



5055 Santa Teresa Blvd., Gilroy, CA 95020

www.gavilan.edu

(408) 848-4800

Dr. Kathleen A. Rose, Superintendent/President

**GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
REGULAR MEETING, BOARD OF TRUSTEES
Tuesday, November 14, 2017**

Gavilan College Student Center Lounge
5055 Santa Teresa Boulevard
Gilroy, CA 95020

CLOSED SESSION – 6:00 p.m. OPEN SESSION – 7:00 p.m.

AGENDA

I. CALL TO ORDER 6:00 p.m.

1. Roll Call
2. Comments from the Public – This is a time for the public to address the Board
3. Recess to Closed Session (a maximum of 3 minutes will be allotted to each speaker)

CLOSED SESSION 6:00 p.m.

Notice is hereby given that a closed session of the Board will be held under the general provisions listed as follows:

- 1) CONFERENCE WITH LABOR NEGOTIATORS - Closed Session Pursuant to Government Code Section 54957.6
Agency Negotiators: Kathleen Rose and Eric Ramones
Employee Organization: GCFA
- 2) CONFERENCE WITH LABOR NEGOTIATORS - Closed Session Pursuant to Government Code Section 54957.6
Agency Negotiators: Kathleen Rose/Eric Ramones,
Employee Organization: CSEA
- 3) CONFERENCE WITH LABOR NEGOTIATORS – Closed Session Pursuant to Government Code Section 54957.6
Agency Negotiators: Dr. Kathleen Rose
Employee Organization: Unrepresented
- 4) CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION - Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9:
One or more claims
- 5) CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION - Significant exposure to litigation pursuant to Section 54956.9(b);
One Case #CV-17-3842-NC
- 6) CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION - Significant exposure to litigation pursuant to Section 54956.9(b);
One Case #544729

Board of Trustees: Jonathan Brusco
Laura A. Perry, Esq.

Kent Child
Lois Locci, Ed.D.

Mark Dover
Rachel Perez

Walt Glines
Daniel Chavez



- 7) **CONFERENCE WITH REAL PROPERTY NEGOTIATORS – Closed Pursuant to Government Code Section 54956.8**
Property: Mariposa Peak Ranch, Santa Clara County, California; APN 898-15-005, 898-15-016, 898-15-015, 898-15-013, 898-15-012, 898-15-011
Agency Negotiator: Frederick E. Harris
Negotiating Parties: Gavilan Joint Community College District; Fairview Corners, LLC; and Mariposa Peak, LLC
Under Negotiation: Price and terms of purchase and sale of real property (conservation easement)

II. OPEN SESSION 7:00 p.m.

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Report of Any Action Taken in Closed Session
5. Approval of Agenda
6. Consent Agenda
 - (a) Regular Meeting of the Board of Trustees minutes, October 10, 2017
 - (b) Personnel Actions
 - (c) Warrants and electronic transfers drawn on District Funds
 - (d) Payroll Warrants drawn on District Funds
 - (e) Purchase Order Ratification
 - (f) Ratification of Agreements
 - (g) Budget Adjustments
 - (h) Monthly Financial Report
 - (i) Retiree Health Benefit Trust Investment Portfolio Status as of September 30, 2017
7. Comments from the Public - This is a time for the public to address the Board
(a max. of 3 minutes allotted to each speaker)
8. Recognition
 - (a) Recognition of the Employee of the Month
9. Officers' Reports
 - (a) Vice Presidents
 - (b) College President
 - (c) Academic Senate
 - (d) Professional Support Staff
 - (e) Student Representative
 - (f) Board Member Comments
 - (g) Board President
10. Board Committee Reports
11. Information/Staff Reports
 - (a) 2017 Student Success Scorecard
 - (b) Student Services Update
 - (c) Integrated Plan (Basic Skills Initiative /Student Equity/Student Success and Support Program)
 - (d) Draft Strategic Plan FY 2017 - 2018 Through FY 2021 – 2022
 - (e) Election of Board of Trustee Officers at December 12, 2017 Meeting

III. ACTION ITEMS

1. New Business
 - (a) Curriculum
 - (b) BoardDocs Pro Software Contract

- (c) GECA MOU Renewal
- * (d) Resolution #1032 Authorizing the Issuance of Gavilan Joint Community College District (Santa Clara and San Benito Counties, California) 2015 General Obligation Refunding Bonds
- (e) Mariposa Peak Ranch: Mitigation Consultant Fees for Fairview Corners
- (f) Gymnasium Flooring and Bleachers, Change Order #3
- (g) Gavilan Swimming Pool Renovation, Change Order #4
- (h) Notice of Completion for the Coyote Valley Educational Center, Off Site Improvements
- (i) Quarterly Financial Status Report, CCFS 311 Q at June 30, 2017
- (j) Annual Financial and Budget Report, CCFS 311
- (k) Quarterly Financial Status Report, CCFS 311 Q at September 30, 2017
- (l) Agreement between the Child Development Training Consortium and Gavilan College for the 2017-2018 school. Agreement #17-18-2838
- (m) Agreement between CA Early Childhood Mentor Program and Gavilan College for the 2017-2018 school year. Agreement #CN170146
- (n) Budget Planning Calendar
- (o) Ratification of GCFA Tentative Agreement
- (p) PG&E Interconnect Agreement for Solar PV Carport Project

IV. CLOSING ITEMS

1. The next regularly scheduled Board meeting is December 12, 2017, **Student Center Lounge**.
2. Adjournment

*Roll Call Vote

GAVILAN COLLEGE MISSION

Gavilan College cultivates learning and personal growth in students of all backgrounds and abilities through innovative practices in both traditional and emerging learning environments; transfer pathways, career and technical education, developmental education, and support services prepare students for success in a dynamic and multicultural world.

PUBLIC COMMENTS – Individuals wishing to address the Board on a non-agenda item may do so during the Comments from the Public. However, no action may be taken on an item, which is not on the agenda. The public is welcomed to address the Board on particular agenda items and may do so at the time it is presented. Guidelines for Comments from the Public will be as follows:

A maximum of 3 minutes will be allotted to each speaker with a maximum of 20 minutes to a subject area. No disruptive conduct will be permitted at any Gavilan College Board of Trustees meeting.

AGENDA ITEMS – Individuals wishing to have an item appear on the agenda must submit the request in writing to the Superintendent/President two weeks prior to the regularly scheduled meeting. The Board President and Superintendent/President will determine what items will be included in the agendas. Regular meetings are held the second Tuesday of each month.

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees as one motion. There is no discussion of these items prior to Board vote unless a member of the Board, staff, or public requests that specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all consent items. Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact Nancy Bailey at 408-848-4711. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.

Members of the public may inspect agenda documents distributed to the Board of Trustees at the President's Office, SC131, during regular working hours, or at <http://www.gavilan.edu/board/agenda.php>

CONSENT

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No. 6 (a) Office of the President
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Regular Meeting of the Board of Trustees minutes, October 10, 2017

- Resolution: BE IT RESOLVED,
- Information Only
- Action Item

Proposal:

That the Board of Trustees review and approve the regular meeting of the Board of Trustees minutes, October 1, 2017.

Background:

Budgetary Implications:

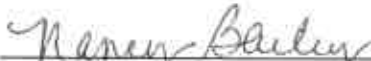
None.

Follow Up/Outcome:

Post approved minutes on the Gavilan College website.

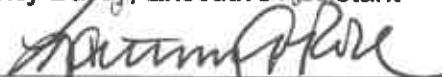
Recommended By: Dr. Kathleen A. Rose, Superintendent/President

Prepared By:



Nancy Bailey, Executive Assistant

Agenda Approval:



Dr. Kathleen A. Rose, Superintendent/President



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Dr. Kathleen A. Rose, Superintendent/President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
REGULAR MEETING, BOARD OF TRUSTEES
Tuesday, October 10, 2017

Gavilan College, Student Center, North Lounge
5055 Santa Teresa Blvd, Gilroy, CA 95023

MINUTES

I. CLOSED SESSION - CALL TO ORDER 6:00 p.m.

Trustee Laura Perry called the meeting to order at 6:02 p.m.

1. Roll Call

Trustees Present: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Laura Perry, Rachel Perez, and Lois Locci

Dr. Kathleen Rose, Superintendent/President

Kathleen Moberg, Vice President, Student Services

Dr. Michele Bresso, Vice President of Academic Affairs

Fred Harris, Vice President of Administrative Services

Wade Ellis, Associate Vice President of Business & Security Services

Dr. Eric Ramones, Associate Vice President of Human Resources & Labor Relations

Nancy Bailey, Executive Assistant to the President

Others in Attendance – Ken Wagman, Cherise Mantia, Erik Medina, Joanne Howell, Jane Maringer Cantu, Dana Young, Kimberly Smith

2. Comments from the Public

Cherise Mantia – Vice President of Part Faculty for GCFA said representatives were present at the meeting in solidarity and to share their stories. She read a portion of an email sent to faculty from Dr. Deb Klein on October 5, 2017. In the message, Dr. Klein expressed her feelings about the current contract negotiations and support for faculty. Cherise Mantia said she supports a fair contract which includes retroactive pay. She said there is a feeling that health benefits for part time faculty are being held hostage.

Erik Medina – supports faculty negotiations, the opportunity for part time faculty to enroll in health benefits this year, and a fair agreement.

Ken Wagman – respectfully asked for a fair contract. He said faculty appreciate the opportunity for part time faculty to purchase health benefits and want them to be able to enroll this fall. Ken Wagman reviewed the delays in contract negotiations since February 2017. He noted that, although unintentional, the delays were on the part of the district's team. He said the delay is now retroactive pay and GCFA respectfully requests the Board of Trustees approve it.

3. Recess to Closed Session

The Board recessed to closed session at 6:10 p.m.

II. OPEN SESSION 7:00 p.m.

Board of Trustees: Tom Breen
Laura A. Perry, Esq.

Kent Child
Walt Glines

Mark Dover
Lois Locci, Ed.D.

Jonathan Brusco
Daniel Chavez



1. **Call to Order**
President Laura Perry called the meeting to order at 7:00 p.m.
2. **Roll Call**
Trustees Present: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, and Daniel Chavez (student trustee)

Kathleen Rose, Superintendent/President
Kathleen Moberg, Vice President, Student Services
Michele Bresso, Vice President, Academic Affairs
Fred Harris Vice President of Administrative Services
Nikki Dequin, President, Academic Senate
Diane Seelie, Professional Support Staff Representative
Nancy Bailey, Executive Assistant to the President (Recorder)

Others in Attendance: Jillian Wilson, Lonnie Terrill, Sherrean Carr, Bobbi Jo Palmer, Wade Ellis, Jan Bernstein Chargin, Fran Lozano, Randy Brown, Peter Wruck, Brooke Boeding, Susan Sweeney, Eric, Ramones, Adam Lopez, Grant Richards

3. **Pledge of Allegiance**
The Pledge of Allegiance was led by Mark Dover.
4. **Report of any Action Taken in Closed Session**
Laura Perry reported that no action was taken in closed session.
5. **Approval of Agenda**
MSC (J. Brusco/W. Glines) to approve the agenda.
Vote:
7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.
0 Noes
6. **Consent Agenda**
The two contract amounts on the October 10, 2017 Ratification of Agreements list over the \$88,300 threshold were approved by the board at prior meetings under action.
 - (a) Regular Meeting of the Board of Trustees minutes, September 12, 2017, Budget Workshop Committee of the Whole Meeting notes, September 12, 2017, and Board Self-Evaluation Committee minutes, October 2, 2017
 - (b) Personnel Actions
 - (c) Warrants and electronic transfers drawn on District Funds
 - (d) Payroll Warrants drawn on District Funds
 - (e) Purchase Order Ratification
 - (f) Ratification of Agreements
 - (g) Santa Clara County Treasury Investment Portfolio Status as of June 30, 2017

MSC (W. Glines/K. Child) to approve

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.
0 Noes

7. Comments from the Public

Jillian Wilson – the Student Veteran's Club advisor invited everyone to the flag replacement ceremony on November 9th at 11:30 a.m. She said the United States and California flags on the flagpole will be replaced with the Hollister VFW post doing the color guard.

Julissa Lopez Vega – ASGC's Vice President of Athletics addressed the August incident where 17 out of state football players were deemed ineligible to play. As a student voice she prepared a statement to students on the incident which reviewed the incident and supported the football team.

8. Recognition

(a) Recognition of the Employees of the Month

August, 2017 – Grant Richards was acknowledged for serving as a basketball coach, English instructor and film production/television instructor. Testimonies indicate he is tireless, passionate, and dedicated to his students. Grant Richards is known as being a helpful congenial colleague.

September, 2017 – Lonnie Terrill was recognized for his consistent and reliable service in the warehouse. In the four months that he has been working at Gavilan staff have come to rely on him.

9. Officers' Reports

(a) Vice Presidents

Fred Harris – reported on the September 27th Student Center dedication with representatives from Morgan Hill, Gilroy, San Martin and Hollister Chamber organizations participating. He said a group representing Gavilan attended a Gilroy Foundation event. The solar project has started and a new temporary parking lot opened up south of the football field to offset a shortage of parking spaces. He said the gym floor will be available for use this week and the pool is open. Fred Harris reported that the SISC contract has been accepted and open enrollment and benefits fair currently in progress.

Kathleen Moberg – announced the success of the 24th annual health faire.

Michele Bresso – said over 50 employees including Dr. Locci have volunteered to participate in writing the Institutional Self Evaluation Report (ISER). She just returned from an accreditation team site visit at the College of the Desert.

(b) College President

Kathleen Rose – is sitting on an accreditation team site visit at Foothill College this week. She provided examples of Gavilan students participating in activities supporting the college including attending the Gilroy Foundation event, President's Forum and speaking at the Gilroy Rotary Club. She said these students have giving hearts and tell a wonderful story. She said Gavilan alumni and now staff, Ryan Shook and Simone Reyes, spoke at the Rotary luncheon also and shared their Gavilan story. Kathleen Rose said she was hopeful about the future of Gavilan College as she speaks with students and community members. In quoting Simone Reyes, she believes Gavilan College is a "safe place to land" and a hopeful environment.

(c) Academic Senate

Nikki Dequin reported that the Guided Pathways Taskforce's first responsibility in applying for funding is to complete a comprehensive self-assessment. The Chancellor's office has provided a tool to assist colleges in completing the self-assessment which is due in December.

(d) Professional Support Staff

Diane Seelie reported that CSEA will be seeking nominations for officers with elections being held in December. The officers' terms begin in January.

(e) **Student Representative**

Daniel Chavez – thanked the donor for his ticket to the Gilroy Foundation event. He said ASGC leadership will be attending the CCCSAA Student Leadership Conference on October 14, 2017. He thanked Julissa Lopez Vega for writing and presenting the statement to students regarding the August 2017 athletic incident and said a resolution is being prepared by ASGC related to DACA students. Daniel Chavez is seeking data that will aid the discussion about college hour.

(f) **Board Member Reports**

Rachel Perez – reported on the October Latino Advisory Committee (LAC) meeting. She said resources for DACA students were discussed at that meeting and she was impressed with what Gavilan is providing. Rachel Perez attended the student center ribbon cutting. She said Gavilan's Rotary presentation by Leslie Aparicio, Adam Lopez, Ryan Shook and Simone Reyes was very powerful and noted the themes of connectivity and high student support with high expectations. Rachel Perez said the students made her very proud to be affiliated with Gavilan College.

Walt Glines – attended September's President's Forum and reported that students requested more class sections and also conflicts with class scheduling that prevent them from participating college hour. He noted that as an institution we are asking students to participate or go to class. He said discussions need to continue about making college hour successful. Walt Glines attended the Morgan Hill spirit awards and the student center ribbon cutting. He said the renovated athletic fields will impress potential student athletes.

Lois Locci – volunteered at Gavilan's information booth at the San Benito County fair and said the Gavilan College display was beautiful.

Kent Child – shared experiences he had with students returning from the Vietnam War which was before PTSD was identified as a mental health disorder. He said Gavilan College was a "soft place to land" for those individuals and is still needed by our current students.

Mark Dover – thanked ASGC for sharing their statement to students on athletics which demonstrates that they care about each other. He thanked Dr. Rose for being involved in community events which he said spotlights her leadership and the college.

Jonathan Brusco – thanked Dr. Rose for her community outreach over the year. He is pleased with the work on the solar project. He thanked the health benefits committee for their work on the new health benefit plan.

(g) **Board President**

Laura Perry – thanked Dr. Rose, Bobbi Jo Palmer, and Jan Bernstein Chargin for their work on both the Chamber ribbon cutting event and the Morgan Hill spirit awards breakfast. She acknowledged Rachel Perez for her wonderful article in honor of National Hispanic Heritage month for the Gilroy/Morgan Hill Today magazine.

10. **Board Committee Reports**

Board Self Evaluation Committee – Jonathan Brusco will report out under the Information Item II.11 (c).

11. **Information/Staff Reports**

(a) **Report on General Obligation Bond Measure Pre-Election Survey**

Kathleen Rose introduced presenters Dr. Tim McLarney and Jared Boigon from True North Research who spoke about the bond feasibility survey results. Jared Boigon reminded everyone that this is a first step in the journey for a potential bond measure in 2018. The district is gathering data to assist in making a decision. Tim McLarney reviewed the methodology of gathering and studying the data and survey results. Using a 75 word description for an initial ballot test the favorable responses were at 65%. It was reported that over 30% were unsure of the quality of education at Gavilan College which may indicate folks are feeling out of touch with the college. Tim McLarney said that is an area of opportunity for the college. Jared Boigon answered a question about providing the community with information about college successes and self-promotion during a bond campaign. He said promoting and providing college information can still be done at district expense. Once a district approves a bond campaign, information related to marketing the bond must come from an advocacy campaign. Support for various projects and programs were tested. In summary, Tim McLarney concluded by saying a district wide bond measure has a good chance of being successful. He emphasized that what occurs between now and Election Day determines the results along with educating the public and structuring a strong bond. Jared Boigon reviewed an "Election Planning Timeline" with a board decision suggested by August 2018. A factsheet was distributed.

(b) 2016-17 Institutional Effectiveness Committee (IEC) Report

Michele Bresso stated that the IEC process is important in evaluating ourselves with continuous improvement. She noted that the IEC also reviews itself and continues to make changes to the review process. She said 2016-17 report provided a self-study and IEC Executive Summary for the Career Transfer Center, English, ESL, and Social Science programs. The report also includes status updates from General Counseling, MESA, Natural Sciences, Public Information Office, and TRiO. Michele Bresso shared the accomplishments, goals, concerns and recommendations from each self-study. Rachel Perez said she was impressed with the work of the IEC and the focus on student pass rates. Walt Glines expressed the urgency to make changes in the time it takes for degree completion and transfer. Mark Dover had questions about staffing of the Career Transfer Center.

(c) Board of Trustees Self Evaluation

Jonathan Brusco reported on the October 2nd Board Self Evaluation Committee meeting. A timeline for the process was presented with completed surveys turned in by Monday, October 30, 2017. November 14 at 5 p.m. was selected for a special board of trustee meeting to review the self-evaluation results. Board goals for 2018 will be drafted at a Strategic Planning Workshop in January 2018.

(d) Status of Community Education Fall and Career Pathways

Susan Sweeney reported that Contract and Community Education is partnered with noncredit and CTE. This is a big change. She said community education will move their more successful programs to the district for FTES enrollment. She is excited to work with industries to provide opportunity for our students and community.

(e) Open Enrollment and Health Benefit

Eric Ramones reported that health benefit open enrollment runs from October 1 – 27. He said due to the change in health benefit vendor from CalPERS to Self-Insured Schools of California (SISC), the Human Resource Department is doing significant outreach and connecting with each employee to support them through open enrollment. Eric Ramones said a meeting will be held on October 26 with district retirees to assist them with the health benefit change. Walt Glines thanked everyone involved in making this positive change for district employees.

III. ACTION ITEMS

1. Old Business

- (a) Approve Edits to Board Policy 2220, Committees of the Board

Discussion – There was discussion on the California Public Meetings Act and its application to Board Committees as stated in BP 2220, Committees of the Board.

MSC (K. Child/M. Dover) to approve the agenda.

Vote:

6 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

1 No: Walt Glines

- (b) Approve Board Committee Identification and Description List

MSC (K. Child/M. Dover) to approve the agenda.

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

2. New Business

- (a) Curriculum

MSC (J. Brusco/M. Dover) to approve the agenda.

