881.00
99-0000-	-6000-2700-4400	99	0000	4,000.00
99-0000-	-6000-2700-5200	99	0000	11,000.00
99-0000-	-6000-2700-5300	99	0000	2,087.00
99-0000-	-6000-2700-5400	99	0000	103,676.00
99-0000-	-6000-2700-5600	99	0000	16,319.00
99-0000-	-6000-2700-5710	99	0000	-76,079.00
99-0000-	-6000-2700-5800	99	0000	1,785,241.00
99-0000-	-6000-2700-5900	99	0000	10,072.00
99-0000-	-6000-2700-8660	99	0000	2,000.00
99-0000-	-6000-2700-8781	99	0000	2,682,284.00
99-0000-	-6000-3110-2200	99	0000	222,470.00
99-0000-	-6000-3110-3202	99	0000	26,186.00
99-0000-	-6000-3110-3302	99	0000	15,909.00
99-0000-	-6000-3110-3502	99	0000	102.00
99-0000-	-6000-3110-3602	99	0000	5,689.00
99-0000-	-6000-3110-4300	99	0000	2,500.00
99-0000-	-6000-3110-5200	99	0000	3,050.00
99-0000-	-6000-3110-8689	99	0000	87,014.00
99-0000-	-6000-4000-1300	99	0000	86,162.00
99-0000-	-6000-4000-3101	99	0000	8,185.00
99-0000-	-6000-4000-3301	99	0000	534.00
99-0000-	-6000-4000-3501	99	0000	43.00
99-0000-	-6000-4000-3601	99	0000	2,378.00
99-0000-	-6000-4000-4300	99	0000	15,000.00
99-0000-	-6000-4000-5200	99	0000	5,000.00
99-0000-	-6000-4000-5800	99	0000	1,500.00
99-0000-0-	0000-0000-9790	99	0000	-534,455.00
99-0000-0-	0000-0000-979Z	99	0000	-534,455.00
99-3555-	-3800-4000-1100	99	3555	28,300.00
99-3555-	-3800-4000-3101	99	3555	2,335.00
99-3555-	-3800-4000-3301	99	3555	410.00
99-3555-	-3800-4000-3501	99	3555	14.00
99-3555-	-3800-4000-3601	99	3555	770.00
99-3555-	-3800-4000-4300	99	3555	14,212.00
99-3555-	-3800-4000-4400	99	3555	11,000.00
99-3555-	-3800-4000-5200	99	3555	1,723.00
99-3555-	-3800-4000-5600	99	3555	2,930.00
99-3555-	-3800-4000-5710	99	3555	4,703.00
99-3555-	-3800-4000-5800	99	3555	32,372.00
99-3555-	-3800-4000-8290	99	3555	98,769.00
99-3555-0-	0000-0000-9740	99	3555	0.00
99-3555-0-	0000-0000-979Z	99	3555	0.00
99-3940-	-4630-4000-1100	99	3940	33,995.00
99-3940-	-4630-4000-3101	99	3940	2,781.00
99-3940-	-4630-4000-3301	99	3940	406.00
99-3940-	-4630-4000-3501	99	3940	14.00
99-3940-	-4630-4000-3601	99	3940	704.00
99-3940-	-4630-4000-4300	99	3940	2,500.00
99-3940-	-4630-4000-5710	99	3940	2,045.00

99-3940- -4630-4000-5800	99	3940	500.00
99-3940- -4630-4000-8290	99	3940	42,945.00
99-3940-0-0000-0000-9740	99	3940	0.00
99-3940-0-0000-0000-979Z	99	3940	0.00
99-9010- -3800-4000-2900	99	9010	1,200.00
99-9010- -3800-4000-3302	99	9010	92.00
99-9010- -3800-4000-3502	99	9010	1.00
99-9010- -3800-4000-3602	99	9010	34.00
99-9010- -3800-4000-4300	99	9010	2,539.00
99-9010- -3800-4000-5200	99	9010	3,500.00
99-9010- -3800-4000-5800	99	9010	2,620.00
99-9010- -3800-4000-8699	99	9010	9,986.00
99-9010- -4630-4000-1100	99	9010	1,069,250.00
99-9010- -4630-4000-1300	99	9010	111,339.00
99-9010- -4630-4000-2200	99	9010	39.00
99-9010- -4630-4000-2400	99	9010	14,994.00
99-9010- -4630-4000-2900	99	9010	2,461.00
99-9010- -4630-4000-3101	99	9010	97,399.00
99-9010- -4630-4000-3202	99	9010	2,001.00
99-9010- -4630-4000-3301	99	9010	17,119.00
99-9010- -4630-4000-3302	99	9010	1,339.00
99-9010- -4630-4000-3501	99	9010	569.00
99-9010- -4630-4000-3502	99	9010	9.00
99-9010- -4630-4000-3601	99	9010	30,929.00
99-9010- -4630-4000-3602	99	9010	476.00
99-9010- -4630-4000-4300	99	9010	19,448.00
99-9010- -4630-4000-4400	99	9010	3,000.00
99-9010- -4630-4000-5200	99	9010	700.00
99-9010- -4630-4000-5600	99	9010	500.00
99-9010- -4630-4000-5710	99	9010	69,331.00
99-9010- -4630-4000-5800	99	9010	17,322.00
99-9010- -4630-4000-5900	99	9010	3,703.00
99-9010- -4630-4000-8689	99	9010	751,877.00
99-9010- -4630-4000-8791	99	9010	710,051.00
99-9010-0-0000-0000-9740	99	9010	0.00
99-9010-0-0000-0000-979Z	99	9010	0.00

CHK-FUNDxGOAL - (W) - The following combinations for FUND and GOAL are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate.