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

- (b) EOPS/CaWORKs/CARE Advisory Committee

MSC (K. Child/M. Dover) to approve the agenda.

Discussion – Rachel Perez suggested advisory committee membership include more business and industry to provide additional insight.

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

- (c) Career Technical Education Advisory Boards

MSC (W. Glines/K. Child) to approve the agenda.

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

- (d) Gymnasium Flooring and Bleachers, Change Order #2

MSC (M. Dover/W. Glines) to approve the agenda.

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

IV. CLOSING ITEMS

1. The next regularly scheduled Board meeting is November 14, 2017, **Student Center Lounge**.
2. Adjournment – The meeting was adjourned at 9:24 p.m.

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No. II.6 (b)
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

Human Resources

SUBJECT: Personnel Actions

- Resolution: BE IT RESOLVED,
- Information Only
- Action Item

Proposal:

That the Board of Trustees approve personnel actions the District is entering into during the period of October 10, 2017 thru November 14, 2017.

Background:

Board of Trustees approval is required for all personnel actions. The attached items have been prepared in accordance with existing Board policies and laws related to employees within the California Community College system.

Budgetary Implications:

Funds to pay for salaries and benefits of the assignments are included in the final budget for FY 2017-2018.

Follow Up/Outcome:

Human Resources will notify employees of the approved personnel actions and issue authorization to allow processing of payroll when due.

Recommended By: Dr. Eric Ramones, Associate Vice President, Human Resources and Labor Relations.

Prepared By:



Dr. Eric Ramones, Associate Vice President, Human Resources and Labor Relations

Agenda Approval:



Dr. Kathleen Rose, Superintendent/President

A. Classified and Unclassified Personnel Actions – November 14, 2017

Unless otherwise, please refer to the Classified Salary Schedule for the following personnel actions:

I. APPOINTMENTS/PROMOTIONS/TRANSFERS/PERMANENT SCHEDULE CHANGES/WORKING OUT-OF-CLASS

Anne LaVonne Adamson	Senior Program Services Specialist Career Technical Education November 20, 2017
Annette Gutierrez	CalWORKs Program Specialist Out of Class Pay Student Services October 2, 2017 to October 31, 2017
Brent Boyd	Facilities Maintenance Worker Administrative Services November 15, 2017
Jessica Fromm	Admissions and Student Records Technician Out of Class Pay Student Services October 3, 2017 to December 31, 2017
Jessica Gonzalez	Admissions and Student Records Technician Student Services November 20, 2017
Jesus Loza	Custodian Change from 15 hours to 20 hours a week Administrative Services October 1, 2017
Keny Rodriguez	Campus Security Officer Administrative Services November 15, 2017
Kimberly Benjamin	Financial Aid Specialist Out of Class Pay Student Services October 2, 2017

II. SHORT TERM AND SHORT TERM PEAK/TEMPORARY APPOINTMENTS

NONE

III. PROFESSIONAL EXPERTS

Lynn Mitoma Community Ed Instructor
Community Education
September 19, 2017 to June 30, 2018

Timothy Hammer ACES Consortium Work
Office of Instruction
October 3, 2017 to June 30, 2018

IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

Jessica Benedetti Athletic Trainer
Kinesiology and Athletics
September 25, 2017 to December 30, 2017

Juan Buenrostro Groundskeeper
Administrative Services
October 31, 2017 to June 30, 2018

Juan Orozco Instructional Program Specialist
Office of Academic Affairs
October 1, 2017 to November 30, 2017

Maria Fernandez Substitute Athletic Trainer
Kinesiology and Athletics
September 25, 2017 to June 30, 2018

Melissa Vasquez Financial Aid Technician
Student Services
October 2, 2017 to June 30, 2018

Paul Starks Substitute Athletic Trainer
Kinesiology and Athletics
September 25, 2017 to June 30, 2018

Sandra Mendoza Library Technician
Office of Academic Affairs
October 1, 2027 to October 13, 2017

V. REQUESTS FOR LEAVE

NONE

VI. PERMISSION TO ENROLL/STAFF DEVELOPMENT

NONE

VII. PERMISSION TO ENROLL/PROFESSIONAL GROWTH

Diane Stone KIN 15 – Sports & Society

Norma Najar BOT 112 – Business Computations with Machines
 BUS 14 – Personal Finance
 ACCT 20 – Financial Accounting

VIII. APPLICATION FOR AWARD/STAFF DEVELOPMENT

NONE

IX. APPLICATION FOR AWARD/PROFESSIONAL GROWTH

Jillian Wilson INFO 5685 – Services in Culturally Diverse Communities
 INFO 5410 – Adult Math & Reading
 INFO 5440 – Storytelling Info Prof
 INFO 5400 – Info Resource Development
 INFO 5445 – History & Culture Youth Info Services
 (University of North Texas, Denton)

Josefina Olivares MATH 430 – Algebra I
 CD 2 – Early Child Development
 AH 11 – Nutrition
 Math 420 – Algebra II

X. ADDITIONAL DUTY/STIPEND

NONE

XI. VOLUNTEERS

NONE

XII. RESIGNATIONS AND RETIREMENTS

NONE

XIII. REQUEST FOR CATASTROPHIC LEAVE CREDITS

NONE

RECOMMENDATION: The Administration recommends approval of the above Classified & Unclassified Personnel Actions.

B. Faculty Personnel Actions – November 14, 2017

Unless otherwise, please refer to the Faculty Salary Schedule for the following personnel actions:

I. APPOINTMENTS

Diana Gonzalez Counselor
Office of Academic Affairs
November 20, 2017

II. FACULTY OVERLOAD/ADDITIONAL DUTY/STIPENDS

Alexandre Stoykov Faculty Overload
Career Technical Education
August 28, 2017 to December 16, 2017

Alice Dufresne Faculty Overload
Career Technical Education
August 28, 2017 to December 16, 2017

Christina Salvin Faculty Overload
Liberal Arts and Sciences
August 28, 2017 to December 16, 2017

Claire Boss Faculty Overload
Career Technical Education
August 28, 2017 to December 16, 2017

David Perez Faculty Overload
Liberal Arts and Sciences
August 28, 2017 to December 16, 2017

Diane Reid Faculty Overload
Career Technical Education
August 28, 2017 to December 16, 2017

Ellen Venable CSIS Instructor
Career Technical Education
October 1, 2017

Enrique Luna Guided Pathways Development Team Member
Office of Academic Affairs
October 27, 2017 to May 25, 2018

Erik Medina Accelerated Math Workshop Participant
Office of Academic Affairs
September 11, 2017 to June 30, 2018

Erin Crook	Faculty Overload Liberal Arts and Sciences August 28, 2017 to December 16, 2017
Grant Richards	Faculty Overload Liberal Arts and Sciences August 28, 2017 to December 16, 2017
Gilbert Ramirez	Faculty Overload Career Technical Education August 28, 2017 to December 16, 2017
Herbert Spenner	Faculty Overload Career Technical Education August 28, 2017 to December 16, 2017
Jane Edberg	Faculty Overload Liberal Arts and Sciences August 28, 2017 to December 16, 2017
Jason Wolowitz	Faculty Overload Career Technical Education August 28, 2017 to December 16, 2017
Jessica Hooper	English Instructor Liberal Arts and Sciences August 28, 2017
Jessica Hooper	Faculty Overload Liberal Arts and Sciences August 28, 2017 to December 16, 2017
Jessica Weiler	Guided Pathways Development Team Member Office of Academic Affairs October 27, 2017 to May 25, 2018
Jennifer Nari	Faculty Overload Liberal Arts and Sciences August 28, 2017 to December 16, 2017
Jennifer Nari	Math Supplemental Instructor Liberal Arts and Sciences August 24, 2017 to June 1, 2018
John Haehl	Faculty Overload Liberal Arts and Sciences August 28, 2017 to December 16, 2017
Julian Kearns	Faculty Overload

	Career Technical Education August 28, 2017 to December 16, 2017
Karen Waren	Title V Co Director, English Instructor Liberal Arts and Sciences / Title V October 1, 2017 to December 31, 2017
Kathleen Campbell	Teacher Share Event Community Development Grants Management November 2, 2017
Kimberly Montague	Faculty Overload Career Technical Education August 28, 2017 to December 16, 2017
Kimberly Montague	Nursing Instructor Career Technical Education August 2, 2017
Kimberly Smith	High School Boot Camp – English Liberal Arts and Sciences August 24, 2017 to June 30, 2018
Leah Halper	Title V Civic Engagement Co-lead Community Development Grants Management October 1, 2017 to December 15, 2017
Marc Turetzky	Curriculum Development Community Development Grants Management November 1, 2017 to November 30, 2017
Maria Amirkhanian	Faculty Overload Liberal Arts and Sciences August 28, 2017 to December 16, 2017
Marla Butler	Faculty Overload Liberal Arts and Sciences August 28, 2017 to December 16, 2017
Nicholas Park	Curriculum Development Community Development Grants Management October 10, 2017 to October 30, 2017
Nicole Cisneros	Teacher Share Event Community Development Grants Management November 2, 2017
Patricia Henrickson	Faculty Overload Career Technical Education

	August 28, 2017 to December 16, 2017
Patrick Yuh	Curriculum Development Community Development Grants Management October 10, 2017 to October 30, 2017
Patrick Yuh	Faculty Overload Liberal Arts and Sciences August 28, 2017 to December 16, 2017
Paul Agallotis	Faculty Overload Career Technical Education August 28, 2017 to December 16, 2017
Roberto LaCarra	Faculty Overload Career Technical Education August 28, 2017 to December 16, 2017
Rey Morales	Biology Lab Development Liberal Arts and Sciences August 24, 2017 to June 30, 2018
Rey Morales	Faculty Overload Liberal Arts and Sciences August 28, 2017 to December 16, 2017
Sabrina Lawrence	Instructional Technologist Community Development Grants Management October 16, 2017 to May 25, 2019
Sabrina Lawrence	Faculty Overload Career Technical Education August 28, 2017 to December 16, 2017
Scott Sandler	Title V Civic Engagement Co-lead Community Development Grants Management October 1, 2017 to December 31, 2017
Sejal Dharla	Faculty Overload Liberal Arts and Sciences August 28, 2017 to December 16, 2017
Susan Turner	Faculty Overload Career Technical Education August 28, 2017 to December 16, 2017
Susan Turner	Faculty Overload Career Technical Education August 28, 2017 to December 16, 2017

Susan Turner	Faculty Overload Career Technical Education August 28, 2017 to December 16, 2017
Susan Turner	Registered Nurse Lead Instructor Career Technical Education September 16, 2017 to September 23, 2017
Vania Parakati	Guided Pathways Development Team Member Office of Academic Affairs October 27, 2017 to May 25, 2018

III. PART-TIME FACULTY (CREDIT & NON-CREDIT) ASSIGNMENTS/STIPENDS

Aloha Sargent	Instructional Technologist Community Development Grants Management October 16, 2017 to December 15, 2017
Anthony Olson	New Course Curriculum Development Career Technical Education August 1, 2017 to December 31, 2017
Cellise El Kassed	ACES Consortium Community Development Grants Management October 1, 2017 to December 30, 2017
Cherise Mantia	Guided Pathways Task Force Co-Chair Office of Academic Affairs October 20, 2017 to December 30, 2017
Christina Borello	Part-time Instructor Career Technical Education September 14, 2017 to September 20, 2017
Christopher Salander	Accelerated Math Teaching Community Participant Office of Instruction September 11, 2017 to June 30, 2018
Cuiying Rhodes	Professional Development Community Development Grants Management October 27, 2017
Daniel Sanidad	Part-time Noncredit Instructor Office of Academic Affairs October 30, 2017 to June 30, 2018
Diana Narva	Professional Development

**Community Development Grants Management
October 27, 2017**

Eyvonne Balderama	Department Meetings Career Technical Education August 25, 2017 to May 25, 2018
Ely Uretsky	South Bay Regional Public Safety Training Consortium Instructor South Bay Regional October 25, 2017
Evelyn Sachau	Professional Development Community Development Grants Management October 27, 2017
Hope Jukl	Boot Camp Liaison Office of Instruction September 11, 2017 to June 30, 2018
Irina Polyakova	Accelerated Math Teaching Community Participant Office of Instruction September 11, 2017 to June 30, 2018
Jeffery Roberts	Part-time Noncredit Instructor Office of Instruction October 2, 2017 to June 30, 2018
Jennifer Grohol	Student Learning Outcomes/Professional Learning Outcomes Faculty Liaison Liberal Arts and Sciences August 28, 2017 to December 16, 2017
Jesus Villacana	Teacher Share Event Community Development Grants Management November 2, 2017
John Howell	Teacher Share Event Community Development Grants Management November 2, 2017
Karen Sutton	Guided Pathways Development Team Member Office of Academic Affairs October 27, 2017 to December 15, 2017
Kimberly England	Professional Development Community Development Grants Management October 27, 2017

Lisa Rivoallon	Professional Development Community Development Grants Management October 27, 2017
Lisa Rivoallon	Teacher Share Event Community Development Grants Management November 2, 2017
Lynn Bowles-Hasbany	English Second Language Assessment Community Development Grants Management August 16, 2017 to August 24, 2017
Magali Coley	Professional Development Community Development Grants Management October 27, 2017
Marlene Bumgarner	Guided Pathways Development Team Member Office of Academic Affairs October 27, 2017 to December 15, 2017
Mary Hoshiko	Guided Pathways Development Team Member Office of Academic Affairs October 27, 2017 to December 15, 2017
Mary Latta	Guided Pathways Development Team Member Office of Academic Affairs October 27, 2017 to December 15, 2017
Megan Wong	Learning Activities Instructor Community Education and Grants Management October 1, 2017 to December 16, 2017
Patricia Claros	Professional Development Community Development Grants Management October 27, 2017
Patricia Reinhard	Teacher Share Event Community Development Grants Management November 2, 2017
Ricardo Jimenez	Professional Development Community Development Grants Management October 27, 2017
Stephen Amoako	Part-time noncredit Instructor Office of Academic Affairs September 29, 2017 to June 30, 2018
Susan Alonzo	Guided Pathways Development Team Member

**Office of Academic Affairs
October 27, 2017 to December 15, 2017**

**Susan Dodd Curriculum Updates/Modifications
Career Technical Education
September 27, 2017 to December 30, 2017**

**Susan Dodd Curriculum Update/Modify
Career Technical Education
November 1, 2017 to May 30, 2018**

**Susan Dodd Curriculum Development
Career Technical Education
October 23, 2017 to December 30, 2017**

**Svetlana Tyuleneva Accelerated Math Workshop Participant
Office of Instruction
September 11, 2017 to June 30, 2018**

**Timothy Mosher Curriculum Development
Community Development Grants Management
November 1, 2017 to November 30, 2017**

IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

**Caroline Gane English Second Language Instructor Substitute
Liberal Arts and Sciences
September 15, 2017**

**Caroline Gane English Second Language Instructor Substitute
Liberal Arts and Sciences
October 27, 2017**

**Caroline Gane English Second Language Instructor Substitute
Liberal Arts and Sciences
October 27, 2017**

**Diane Reid CNA Instructor
Career Technical Education
September 21, 2017**

**Donna Cowan Communications Instructor Substitute
Liberal Arts and Sciences
September 12, 2017**

**Eyvonne Balderama Cosmetology Instructor Substitute
Career Technical Education
September 5, 2017 to June 30, 2018**

Karen Diehl	English Instructor Liberal Arts and Sciences September 21, 2017
Kelly Glass	Communications Instructor Substitute Liberal Arts and Sciences September 21, 2017
Kimberly Douglas	English Second Language Instructor Substitute Liberal Arts and Sciences October 20, 2017
Kimberly Douglas	English Second Language Instructor Substitute Liberal Arts and Sciences October 20, 2017
Kimberly Montague	Allied Health Instructor Career Technical Education October 2, 2017 to October 3, 2017
Patrick Yuh	Biology Instructor Substitute Liberal Arts and Sciences August 24, 2017 to June 30, 2018
Philip Kobylarz	English Instructor Substitute Liberal Arts and Sciences October 9, 2017
Philip Kobylarz	English Instructor Substitute Liberal Arts and Sciences October 12, 2017
Sera Hirasuna	English Instructor Substitute Liberal Arts and Sciences October 10, 2017
Timothy Han	English Instructor Substitute Liberal Arts and Sciences October 2, 2017 to October 11, 2017

V. REASSIGNMENTS

NONE

VI. RESIGNATIONS AND RETIREMENTS

NONE

VII. REQUEST FOR LEAVE

Debra Farris-Amaro

Allied Health Director
Career Technical Education
October 13, 2017 to January 5, 2018

VIII. REQUEST FOR CATASTROPHIC LEAVE CREDITS

NONE

IX. NEW FSA ASSIGNMENT

NONE

RECOMMENDATION: The Administration recommends approval of the above Faculty Personnel Actions.

C. Management/Confidentials Personnel Actions – November 14, 2017

Unless otherwise, please refer to the Unrepresented Employees Salary Schedule(s) for the following personnel actions:

I. APPOINTMENTS/CONTRACT RATIFICATION AND EXTENSIONS

Annette Gutierrez Supervisor, CalWORKs
Student Services
November 15, 2017

II. ADDITIONAL DUTY/STIPEND

NONE

III. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

NONE

IV. REQUEST FOR LEAVE

NONE

V. PERMISSION TO ENROLL/PROFESSIONAL GROWTH

NONE

VI. APPLICATION FOR AWARD/PROFESSIONAL GROWTH

NONE

VII. RESIGNATIONS AND RETIREMENTS

NONE

RECOMMENDATION: The Administration recommends approval of the above Management/Confidential Personnel Actions.

D. Administration Personnel Actions – November 14, 2017

Unless otherwise, please refer to the Administrative Salary Schedule for the following personnel actions:

I. APPOINTMENTS

NONE

II. ADDITIONAL DUTY/STIPENDS

NONE

III. BOARD MEMBER APPROVED ABSENCE

NONE

IV. BOARD MEMBER RESIGNATION

NONE

V. RESIGNATIONS AND RETIREMENTS

NONE

RECOMMENDATION: The Administration recommends approval of the above Administrative Personnel Actions.

Gavilan Joint Community College District Governing Board Agenda

November 14, 2017

Consent Agenda Item No. III. 6 (c)

Administrative Services

Information/Staff Reports No.

Discussion Item No.

Old Business Agenda Item No.

New Business Agenda Item No.

SUBJECT: Warrants and electronic transfers drawn on District Funds

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees ratify warrants and electronic transfers drawn on district funds for the period of October 1, 2017 – October 31, 2017.

Background:

In accordance with Education Code Section 85266.5 the Board of Trustees will review for ratification of warrants issued.

Warrants:

Dates	Warrant Numbers	Amount
10/1/17 – 10/31/17	18053702 - 18055497	\$4,192,853.44

Electronic Transfers:

Dates	Description	Amount
None to report		

The complete warrant and electronic transfer list is available for review in the President's Office.

Budgetary Implications:

Expenditures are included in the budgets for FY 2017-2018.

Follow Up/Outcome:

No further action is required.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Wade W. Ellis, CPA
Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: Dr. Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No. II 6 (d) Administrative Services
 Information/Staff Reports No.
 Discussion Item No.
 Old Business Agenda Item No.
 New Business Agenda Item No.

SUBJECT: Payroll Warrants drawn on District Funds

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

Ratification of payroll warrants drawn on district funds for the month of October 2017.

Background:

The Board of Trustees has directed the district to issue payroll warrants from district funds for the payment of salaries and wages for district employees. The following payrolls were processed by the district during the month of October 2017:

Payroll Period	Pay Date	Total Salaries/Wages
October Supplemental 1	October 10, 2017	\$ 268,346.73
October Supplemental 2	October 13, 2017	\$ 2,253.41
October Regular (EOM)	October 31, 2017	\$ 2,202,265.52
TOTAL	<i>(729 Pay Warrants Issued)</i>	\$ 2,472,865.66

Budgetary Implications:

Expenditures are included in the Budget for FY 2017/18.

Follow Up/Outcome:

No further action is required.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Wade W. Ellis CPA
 Wade W. Ellis CPA – Associate Vice President, Business Services & Security

Agenda Approval: Dr. Kathleen A. Rose
 Dr. Kathleen A. Rose, Superintendent/President

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No. II.6 (e)
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

Administrative Services

SUBJECT: Purchase Order Ratification

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees approve the attached October 2017 list of purchase orders for FY 2017-18.

Background:

During the fiscal year purchase orders are used to acquire goods and services for the District. California Code of Regulations title 5 §Sec. 81655 requires the Board of Trustees to ratify District purchases orders issued.

Budgetary Implications:

Purchase Orders are needed to accommodate expenditure needs of various departments' budgets to appropriate general fund and categorical programs.

Follow Up/Outcome:

No further action is required.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Wade W. Ellis, CPA
Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

Purchase Order	Date	Vendor Name	Amount
P0007941	10/2/2017	Palace Art & Office Supply	\$ 26.67
P0007942	10/2/2017	Trophies Plaques and More	\$ 452.69
P0007944	10/2/2017	Quality Assurance Travel	\$ 1,300.00
OP18215	10/2/2017	McKesson Medical-Surgical Inc	\$ 4,000.00
P0007946	10/2/2017	South Bay Regional Public Safety	\$ 1,621,705.63
P0007947	10/2/2017	Hawk Photography	\$ 87.20
P0007939	10/2/2017	United Site Services Inc	\$ 1,700.00
OP18213	10/2/2017	Rexel Inc	\$ 2,500.00
OP18214	10/2/2017	Amazon Business	\$ 2,000.00
P0007945	10/2/2017	Follett Higher Education Group	\$ 5,395.19
P0007948	10/3/2017	Dorris, Kimberlee	\$ 27.25
P0007950	10/3/2017	Sport Supply Group Inc	\$ 5,759.95
OP18216	10/3/2017	Blick Art Materials	\$ 1,750.00
P0007951	10/3/2017	Knyazik, Anna	\$ 90.00
P0007952	10/3/2017	Gopher Sports Equipment	\$ 164.69
P0007953	10/3/2017	Skyline College	\$ 125.00
P0007954	10/3/2017	Highway Toll Administration LLC	\$ 7.70
P0007955	10/3/2017	Palace Art & Office Supply	\$ 62.38
P0007956	10/3/2017	Skyline College	\$ 425.00
P0007957	10/3/2017	Curtis, Tracy	\$ 90.00
P0007949	10/3/2017	Coast Conference	\$ 2,565.00
OP18212	10/4/2017	Gilroy Chevrolet	\$ 800.00
P0007959	10/4/2017	Dell Marketing	\$ 818.43
P0007960	10/4/2017	Dell Marketing	\$ 126.04
P0007964	10/4/2017	Palace Art & Office Supply	\$ 430.40
P0007962	10/4/2017	Bone Clones, Inc.	\$ 11,426.72
P0007958	10/4/2017	Palace Art & Office Supply	\$ 360.79
OP18217	10/4/2017	SalonCentric	\$ 2,000.00
P0007963	10/4/2017	Amazon Business	\$ 639.34
P0007965	10/5/2017	The RP Group	\$ 517.50
P0007966	10/5/2017	Dell Marketing	\$ 126.87
P0007967	10/5/2017	B & H Photo-Video	\$ 2,937.55
P0007968	10/5/2017	Amazon Business	\$ 586.42
P0007969	10/5/2017	Richard McMahon	\$ 436.00
P0007970	10/5/2017	Riso, Karen	\$ 23.98
P0007971	10/5/2017	Burmax Company	\$ 1,200.00
P0007972	10/5/2017	Gilroy Chamber Of Commerce	\$ 125.00
OP18218	10/5/2017	Burmax Company	\$ 1,200.00
P0007973	10/6/2017	Richard McMahon	\$ 3,421.10
P0007974	10/6/2017	American Volleyball Coaches Association	\$ 165.00
P0007975	10/6/2017	GT Software Inc	\$ 748.00
ASB18005	10/6/2017	Carrot-Top Industries Inc	\$ 1,124.78
P0007977	10/6/2017	B & H Photo-Video	\$ 467.87
P0007976	10/6/2017	Accurate Printing & Promotions	\$ 414.04
P0007978	10/9/2017	Gawf, John	\$ 287.63
P0007979	10/9/2017	Palace Art & Office Supply	\$ 182.53
P0007980	10/10/2017	Dell Marketing	\$ 818.43
OP18220	10/10/2017	Home Depot	\$ 495.00
OP18221	10/10/2017	Cruz, Mary	\$ 1,000.00
P0007982	10/10/2017	Dias, Dorothy	\$ 750.00

OP18219	10/10/2017	Home Depot	\$	200.00
P0007983	10/10/2017	Center for Community Education	\$	300.00
P0007984	10/11/2017	Amazon Business	\$	620.25
OP18223	10/12/2017	Amazon Business	\$	2,500.00
OP18222	10/12/2017	Amazon.Com Corporate Credit	\$	1,000.00
P0007985	10/12/2017	Medina Tours and Charters Inc	\$	1,188.00
P0007986	10/12/2017	Dell Marketing	\$	44.47
P0007987	10/12/2017	Accurate Printing & Promotions	\$	2,605.10
P0007988	10/12/2017	The Print Shop	\$	239.80
OP18224	10/12/2017	Amazon Business	\$	1,000.00
P0007989	10/12/2017	Community College League Of CA	\$	13,485.00
P0007990	10/12/2017	Amazon Business	\$	508.75
OP18225	10/13/2017	Richard McMahon	\$	500.00
OP18226	10/13/2017	Palace Art & Office Supply	\$	1,000.00
P0007992	10/13/2017	X, I	\$	90.00
P0007993	10/13/2017	Michaelian, Carmen	\$	90.00
ASB18007	10/13/2017	Centurion Holdings I LLC	\$	6,528.00
P0007994	10/13/2017	Dell Marketing	\$	937.13
P0007995	10/13/2017	Consolidated Plastics Co Inc	\$	355.31
ASB18006	10/13/2017	Banners in Vinyl Inc	\$	435.46
OP18228	10/17/2017	Palace Art & Office Supply	\$	2,000.00
OP18227	10/17/2017	Palace Art & Office Supply	\$	100.00
P0007996	10/17/2017	Keel, Adrienne	\$	100.00
P0007997	10/17/2017	The Print Shop	\$	255.25
P0007998	10/17/2017	Alpha Media LLC	\$	1,000.00
OP18229	10/17/2017	Follett Higher Education Group	\$	20,000.00
P0007999	10/17/2017	Amazon Business	\$	948.30
P0008001	10/17/2017	CCCCIO	\$	300.00
P0008002	10/17/2017	Governet	\$	1,000.00
OP18230	10/17/2017	Palace Art & Office Supply	\$	450.00
P0008003	10/17/2017	B & H Photo-Video .	\$	670.75
P0008000	10/17/2017	SL Steel	\$	299.75
P0008007	10/18/2017	B & H Photo-Video	\$	214.70
P0008008	10/18/2017	Triarch Inc	\$	86.11
P0008004	10/18/2017	Brian Newman	\$	2,984.35
P0008005	10/18/2017	Brian Newman	\$	2,820.50
P0008006	10/18/2017	Williams Scotsman Inc	\$	772.22
P0008009	10/18/2017	Centurion Holdings I LLC	\$	6,528.00
P0008010	10/18/2017	Palace Art & Office Supply	\$	2,557.72
P0008012	10/20/2017	Amazon Business	\$	57.29
P0008013	10/20/2017	Amazon Business	\$	57.29
P0008014	10/20/2017	WRD Consulting Group LLC	\$	13,125.00
P0008015	10/20/2017	COADN	\$	200.00
P0008016	10/20/2017	Cal Colleges CalWORKs Assn	\$	575.00
P0008011	10/20/2017	CompVlew Inc	\$	7,395.65
ASB18008	10/20/2017	Cal College Student Affairs Assn	\$	75.00
P0008017	10/20/2017	Telephone Doctor, Inc.	\$	2,169.10
P0008020	10/23/2017	Pocket Nurse Enterprises Inc	\$	112.49
P0008021	10/23/2017	Medical Shipment LLC	\$	283.57
P0008022	10/23/2017	Medina Tours and Charters Inc	\$	1,716.00
P0008023	10/23/2017	SACNAS	\$	3,200.46
P0008024	10/23/2017	Crooks, Alleen	\$	774.59

P0008025	10/23/2017	Crooks, Alleen	\$	2,134.38
P0008026	10/23/2017	Amazon Business	\$	152.10
P0008027	10/23/2017	B & H Photo-Video	\$	683.54
P0008018	10/23/2017	Gorilla Marketing	\$	589.75
P0008019	10/23/2017	Center for Phlebotomy Education Inc	\$	1,662.25
ME01151A	10/23/2017	Gilbane Building Company	\$	20,768.86
P0008028	10/24/2017	Sport & Cycle	\$	3,408.68
P0008030	10/24/2017	Dell Marketing	\$	504.16
P0008031	10/26/2017	Dell Marketing	\$	818.43
OP18231	10/26/2017	Ernie's Plumbing & Repair Service Inc	\$	5,000.00
P0008032	10/27/2017	C. Renee Roberts	\$	66.49
P0008033	10/27/2017	Richard McMahon	\$	1,115.34
P0008034	10/27/2017	Amazon Business	\$	283.76
P0008035	10/27/2017	L&W Cabinets Inc	\$	4,258.95
P0008036	10/30/2017	Medical Shipment LLC	\$	6,912.91
P0008037	10/30/2017	Bohannon, Kimberley	\$	527.28
P0008046	10/30/2017	San Benito County Lulac	\$	250.00
P0008047	10/30/2017	Casey Printing	\$	2,499.84
P0008048	10/30/2017	ITC Systems (USA) Inc	\$	1,417.00
OP18233	10/30/2017	Lowe's	\$	6,000.00
P0008038	10/30/2017	Lincoln Equipment Inc	\$	1,648.97
P0008039	10/30/2017	Thermal Mechanical Inc	\$	380.00
P0008040	10/30/2017	Energy Systems	\$	425.00
P0008041	10/30/2017	Wilco Supply Company	\$	304.18
P0008042	10/30/2017	Automatic Door Systems Inc	\$	1,070.32
P0008043	10/30/2017	Marx Towing Inc	\$	125.00
P0008044	10/30/2017	Animal Damage Management Inc	\$	555.00
P0008045	10/30/2017	Pacific Janitorial Supply Company	\$	710.14
OP18232	10/30/2017	Target Pest Control	\$	500.00
P0008049	10/30/2017	Quality Assurance Travel	\$	1,729.20
P0008052	10/31/2017	Siverson, Rolf	\$	595.00
P0008053	10/31/2017	Amazon Business	\$	133.07
P0008054	10/31/2017	Hill, David	\$	90.00
P0008055	10/31/2017	Knyazik, Anna	\$	90.00
P0008056	10/31/2017	Hartnell College	\$	50,188.81
P0008057	10/31/2017	Cal State University Monterey Bay	\$	41,756.86
P0008058	10/31/2017	Visual Sports Network	\$	28.00

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No. II.6(f)
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

Administrative Services

SUBJECT: Ratification of Agreements

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

That the Board of Trustees ratify agreements entered into pursuant to the Education Code. Attachment A is a list of agreements to be ratified for October 1 to October 31, 2017.

Background:

Education Code Section 81656 authorizes the Board of Trustees to delegate authority to enter into contracts up to \$88,300 subject to ratification by the Board within 60 days of issuance of agreement.

Budgetary Implications:

The contracts are funded by appropriations included in the Budget for FY 2017-2018.

Follow Up/Outcome:

No further action is required.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Wade W. Ellis, CPA
Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

Board Agenda Ratification of Contracts
Meeting Date: November 14, 2017

Agreement Number	Amount	Vendor	Description
CON10199	no fee	Murley Consulting Group	Direct Access Electricity Services Management Services 7/1/17 - 6/30/18
CON10200	no fee	County of Santa Clara	County of Santa Clara Social Services Agency CalFresh / Fresh Success Agreement 10/01/17 - 9/30/22
CON10201	no fee	Foundation for Community	Foundation for California Community Colleges ("FCCC") CalFresh / Fresh Success Agreement 10/1/17 - 9/30/19
CON10202	\$ 5,998.97	ACCO Engineered Systems, Inc	Labor, materials and equipment to replace valves and coil circuit setter for the Library Building Air Handler 10/17/17 - 12/17/17
CON10203	no fee	Second Harvest Food Bank	Indirect Outreach Collaboration Agreement 10/1/17 - 9/30/19
CON10204	\$ 16,510.00	Storm Water Inspection & Maintenance	Inspections, reporting and training for meters, inspections and water sampling 10/12/17 - 1/31/18
CON10205	\$ 7,000.00	Link-Systems International Inc	NetTutor on-line and off-line Tutorial Services for authorized students 7/1/17 - 6/30/17
CON10206	\$ 25,000.00	Baker & Hostetler LLP	Provide Counsel and Legal Services relating to an information security incident 10/16/17 - 10/16/18
CON10208	\$ 10,045.00	West Coast Turf	New Turf for Athletic Field 10/15/17 - 11/15/17
CON10210	\$ 17,500.00	Kimberly Bohannon	Community Education Instructor for the Certified Phlebotomy Training Program 11/1/17 - 6/30/19
CON10118		City of San Jose	Previously board approved on 6/13/17 Revised (lower) Contract Amount Was: \$1,258,499.00. New Amount: \$854,000.00
CON10150		Cranlum Café, LLC	Previously board approved on 8/8/17 Revised Period of Service Revised Period of Service Is: 12/1/17 - 11/30/18
CON10212	\$ 20,000.00	RSM US LLP	Project scoping, evidence collecting and reporting for Baker & Hostetler (security incident) 10/19/17 - 10/19/18
CON10211	\$ 35.00	Hollister Downtown Association	Fee for Lights on Celebration Parade on 11-25-17

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No. II.6 (g) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Budget Adjustments

- Resolution: BE IT RESOLVED,
- Information Only
- Action Item

Proposal:

That the Board of Trustees approve the attached budget adjustments for FY 2017-18.

Background:

During the fiscal year various budget adjustments are needed to align revenues and expenditures. California Code of Regulations title 5 §58307 requires the Board of Trustees approve all changes in the budget.

Budgetary Implications:

Changes to the Final Budget are needed to accommodate expenditure needs of various departments and to appropriate revenue for the general fund and categorical programs.

Follow Up/Outcome:

No further action is required.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: *Wade W. Ellis, CMA*
Wade W. Ellis, CMA – Associate Vice President, Business Services & Security

Agenda Approval: *Kathleen A. Rose*
Dr. Kathleen A. Rose, Superintendent/President

Fund 100

DECREASE				INCREASE				Budget Entry
Organization #	Account Code	Program #	Amount	Organization #	Account Code	Program #	Amount	
<i>Budget changes within the same fund to accommodate expenditure & revenue needs of various departments</i>								
			\$0	983610	5612		6,550.00	BU1813
							<u>\$6,550</u>	
Final (Adopted) Estimated Beginning Fund Balance at 7/1/17							\$4,353,229	
Change to Actual Fund Balance at 7/1/17							\$0	
Actual Beginning Balance at 7/1/17							\$4,353,229	
Final (Adopted) Budget Net Change In Fund Balance							\$0	
Budget adjustments from current year's previous months to increase (decrease) net change to fund balance							\$0	
Current decrease in budgeted expenditures increases Fund Balance							\$0	
Current increase in budgeted expenditures decreases Fund Balance							(\$6,550)	
Revised Net Change in Ending Fund Balance							<u>(\$6,550)</u>	
Estimated Ending Fund Balance 6/30/18 for General Fund 100							<u>\$4,346,679</u>	

Fund 270

DECREASE				INCREASE				Budget Entry
Organization #	Account Code	Program #	Amount	Organization #	Account Code	Program #	Amount	
<i>Budget changes within the same fund to accommodate expenditure & revenue needs of various departments</i>								
494427	1310		(966.00)	494427	6409		982.00	BU1814
494427	3320		(16.00)					
494427	1310		(1,984.00)	494427	5210		982.00	BU1815
494427	3320		32.00	494427	5230		1,034.00	
Total Fund 270:			<u>(\$2,998)</u>				<u>\$2,998</u>	
Final (Adopted) Estimated Beginning Fund Balance at 7/1/17							\$0	
Change to Actual Fund Balance at 7/1/17							\$0	
Actual Beginning Balance at 7/1/17							\$0	
Final (Adopted) Budget Net Change in Fund Balance							\$0	
Budget adjustments from current year's previous months to increase (decrease) net change to fund balance							\$0	
Current decrease in budgeted expenditures increases Fund Balance							\$2,998	
Current increase in budgeted expenditures decreases Fund Balance							\$2,998	
Revised Net Change in Ending Fund Balance							<u>\$0</u>	
Estimated Ending Fund Balance 6/30/18 for General Fund 270							<u>\$0</u>	

Gavilan Joint Community College District Governing Board Agenda

November 14, 2017

Consent Agenda Item No. II.6 (h) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Monthly Financial Report

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees consider the FY 2017/18 Monthly Financial Report

Background:

The attached Monthly Financial Report compares the FY 2017/18 Revised Budget as of October 31, 2017 to actual revenue and expenditures as of October 31, 2017.

Follow Up/Outcome:

The Administration will continue to review the FY 2017/18 budget and will submit budget adjustments as necessary for consideration by the Board.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By:  Wade W. Ellis, CPA
Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: 
Dr. Kathleen A. Rose, Superintendent/President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
Monthly Financial Report
Summary of All Funds
Fiscal Year 2017-2018
10/31/2017

Fund	Fund Description	Beginning Fund Balance 7/1/2017	Revised Budgets		Ending Fund Balance 6/30/2018	Year to Date Actual			% Actual to Budget	
			Revenue	Expense		Revenue	Expense	Encumbrance	Revenue	Expense
General Fund										
10	General -Unrestricted	\$4,353,229	\$34,441,590			\$2,080,576			6.0%	
	1000 - Certificated Salaries			\$11,424,882			\$4,014,504	\$0		35.1%
	2000 - Classified Salaries			\$6,548,895			\$2,202,293	\$0		33.6%
	3000 - Burdens & Benefits			\$6,680,920			\$2,273,519	\$0		34.0%
	4000 - Books & Supplies			\$554,960			\$124,837	\$217,498		61.7%
	5000 - Other Operating Expenses			\$6,984,071			\$2,136,728	\$2,786,071		70.5%
	6000 - Capital Outlay			\$806,816			\$251,361	\$162,783		51.3%
	7000 - Other			\$1,447,796			\$0	\$0		0.0%
Total General-Unrestricted		\$4,353,229	\$34,441,590	\$34,448,140	\$4,346,679	\$2,080,576	\$11,003,242	\$3,166,352	6.0%	41.1%
24	Instructional Equipment	\$0	\$0	\$0	\$0	\$100,550	\$28,975	\$0		
26	Parking	\$0	\$140,669	\$140,669	\$0	\$37,810	\$25,548	\$1,803	26.9%	19.4%
27	General - Restricted	\$0	\$15,794,711	\$15,794,711	\$0	\$4,136,734	\$3,934,770	\$2,785,443	26.2%	42.5%
Total General Fund		\$4,353,229	\$50,376,970	\$50,383,520	\$4,346,679	\$6,355,670	\$14,992,534	\$5,953,598	12.6%	41.6%
21	Measure E - Debt Service	\$4,466,968	\$6,230,637	\$6,060,769	\$4,636,836	\$106,220	\$0	\$0	1.7%	0.0%
34	Capital Project	\$90,030	\$8,625,693	\$8,625,693	\$90,030	\$2,032,357	\$1,154,661	\$786,873	23.6%	22.5%
60	Measure E	\$5,981,826	\$24,832	\$5,553,065	\$453,593	\$33,510	\$927,568	\$8,436,152	134.9%	168.6%
61	Risk Management	\$0	\$293,963	\$293,963	\$0	\$72,840	\$13,991	\$0	24.8%	4.8%
72	Child Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
92	Long Term Debt	\$7,978,481	\$315,000	\$500	\$8,292,981	\$103,579	\$0	\$0	32.9%	0.0%
Fiduciary Funds										
47	Associated Student Body	\$483,135	\$169,072	\$238,923	\$413,284	\$46,907	\$47,273	\$11,588	27.7%	24.6%
48	Financial Aid	\$0	\$6,494,210	\$6,494,210	\$0	\$1,380,654	\$2,699,781	\$0	21.3%	41.6%
66	Student Center Fund	\$0	\$135,841	\$135,841	\$0	\$217	\$6,384	\$0	0.2%	4.7%
Total Fiduciary Funds		\$483,135	\$6,799,123	\$6,868,974	\$413,284	\$1,427,778	\$2,753,438	\$11,588	21.0%	40.3%
Totals		\$23,353,670	\$72,666,218	\$77,786,484	\$18,233,404	\$10,131,955	\$19,842,192	\$15,188,212	13.9%	45.0%

Instructors salaries are paid August through May (10 months)
Some obligations, such as rent and contracted services, have been encumbered for the entire fiscal year
Fund 34 Capital Project = State Funded Projects

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No. II.6 (1) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Retiree Health Benefit Trust Investment Portfolio Status as of September 30, 2017

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

That the Board of Trustees review the Retiree Health Benefit Trust Investment Portfolio.