EXCEPTION

ACCOUNT				FUND	GOAL	VALUE
FD	RS	PY	GO - FN - OB			
99-0000-0-0000-0000-9790				99	0000	-534,455.00
99-0000-0-0000-0000-979Z				99	0000	-534,455.00
99-3555-0-0000-0000-9740				99	0000	0.00
99-3555-0-0000-0000-979Z				99	0000	0.00
99-3940-0-0000-0000-9740				99	0000	0.00
99-3940-0-0000-0000-979Z				99	0000	0.00
99-9010-0-0000-0000-9740				99	0000	0.00
99-9010-0-0000-0000-979Z				99	0000	0.00
99-3555- -3800-4000-1100				99	3800	28,300.00
99-3555- -3800-4000-3101				99	3800	2,335.00
99-3555- -3800-4000-3301				99	3800	410.00
99-3555- -3800-4000-3501				99	3800	14.00

99-3555-	-3800-4000-3601	99	3800	770.00
99-3555-	-3800-4000-4300	99	3800	14,212.00
99-3555-	-3800-4000-4400	99	3800	11,000.00
99-3555-	-3800-4000-5200	99	3800	1,723.00
99-3555-	-3800-4000-5600	99	3800	2,930.00
99-3555-	-3800-4000-5710	99	3800	4,703.00
99-3555-	-3800-4000-5800	99	3800	32,372.00
99-3555-	-3800-4000-8290	99	3800	98,769.00
99-9010-	-3800-4000-2900	99	3800	1,200.00
99-9010-	-3800-4000-3302	99	3800	92.00
99-9010-	-3800-4000-3502	99	3800	1.00
99-9010-	-3800-4000-3602	99	3800	34.00
99-9010-	-3800-4000-4300	99	3800	2,539.00
99-9010-	-3800-4000-5200	99	3800	3,500.00
99-9010-	-3800-4000-5800	99	3800	2,620.00
99-9010-	-3800-4000-8699	99	3800	9,986.00
99-3940-	-4630-4000-1100	99	4630	33,995.00
99-3940-	-4630-4000-3101	99	4630	2,781.00
99-3940-	-4630-4000-3301	99	4630	406.00
99-3940-	-4630-4000-3501	99	4630	14.00
99-3940-	-4630-4000-3601	99	4630	704.00
99-3940-	-4630-4000-4300	99	4630	2,500.00
99-3940-	-4630-4000-5710	99	4630	2,045.00
99-3940-	-4630-4000-5800	99	4630	500.00
99-3940-	-4630-4000-8290	99	4630	42,945.00
99-9010-	-4630-4000-1100	99	4630	1,069,250.00
99-9010-	-4630-4000-1300	99	4630	111,339.00
99-9010-	-4630-4000-2200	99	4630	39.00
99-9010-	-4630-4000-2400	99	4630	14,994.00
99-9010-	-4630-4000-2900	99	4630	2,461.00
99-9010-	-4630-4000-3101	99	4630	97,399.00
99-9010-	-4630-4000-3202	99	4630	2,001.00
99-9010-	-4630-4000-3301	99	4630	17,119.00
99-9010-	-4630-4000-3302	99	4630	1,339.00
99-9010-	-4630-4000-3501	99	4630	569.00
99-9010-	-4630-4000-3502	99	4630	9.00
99-9010-	-4630-4000-3601	99	4630	30,929.00
99-9010-	-4630-4000-3602	99	4630	476.00
99-9010-	-4630-4000-4300	99	4630	19,448.00
99-9010-	-4630-4000-4400	99	4630	3,000.00
99-9010-	-4630-4000-5200	99	4630	700.00
99-9010-	-4630-4000-5600	99	4630	500.00
99-9010-	-4630-4000-5710	99	4630	69,331.00
99-9010-	-4630-4000-5800	99	4630	17,322.00
99-9010-	-4630-4000-5900	99	4630	3,703.00
99-9010-	-4630-4000-8689	99	4630	751,877.00
99-9010-	-4630-4000-8791	99	4630	710,051.00
99-0000-	-6000-1000-3201	99	6000	2,000.00
99-0000-	-6000-1000-3301	99	6000	17,403.00
99-0000-	-6000-1000-3501	99	6000	526.00
99-0000-	-6000-1000-3601	99	6000	25,615.00
99-0000-	-6000-1000-4300	99	6000	370,515.00
99-0000-	-6000-1000-4400	99	6000	2,600.00
99-0000-	-6000-1000-5200	99	6000	23,565.00
99-0000-	-6000-1000-5600	99	6000	1,800.00
99-0000-	-6000-1000-5800	99	6000	265,439.00
99-0000-	-6000-1000-8689	99	6000	23,601.00