Background:

The District's contribution to the Retiree Health Benefit Program JPA is invested with US Bank of California, trustee of this irrevocable trust. Attached is a summary of their report for the period July 1 through September 30, 2017. The full report is available for inspection in the President's Office.

As of September 30, 2017, the portfolio market value is \$8,214,172.92. The total actuarial accrued liability is \$12 million. The actuarial accrued liability for the retired pool of employees currently receiving benefits is estimated to be \$4.9 million and for active employees it is estimated to be \$7.1 million. This liability fluctuates as the composition of the retired and active employees receiving benefits changes.

Budgetary Implications:

For information purposes only.

Follow Up/Outcome:

None needed.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: 
Wade W. Ellis, CPA - Associate Vice President, Business Services & Security

Agenda Approval: 
Dr. Kathleen A. Rose, Superintendent/President

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Account Number: 6746018006
RETIREE HEALTH BENEFITS FUNDING
PROGRAM JOINT POWERS AGENCY
GAVILAN CCD-BALANCED

This statement is for the period from July 1, 2017 to September 30, 2017

Questions?
If you have any questions regarding your account or this statement, please contact your Account Manager.

Account Manager:
SARAH VIELE
555 SOUTHWEST OAK ST, PL-6
PORTLAND OR 97204
Phone: 503-464-3778
E-mail: sarah.viele@usbank.com



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OCT 17 2017

Director of
Business Services

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GAVILAN COMMUNITY COLLEGE DISTRICT
ATTN: WADE ELLIS
5055 SANTA TERESA BLVD.
GILROY, CA 95020-9599

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SPECIAL MESSAGES

Faster trade settlement

To better meet the needs of all investors, the financial services industry has shortened the settlement cycle for stocks, corporate bonds, municipal bonds, unit investment trusts and financial products comprised of these security types (such as exchange-traded funds). The standard settlement cycle of three business days after the trade date was reduced to two business days starting on September 5, 2017.

The industry expects that this should result in reduced credit risk, cash deployment efficiencies, increased market liquidity and lower collateral requirements. It also aligns the U.S. market with other major international markets. For example, 23 European Union members moved to a two-day settlement cycle in October 2014.

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MARKET AND COST RECONCILIATION

	09/30/2017 MARKET	09/30/2017 BOOK VALUE
Beginning Market And Cost	7,478,481.24	7,478,481.24
Contribution Activity		
Employer Contributions	500,000.00	500,000.00
Total Contribution Activity	500,000.00	500,000.00
Investment Activity		
Interest	12.18	12.18
Income	35,697.79	35,697.79
Realized Gain/Loss	343.54	343.54
Net Accrued Income (Current-Prior)	.01	.01
Other Earnings	199,763.16	199,763.16
Total Investment Activity	235,816.68	235,816.68
Plan Expenses		
Trust Fees	- 125.00	- 125.00
Total Plan Expenses	- 125.00	- 125.00
Net Change In Market And Cost	735,691.68	735,691.68
Ending Market And Cost	8,214,172.92	8,214,172.92

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CASH RECONCILIATION

Beginning Cash	.00
Contribution Activity	
Employer Contributions	500,000.00
Total Contribution Activity	500,000.00
Investment Activity	
Interest	12.18
Income	35,697.79
Cash Equivalent Purchases	- 500,136.59
Other Purchases	- 735,804.49
Cash Equivalent Sales	500,125.00
Other Sales	467.95
Other Earnings	199,763.16
Total Investment Activity	- 499,875.00
Plan Expenses	
Trust Fees	- 125.00
Total Plan Expenses	- 125.00
Net Change In Cash	.00
Ending Cash	.00

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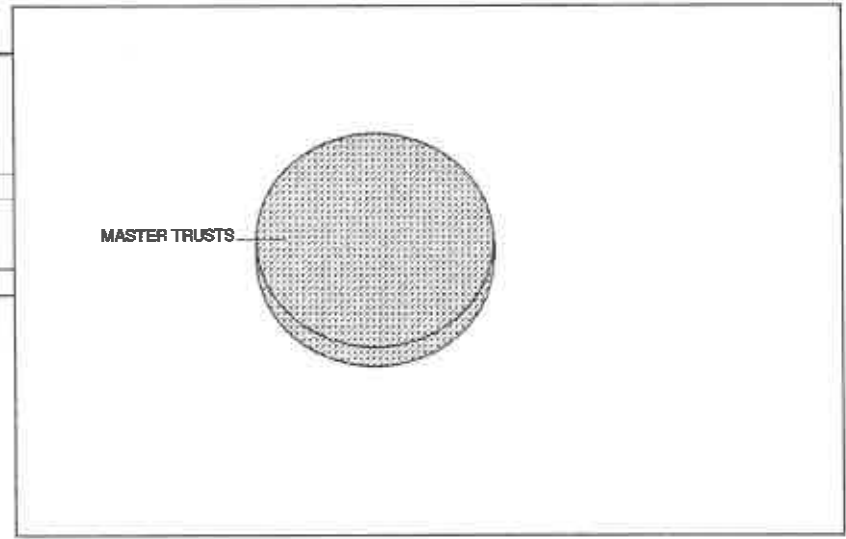
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ASSET SUMMARY

ASSETS	09/30/2017 MARKET	09/30/2017 BOOK VALUE	% OF MARKET
Cash And Equivalents	12.18	12.18	0.00
Master Trusts	8,214,160.73	8,214,160.73	100.00
Total Assets	8,214,172.91	8,214,172.91	100.00
Accrued Income	.01	.01	0.00
Grand Total	8,214,172.92	8,214,172.92	100.00

Estimated Annual Income	.10
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ASSET DETAIL

DESCRIPTION	SHARES/ FACE AMOUNT	MARKET PRICE/UNIT	BOOK VALUE	UNREALIZED GAIN (LOSS) SINCE INCEPTION/ CURRENT PERIOD	ADJ PRIOR MARKET / ADJ PRIOR MARKET UNREALIZED GAIN/LOSS	ENDING ACCRUAL YIELD ON MARKET
Cash And Equivalents						
Money Markets						
First Am Govt Ob Fd CI Z 31846V567 Asset Minor Code 1	12.180	12.18 1.0000	12.18	.00 .00	12.18 .00	.01 0.90
Total Money Markets	12.180	12.18	12.18	.00	12.18	.01
				.00	.00	0.90
Total Cash And Equivalents	12.180	12.18	12.18	.00	12.18	.01
				.00	.00	0.90
Master Trusts						
Rhbpt-Balanced Portolio Master Tr. 9SPMTH8U3 Asset Minor Code 60 Date Last Priced: 07/31/12	8,214,160.730	8,214,160.73 1.0000 @	8,214,160.73	.00 .00	8,214,160.73 .00	.00 0.00
Total Master Trusts	8,214,160.730	8,214,160.73	8,214,160.73	.00	8,214,160.73	.00
				.00	.00	0.00
Total Assets	8,214,172.910	8,214,172.91	8,214,172.91	.00	8,214,172.91	.01
				.00	.00	0.00
Accrued Income	.000	.01	.01			
Grand Total	8,214,172.910	8,214,172.92	8,214,172.92			

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ASSET DETAIL MESSAGES

Time of trade execution and trading party (if not disclosed) will be provided upon request.

Publicly traded assets are valued in accordance with market quotations or valuation methodologies from financial industry services believed by us to be reliable. Assets that are not publicly traded may be reflected at values from other external sources. Assets for which a current value is not available may be reflected at a previous value or as not valued, at par value, or at a nominal value. Values shown do not necessarily reflect prices at which assets could be bought or sold. Values are updated based on internal policy and may be updated less frequently than statement generation.

For further information, please contact your account manager or relationship manager.

@ No current price is available.

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INCOME ACCRUAL DETAIL

SHARES/ FACE AMOUNT	DESCRIPTION	EX DATE	PAY DATE	ANN RATE	BEGINNING ACCRUAL	INCOME EARNED	INCOME RECEIVED	ENDING ACCRUAL
Cash And Equivalents								
12.180	First Am Govt Ob Fd Cl Z 31846V567		10/02/17	0.01	.00	12.19	12.18	.01
Total Cash And Equivalents					.00	12.19	12.18	.01
Master Trusts								
8,214,160.730	Rhbpt-Balanced Portolio Master Tr. 9SPMTH8U3				.00	35,697.79	35,697.79	.00
Total Master Trusts					.00	35,697.79	35,697.79	.00
Grand Total					.00	35,709.98	35,709.97	.01

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CONTRIBUTION ACTIVITY

DATE	DESCRIPTION	CASH	BOOK VALUE	MARKET
Employer Contributions				
Employer Contribution				
08/31/2017	Rec'D Chk# 18051070 Dtd 08/22/17	500,000.00		
Total Employer Contribution		500,000.00		
Total Employer Contributions		500,000.00		
Total Contributions		500,000.00		

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INVESTMENT ACTIVITY

DATE	DESCRIPTION	CASH
Interest		
First Am Govt Ob Fd Cl Z 31846V567		
09/01/2017	Interest From 8/1/17 To 8/31/17	12.18
Total Interest		12.18
Income		
Rhbpt-Balanced Portfolio Master Tr. 9Spmth8U3		
07/31/2017	Allocation Of Earnings Earnings Distribution	7,486.14
08/31/2017	Allocation Of Earnings Earnings Distribution	3,574.35
09/30/2017	Allocation Of Earnings Earnings Distribution	24,637.30
Total Rhbpt-Balanced Portfolio Master Tr.		35,697.79
Total Income		35,697.79
Other Earnings		
Allocation Of Unrealized Gains 9Spmth8U3		
07/31/2017	Rhbpt-Balanced Portfolio Master Tr. Earnings Distribution	96,093.15
08/31/2017	Rhbpt-Balanced Portfolio Master Tr. Earnings Distribution	29,705.66
09/30/2017	Rhbpt-Balanced Portfolio Master Tr. Earnings Distribution	73,964.35

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INVESTMENT ACTIVITY (continued)

DATE	DESCRIPTION	CASH
Total Allocation Of Unrealized Gains		199,763.16
Total Other Earnings		199,763.16

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PLAN EXPENSES

DATE	DESCRIPTION	CASH
Trust Fees		
Trust Fees		
08/11/2017	Collected Charged For Period 04/01/2017 Thru 06/30/2017	- 125.00
Total Trust Fees		- 125.00
Total Trust Fees		- 125.00
Total Plan Expenses		- 125.00

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PURCHASES

DATE	DESCRIPTION	SHARES/ FACE AMOUNT	COMMISSION	CASH	BOOK VALUE
Cash And Equivalents					
08/09/2017	Purchased 124.41 Units Of First Am Govt Ob Fd Cl Z Trade Date 8/9/17 31846V567	124.410	.00	- 124.41	124.41
08/31/2017	Purchased 500.000 Units Of First Am Govt Ob Fd Cl Z Trade Date 8/31/17 31846V567	500,000.000	.00	- 500,000.00	500,000.00
09/05/2017	Purchased 12.18 Units Of First Am Govt Ob Fd Cl Z Trade Date 9/5/17 31846V567	12.180	.00	- 12.18	12.18
Total First Am Govt Ob Fd Cl Z		500,136.590	.00	- 500,136.59	500,136.59
Total Cash And Equivalents		500,136.590	.00	- 500,136.59	500,136.59
Miscellaneous					
07/31/2017	Purchased 103,579.29 Units Of Rhbpt-Balanced Portolio Master Tr. Trade Date 7/31/17 Earnings Distribution 9SPMTH8U3	103,579.290	.00	- 103,579.29	103,579.29
08/31/2017	Purchased 33,623.55 Units Of Rhbpt-Balanced Portolio Master Tr. Trade Date 8/31/17 Earnings Distribution 9SPMTH8U3	33,623.550	.00	- 33,623.55	33,623.55

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PURCHASES (continued)

DATE	DESCRIPTION	SHARES/ FACE AMOUNT	COMMISSION	CASH	BOOK VALUE
09/01/2017	Purchased 500,000 Units Of Rhbpt-Balanced Portolio Master Tr. Trade Date 9/1/17 9SPMTH8U3	500,000.000	.00	- 500,000.00	500,000.00
09/30/2017	Purchased 98,601.65 Units Of Rhbpt-Balanced Portolio Master Tr. Trade Date 9/30/17 Earnings Distribution 9SPMTH8U3	98,601.650	.00	- 98,601.65	98,601.65
Total Rhbpt-Balanced Portolio Master Tr.		735,804.490	.00	- 735,804.49	735,804.49
Total Miscellaneous		735,804.490	.00	- 735,804.49	735,804.49
Total Purchases		1,235,941.080	.00	- 1,235,941.08	1,235,941.08

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RHBPT-GAVILAN CCD-BALANCED
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SALES AND MATURITIES

DATE	DESCRIPTION	SHARES/ FACE AMOUNT	COMMISSION	TRANSACTION PROCEEDS	BOOK VALUE	REALIZED GAIN/LOSS	PRIOR MARKET / PRIOR MARKET REALIZED GAIN/LOSS
Cash And Equivalents							
08/11/2017	Sold 125 Units Of First Am Govt Ob Fd CI Z Trade Date 8/11/17 31846V567	- 125.000	.00	125.00	- 125.00	.00	- 125.00 .00
09/01/2017	Sold 500,000 Units Of First Am Govt Ob Fd CI Z Trade Date 9/1/17 31846V567	- 500,000.000	.00	500,000.00	- 500,000.00	.00	- 500,000.00 .00
Total First Am Govt Ob Fd CI Z		- 500,125.000	.00	500,125.00	- 500,125.00	.00	- 500,125.00 .00
Total Cash And Equivalents		- 500,125.000	.00	500,125.00	- 500,125.00	.00	- 500,125.00 .00
Miscellaneous							
08/09/2017	Sold 124.41 Units Of Rhbpt-Balanced Portolio Master Tr. Trade Date 8/9/17 To Cover TTEE Fees 9SPMTH8U3	- 124.410	.00	124.41	- 124.41	.00	- 124.41 .00
08/31/2017	Allocation Of Capital Gains Rhbpt-Balanced Portolio Master Tr. Earnings Distribution 9SPMTH8U3	.000	.00	343.54	.00	343.54	.00 .00
Total Rhbpt-Balanced Portolio Master Tr.		- 124.410	.00	467.95	- 124.41	343.54	- 124.41 .00

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RHBPT-GAVILAN CCD-BALANCED
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Period from July 1, 2017 to September 30, 2017

SALES AND MATURITIES (continued)

DATE	DESCRIPTION	SHARES/ FACE AMOUNT	COMMISSION	TRANSACTION PROCEEDS	BOOK VALUE	REALIZED GAIN/LOSS	PRIOR MARKET / PRIOR MARKET REALIZED GAIN/LOSS
	Total Miscellaneous	- 124,410	.00	467.95	- 124.41	343.54	- 124.41 .00
	Total Sales And Maturities	- 500,249.410	.00	500,592.95	- 500,249.41	343.54	- 500,249.41 .00

SALES AND MATURITIES MESSAGES

Realized gain/loss should not be used for tax purposes.

Glossary

Accretion - The accumulation of the value of a discounted bond until maturity.

Adjusted Prior Market Realized Gain/Loss - The difference between the proceeds and the Prior Market Value of the transaction.

Adjusted Prior Market Unrealized Gain/Loss - The difference between the Market Value and the Adjusted Prior Market Value.

Adjusted Prior Market Value - A figure calculated using the beginning Market Value for the fiscal year, adjusted for all asset related transactions during the period, employing an average cost methodology.

Amortization - The decrease in value of a premium bond until maturity.

Asset - Anything owned that has commercial exchange value. Assets may consist of specific property or of claims against others, in contrast to obligations due to others (liabilities).

Bond Rating - A measurement of a bond's quality based upon the issuer's financial condition. Ratings are assigned by independent rating services, such as Moody's, or S&P, and reflect their opinion of the issuer's ability to meet the scheduled interest and principal repayments for the bond.

Cash - Cash activity that includes both income and principal cash categories.

Change in Unrealized Gain/Loss - Also reported as Gain/Loss in Period in the Asset Detail section. This figure shows the market appreciation (depreciation) for the current period.

Cost Basis (Book Value) - The original price of an asset, normally the purchase price or appraised value at the time of acquisition. Book Value method maintains an average cost for each asset.

Cost Basis (Tax Basis) - The original price of an asset, normally the purchase price or appraised value at the time of acquisition. Tax Basis uses client determined methods such as Last-In-First-Out (LIFO), First-In-First-Out (FIFO), Average, Minimum Gain, and Maximum Gain.

Ending Accrual - (Also reported as Accrued Income) Income earned but not yet received, or expenses incurred but not yet paid, as of the end of the reporting period.

Estimated Annual Income - The amount of income a particular asset is anticipated to earn over the next year. The shares multiplied by annual income rate.

Estimated Current Yield - The annual rate of return on an investment expressed as a percentage. For stocks, yield is calculated by taking the annual dividend payments divided by the stock's current share price. For bonds, yield is calculated by the coupon rate divided by the bond's market price.

Ex-Dividend Date - (Also reported as Ex-Date) For stock trades, the person who owns the security on the ex-dividend date will earn the dividend, regardless of who currently owns the stock.

Income Cash - A category of cash comprised of ordinary earnings derived from investments, usually dividends and interest.

Market Value - The price per unit multiplied by the number of units.

Maturity Date - The date on which an obligation or note matures.

Payable Date - The date on which a dividend, mutual fund distribution, or interest on a bond will be made.

Principal Cash - A category of cash comprised of cash, deposits, cash withdrawals and the cash flows generated from purchases or sales of investments.

Realized Gain/Loss Calculation - The Proceeds less the Cost Basis of a transaction.

Settlement Date - The date on which a trade settles and cash or securities are credited or debited to the account.

Trade Date - The date a trade is legally entered into.

Unrealized Gain/Loss - The difference between the Market Value and Cost Basis at the end of the current period.

Yield on/at Market - The annual rate of return on an investment expressed as a percentage. For stocks, yield is calculated by the annual dividend payments divided by the stock's current share price. For bonds, yield is calculated by the coupon rate divided by the bond's market price.

The terms defined in this glossary are only for use when reviewing your account statement. Please contact your Relationship Manager with any questions.

RECOGNITION

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No.
Information/Staff Reports No. II.8 (a)
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

Office of the President

SUBJECT: Recognition of the Employees of the Month

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal: That the Board of Trustees review recognition of the following Employees of the Month.

Background:

The purpose of the Employee of the Month Award program is to encourage employee excellence and dedication and to let employees know that they are valued for their unique contributions.

Employee of the Month, October 2017 – Susie Chris

We like to nominate Susie Chris for Employee of the Month. Susie works tirelessly this time of year preparing for graduation yet always answers all questions with a smile and friendly attitude. She is knowledgeable in all areas of Admissions and Records whether it be transcripts, graduation petitions, applications or high school student requirements which makes her incredibly valuable and irreplaceable if you ask me! Susie Chris for Employee of the month!

Budgetary Implications:

None

Follow Up/Outcome:

1. Human Resources will contact the employee and let them know that he/she was selected as the EMPLOYEE OF THE MONTH.
2. Human Resources will send an announcement campus-wide.
3. The employee will be recognized by his/her department supervisor.
4. The employee will be recognized in the Campus Newsletter by the PIO.

5. The employee will be recognized at the district's annual Employee Recognition Banquet held in May.
6. The employee's name will be placed on the wall plaque located in the North/South Lounge.
7. The employee will receive a desktop award with his/her name engraved.