99-0000- -6000-1000-8699	99	6000	18,800.00
99-0000- -6000-2700-1300	99	6000	187,030.00
99-0000- -6000-2700-2300	99	6000	53,400.00
99-0000- -6000-2700-2400	99	6000	67,650.00
99-0000- -6000-2700-2900	99	6000	2,000.00
99-0000- -6000-2700-3101	99	6000	16,570.00
99-0000- -6000-2700-3202	99	6000	11,924.00
99-0000- -6000-2700-3301	99	6000	2,179.00
99-0000- -6000-2700-3302	99	6000	9,336.00
99-0000- -6000-2700-3501	99	6000	94.00
99-0000- -6000-2700-3502	99	6000	64.00
99-0000- -6000-2700-3601	99	6000	5,146.00
99-0000- -6000-2700-3602	99	6000	3,393.00
99-0000- -6000-2700-4300	99	6000	28,881.00
99-0000- -6000-2700-4400	99	6000	4,000.00
99-0000- -6000-2700-5200	99	6000	11,000.00
99-0000- -6000-2700-5300	99	6000	2,087.00
99-0000- -6000-2700-5400	99	6000	103,676.00
99-0000- -6000-2700-5600	99	6000	16,319.00
99-0000- -6000-2700-5710	99	6000	-76,079.00
99-0000- -6000-2700-5800	99	6000	1,785,241.00
99-0000- -6000-2700-5900	99	6000	10,072.00
99-0000- -6000-2700-8660	99	6000	2,000.00
99-0000- -6000-2700-8781	99	6000	2,682,284.00
99-0000- -6000-3110-2200	99	6000	222,470.00
99-0000- -6000-3110-3202	99	6000	26,186.00
99-0000- -6000-3110-3302	99	6000	15,909.00
99-0000- -6000-3110-3502	99	6000	102.00
99-0000- -6000-3110-3602	99	6000	5,689.00
99-0000- -6000-3110-4300	99	6000	2,500.00
99-0000- -6000-3110-5200	99	6000	3,050.00
99-0000- -6000-3110-8689	99	6000	87,014.00
99-0000- -6000-4000-1300	99	6000	86,162.00
99-0000- -6000-4000-3101	99	6000	8,185.00
99-0000- -6000-4000-3301	99	6000	534.00
99-0000- -6000-4000-3501	99	6000	43.00
99-0000- -6000-4000-3601	99	6000	2,378.00
99-0000- -6000-4000-4300	99	6000	15,000.00
99-0000- -6000-4000-5200	99	6000	5,000.00
99-0000- -6000-4000-5800	99	6000	1,500.00

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) - The following combinations for FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION are invalid. Your general ledger data must be corrected and the data reimported. If you believe these account code combinations are valid, please contact the CDE for assistance. EXCEPTION

ACCOUNT	FUND	FUNCTION	VALUE
FD - RS - PY - GO - FN - OB			
99-0000-0-0000-0000-9790	99	0000	-534,455.00
99-0000-0-0000-0000-979Z	99	0000	-534,455.00

99-3555-0-0000-0000-9740	99	0000	0.00
99-3555-0-0000-0000-979Z	99	0000	0.00
99-3940-0-0000-0000-9740	99	0000	0.00
99-3940-0-0000-0000-979Z	99	0000	0.00
99-9010-0-0000-0000-9740	99	0000	0.00
99-9010-0-0000-0000-979Z	99	0000	0.00
99-0000- -6000-1000-3201	99	1000	2,000.00
99-0000- -6000-1000-3301	99	1000	17,403.00
99-0000- -6000-1000-3501	99	1000	526.00
99-0000- -6000-1000-3601	99	1000	25,615.00
99-0000- -6000-1000-4300	99	1000	370,515.00
99-0000- -6000-1000-4400	99	1000	2,600.00
99-0000- -6000-1000-5200	99	1000	23,565.00
99-0000- -6000-1000-5600	99	1000	1,800.00
99-0000- -6000-1000-5800	99	1000	265,439.00
99-0000- -6000-1000-8689	99	1000	23,601.00
99-0000- -6000-1000-8699	99	1000	18,800.00
99-0000- -6000-2700-1300	99	2700	187,030.00
99-0000- -6000-2700-2300	99	2700	53,400.00
99-0000- -6000-2700-2400	99	2700	67,650.00
99-0000- -6000-2700-2900	99	2700	2,000.00
99-0000- -6000-2700-3101	99	2700	16,570.00
99-0000- -6000-2700-3202	99	2700	11,924.00
99-0000- -6000-2700-3301	99	2700	2,179.00
99-0000- -6000-2700-3302	99	2700	9,336.00
99-0000- -6000-2700-3501	99	2700	94.00
99-0000- -6000-2700-3502	99	2700	64.00
99-0000- -6000-2700-3601	99	2700	5,146.00
99-0000- -6000-2700-3602	99	2700	3,393.00
99-0000- -6000-2700-4300	99	2700	28,881.00
99-0000- -6000-2700-4400	99	2700	4,000.00
99-0000- -6000-2700-5200	99	2700	11,000.00
99-0000- -6000-2700-5300	99	2700	2,087.00
99-0000- -6000-2700-5400	99	2700	103,676.00
99-0000- -6000-2700-5600	99	2700	16,319.00
99-0000- -6000-2700-5710	99	2700	-76,079.00
99-0000- -6000-2700-5800	99	2700	1,785,241.00
99-0000- -6000-2700-5900	99	2700	10,072.00
99-0000- -6000-2700-8660	99	2700	2,000.00
99-0000- -6000-2700-8781	99	2700	2,682,284.00
99-0000- -6000-3110-2200	99	3110	222,470.00
99-0000- -6000-3110-3202	99	3110	26,186.00
99-0000- -6000-3110-3302	99	3110	15,909.00
99-0000- -6000-3110-3502	99	3110	102.00
99-0000- -6000-3110-3602	99	3110	5,689.00
99-0000- -6000-3110-4300	99	3110	2,500.00
99-0000- -6000-3110-5200	99	3110	3,050.00
99-0000- -6000-3110-8689	99	3110	87,014.00
99-0000- -6000-4000-1300	99	4000	86,162.00
99-0000- -6000-4000-3101	99	4000	8,185.00
99-0000- -6000-4000-3301	99	4000	534.00
99-0000- -6000-4000-3501	99	4000	43.00
99-0000- -6000-4000-3601	99	4000	2,378.00
99-0000- -6000-4000-4300	99	4000	15,000.00
99-0000- -6000-4000-5200	99	4000	5,000.00
99-0000- -6000-4000-5800	99	4000	1,500.00

99-3555-	-3800-4000-1100	99	4000	28,300.00
99-3555-	-3800-4000-3101	99	4000	2,335.00
99-3555-	-3800-4000-3301	99	4000	410.00
99-3555-	-3800-4000-3501	99	4000	14.00
99-3555-	-3800-4000-3601	99	4000	770.00
99-3555-	-3800-4000-4300	99	4000	14,212.00
99-3555-	-3800-4000-4400	99	4000	11,000.00
99-3555-	-3800-4000-5200	99	4000	1,723.00
99-3555-	-3800-4000-5600	99	4000	2,930.00
99-3555-	-3800-4000-5710	99	4000	4,703.00
99-3555-	-3800-4000-5800	99	4000	32,372.00
99-3555-	-3800-4000-8290	99	4000	98,769.00
99-3940-	-4630-4000-1100	99	4000	33,995.00
99-3940-	-4630-4000-3101	99	4000	2,781.00
99-3940-	-4630-4000-3301	99	4000	406.00
99-3940-	-4630-4000-3501	99	4000	14.00
99-3940-	-4630-4000-3601	99	4000	704.00
99-3940-	-4630-4000-4300	99	4000	2,500.00
99-3940-	-4630-4000-5710	99	4000	2,045.00
99-3940-	-4630-4000-5800	99	4000	500.00
99-3940-	-4630-4000-8290	99	4000	42,945.00
99-9010-	-3800-4000-2900	99	4000	1,200.00
99-9010-	-3800-4000-3302	99	4000	92.00
99-9010-	-3800-4000-3502	99	4000	1.00
99-9010-	-3800-4000-3602	99	4000	34.00
99-9010-	-3800-4000-4300	99	4000	2,539.00
99-9010-	-3800-4000-5200	99	4000	3,500.00
99-9010-	-3800-4000-5800	99	4000	2,620.00
99-9010-	-3800-4000-8699	99	4000	9,986.00
99-9010-	-4630-4000-1100	99	4000	1,069,250.00
99-9010-	-4630-4000-1300	99	4000	111,339.00
99-9010-	-4630-4000-2200	99	4000	39.00
99-9010-	-4630-4000-2400	99	4000	14,994.00
99-9010-	-4630-4000-2900	99	4000	2,461.00
99-9010-	-4630-4000-3101	99	4000	97,399.00
99-9010-	-4630-4000-3202	99	4000	2,001.00
99-9010-	-4630-4000-3301	99	4000	17,119.00
99-9010-	-4630-4000-3302	99	4000	1,339.00
99-9010-	-4630-4000-3501	99	4000	569.00
99-9010-	-4630-4000-3502	99	4000	9.00
99-9010-	-4630-4000-3601	99	4000	30,929.00
99-9010-	-4630-4000-3602	99	4000	476.00
99-9010-	-4630-4000-4300	99	4000	19,448.00
99-9010-	-4630-4000-4400	99	4000	3,000.00
99-9010-	-4630-4000-5200	99	4000	700.00
99-9010-	-4630-4000-5600	99	4000	500.00
99-9010-	-4630-4000-5710	99	4000	69,331.00
99-9010-	-4630-4000-5800	99	4000	17,322.00
99-9010-	-4630-4000-5900	99	4000	3,703.00
99-9010-	-4630-4000-8689	99	4000	751,877.00
99-9010-	-4630-4000-8791	99	4000	710,051.00

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:Pass through revenue distribution was recorded as negative revenue at 1st Interim. Corrected at 2nd Interim						
01-9010-	-4630-	4000-	8791	9010	8791	169,726.00
99-9010-	-4630-	4000-	8791	9010	8791	710,051.00
Explanation:Funds for the Adults in Corrections program, 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 - (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) - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them. EXCEPTION

<u>FUND</u>	<u>RESOURCE</u>	<u>NEG. EFB</u>
99	0000	-534,455.00
Total of negative resource balances for Fund 99		-534,455.00

OBJ-POSITIVE - (W) - The following objects have a negative balance by resource, by fund: EXCEPTION