Recommended By: Dr. Kathleen Rose, Superintendent/President

Prepared By:



Dr. Eric Ramones, Associate Vice President, Human Resources
and Labor Relations

Agenda Approval:



Dr. Kathleen Rose, Superintendent/President

INFORMATION

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No.
Information/Staff Reports No. II.11 (a)
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

Office of Research, Planning, and
Institutional Effectiveness

SUBJECT: 2017 Student Success Scorecard

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

That the Board of Trustees review the 2017 Student Success Scorecard.

Background:

Statute requires that the accountability report be presented to the local board of trustees. Education Code, Section 84754.5(d) specifies:

"As a condition of receiving specified funds in the annual Budget Act, each community college district board of trustees shall annually review and adopt its contribution to the segment wide annual report as part of a regularly scheduled and noticed public meeting at which public comment shall be invited."

Colleges have one year from the release of the Scorecard report to submit the board minutes to the Chancellor's Office. It is recommended that the board minutes reference the areas discussed in Scorecard (e.g., college performance in a specific area, college profile, etc.), as well as the reactions from the board of trustee members.

Budgetary Implications:

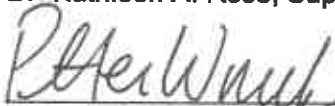
None.

Follow Up/Outcome:

Board Agenda and Meeting Minutes will be submitted to the CCCCCO.

Recommended By: Dr. Kathleen A. Rose, Superintendent/President

Prepared By:



Dr. Peter J. Wruck, Dean of Research, Planning, and Institutional Effectiveness

Agenda Approval:



Dr. Kathleen A. Rose, Superintendent/President



2017 Gavilan College Student Success Scorecard

Gavilan College was established in 1919 in the city of Hollister, and eventually became part of the Gavilan Joint Community College District. The district is comprised of 2,700 square miles encompassing southern Santa Clara and most of San Benito County. Gavilan College offers a wide range of services, including programs of community education, study in the liberal arts and sciences, and study in the pre-professional, business, vocational and technical fields. Courses and programs of study are offered days, evenings, weekends and online.

Student Information (2015-2016)			
Students			11,735
GENDER		RACE/ETHNICITY	
Female	42.6%	African American	2.4%
Male	56.6%	American Indian/Alaska Native	0.5%
Unknown Gender	0.8%	Asian	4.1%
AGE		Filipino	2.0%
Under 20 years old	20.6%	Hispanic	51.4%
20 to 24 years old	22.7%	Pacific Islander	0.5%
25 to 39 years old	33.9%	White	33.8%
40 or more years old	22.8%	Two or More Races	1.7%
Unknown Age	0.0%	Unknown Ethnicity	3.6%

Other Information (2015-2016)	
Full-Time Equivalent Students	4,818.4
Credit Sections	1,701
Non-Credit Sections	160
Median Credit Section Size	20
Percentage of Full-Time Faculty	44.7%
Percentage of First-Generation	47.1%
Student Counseling Ratio	727:1

* Insufficient data





2017 Gavilan College Student Success Scorecard

Cohort Tracked for Six Years Through 2015-2016	Completion			Persistence			30 Units			Remedial			Career Technical Education	Career Development & College Preparation
	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Math	English	ESL		
Cohort	65.4%	38.8%	46.8%	81.7%	71.1%	74.3%	76.3%	63.8%	67.5%	32.6%	39.7%	11.2%	49.6%	10.8%
Female	76.0%	46.4%	55.0%	87.6%	77.3%	80.3%	84.3%	70.8%	74.8%	36.2%	45.6%	14.5%	61.1%	17.0%
Male	53.1%	30.7%	37.6%	75.2%	63.8%	67.3%	68.1%	54.7%	58.9%	27.4%	32.0%	5.7%	44.3%	4.4%
Under 20 years old	69.1%	39.7%	49.6%	83.4%	71.3%	75.4%	78.9%	63.5%	68.7%	34.4%	43.2%	14.3%	67.7%	13.8%
20 to 24 years old	16.7%	33.3%	30.8%	58.3%	65.2%	64.1%	33.3%	60.6%	56.4%	25.5%	30.7%	23.1%	51.2%	10.2%
25 to 39 years old	0.0%	41.7%	40.0%	0.0%	72.9%	70.0%	0.0%	66.7%	64.0%	32.9%	42.6%	13.5%	36.3%	14.6%
40 or more years old	33.3%	28.6%	29.4%	100.0%	85.7%	88.2%	100.0%	78.6%	82.4%	42.6%	25.7%	0.0%	25.0%	2.8%
African-American	25.0%	23.5%	23.8%	100.0%	64.7%	71.4%	50.0%	47.1%	47.6%	10.7%	38.1%	N/A	28.0%	0.0%
American Indian/Alaska Native	100.0%	0.0%	14.3%	0.0%	50.0%	42.9%	100.0%	50.0%	57.1%	14.3%	33.3%	N/A	40.0%	0.0%
Asian	100.0%	50.0%	69.7%	100.0%	60.0%	75.8%	76.9%	70.0%	72.7%	43.8%	50.0%	12.5%	52.2%	6.7%
Filipino	75.0%	58.3%	62.5%	100.0%	75.0%	81.3%	50.0%	91.7%	81.3%	50.0%	60.0%	50.0%	54.5%	N/A
Hispanic	64.6%	39.7%	45.2%	82.8%	73.8%	75.8%	82.8%	64.7%	68.8%	29.2%	40.6%	10.5%	57.6%	10.9%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	50.0%	33.3%	0.0%	50.0%	33.3%	0.0%	0.0%	0.0%	0.0%	50.0%
White	66.4%	38.8%	51.0%	77.6%	69.4%	73.0%	72.9%	60.4%	66.0%	42.1%	37.5%	N/A	49.0%	10.0%



**STUDENT
SUCCESS
INITIATIVE**



CALIFORNIA COMMUNITY COLLEGES
STUDENT SUCCESS SCORECARD

Transfer Level Achievement	Math			English		
		1-Year	2-Year		1-Year	2-Year
	Cohort Size	Cohort Rate	Cohort Rate	Cohort Size	Cohort Rate	Cohort Rate
All	705	9.8%	22.1%	705	38.2%	52.8%
Female	367	7.4%	20.4%	367	39.5%	55.3%
Male	332	12.3%	23.8%	332	37.0%	50.6%
< 20 years old	602	10.6%	24.3%	602	39.0%	54.0%
20 to 24 years old	67	7.5%	13.4%	67	31.3%	47.8%
25 to 39 years old	27	0.0%	3.7%	27	29.6%	37.0%
40+ years old	*	0.0%	0.0%	*	55.6%	55.6%
African American	10	10.0%	10.0%	10	30.0%	50.0%
American Indian/Alaska Native	*	0.0%	0.0%	*	0.0%	0.0%
Asian	*	33.3%	66.7%	*	55.6%	88.9%
Filipino	11	9.1%	18.2%	11	9.1%	36.4%
Hispanic	500	8.0%	19.0%	500	34.0%	48.2%
Pacific Islander	*	0.0%	0.0%	*	0.0%	0.0%
White	150	14.0%	32.0%	150	52.0%	66.0%





Skills Builder

Median Earnings Change		
		+12.9%
		N=1,011
Disciplines with the highest enrollment	Median % Change	Total N
Police Academy	10.9%	477
Administration of Justice	11.2%	217
Child Development/Early Care and Education	27.6%	46
Carpentry	57.3%	43
Fire Technology	12.4%	43
Emergency Medical Services	5.3%	43
Accounting	36.4%	30
Office Technology/Office Computer Applications	29.6%	25
Drywall and Insulation	23.3%	22
Water and Wastewater Technology	12.8%	21

*: Cohort fewer than 10 students


Demographics		
Gender	Median % Change	Total N
Female	16.9%	329
Male	11.5%	679
Age	Median % Change	Total N
Under 20	205.2%	21
20-24	93.4%	126
25-39	14.3%	496
40 or over	7.0%	367
Ethnicity/Race	Median % Change	Total N
African American	25.1%	30
American Indian/Alaska Native	0.9%	**
Asian	8.4%	60
Filipino	10.7%	30
Hispanic	16.5%	312
Pacific Islander	10.0%	11
White	12.9%	468

N/A: Cohort has no students.

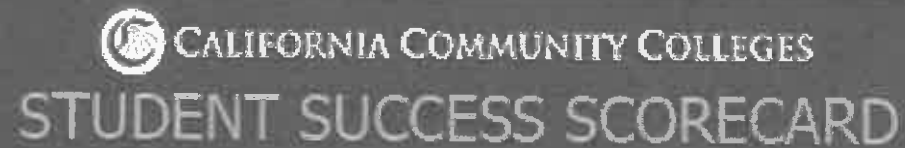
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Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.





STUDENT
SUCCESS
INITIATIVE



CALIFORNIA COMMUNITY COLLEGES
STUDENT SUCCESS SCORECARD

2017 Gavilan College Student Success Scorecard

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40 or more years old	22.8%	Two or More Races	1.7%
Unknown Age	0.0%	Unknown Ethnicity	3.6%

Other Information (2015-2016)

Full-Time Equivalent Students	4,818.4
Credit Sections	1,701
Non-Credit Sections	160
Median Credit Section Size	20
Percentage of Full-Time Faculty	44.7%
Percentage of First-Generation	47.1%
Student Counseling Ratio	727:1

* Insufficient data





2017 Gavilan College Student Success Scorecard

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Female	76.0%	46.4%	55.0%	87.6%	77.3%	80.3%	84.3%	70.8%	74.8%	36.2%	45.6%	14.5%	61.1%	17.0%
Male	53.1%	30.7%	37.6%	75.2%	63.8%	67.3%	68.1%	54.7%	58.9%	27.4%	32.0%	5.7%	44.3%	4.4%
Under 20 years old	69.1%	39.7%	49.6%	83.4%	71.3%	75.4%	78.9%	63.5%	68.7%	34.4%	43.2%	14.3%	67.7%	13.8%
20 to 24 years old	16.7%	33.3%	30.8%	58.3%	65.2%	64.1%	33.3%	60.6%	56.4%	25.5%	30.7%	23.1%	51.2%	10.2%
25 to 39 years old	0.0%	41.7%	40.0%	0.0%	72.9%	70.0%	0.0%	66.7%	64.0%	32.9%	42.6%	13.5%	36.3%	14.6%
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Hispanic	64.6%	39.7%	45.2%	82.8%	73.8%	75.8%	82.8%	64.7%	68.8%	29.2%	40.6%	10.5%	57.6%	10.9%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	50.0%	33.3%	0.0%	50.0%	33.3%	0.0%	0.0%	0.0%	0.0%	50.0%
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**STUDENT
SUCCESS**
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CALIFORNIA COMMUNITY COLLEGES
STUDENT SUCCESS SCORECARD

Transfer Level Achievement	Math			English		
		1-Year	2-Year		1-Year	2-Year
	Cohort Size	Cohort Rate	Cohort Rate	Cohort Size	Cohort Rate	Cohort Rate
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40+ years old	*	0.0%	0.0%	*	55.6%	55.6%
African American	10	10.0%	10.0%	10	30.0%	50.0%
American Indian/Alaska Native	*	0.0%	0.0%	*	0.0%	0.0%
Asian	*	33.3%	66.7%	*	55.6%	88.9%
Filipino	11	9.1%	18.2%	11	9.1%	36.4%
Hispanic	500	8.0%	19.0%	500	34.0%	48.2%
Pacific Islander	*	0.0%	0.0%	*	0.0%	0.0%
White	150	14.0%	32.0%	150	52.0%	66.0%





Skills Builder

Median Earnings Change

+12.9%

N=1,011

Disciplines with the highest enrollment	Median % Change	Total N
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*: Cohort fewer than 10 students

Demographics

Gender	Median % Change	Total N
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Male	11.5%	679
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Pacific Islander	10.0%	11
White	12.9%	468

N/A: Cohort has no students.

*: Suppressed to protect student Privacy.

Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.





2017 STUDENT SUCCESS SCORECARD

Gavilan College

[Click here to select a different college](#)

CURRENT PROFILE	Math & English/ESL Metrics			Completion Metrics		CTE Metrics		
	Remedial/ESL	Transfer Level Achievement	Persistence	30 Units	Degree/Transfer	CTE	Skills Builder	CDCP

College Profile

[Click here to view current year report](#)

The student population and course sections offered described in the tables are based on the 2015-16 academic year. Students represented differ from those included for calculation of Scorecard metrics, which are based on first-time students enrolled in 2010-11.

STUDENT INFORMATION		(view historical trend)
Students		11,735
Gender	Ethnicity Rate	
Female	42.6% African American	2.4%
Male	24.6% American Indian/Alaska Native	0.3%
Unknown	6.0% Asian	4.1%
Age	0.0% Filipino	7.0%
Less than 20 years old	28.6% Hispanic	51.4%
20 to 24 years old	22.7% Pacific Islander	0.5%
25 to 30 years old	33.9% White	33.8%
31 to 35 years old	22.8% Two or more races	1.7%
36 or more years old	0.0% Unknown	1.6%

INSTITUTIONAL INFORMATION	
Full Time Equivalent Students	9,218.4
Credit Sections	1,701
Non-Credit Sections	160
Median Credit Section Size	20
Percentage of Full-Time Faculty	44.2%
Percentage of First-Generation Students	47.1%
Student Counseling Ratio (F-441 2013)	727.1

* Insufficient data
 ** No data
 Mouse over to display the pie chart

About the college

Gavilan College was established in 1919 in the city of Hollister, and eventually became part of the Gavilan Joint Community College District. The district is comprised of 2,700 square miles encompassing southern Santa Clara and most of San Benito County. Gavilan College offers a wide range of services, including programs of community education, study in the liberal arts and sciences, and study in the pre-professional, business, vocational and technical fields. Courses and programs of study are offered days, evenings, weekends and online.

District: Gavilan Students: 11,735 County: Santa Clara

[Methodology](#)

View Printable Scorecard Reports:
[Current Year](#) [Five Year](#)





2017 STUDENT SUCCESS SCORECARD

Gavilan College

[Click here to select a different college](#)

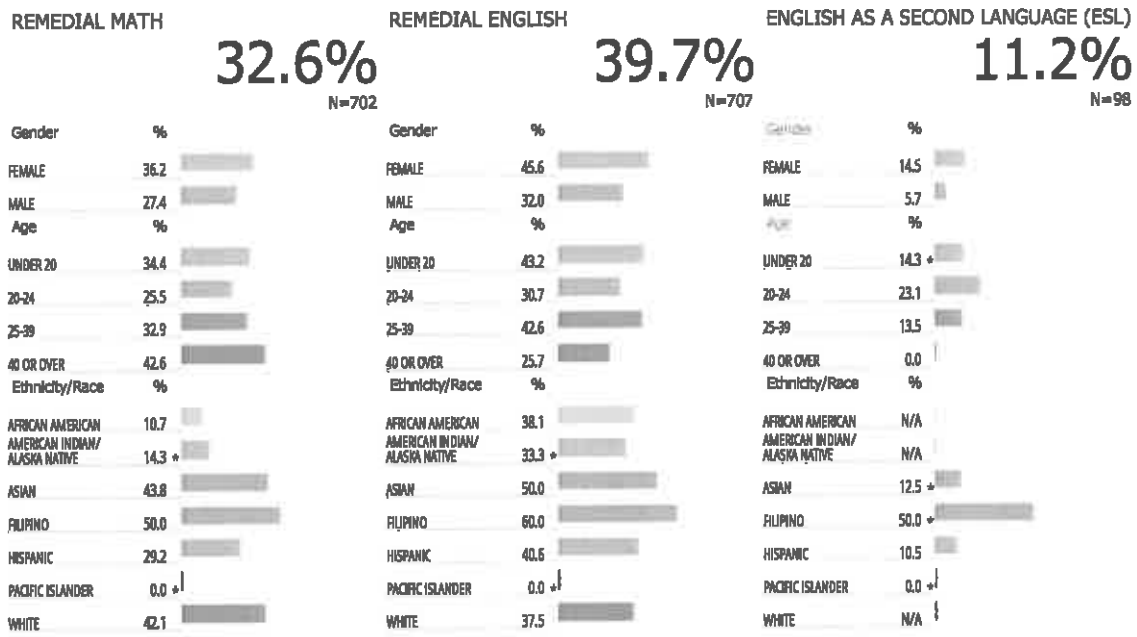
CURRENT PROFILE Basic & English/ESL Metrics Completion Metrics CTE Metrics
Remedial/ESL Transfer Level Achievement Persistence 30 Units Degree/Transfer CTE Skills Builder CDCP

[View Rates](#) | [Metric Profile](#)

Remedial/ESL

[Click here to view trend data](#)

Percentage of credit students tracked for six years through 2015-16 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2010-11 and completed a college-level course in the same discipline.



0%: Cohort with no students attaining an outcome
 N/A: Cohort has no students
 *: Cohort fewer than 10 students

[Methodology](#)

[View Printable Scorecard Reports:](#)

[Current Year](#) | [Five Year](#)

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2017 STUDENT SUCCESS SCORECARD

Gavilan College

[Click here to select a different college](#)

CURRENT PROFILE **Remedia/ESL** Math & English/ESL Metrics Transfer Level Achievement Persistence 30 Units Degree/Transfer Completion Metrics CTE Skills Builder CDCP

[View Rates](#) [Metric Profile](#)

Remedia/ESL

[Click here to view trend data](#)

Percentage of credit students tracked for six years through 2015-16 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2010-11 and completed a college-level course in the same discipline.

REMEDIAL MATH		REMEDIAL ENGLISH		ENGLISH AS A SECOND LANGUAGE (ESL)	
Students	702	Students	702	Students	98
GENDER		GENDER		GENDER	
Female	406	Female	390	Female	62
Male	285	Male	305	Male	35
AGE		AGE		AGE	
Less than 20 years old	331	Less than 20 years old	431	Less than 20 years old	*
20 to 24 years old	165	20 to 24 years old	140	20 to 24 years old	13
25 to 39 years old	152	25 to 39 years old	101	25 to 39 years old	52
40 or more years old	54	40 or more years old	35	40 or more years old	26
ETHNICITY/RACE		ETHNICITY/RACE		ETHNICITY/RACE	
African American	28	African American	21	African American	N/A
American Indian/Alaska Native	*	American Indian/Alaska Native	*	American Indian/Alaska Native	N/A
Asian	16	Asian	18	Asian	*
Filipino	10	Filipino	15	Filipino	*
Hispanic	435	Hispanic	473	Hispanic	86
Pacific Islander	*	Pacific Islander	*	Pacific Islander	*
White	164	White	136	White	N/A

*: Suppressed to protect student privacy.
Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.

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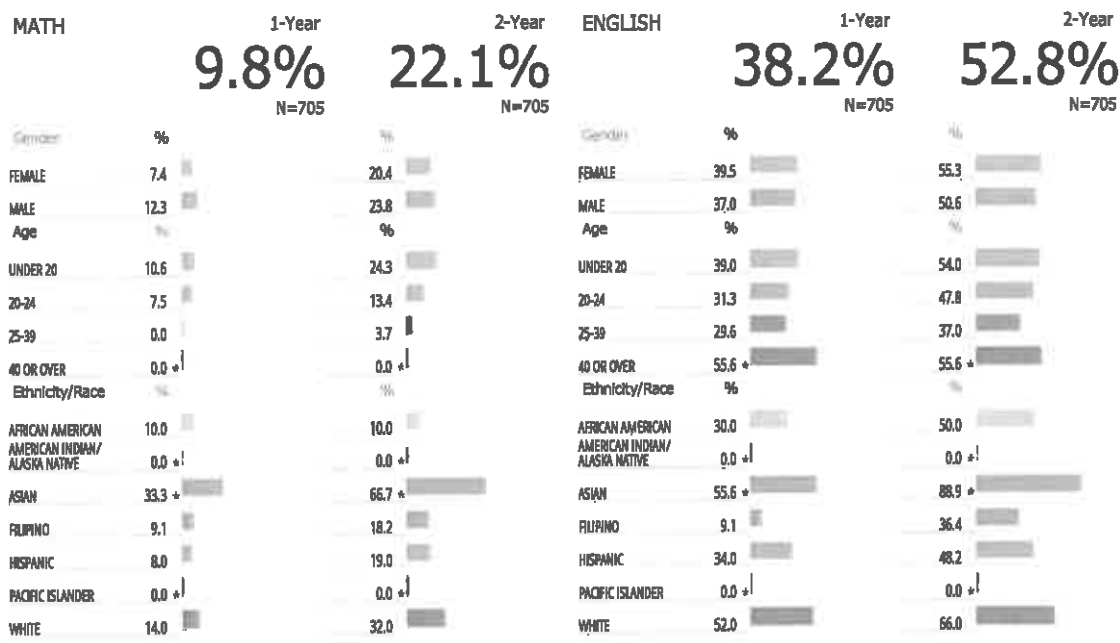
CURRENT PROFILE Math & English/ESL Metrics Completion Metrics CTE Metrics
Remedia/ESL Transfer Level Achievement Persistence 30 Units Degree/Transfer CTE Skills Builder CDCP

[View Rates](#) . [Metric Profile](#)

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Transfer Level Achievement

The percent of first-time students in 2014-15 who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in Math or English in their first or second year.



0%: Category with no students achieving an outcome
 N/A: Category has no students
 †: Category fewer than 10 students

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 Remedial/ESL **Transfer Level Achievement** Persistence 30 Units Degree/Transfer CTE Skills Builder CDCP

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Transfer Level Achievement

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The percent of first-time students in 2014-15 who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in Math or English in their first or second year.

MATH		ENGLISH	
Students	705	Students	705
GENDER		GENDER	
Female	367	Female	367
Male	332	Male	332
AGE		AGE	
Less than 20 years old	602	Less than 20 years old	602
20 to 24 years old	67	20 to 24 years old	67
25 to 39 years old	27	25 to 39 years old	27
40 or more years old	*	40 or more years old	*
ETHNICITY/RACE		ETHNICITY/RACE	
African American	10	African American	10
American Indian/Alaska Native	*	American Indian/Alaska Native	*
Asian	*	Asian	*
Filipino	11	Filipino	11
Hispanic	500	Hispanic	500
Pacific Islander	*	Pacific Islander	*
White	150	White	150

*: Suppressed to protect student privacy.
 Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.

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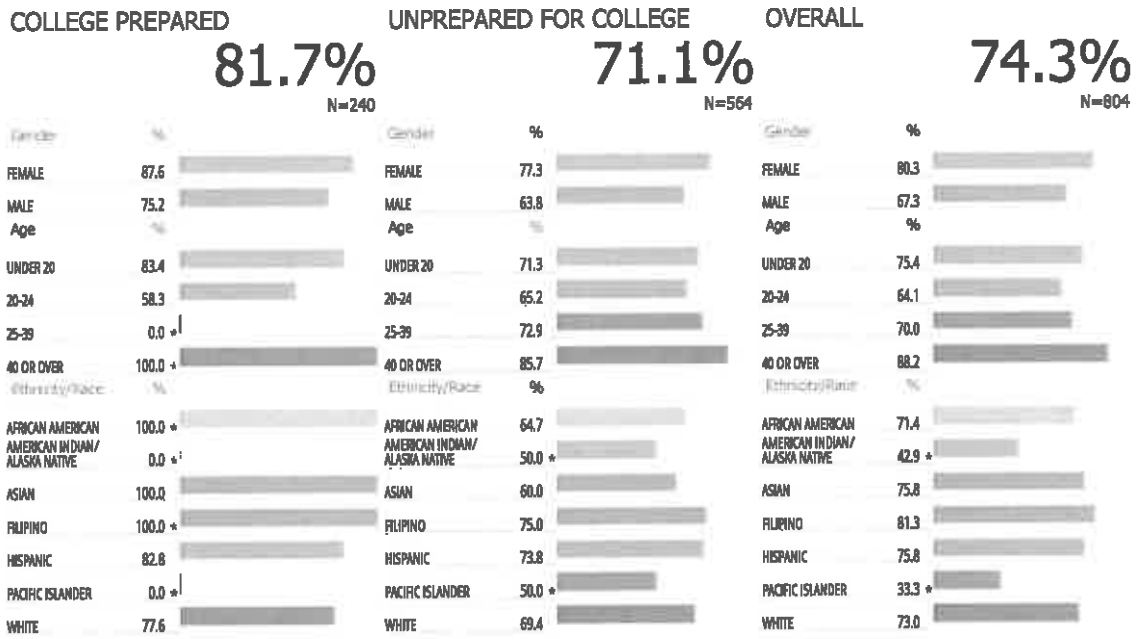
CURRENT PROFILE **Math & English/ESL Metrics** **Completion Metrics** **CTE Metrics**
 Remedial/ESL Transfer Level Achievement **Persistence** 30 Units Degree/Transfer CTE Skills Builder CDCP

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Persistence

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who enrolled in the first three consecutive terms.



(P) College prep for students attending an associate
 (N/A) College prep not attempted
 * Conclude fewer than 10 students
 Percentage of Unprepared Students: 20%

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level
 UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level
 OVERALL: Student's lowest course attempted in Math or English in the first three years

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Remedial/ESL Transfer Level Achievement Persistence 30 Units Degree/Transfer CTE Skills Builder CDCP

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Persistence

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Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who enrolled in the first three consecutive terms.

COLLEGE PREPARED	UNPREPARED FOR COLLEGE	OVERALL
Students <u>240</u>	Students <u>564</u>	Students <u>804</u>
GENDER	GENDER	GENDER
Female 121	Female 295	Female 416
Male 113	Male 254	Male 367
AGE	AGE	AGE
Less than 20 years old <u>223</u>	Less than 20 years old 436	Less than 20 years old <u>659</u>
20 to 24 years old 12	20 to 24 years old 66	20 to 24 years old <u>78</u>
25 to 39 years old *	25 to 39 years old *	25 to 39 years old <u>50</u>
40 or more years old *	40 or more years old *	40 or more years old <u>17</u>
ETHNICITY/RACE	ETHNICITY/RACE	ETHNICITY/RACE
African American *	African American *	African American 21
American Indian/Alaska Native *	American Indian/Alaska Native *	American Indian/Alaska Native *
Asian 13	Asian 20	Asian 33
Filipino *	Filipino *	Filipino 16
Hispanic 99	Hispanic 343	Hispanic 442
Pacific Islander *	Pacific Islander *	Pacific Islander *
White 107	White 134	White 241

*: Suppressed to protect student privacy.
Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.

Percentage of Unprepared Students: 70%

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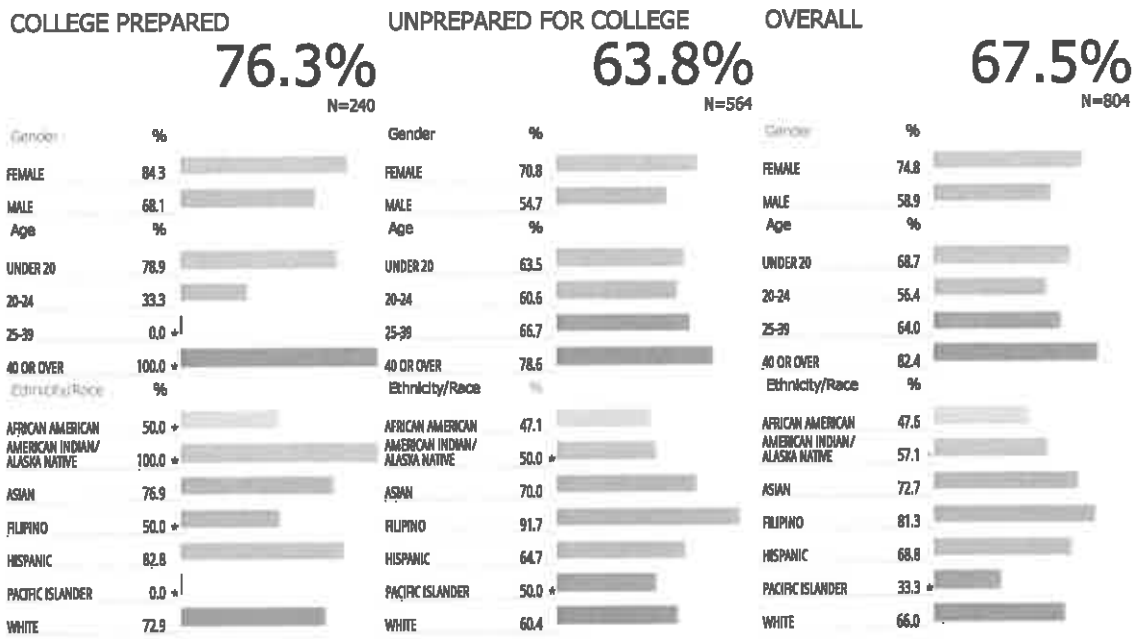
CURRENT PROFILE **Math & English/ESL Metrics** Completion Metrics CTE Metrics
Remedia/ESL Transfer Level Achievement Persistence **30 Units** Degree/Transfer CTE Skills Builder CDCP

[View Rates](#) [Metric Profile](#)

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30 Units

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who achieved at least 30 units.



0%: Cohort with no students attaining an outcome
N/A: Cohort has no students
*: Cohort fewer than 10 students
Percentage of Unprepared Students: 70%

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level
UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level
OVERALL: Student attempted any level of Math or English in the first three years.

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Remedial/ESL Transfer Level Achievement Persistence **30 Units** Degree/Transfer CTE Skills Builder CDCP

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30 Units

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Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who achieved at least 30 units.

COLLEGE PREPARED	UNPREPARED FOR COLLEGE	OVERALL
Students 240	Students 564	Students 804
GENDER	GENDER	GENDER
Female 121	Female 295	Female 416
Male 113	Male 254	Male 367
AGE	AGE	AGE
Less than 20 years old 223	Less than 20 years old 436	Less than 20 years old 659
20 to 24 years old 12	20 to 24 years old 66	20 to 24 years old 78
25 to 39 years old *	25 to 39 years old *	25 to 39 years old 50
40 or more years old *	40 or more years old *	40 or more years old 17
ETHNICITY/RACE	ETHNICITY/RACE	ETHNICITY/RACE
African American *	African American *	African American 21
American Indian/Alaska Native *	American Indian/Alaska Native *	American Indian/Alaska Native *
Asian 13	Asian 20	Asian 33
Filipino *	Filipino *	Filipino 16
Hispanic 89	Hispanic 343	Hispanic 442
Pacific Islander *	Pacific Islander *	Pacific Islander *
White 107	White 134	White 241

*: Suppressed to protect student privacy.
Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.

Percentage of Unprepared Students: 70%

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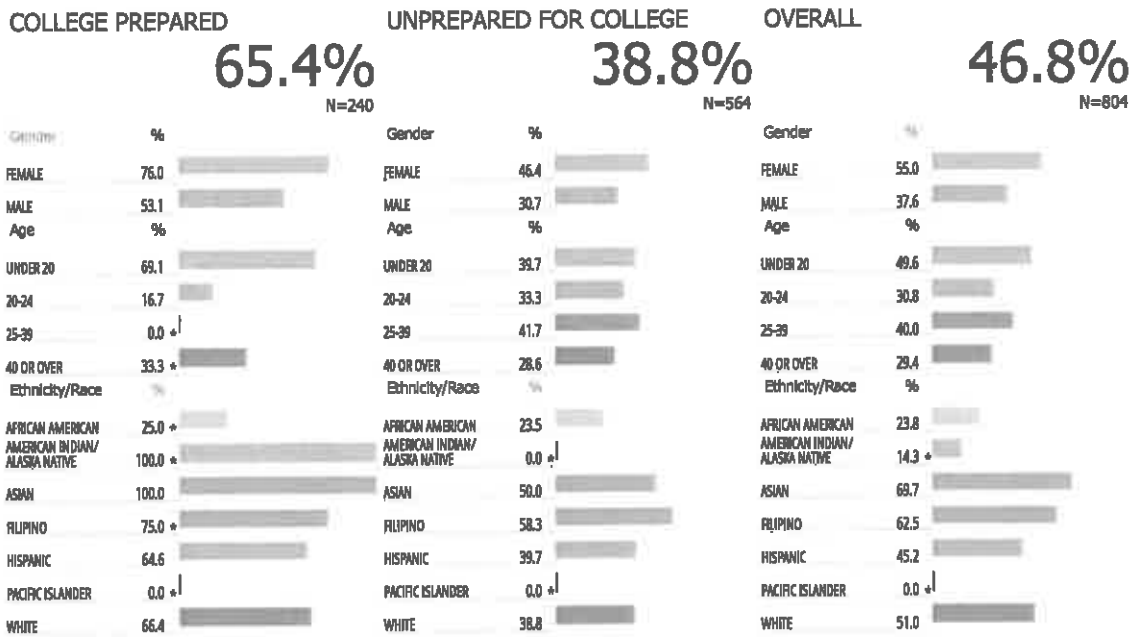
CURRENT PROFILE Math & English/ESL Metrics Completion Metrics CTE Metrics
 Remedial/ESL Transfer Level Achievement Persistence 30 Units Degree/Transfer CTE Skills Builder CDCP

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Completion

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Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate or transfer-related outcomes.



0%: Cohort with no students attaining an outcome
 N/A: Cohort has no students
 †: Cohort fewer than 10 students
 Percentage of Unprepared Students: 70%

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level
 UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level
 OVERALL: Student attempted any level of Math or English in the first three years

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CURRENT PROFILE Math & English/ESL Metrics Completion Metrics CTE Metrics
 Remedial/ESL Transfer Level Achievement Persistence 30 Units Degree/Transfer CTE Skills Builder CDCP

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Completion

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Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate or transfer-related outcomes.

COLLEGE PREPARED		UNPREPARED FOR COLLEGE		OVERALL	
Students	240	Students	564	Students	804
GENDER					
Female	121	Female	295	Female	416
Male	113	Male	254	Male	367
AGE					
Less than 20 years old	223	Less than 20 years old	436	Less than 20 years old	659
20 to 24 years old	12	20 to 24 years old	66	20 to 24 years old	78
25 to 39 years old	*	25 to 39 years old	*	25 to 39 years old	50
40 or more years old	*	40 or more years old	*	40 or more years old	17
ETHNICITY/RACE					
African American	*	African American	*	African American	21
American Indian/Alaska Native	*	American Indian/Alaska Native	*	American Indian/Alaska Native	*
Asian	13	Asian	20	Asian	33
Filipino	*	Filipino	*	Filipino	16
Hispanic	99	Hispanic	343	Hispanic	442
Pacific Islander	*	Pacific Islander	*	Pacific Islander	*
White	107	White	134	White	241

*: Suppressed to protect student privacy.
 Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.
 Percentage of Unprepared Students: 70%

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CURRENT PROFILE **Math & English/ESL Metrics** Completion Metrics **CTE Metrics**
 Remedial/ESL Transfer Level Achievement Persistence 30 Units Degree/Transfer CTE Skills Builder CDCP

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Career Technical Education

Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate, apprenticeship or transfer-related outcomes.

OVERALL

49.6%
 N=613

Cohort	%
Gender	
FEMALE	61.1
MALE	44.3
Age	
UNDER 20	67.7
20-24	51.2
25-39	36.3
40 OR OVER	25.0
Ethnicity/Race	
AFRICAN AMERICAN	28.0
AMERICAN INDIAN/ ALASKA NATIVE	40.0 *
ASIAN	52.2
FILIPINO	54.5
HISPANIC	57.6
PACIFIC ISLANDER	0.0 †
WHITE	49.0

0%: Cohort with no students attaining an outcome
 N/A: Cohort has no students
 †: Cohort fewer than 10 students

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CURRENT PROFILE Math & English/ESL Metrics Completion Metrics CTE Metrics
 Remedial/ESL Transfer Level Achievement Persistence 30 Units Degree/Transfer **CTE** Skills Builder CDCP

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Career Technical Education

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Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate, apprenticeship or transfer-related outcomes.

OVERALL	
Students	613
GENDER	
Female	252
Male	307
AGE	
Less than 20 years old	201
20 to 24 years old	166
25 to 39 years old	190
40 or more years old	56
ETHNICITY/RACE	
African American	25
American Indian/Alaska Native	*
Asian	23
Filipino	11
Hispanic	236
Pacific Islander	*
White	241

*: Suppressed to protect student privacy.
 Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.

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CURRENT PROFILE Math & English/ESL Metrics Completion Metrics CTE Metrics
 Remedial/ESL Transfer Level Achievement Persistence 30 Units Degree/Transfer CTE **Skills Builder** CDCP

Disciplines | **Demographics**

[Click here to view trend data](#)

Skills Builder

The median percentage change in wages for students who completed higher level CTE coursework in 2013-2014 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.

Median Earnings Change

+12.9%
 N=1,011

Disciplines with the highest enrollment

Discipline	Median % Change	Total N
Police Academy	10.9%	477
Administration of Justice	11.2%	217
Child Development/Early Care and Education	27.6%	46
Carpentry	57.3%	43
Fire Technology	12.4%	43
Emergency Medical Services	5.3%	43
Accounting	36.4%	30
Office Technology/Office Computer Applications	29.6%	25
Drywall and Insulation	23.3%	22
Water and Wastewater Technology	12.8%	21

†† Consult Notes: [View ID Standards](#)

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CURRENT PROFILE **Math & English/ESL Metrics** Completion Metrics CTE Metrics
 Remedial/ESL Transfer Level Achievement Persistence 30 Units Degree/Transfer CTE **Skills Builder** CDCP

Disciplines **Demographics**

Skills Builder

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The median percentage change in wages for students who completed higher level CTE coursework in 2013-2014 and left the system without receiving any type of traditional outcome such as transfer to a four-year college or completion of a degree or certificate.

Median Earnings Change

+12.9%
 N=1,011

Gender	Median % Change	Total N
FEMALE	16.9%	329
MALE	11.5%	679
Age	Median % Change	Total N
Under 20	205.2%	21
20-24	93.6%	126
25-39	14.3%	496
40 OR OVER	7.0%	367
Ethnicity/Race	Median % Change	Total N
AFRICAN AMERICAN	25.1%	30
AMERICAN INDIAN/ALASKA NATIVE	0.9%	1
ASIAN	8.4%	60
FILIPINO	10.7%	30
HISPANIC	16.5%	312
PACIFIC ISLANDER	10.0%	11
WHITE	12.9%	458

N/A: Cohort has no students
 *: Suppressed to protect student privacy.
 Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.

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CURRENT PROFILE

Math & English/ESL Metrics			Completion Metrics		CTE Metrics	
Remedia	ESL	Transfer Level Achievement	Persistence	30 Units	Degree/Transfer	CTE
				Skills Builder	CDCP	

[View Rates](#) : [Metric Profile](#) :

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Career Development and College Preparation (Non-credit)

Percentage of students tracked for six years through 2015-16, who started first time in 2010-11 in a Career Development and College Preparation course and completed a degree, certificate or transfer-related outcomes.

OVERALL

10.8%
N=286

Gender	%
FEMALE	17.0
MALE	4.4
Age	%
UNDER 20	13.8
20-24	10.2
25-39	14.6
40 OR OVER	2.8
Ethnicity/Race	%
AFRICAN AMERICAN	0.0
AMERICAN INDIAN/ ALASKA NATIVE	0.0
ASIAN	6.7
EUROPEAN	N/A
HISPANIC	10.9
PACIFIC ISLANDER	50.0
WHITE	10.0

0% = Count with no students attaining an outcome.
 N/A = Count with no students.
 * = Count lower than 10 students.

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**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Office of Student Services

Consent Agenda Item No.
Information/Staff Reports No. II.11 (b)
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Fall 2017 Student Services Update

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal: Provide an update of the Student Services Division to the Board of Trustees.

Background:

By way of a PowerPoint presentation, Kathleen Moberg will provide a Fall 2017 update of the Student Services Division to the Board of Trustees.