<u>FUND</u>	<u>RESOURCE</u>	<u>OBJECT</u>	<u>VALUE</u>
01	6387	8781	-2,394,320.00
Explanation:Pass through revenue distribution was recorded as negative revenue at 1st Interim. Corrected at 2nd Interim			
99	0000	9790	-534,455.00

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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Second 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 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	40,961.00
01-6382-	-3800-	2100-	5200	6382	30,000.00
01-6382-	-3800-	2100-	5800	6382	88,000.00
01-6382-	-3800-	2100-	8689	6382	176,661.00
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	
01-6382-	-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	40,961.00
01-6382-	-3800-	2100-	5200	01	6382	30,000.00
01-6382-	-3800-	2100-	5800	01	6382	88,000.00
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 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	47,667.00
01-6391-	-4630-	4000-	3101	01	6391	6,000.00
01-6391-	-4630-	4000-	3301	01	6391	900.00
01-6391-	-4630-	4000-	3501	01	6391	100.00
01-6391-	-4630-	4000-	3601	01	6391	3,000.00
01-6391-	-4630-	4000-	5710	01	6391	133.00
01-6391-	-4630-	4000-	8590	01	6391	57,800.00
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	606,162.00

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 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

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) - Data have been changed that may affect other forms. To ensure their accuracy, the form(s) in the left column must be opened and saved before an official export can occur. (Note: During the interim periods, open and save Form 01CSI and Form CI, in this order, after all other forms. See Attachment F of the SACS Software User Guide for additional information on clearing form dependencies. Also, although not a required report, to help ensure its accuracy the SEMAI report is included in this check.)

EXCEPTION

<u>FORM</u>	<u>DEPENDENT ON FORM/GL</u>
01CSI	01I
01CSI	CASH
01I	01GL
CASH	01GL
MYPI	01I

Checks Completed.

SACS2016ALL Financial Reporting Software - 2016.2.0
3/2/2017 2:50:22 PM

01-40410-0000000

Second 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	48,839.19
Explanation:Resource 6382 is the CA Careers Pathway Trust grant which ROP receives funding for as part of a consortium.		
01-6382- -3800-2100-8590	6382	-50,850.00
01-6382- -3800-2100-8689	6382	74,960.86
01-6382-0-0000-0000-979Z	6382	-24,728.33
01-6382-0-0000-0000-9790	6382	-24,728.33

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	48,839.19
01-6382-	-3800-	2100-	8590		01	6382	-50,850.00
01-6382-	-3800-	2100-	8689		01	6382	74,960.86
01-6382-0-	0000-	0000-	9790		01	6382	-24,728.33
01-6382-0-	0000-	0000-	979Z		01	6382	-24,728.33

Explanation:ROP only has Fund 01 but they receive funding for Resource 6382, CA Career Pathways Trust Grant through a consortium

01-6391-	-4630-	4000-	1100		01	6391	6,212.82
01-6391-	-4630-	4000-	3101		01	6391	775.28
01-6391-	-4630-	4000-	3301		01	6391	84.27
01-6391-	-4630-	4000-	3501		01	6391	3.10
01-6391-	-4630-	4000-	3601		01	6391	223.71
01-6391-	-4630-	4000-	8590		01	6391	7,465.00
01-6391-0-	0000-	0000-	9740		01	6391	165.82
01-6391-0-	0000-	0000-	979Z		01	6391	165.82

Explanation:ROP receives 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	163,665.00
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Explanation:Funds for Adults in Corrections, Resource 9010, are received by Pleasanton Unified School District and then are 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 - (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

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
March 8, 2017

ACTION ITEM – 9.3

AGENDA ITEM:

9.3 – Approval of Director of College & Career Readiness Position

RECOMMENDED ACTION:

Approve the Director of College & Career Readiness Position

BACKGROUND:

The TVROP Member Districts have expressed a need to have a position that would help to develop, organize and facilitate a Tri-Valley wide College and Career Readiness TK-12 and Adult Education model. Districts across the State have been posting for College and Career Readiness administrators to ensure that students will be prepared in accordance with the new accountability measures. We as a JPA realized this when we began Middle College High School at Las Positas and had .50 FTE administrative role focused on career pathway development. However the scope and breadth of the position being presented would entail services and programs from academic to career.

The intent at the inception of Middle College was to have a .50 FTE administrator that managed the daily functions of Middle College and the other .50 FTE administrative piece would be to develop pathway development in member districts that included all of CTE. Once the vacancy occurred in the fall at Middle College, we recognized that for the time being a .50 FTE administrator was all that was needed to serve Middle College and the CTE pathway development piece would be something we would revisit in detail once the new accountability indicators were introduced. As a result, we are presenting a new position at the Director level to support Member Districts College and Career Readiness needs.

FISCAL IMPACT:

Fiscal impact is up to \$81,500 annually including statutory benefits for .50 FTE. The other .50 FTE is included in the current budget.

SUPPORTING DOCUMENTS:

- TVROP Director of College & Career Readiness Position Description

Moved by:

Seconded by:

Passed by:

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

JOB DESCRIPTION

Director of College and Career Readiness

Disclaimer – Job descriptions are written as a representative list of the ADA essential duties performed by the entire job classification. They are not intended to include every possible activity and task performed in every position.