Budgetary Implications: None

Follow Up/Outcome: None

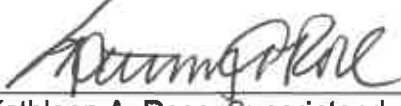
Recommended By:


Kathleen Moberg, Vice President of Student Services

Prepared By:


Grace E. Cardinali Executive Assistant, Student Services

Agenda Approval:


Dr. Kathleen A. Rose, Superintendent/ President



Student Services Update



**PRESENTATION TO THE BOARD
NOVEMBER 14, 2017
KATHLEEN MOBERG
VICE PRESIDENT, STUDENT SERVICES**

Major Changes in Last 3 Years



- Initiatives and Funding – SSSP, Equity, BSI, MM, Integration, Focus on Target populations
- Staffing
- Integration and Collaboration
- Technology
- Expanded Services
- Data

Initiatives and Mandate Changes

- **Focus on Specific Required Services and Populations**
 - Recruitment, Assessment and Onboarding
 - Orientation and Educational Plans
 - Follow up with At Risk Populations
 - Interventions and Collaboration across areas
 - Outcomes focused- retention and completion
 - Guided Pathways

Staffing – New Hires

- **Counselors:**
 - × KIN/SSSP, FY/EOPS, AEC/VRC, SSSP (2), Basic Skills
 - Increased collaboration and training across departments
- **Professional Support Staff:**
 - × Retention SSSP – Undecided, Academically at risk, SSSP follow up, coordination with high schools
 - × Retention – Basic Skills outreach and follow up
 - × Evaluations- Multiple Measures, degree awards
 - × Student Life – expanded clubs, liaison with Civic Engagement, Outreach and ASGC, Welcome Center, increased support for Equity populations
 - × Career/Transfer – Career/Transfer Days, Application workshops, Career exploration, university visits, support for Equity populations

Integration and Collaboration

- × **Coordination with Outside Agencies**
 - Foster Youth, Undocumented Support, Coordination with Instruction
- × **Coordination with Instruction**
 - Multiple Measures
 - Integrated planning (BSI, SSSP, Basic Skills)
 - Guided Pathways
 - Enrollment Management/Scheduling

Technology

- **Technology to expand services**
 - Academic Works- Financial Aid Scholarships
 - Campus Logic – Financial Aid Award Efficiency
 - Enrollment Checklist – Banner - SSSP
 - CCCApply Multiple Measures – Admissions
 - Assessment MM Branching tool- SSSP
 - Online Kick Start (Go2Orientation)- SSSP
 - Online Student Workshops – Student Lingo- SSSP
 - Cranium Café – Online virtual office/appointment space- SSSP
 - Not Anymore – Sexual Violence Video- Equity/SSSP
 - Student Health 101 – Equity
 - Maxient – Behavior Intervention and Conduct tool - Equity
 - Online tutoring – Net Tutor
 - Online Faculty/Staff Workshops – Go2Knowledge - Equity
- **Technology to meet mandates/regulatory changes**
 - Banner upgrades
 - Chancellor's office reporting requirements/outcomes
 - Higher Education Profiles – GavDATA tool - Equity

Expanded Services

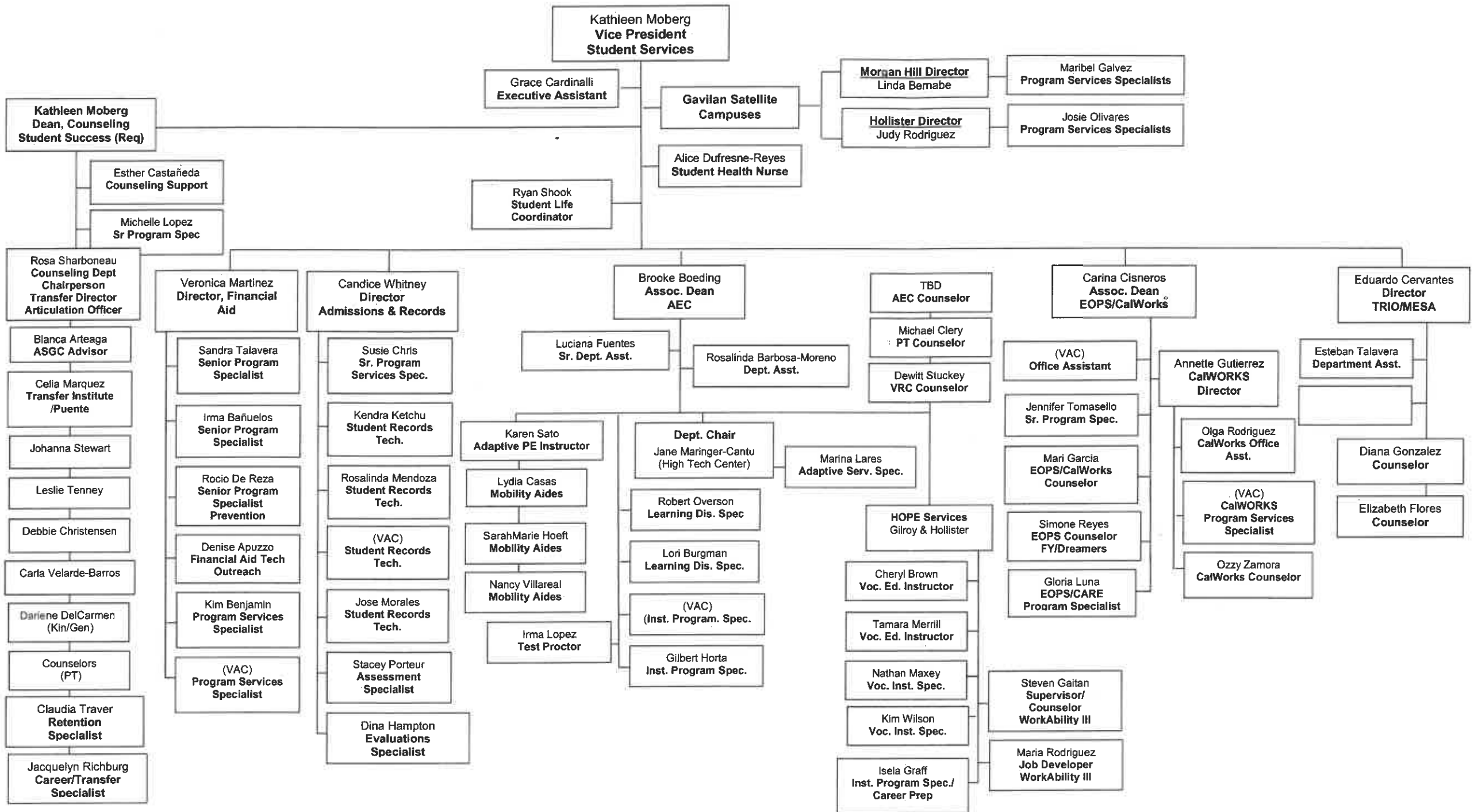


- **Mental Health Counseling – Equity**
- **Implementation of Behavior Intervention Team- Equity**
- **Food Pantry and CalFresh Expansion– Equity/EOPS/CalWORKS**
- **Integration of Financial Aid and Admissions**
- **Foster Youth and Dreamers support**
- **Outreach to students close to graduation and transfer**
- **High School Partners – Outreach and recruitment**

Data



- **Increased analysis of student outcomes and department goals to meet outcomes**
- **Follow up assessment of benchmarks**
- **Assessment of additional services or needed interventions**
- **Collaboration with Enrollment Management/IEPI**
- **Increased retention and completion goals**
- **Celebration of Student Milestones and Targeted interventions**



**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No.
Information/Staff Reports No. II,11 (c)
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

Student Services

SUBJECT: Integrated Plan (Basic Skills Initiative/Student Equity/Student Success and Support Program)

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal: That the Board of Trustees review and approve the attached Integrated Plan for Basic Skills Initiative (B.S.I.), Student Equity and Student Success, and Support Program (S.S.S.P.).

Background:

The integrated BSI/Student Equity/SSSP program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations.

Budgetary Implications:

Each initiative maintains its own approved budget.

Follow Up/Outcome:

The Integrated Plan will be presented to Board of Trustees for approval December 2017.

Recommended By: Dr. Eduardo Cervantes, Coordinator TRIO/MESA

Prepared By:



Dr. Eduardo Cervantes, Coordinator TRIO/MESA

Agenda Approval:



Dr. Kathleen A. Rose, Superintendent/President

Please note. As instructed by the Chancellor's Office, this summary will be posted on a Gavilan Webpage open to the public. The webpage link will be placed in the Integrated Plan.

Integrated Plan (SSP,BSI,Equity) Executive Summary

Gavilan College continues to promote integrated planning and program coordination at the institutional level. Basic Skills, Student Equity, and SSSP continue to have separate requirements. However, efforts to take an institutional approach to the alignment of the three programs will be guided by the following five goals. 1. Multiple Measures 2. Acceleration 3. Guided Pathways 4. Cross Discipline Counselor Resources, and 5. Professional Learning.

These goals will be guided by mechanisms that will help to advance the integration of matriculation, instruction and student support to accomplish student success goals. A BSI, Student Equity and SSSP crosswalk will outline activities leading to the integrated goals and serve as a planning document. The college will use IEPI indicators and goals as a common outcome. Guided Pathways will be implemented, in an integrated effort between student services and instruction. Lastly, communication will be sustained by providing cabinet reports, senate reports and the development of an integrated planning website.

Student Equity Plans

Gavilan College has recreated its disproportionate impact study in an effort to provide accurate data. The initial data set analyzed in 2015 was completed by a temporary institutional research analyst and not verified by the short-term director of Institutional Research at that time. The baseline data used in our previous report was flawed. Gavilan College's Director of Institutional Research discovered that the baseline data was not replicable. Consequently, the college has begun with new baseline data. Gavilan College's Chief Student Services Officer/ Vice President of Student Services received permission from the Chancellor's Office and Mia Keely for Gavilan College to complete a new analysis that was reflective of appropriate baselines and research methodologies. The following chart shows the results of the new disproportionate impact study and new data goals.

Indicators		Baseline	Disproportionate Impact Student Category, 2010-2011					Goals
		College wide Average (Mean) Hazard	Gender	Ethnicity	Foster Youth	DSPS	Low Income	
Access		NA		Asian White				.5%
Course completion	Retention / Success, All Courses	85%; 65%		African Americas	Foster Youth	DSPS		1.5%
	Remedial English Success	54%		African Americas	Foster Youth	DSPS		1.3%
	Remedial	82%	Males					.8%

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	ESL Success								
	Remedial Math Success	52%		African Americans	Foster Youth			Veterans	9%
Degree and Certificate Completion	Associate Degree	12%	Males	African Americans, Asians, Native Americans	Foster Youth				40 students
	Certificate	9%	Males	African Americans, Asians, Native Americans	Foster Youth				63 students
Transfer Outcomes	Transfer Velocity (Six Years)	32%			no data	DSPS		no data	1%
	Transfer Volume	≈ 350 annually		African Americans, Native Americans	no data	DSPS		no data	41 students

The new disproportionate analysis unveiled new groups that were experiencing disproportionate outcomes such as African Americans, Asians, and Native Americans. During the fall 2017 semester, areas receiving funding will be charged with creating additional activities to address these groups. However, some groups were already being addressed. The following chart outlines the activities, purpose, impacted areas and funding allocations for the 2017-2018 academic years. The activities and associated funding allocations will be further discussed at future equity meetings. Additional proposals will be vetted through the approval process if funding or priorities change. For example, as Guided Pathways efforts take focus, Equity funding may have to be reviewed and reassigned. Funded areas will need to continue to report back to the committee using the approved mechanisms.

Activity	Purpose	Area Impacted	Funding Allocation
Foster Youth / Undocumented Students Counselor.	To Provide dedicated support to Foster Youth and Undocumented Students.	Course Completion, Basic Skills Completion, Degree and Certificate Completion.	\$44,000.
Veterans / DRC Counselor.	To provide Veterans and AEC students with dedicated counseling support.	Course Success, Basic Skills Course Success.	\$54,991

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Counselor Release time for Campus Culture work.	To work on further developing a culture of equity framework.	ALL	\$24,278
Basic Skills Program Specialist.	To provide student support, intervention and success programing for Basic Skills Students.	Basic Skills Course Completion.	\$68,659
MESA/TRIO Program Specialist.	To provide support to the MESA and TRIO Programs and allow for the program to serve additional students above the number required by the programs grants.	Degree and Certificate Completion, Transfer Velocity And Volume, Course Success Rates, Access.	\$20,537.00
Career and Transfer Center Program Specialist / Career and Transfer Center Programing.	To coordinate programing for the college's transfer and career center, coordinate university rep visits, provide visits to four year universities, and oversee lab for career and interests exploration.	Transfer	\$ 86,921 (Staffing), \$4,740(Operating Budget)
In reach/ Student Activities Program Specialist and Associated Programing	To Provide student life coordination, liaison with civic engagement, service learning, student government and welcome center student ambassador Program.	Degree and Certificate Completion.	\$79,761 (Staff) \$3,625.00 (Operating Budget)
Tutoring/Peer Mentor Support.	Additional tutoring/peer mentor support is currently under development in collaboration with the Athletics Department, MESA/TRIO Program and others to provide additional completion rates for African American Students.	Course Completion, Basic Skills Course Completion.	\$13,464
Professional Development, Training, and Conferences with an equity focus	To provide professional development opportunities and trainings related to student equity, creating a campus culture that is student equity focused.	All	\$30,746
Mental Health Support Services	To provide on campus Mental Health Services/ counseling to students. Services are contracted with Discovery Counseling Services.	All	\$21,000
Fresh Success Program Subsidy.	To provide a subsidy to continue the Fresh Success. Fresh Success serves students receiving or is eligible tor Calfresh/SNAP benefits. Being expanded to Hollister site.	Course Completion, Basic Skills Course Completion	\$30,000
Innovative Educators	Provides faculty and staff online tutorials for working with students, meeting student needs, and being aware of regulatory and other compliance issues.	All	\$17,000
HACU Membership	Gavilan College will continue to be a member of the Hispanic Association of	All/Institutional	

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	Colleges and Universities. HACU will add to an institutional macro level action that will affirm its commitment to the Latino community, addressing student inequities, and working with Gavilan College's Latino Advisory Board.		\$5,000
Health 101	Monthly student-centered health and wellness magazine that also provides six pages of campus-specific content.	All	\$4,500
Nettutor	Provides Online tutoring to students who cannot access on campus tutoring.	Course Completion, Basic Skills Course Completion.	\$7,000
Maxient:	Early Alert/Behavior Intervention team and plan using the Maxient software to identify students in need more quickly. This includes academic, psychosocial, and basic needs such as transportation, hunger, etc.	All	\$6,000

Accomplishments

Increasing the Retention of First Time Students

An important goal from the 2015-2016 plans that intersect SSSP, student equity and BSI was to increase the retention of first time students. Several activities have been implemented in each area to address the goal. Follow up services were implemented with students not completing enrollment steps, undecided or students that had a change of major. Student Equity provided additional counseling and resources to support and expand categorical programs and identified disproportionality impacted student populations such as foster youth and veterans. Furthermore, programs were developed for athletes - the majority being students of color. The basic skills initiative provided boot camps for skills/concept matters and provided accelerated courses along with counseling support.

Equity Funded Accomplishments

Equity funding has been instrumental in several areas. Gavilan College is a federally designated Hispanic Serving Institution. Unlike many other community colleges, Gavilan College lacked in basic services and programing that many community colleges provided to their students. It was crucial that Gavilan College's students and mostly Latino population be afforded the same opportunities as other community colleges. For example, Gavilan College did not have a Transfer and Career Center, office of Student Activities, and mental health services. In response, equity has helped to establish a Transfer and Career Center to help guide students and provide transfer activities. These activities include career and transfer fairs, university visits and hosting representatives from universities. A new program specialist for student activities has begun to help create a student-centered culture on campus with organizing and supporting student organizations, providing student life activities that are essential in helping create a sense of belonging for students on campus, and working with our Service Learning and Civic Engagement faculty. Gavilan College also now contracts with a Mental Health organization to provide on campus mental health services as an earlier grant identified mental health services as a crucial campus need.

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Along with these key efforts, Foster Youth, Undocumented Students, and Veterans, and basic skills now have designated counselors. Equity efforts have also helped to seed a new program called Fresh Success, serving students that are eligible to receive CALFresh/SNAP benefits. Basic Skills MESA and TRIO student services have expanded with the addition of a program specialist to serve a greater number of students for both programs.

Institutional efforts have also been supported by student equity. Equity partially funded the Educational Master Plan as it relates to equity groups. The plan identified the educational needs of our distinct district regions and the projected labor market needs of our area. Hispanic Association of Colleges and Universities (HACU) membership was also supported and supported the college's restoration of the community Latino Advisory Board. Professional development around equity issues has been provided, which include retreats on understanding equity and trainings for faculty such as plenary sessions, and teaching and learning institutes.

Contact

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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- **Submission deadline: December 15, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, Instructional and Student Services administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months



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to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



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Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

*Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.***

1. Assess your college’s previous program efforts:
 - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

In the following tables the goals and progress to achieving the goals are outlined for SSSP, BSI, and Student Equity

BSI Goals and Progress	
Goal	Progress
<p>BSI Goals</p> <ol style="list-style-type: none"> 1. Enhance student success pedagogies by focusing on acceleration, mathematics, reading competencies, and a college-wide culture of learning. 2. Strengthen support systems by increasing student-to-peer and student-to-staff engagement. 3. Increase efforts to support resources at satellite campuses and distance education. 4. Support integration of classroom instruction, academic support, and student support systems. 	<ol style="list-style-type: none"> 1. The College has been successful in focusing on success pedagogies - acceleration, mathematics, reading competencies, and a college-wide culture of learning. A comprehensive English acceleration program will be introduced in Spring 2018, and Math is adding accelerated courses each year including offerings at the new Coyote Valley site and a second support position for Math Lab work. Boot Camps are part of the accelerated efforts. English staff have participated in Reading Apprenticeship training, and the initiative has expanded to natural Sciences, with a cohort of instructors attending the STEM RA conference this Spring. The adoption of One Book for academic year 2017-2018 will offer multiple access points for various disciplines in college-wide learning. 2. Student-to-peer and student-to-staff engagement is one goal of the BSSOT grant that is being met through the peer mentoring program involving students and staff. 3. Some counseling, library, and tutoring support is offered at the off sites and online, but more robust programs are needed. The new Math Lab support position is designed specifically for off-site work, and



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	<p>the implementation of Cranium Café will provide virtual services at all locations.</p> <p>4.) The Basic Skills Committee created a one page resources document that provides service information; it is also on the Academic Services website. Embedded services, such as counseling and tutoring, are key methods that link instruction and support services. The Learning Commons Passport, where students record services they have utilized, is a valued method for linking support services to instruction. The development of the Animo Program for Basic Skills students will ensure counseling, referrals, and peer support; adding a smaller “honors” program with interventions and requirements will be discussed. The pre-semester workshop for Basic Skills instructional and support staff will further link the three areas of service.</p>
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Credit SSSP Goals and Progress	
Goal	Progress
<p>Credit SSSP: To increase student access and success through delivery of core services: Orientation, Assessment, Counseling/Ed Plan services, and Follow-up for at-risk students. Target students include new matriculating students, students needing Ed Plan, undecided students, probation students, basic skills students, at-risk students.</p>	<p>1. Orientation: KickStart curriculum and First Year Seminar Course</p> <ul style="list-style-type: none"> ● Revised enrollment steps brochure used in recruitment. ● Increased on-site KickStart (pre-orientation) sessions at area high schools and collaborated with high school staff to improve student participation and to meet student needs. ● KickStart online curriculum improved to be more user friendly and engaging. This version will be replaced by go2Orientation in 17-18. ● Collaborated with high school counselors to provide more seamless enrollment expectations and services ● Special session for high school IEP students ● Super Saturday pre-enrollment services for high school seniors ● In person, off site and online counseling sessions ● Student Checklist/Enrollment Steps <ul style="list-style-type: none"> ○ student portal tool with status of enrolment steps <p>2. Placement and Assessment:</p> <ul style="list-style-type: none"> ● Placement tests were offered at the high schools during the spring recruitment cycle and on campus through the year. ● Multiple Measures pilot was conducted in spring 2016 and 2017. Results were reviewed and results were in keeping with RP Group findings. ● Additional Multiple Measures implementation for math and English is planned for spring 2018. ● A self-reporting tool (similar to that at Sierra College) is being implemented for spring 2018 recruitment to enhance Multiple Measures data collection. ● Data from CCCApply self-reporting may also be used for placement in the future. <p>3. Counseling, Advising, and Other Education Planning</p>



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Services

- Student portal tracks completion of SEP
- Piloting EAB Navigate to facilitate student informed decisions during the “onboarding” process.
- Improved outreach and follow up to increase student participation in orientation and to help students develop a comprehensive ed plan.
- The comprehensive ed plan is accessible to the student 24/7 via the student portal.
- Regular student reports are generated to identify target populations and provide timely and prescriptive services.
- Retention specialist followed up with new students missing enrollment steps.
- Students without comprehensive ed plans are notified and referred to counselor.
- Services offered off site and online. Cranium Cafe implementation planned for spring 2018.
- Students have dedicated counselors to create continuity and relationship building.