TITLE: Director of College and Career Readiness
CLASSIFICATION: Management - Certificated
REPORTS TO: Superintendent or Superintendent Designee
SALARY RANGE: \$124,130 - \$139,738 (215 Days)

SUMMARY:

The Director of College and Career Readiness, under the direction of the Superintendent, develops, organizes, and facilitates TVROP Member Districts' college and career technical education (CTE) models; directs school reform efforts to improve student achievement throughout the Districts; manages responsibilities within the designated areas of college and career readiness; serves as a liaison to TK-12 and Adult Schools; ensures the districts' college and career education programs are in conformance with Districts and CA State accountability measures; and oversees the preparation of all students for college and career.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *(Example of Duties)*

Disclaimer – This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed or may perform related duties as assigned.

Performs [supervisory and individual] duties, which include but may not be limited to:

- Provide support and supervision to school sites in the coordination of career and college readiness programs including, but not limited to Avid, Advanced Placement, International Baccalaureate, Compact for Success, Afterschool Programs, California Partnership Academies, Regional grant initiatives, STEM/STEAM based programs, counseling, and student support services.
- Collaborate and support districts' grants and communications staff in actively seeking and preparing grants and other potential funding source opportunities to support college and career readiness.
- Provide direct support and instructional leadership to school sites for career technical education, school site career readiness programs, internships and services at high schools and middle schools.
- Provide administrative leadership in the development and implementation of designated function areas.
- Develop and maintain budget for college and career readiness programs.
- Develop dual enrollment opportunities for both comprehensive high school site and alternative education students for credit-earning options in community college articulated courses as well as work-based programs.
- Serve as liaison to higher education partners, business and industry partners, Community Based, nonprofit partners and local government partners.
- Review existing and pending legislation related to local, state and federal guidelines as it relates to assigned areas.
- Actively assist in the development of school site career readiness and preparation plans in accordance with City, State and Federal employment trends.
- Provide increased accountability by capturing, analyzing and presenting data to track students' progress and success. (college attendance, readiness and persistence, AP, IB, concurrent community college, AVID and CTE enrollment, Financial Aid/FAFSA completion, Internship, CTE Pathways, Industry Certification, and Apprenticeship completion)
- Support college readiness assessment programs including, but not limited to diagnostic data such as PLAN, EXPORE, ACT, SAT, PSAT, and Accuplacer.
- Plan, coordinate, and support both district and school site career and college fairs.

- Supervise and evaluate instructional and classified staff, as assigned, to ensure quality in the instructional program. (I don't think you need to say may – this is just leave it as an option if you need it.)
- Identifies and evaluates program facility and needs Tri-Valley wide.
- Collaborates with others (e.g., county personnel, other district personnel, community organizations, etc.) for the purpose of implementing and maintaining services and/or programs.
- Provides instructional support and development of CTE courses, pathways and programs.
- Provide professional development for teachers, counselors, administrators, and partnering university, college, community-based organizations and classified staff on topics such as college/career awareness, career preparation and academic integration.
- Establish, review and revise college and career readiness programs and services as they relate to district policies and procedures.

QUALIFICATIONS, EDUCATION and/or EXPERIENCE:

The following requirements demonstrate possession of the minimum knowledge, skills, and abilities necessary to perform the duties of the position.

This position requires public and professional contact with a broad range of individuals. The Director of College and Career Readiness must possess the ability to communicate, both verbally and in writing, competently and effectively. He/She must also be highly organized, motivated and able to act on a self-directed basis. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

REQUIRED:

- Experience with and solid understanding of the Career Technical Education Model Standards, Common Core Standards and the CA Accountability System/Indicators.
- Proficient in the application of MS Word, Excel, PowerPoint, Outlook and ability to apply general database management skills
- Strong facilitation and participative decision making skills
- Master's Degree
- Valid California Administrative Services Credential
- Minimum of three (3) years of successful management level educational leadership with experience managing ROP and/or Career Technical Education programs at the secondary/comprehensive high school level, multiple levels preferred
- Minimum of five (5) years successful teaching experience
- Excellent work history, verifiable reliability, responsible, interpersonal skills and work habits
- Valid California Motor Vehicle Operator's License

MINIMUM REQUIREMENTS:

- Plan, organize, and work collaboratively with others
- Model a desire and willingness to continually learn
- Seeks to improve and enhance leadership and management skills to more effectively lead others
- Familiarity with the Community College system as it applies to dual enrollment or credit by examination
- Employability eligibility includes Tuberculosis (TB) clearance, and Department of Justice fingerprint clearance

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, talk, and hear. The employee frequently is required to use hands to finger, handle, or feel; and reach with hands and arms. The employee is occasionally required to stand and walk. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, and ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EX: The individual in this assignment shall work some evenings to fulfill Governing Board meeting and other responsibilities to the Superintendent and Governing Board. While performing the duties of this job, the employee regularly works in indoor conditions and regularly works near video display. The employee is occasionally exposed to outside weather conditions and uses personal vehicle, and occasionally works in evenings or on weekends. The noise level in the work environment is usually moderate.

Any offer of employment is subject to criminal history check and TB clearance. TB clearance and fingerprint clearance by the Department of Justice for the Tri-Valley ROP must be received prior to employment.

Approved By: TVROP Governing Board
Approved Date:



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
March 8, 2017

ACTION ITEM – 9.4

AGENDA ITEM:

9.4 – Approval of Coordinator of Middle College Position

RECOMMENDED ACTION:

Approve the Coordinator of Middle College Position

BACKGROUND:

Middle College High School at Las Positas is pilot program that in fall of 2017, the TVROP Joint Powers Governing Board, will have to determine if the program has met the expectations and benchmarks it set out to achieve. In doing so, the TVROP budget will need to be increased to include Middle College as an ongoing expense rather than the one-time piloted funds which will have been expended.

During the pilot, we have recognized that the current administrative position at Middle College no longer needs to be a Director level position. The intent at the inception of Middle College was to have a .50 FTE administrator that managed the daily functions of Middle College and the other .50 FTE administrator would be to develop pathway development in member districts that included all of CTE. After the vacancy occurred in the fall, we recognized that for the time being a .50 FTE administrator was all we needed to serve Middle College and the CTE pathway development piece would be something we would revisit in detail once the new accountability indicators were introduced. As a result, we have concluded that a .50 FTE administrator at the Middle College is sufficient and that the position is more of a Coordinator role than Director level.

FISCAL IMPACT:

None

SUPPORTING DOCUMENTS:

- TVROP Coordinator - Middle College Position Description

Moved by:

Seconded by:

Passed by:

TRI-VALLEY REGIONAL OCCUPATIONAL CENTER/PROGRAM

JOB DESCRIPTION Coordinator – Middle College

Disclaimer – Job descriptions are written as a representative list of the ADA essential duties performed by the entire job classification. They are not intended to include every possible activity and task performed in every position.

TITLE: COORDINATOR – MIDDLE COLLEGE
CLASSIFICATION: Management - Certificated
REPORTS TO: Superintendent or Superintendent Designee
SALARY RANGE: @ .50 FTE \$59,791.50 - \$67,181 (215 Days)

SUMMARY:

Under the direction of the Tri-Valley Regional Occupational Program (TVROP) Superintendent or Superintendent Designee and working closely with the Office of the President of Las Positas College, with latitude for independent initiative, judgment and action, the Coordinator - Middle College is responsible for the administration, supervision and implementation of instructional programs for the Middle College at Las Positas College. Supervises staff, develops student/staff schedules and coordinates programs/activities. The position serves as a liaison between the TVROP, Tri-Valley member districts, and Las Positas College.

The position requires experience in educational supervision and administration at the secondary level and educational reform as well as familiarity with the community college's goals, policies and procedures. This person must demonstrate the ability to manage a small school on a college campus, and be able to work with high school students, high school teachers and college staff. Work contacts include faculty, staff, the college community, students, parents, and the public.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *(Example of Duties)*

Disclaimer – This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed or may perform related duties as assigned.

- Screens, interviews and recommends for employment individuals that meet the job posting requirements and instructional/support needs of students attending the Middle College @ Las Positas College program.
- Establish and coordinate a Tri-Valley Middle College Advisory Council that aids in the facilitation of program goals
- Responsible for budget development, management and implementation of multiple sources of funding which may include federal, state or local grants
- Works collaboratively with the faculty and administration at Las Positas College as well as the Dublin, Pleasanton and Livermore school district administration
- Communicates regularly and frequently with the Superintendent or Superintendent Designee of the TVROP and Las Positas College Administration and faculty
- Develops, Coordinates and Oversees the Middle College at Las Positas College program and staff on the Las Positas College campus
- Works in tandem with college faculty and high school teachers to operate a quality program for students that results in either transferable credits or a specified certification program
- Leads teacher teams in discussions and planning about program development, linked learning strategies, Common Core Standards, and student engagement activities

- Manages all aspects of the high school program on a community college campus including but not limited to outreach, recruitment, course scheduling, staff and student supervision, discipline, attendance, monitoring daily activities, coordination with counseling and college office staff, student support and instructional materials
- Facilitates all monitoring and evaluation of program components to assure program quality, equal access, student achievement and adherence to board policy and administrative guidelines
- Develops effective schedules that provide students learning opportunities to meet their individual needs, college placement and work based learning experiences
- Collects and maintains all necessary data as required by law and for the express evaluation of the program
- Presents information in various community and educational settings
- Performs all related duties as assigned

QUALIFICATIONS, EDUCATION and/or EXPERIENCE:

The following requirements demonstrate possession of the minimum knowledge, skills, and abilities necessary to perform the duties of the position.

This position requires public and professional contact with a broad range of individuals. The Coordinator - Middle College must possess the ability to communicate, both verbally and in writing, competently and effectively. He or she must also be highly organized, motivated and able to act on a self-directed basis. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

REQUIRED:

- Experience with and solid understanding of the Common Core Standards
- Proficient in the application of MS Word, Excel, PowerPoint, Outlook and ability to apply general database management skills
- Strong facilitation and participative decision making skills
- Master's Degree
- Valid California Administrative Services Credential
- Preferred successful management level educational leadership with experience managing at the secondary/comprehensive high school level
- Minimum of five (5) years successful teaching experience
- Excellent work history, verifiable reliability, responsibility, interpersonal skills and work habits
- Valid California Motor Vehicle Operator's License

MINIMUM REQUIREMENTS:

- Plan, organize, and work collaboratively with others
- Model a desire and willingness to continually learn
- Seeks to improve and enhance leadership and management skills to more effectively lead others

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, talk, and hear. The employee frequently is required to use hands to finger, handle, or feel; and reach with hands and arms. The employee is regularly required to stand and walk. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, and ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The individual in this assignment shall work some evenings to fulfill Governing Board meeting and other responsibilities to the Superintendent or Superintendent Designee and Governing Board. While performing the duties of this job, the employee regularly works in indoor conditions and regularly works near video display. The employee is occasionally exposed to outside weather conditions and uses personal vehicle, and occasionally works evenings or on weekends. The noise level in the work environment is usually moderate.

Any offer of employment is subject to criminal history check and TB clearance. TB clearance and fingerprint clearance by the Department of Justice for the Tri-Valley ROP must be received prior to employment.



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
March 8, 2017

ACTION ITEM – 9.5

AGENDA ITEM:

9.5 – Approval of Modifications and Revisions to the Management Salary Schedule

RECOMMENDED ACTION:

Approve the Proposed Management Salary Schedule

BACKGROUND:

With the proposed changes in Items 9.3 and 9.4, the salary schedule needed to be revised for the Coordinator role at Middle College High School at Las Positas College and the new Director of College and Career Readiness.

FISCAL IMPACT:

Up to \$81,500 annually including statutory benefits

SUPPORTING DOCUMENTS:

- TVROP Proposed for 7-1-17, Management Salary Schedule 2017-2018

Moved by:

Seconded by:

Passed by:

**Tri-Valley Regional Occupational Program
Management Salary Schedule
2017-2018
Proposed for 7-1-17**

Certificated Management

Position	Work Year	1	2	3	4	5	6	7
Director of College & Career Readiness	215	\$124,130	\$126,613	\$129,149	\$131,730	\$134,364	\$137,051	\$139,738
per-diem		\$577.35	\$588.90	\$600.69	\$612.70	\$624.95	\$637.45	\$649.94
Coordinator - Middle College	215	\$119,583	\$122,019	\$124,455	\$126,891	\$129,327	\$131,763	\$134,362
per-diem		\$556.20	\$567.53	\$578.86	\$590.19	\$601.52	\$612.85	\$624.94
Coordinator-Program Services	210	\$116,802	\$119,181	\$121,561	\$123,940	\$126,319	\$128,699	\$131,078
per-diem		\$556.20	\$567.53	\$578.86	\$590.19	\$601.52	\$612.85	\$624.18
Coordinator - Adult Education	210	\$91,172	\$92,902	\$94,680	\$96,412	\$98,200	\$99,962	\$101,720
per-diem		\$434.15	\$442.39	\$450.86	\$459.10	\$467.62	\$476.01	\$484.38

Degree Stipend

Doctorate stipend: \$1,500

Masters stipend: \$1,350

Longevity

Payment will be divided into equal monthly payments of the fiscal year.

- 3 years on Step 7 3%
- 7 years on Step 7 4%
- 11 years on Step 7 5%
- 15 years on Step 7 6%

All monies for IRS flex 125 benefit packages are included in the base salary; TVROP does not provide separate allocation for medical insurance benefits.

Work days do not include holidays.



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
March 8, 2017

CORRESPONDENCE – 10.0

AGENDA ITEM:

10.0 – 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, 2016-17 First Interim Approval



Alameda County Office of Education

L. Karen Monroe
Superintendent

February 1, 2017

BOARD OF EDUCATION

Joaquin Rivera
Trustee Area 1

Amber Childress
Trustee Area 2

Ken Berrick
Trustee Area 3

Aisha Knowles
Trustee Area 4

Fred Sims
Trustee Area 5

Eileen McDonald
Trustee Area 6

Yvonne Cerrato
Trustee Area 7

Joan Laursen, President
Board of Education
Tri-Valley ROP
1040 Florence Rd.,
Livermore, CA 94550

RE: 2016-17 First Interim Report

Dear President Laursen:

In accordance with Education Code Section 42127, we have examined the First Interim Report 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 First Interim Report approved by the ROP's Governing Board on December 7, 2016 accurately reflects the financial status of the ROP and is consistent with the State's Criteria and Standards. We therefore concur with the ROP's positive certification with our comments/concerns outlined below.

Deficit Spending

The ROP continues to spend down its reserve balance, as deficit spending is projected for 2016-17 through 2018-19. The ROP should continue to plan for expenditure reductions and/or revenue enhancements in future years that will allow the ROP to live within its revenue stream and to fully support expenditures.

Funding from Member Districts

The ROP will need to stay informed of the possibility of their participating districts exercising flexibility with the ROP funds. It is important that the ROP maintain strong communication with the member districts to assess any possible reduction in the ROP's revenue stream.

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We want to acknowledge and express our appreciation to Teresa Fiscus and 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 Jeff Potter at (510) 670-4277.

Sincerely,



L. Karen Monroe, Superintendent
Alameda County Office of Education

LKM:NZ

cc: Board of Education, Tri-Valley ROP
Julie Duncan, Superintendent, Tri-Valley ROP
Susan Kinder, Chief Business Official, Livermore Valley Joint USD
Teresa Fiscus, Fiscal Director, Livermore Valley Joint USD
Jeffrey B. Potter, Executive Director, ACOE
Natalie Zaderey, Director, ACOE