Follow Up for at-Risk Students:

- Improved student notification times to within one week of grades being posted.
- Offered informational workshops for A1/P1 students offered beginning January 2017.
- Student Checklist available through the student portal designed to provide real-time, visual update of completed SSSP components.
- Launched GradGuru mobile app Fall 2016 to provide students with “nudges” via text messages of important academic deadlines
- Followed up with Undecided students and referred to counseling, CTE and Career/Transfer for review of major goals.
- Referred Undecided students to Career Center for interests inventory and career exploration.



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Noncredit SSSP	
Goal	Progress
<p>Orientations Develop and implement a system of providing orientations to students who are taking Noncredit classes while incarcerated.</p> <p>Educational Planning Increase the number of students who complete educational planning and develop and implement a system of educational planning for incarcerated students.</p> <p>Assessment and placement Incorporate data requirements associated with the Adult Education Block Grant with existing data collection system.</p> <p>Follow up services Provide follow up services to more community-based Noncredit students.</p>	<p>1. Orientations A system of pre-term orientations have been developed which combine enrollment, assessment, placement, and registration. These orientations happen in the morning and evening at locations across Gavilan College service area. For open-enrollment students who come after the start of the term, the part-time Assessment Specialist Individually provides a basic orientation to new students.</p> <p>2. Educational Planning A full-time counselor was hired and in Spring 17, she conducted 250 educational plans primarily targeting Non-credit ESL students. This number reflects approximately 25% of the total ESL Noncredit population. She will continue to reach both new and continuing students with educational planning services.</p> <p>3. Assessment and Placement ESL and Adult Basic Education Assessments have been conducted in accordance with Adult Education Block Grant requirements using CASAS. A part time assessment specialist conducts these assessment pre-term and during the term as new students enter open enrollment courses. He regularly visits over 20 community-based locations.</p> <p>4. Follow-up services The Noncredit Counselor provides follow-up services across Noncredit courses. She has a regular rotation so that she is able to get to all of the various sites and courses.</p>
Student Equity	
Goals	Progress
<p>I. Improve Completion Rates for the following groups</p> <p>1. Foster Youth 2. Low Income Students 3. Latino Students</p>	<p>1. Foster Youth Counselor An EOPS/Foster Youth part time counselor was hired in 2015-16 and In 2016-2017 a full time EOPS/Equity Counselor was hired with costs split between Equity and E.O.P.S. The objective was increasing Foster Youth participation in E.O.P.S and providing supportive services to Foster Youth who are not eligible for E.O.P.S. Since hiring a full time counselor, services have been extended</p>



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II. Improve the ESL & Basic Skills Completion Rates for the following groups.

1. Latino
2. Low Income
3. Foster Youth
4. Students with disabilities

III. Raise the number of degrees and certificates awarded to

1. Foster Youth
2. Male Students
- 3 Latinos

IV. Raise transfer rates for the following groups.

1. Latinos
2. Students with disabilities
3. Veterans.

IV.

to undocumented AB540 students. 50% of all Foster youth enrolled at Gavilan in fall 2016 were still enrolled in spring 2017. Currently, tracking mechanisms for AB 540 students are in development. Increasing students served through EOPS and the Equity counselor was an outcome, and continues to be a focus.

2. Student Vouchers

The Fresh Success program serves students receiving or eligible to receive CalFresh /SNAP benefits. Specifically, Equity funds were allocated for textbook vouchers and transportation during the 2016-2017 academic year for students in the program. Measuring only students who received book vouchers from equity funds: 40 students received book vouchers from Equity funds. Of those, 16 students (40%) received books for basic skill level math and English courses. Six (37.5%) students withdrew from their classes, nine (56.25%) students passed their basic skill level course and one (6.25%) student failed his/her basic skill level course. 100% of Fresh Success students were enrolled in at least one CTE, ESL, CWE, GED, Basic Skills course and/or have a declared CTE major. Eighty percent of Fresh Success students served in summer and fall 2016 demonstrated satisfactory progress by reviewing progress reports with the Fresh Success counselor and maintaining a 2.0 GPA. 65% of Fresh Success students who were enrolled in fall 2016 remained eligible for the program in spring 2017.

3. Learning Commons Specialist

Funds were used for a half-time Instructional Program Specialist in the Learning Commons. The specialist developed training and provided coaching for peer tutors, collaborated with faculty to develop and schedule tutoring during evening hours, and developed online academic support materials. Funds were used to strengthen academic and affective support for students by collaborating with faculty to develop interventions and activities and to increase access to these activities in support of target groups, including male students, English language learners, and low-income students. This



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position is being funded through Title V in 17-18.

4. Fresh Success

Implemented the Fresh Success Support Center (Cal Fresh). This program serves students receiving or eligible to receive CalFresh /SNAP benefits. doesn't make sense to me – punctuation? Services to eligible students may include:

Textbook vouchers, up to \$100/month in transportation assistance, up to \$250 in legal and utility assistance, Academic counseling, Parking Permits, Emergency housing assistance, Job readiness assistance, and Student support workshops. Minimum eligibility requirements include: Living in Santa Clara County, receiving or are eligible to receive CalFresh benefits, enrolled or planning to enroll at Gavilan College in approved courses, and meet with Fresh Success staff for a full assessment to determine eligibility.

5. Basic Skills Retention Specialist.

The Basic Skills Retention Specialist was hired November 9, 2016. His work has consisted of mining data to determine where students have gaps in such areas as orientation and education plans, visiting classrooms and meeting with students to direct them to critical services, providing recruitment support for Basic Skills classes and Boot Camps, and offering workshops as dictated by student need. Some funding was also provided by Basic Skills.

6. Nettutor (Online tutoring)

Nettutor, an online tutoring service, was implemented for Distance and other students. Gavilan College has a large service area and some students are unable to make the commute to the college to receive tutoring. Netutor provided support to those students that could not find appropriate transportation to travel the 20 miles it takes for some students to commute to campus.

7. MESA/TRIO Program Specialist.



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While the new official position was being developed a temporary part-time program specialist was put into place. As a result, both the MESA and TRIO Programs increased the number of students in the program. TRIO now serves an additional 60 students above the number required by the grant and MESA now serves 46 additional students above the minimum required by the grant. In addition, the TRIO graduation rate increased by an estimated 25%.

8. Mental Health Support Services

Gavilan College has a large number of students with documented mental health concerns. The aim of the Gavilan-Discovery Collaborative Counseling Program is the delivery and integration of behavioral health services comprised of: Prevention Services / Mental Health First Aid (Tier I), Early Intervention & Measured Response (Tier II), and identification of students in need of Mental Health Treatment (Tier III). (integration into what?) To that end, Equity funding supported Discovery Counselling Center services (DCC) through various outreach activities to specified faculty groups and committees. Discovery presented professional development sessions on mental health and trauma-informed care to the college community and individual departments. Short-term behavioral health services were offered to referred students by an on-site counselor who scheduled weekly appointments. A female counselor was available to develop therapeutic groups based on identified needs. Students were screened as to which level or levels were the most appropriate for delivery of services. Counselors were also able to refer students in a crisis to the mental health interns. Overall, fewer students have sought service than was anticipated.

9. Student Life- In Reach Student Development

The position of Student Life coordinator was filled in fall 2016 and will be an ongoing position funded through Equity. The objective of the position is to develop a more robust student life environment, liaise with Civic Engagement, Service Learning, ASGC, and other services on campus, and to conduct ongoing assessment of



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opportunities to engage students more broadly across campus. The number of student clubs increased this year as a result of this new position. The position also works with Civic Engagement and Service Learning faculty on the Instructional side, and is working with student leadership and faculty teaching leadership classes leading to a certificate.

10. Veterans/AECCounselor

On Feb 15, 2017, a full time VRC/AEC Counselor was hired. He is located in the Veteran's Resource Center to serve student veterans in a One-Stop atmosphere, providing counseling and disability accommodation services for veterans. He has been working towards building the counseling program for the VRC and streamlining the VA certification process for the student veterans at Gavilan. The position is paid through Equity and DRC (now Accessible Educational Center).

11. Career/Transfer Coordinator

The restored Gavilan College Career/Transfer Center opened during the Fall 2015 semester. The CTC assists students with information to transfer to the four-year university. The CTC is available to guide and support students through their job search and career exploration. The Career Transfer Center services and resources include: providing direct services via staff, counselors, workshops, classroom visits, email, CTC/Gavilan website, and published material. The facility houses the dedicated Career Transfer Center Specialist, a Student Assistant, 8 computers, workstations, overhead projector and resource materials, and space for university reps and workshops. CTC Specialist refers students to counselors, special programs, or university representatives for transfer or career exploration and planning.

12. University Visits (buses)

Students were provided with university visits to help expose them to institutions in which they could transfer. Many students had never been on a university campus or had traveled outside of the immediate area. For example, students visited universities that included:



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UC Merced, UC Santa Cruz, San Jose State, Black College Expo, Cal State Monterey Bay, and Cal State East Bay. The visits took place in collaboration with Puente, EOPS, AEC, Veterans, Counseling, TRIO, MESA, Hollister and Morgan Hill sites, and Gavilan Library.

13. Laptop Computer/ Chrome Book Labs

Laptops were purchased and used as part of loan programs for several programs such as EOPS, MESA, and TRIO, and Puente. These laptops assisted low-income mostly Latino students that did not have appropriate technology to complete their course work. Fifteen Dell Laptops replaced outdated laptops in the MESA and TRIO Programs. In addition, 25 Chrome books were dedicated for Foster Youth and undocumented students who lack access to reliable technology. These chrome books are loaned to students for the semester.

14. Educational Master Plan

Equity partially funded the new educational master plan as it included demographic and labor projections relative to our targeted populations, and the need to improve graduation and transfer rates by serving specific service areas. The EMP also identified areas the College can refine programs and services to meet community needs. I don't understand

15. Gavilan College Preview Day Pilot

A preview day was piloted for underrepresented, first generation, low-income, mostly Latino students. A strong emphasis was made on transitioning these students to Gavilan College and enrolling them in various categorical support programs such as E.O.P.S., TRIO, and MESA. 60% of the participants enrolled. It also offered another opportunity for more personal service and time to work with parents, etc.

16. Professional Development

- * ATIXA training for Athletic faculty
- * Maxient training for Behavior Intervention
- * Multiple Measures workshop
- * Understanding Equity Training / Retreat



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	<ul style="list-style-type: none">* Statewide Equity/SSSP Trainings* Academic Senate for California Community Colleges Plenary Session* Teaching and Learning Institute at The Evergreen State College (Equity Agenda Focus) <p>17. Hispanic Association of Colleges and Universities Membership</p> <p>Equity helped to secure the initial membership for Gavilan College to join the Hispanic Association of Colleges and Universities. HACU represents more than 470 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, and Spain</p> <p>18. Peer Mentors/Welcome Center</p> <p>SSSP and Equity funds were used to pay for peer mentors in the college's Welcome Center. Peer Mentors helped students with onboarding services and triage, financial aid, and registration, were available at the off site satellite campuses, assisted with high school assessment, application workshops, and pre-orientation functions, were present at high school Educational Forums, as well as Super Saturday.</p> <p>19. School Starter Kits:</p> <p>EOPS received Equity funds to develop School Starter Kits that include essential school supplies. They include a binder, notebook, writing utensils, USB, stapler and information on resources specifically designed with their Foster Youth and/or undocumented student characteristics in mind. Students receive these starter kits at the time they meet the EOPS/Foster Youth Counselor for the first time to ensure they have an educational plan on file and are provided with an overview of the unique services available to them. The goal is to increase awareness of the services and resources available to Foster Youth and undocumented student populations via increased counselor to student contact and increased connectivity to a comprehensive student support program such as EOPS, TRIO, MESA or Fresh Success.</p>
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>20. The creation of Foster Youth Brochures and Know Your Rights Cards. Several important documents were developed, printed and distributed to students. These included the following: Foster Youth Brochure that includes specific information and resources for Foster Youth; "Know Your Rights" wallet cards to provide information and support to undocumented students</p> <p>21. Professional Learning/Training A 6-hour "AB540 Ally Training" professional learning opportunity was provided to 22 staff and faculty on campus that included a handbook on how to support undocumented students in higher education. This training increased awareness/understanding and developed capacity for how staff and faculty can support undocumented students.</p> <p>22. Gas Cards for Transportation Assistance Gas cards to support Foster Youth and Undocumented students were provided. These are only provided to students after meeting with their Counselor, having an updated Educational Plan and expressing "need" for transportation assistance.</p>
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- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

SSSP services and connection to categorical and Basic Skills programs are going well. BSI acceleration and follow up will increase completion. Supporting students in their first 30 units who are not served by other programs, and creating milestones and follow up for students in the 30-60 unit range is essential for improving outcomes. The College is developing a Guided Pathways framework. For Noncredit, hiring a full-time counselor to begin to provide comprehensive academic planning support for students was pivotal. Prior to her hire, support was provided but was not systematic or comprehensive.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Increase retention of first time students.	Follow up with students not completing enrollment steps, Undecided, or academic progress or probation status.	Provide additional counseling and resource support for Categorical programs, and cohort students (Foster Youth, Vets, etc.) Develop programs for Athletes who are generally students of color.	Provide boot camps for skills/concept mastery. Provide accelerated courses and counseling support.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

Acceleration in Math (integrated pre-algebra and algebra) has resulted in higher student success and achievement and has changed students' attitudes toward the subject areas in such significant ways that they now use their skills with confidence. Some have discovered aptitudes and are taking higher level courses. English has reworked its entire basis skills to transfer level program to build deeper levels of study at each level, thereby enabling students to place higher and succeed. The Department has created a comprehensive website for acceleration with instructional philosophy, pedagogy, lessons, student support and readings to support the program. Initial work using Multiple Measures is underway.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
 - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.
 - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
 - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity,



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

G o a l	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Multiple Measures	Provide MM assessment in collaboration with high schools, assessment and Basic Skills.	Compare placement data for disproportionately impacted populations using MM.	Use multiple measures to place students in accelerated English and Math courses	<i>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other:</i>
Acceleration	Provide assessment assistance in collaboration with Basic Skills.	Provide TRIOS Math Acceleration Summer Bridge	Inaugurate comprehensive basic skills to transfer program in English; increase number of accelerated courses in Math	<i>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other:</i>
Guided Pathways	Help develop meta majors and counsel students regarding pathway choices.	Increase the use of CTC services, career and interest exploration, leading to better major/program choice and completion.	Pilot guided pathway in STEM	<i>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other:</i>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<p>Improved Identification of and support for students at-risk</p>	<p>Develop baseline online orientation and develop supplemental cohort-specific modules.</p> <p><i>Provide extended outreach including workshops, tools and resources</i></p> <p>Follow-up with students that have not completed enrollment steps as well as undecided students.</p>	<p>Counselors will cross train in CTE, Vets, FY, etc. by attending conferences outside their areas.</p> <p>Milestone recognition interventions</p>	<p>Provide whole student basic skills counseling</p> <p>Interventions through Retention Specialist; milestones</p>	<p><i>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other:</i></p> <p><i>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other:</i></p>
<p>Professional Learning</p>	<p>Support conference and other training sessions focused on student outcomes.</p>	<p>Created release time for faculty to develop a “Culture of Equity” framework for faculty and staff.</p>	<p>Offer training in acceleration, student support, Reading Apprenticeship, and social/emotional learning</p>	<p><i>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other:</i></p>

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

Gavilan College will provide mechanisms for integration of matriculation, instruction and student support to accomplish student success goals. These efforts will take place in



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

several ways.

1. The college is developing an Integrated Planning crosswalk across funding streams to assess goals, outcome achievement, duplication of funding and opportunities for collaboration. This crosswalk will continue to serve as a planning guide. Resources will be identified with the working groups.
2. Constituencies have the opportunity to participate on the equity committee and be part of an equity funding process and evaluation. The committee consists of voting members from all shared governance constituency groups on campus.
3. Communication will be sustained with Senate reports and the development of an Integrated planning website with links to each initiative's webpage.
4. Each of the initiatives will focus on IEPI indicators and goals as a common college outcome to meet.
5. The college is working on developing Guided Pathways which will be Integrated support and instruction.
6. Explore fiscal resources to continue a greater level of integration

Student Equity and Categorical Programs

Student Equity has been inclusive of Categorical Programs. Categorical Programs have two voting representatives on the committee. A categorical program administrator also chairs the Equity Committee. Gavilan College acknowledges that categorical programs such as AEC, EOPS, MESA, and TRIO Student Support Services are some of the original equity oriented college programs and have made a strong commitment to expand on such best practices with the use of Equity funds.

1. A full-time counselor position was hired under the EOPS Department. Equity contributed 50% of the funds so the position could have a focus on Foster Youth. The additional 50% derived from EOPS funding to support EOPS eligible students.
 2. A full time Veteran's counselor was hired as part of the Accessible Education Center (AEC). Half of the funds will be covered by Equity and half by the Accessible Education Center (AEC).
 3. A full time program specialist position was supported for the TRIO and MESA programs. Equity is providing a quarter of the funding for the position
 4. One time funds were allocated to purchase laptop computers for EOPS, Puente, TRIO and MESA.
 5. One time funds were provided to develop a MESA Book Loan Library for high cost STEM textbooks.
 6. One time funds have been used for additional book vouchers, transportation and other needs in categorical programs.
8. If your college has noncredit offerings, describe how you are including these offerings



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

moving students through to their goals, including post-secondary transitions and employment (250 words max)

The college offers Noncredit courses in ESL, immigrant education, high school equivalency preparation, and short term vocational. The Noncredit program has two counselors who conduct educational and career planning for students. One counselor focuses exclusively on Noncredit students who are incarcerated. Counselors support students in pursuing their academic and professional goals.

For students in community-based courses, they are supported in their transition to higher level college courses with special events, tours, and incentives. Instructors, counselors, and peer mentors encourage and inform students about the pathways to further training and education.

For High School Equivalency (HSE) students who instructors determine to be prepared, instructors and counselors provide support in scheduling an HSE examination. Students are also supported with a voucher to help them pay for examination costs.

For one of the short term vocational ESL programs in Small Business development, the college has partnered with a nonprofit that specializes in Entrepreneurial Development. The nonprofit organization is providing business counseling which includes credit and loan assistance. Students also have access to a reduced-cost facility for product development and manufacturing.

Currently, the Noncredit division has limited Short Term Vocational programs. As the college develops more programs, the Noncredit program will partner with the CTE division to provide job experience and placement support for students.

5. Describe your professional development plans to achieve your student success goals. (100 words max)

Professional learning opportunities made available by three funding streams have strengthened faculty partnerships. Creating an environment where faculty and staff are exposed to initiative themes is prerequisite for larger conversations related to programmatic shifts at college. Over last three years the following professional learning opportunities have been made available:

- BSI, SEP, SSSP Conferences
- Campus Fall semester Convocation targeted keynotes
- IEPI conferences
- Retreats
- California Community College Success Network (3CSN) retreats



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- Guided Pathway Trainings and Workgroups.
- Academic Senate Conference attendance
- ATIXA training

6. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

We will target those students who have not made progress and provide interventions for them. Utilizing our GavData milestone tool, we will initiate a system for recognizing students at important junctures in their academic careers, emphasizing the transitions from first to second semester and first to second year. Early Alert/Connect will be reinstated for Basic Skills students. We will also explore developing Second Year Experience online tools through Innovative Educators and targeted online resources for special populations.

7. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

Not applicable. Gavilan College is a single college district.

8. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.
9. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:
10. What support from the Chancellor’s Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

you to accomplish your goals for student success and the closing of achievement gaps?

A statewide database, standardized goals for success, and statewide milestones would be of help.

11. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name Kathleen Moberg

Title Vice President, Student Services

Email Address koberg@gavilan.edu

Phone (408)848-4732

Alternate Point of Contact:

Name Peter Wruck, Ph.D.

Title Director, Institutional Research

Email Address pwruck@gavilan.edu

Phone (408)848-4852



**2017-19 Integrated Plan: Basic Skills Initiative, Student
Equity, and Student Success and Support Program**

Part III – Approval and Signature Page

College: GavilanCollege

District: GavilanJointCommunityCollege

Board of Trustees Approval Date: 12/12/2017

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor’s Office.

krose@gavilan.edu

Chancellor/President	Date	Email Address
		<u>fharris@gavilan.edu</u>
Chief Business Officer	Date	Email Address
		<u>mbresso@gavilan.edu</u>
Chief Instructional Officer	Date	Email Address
		<u>kmoberg@gavilan.edu</u>
Chief Student Services Officer	Date	Email Address
		<u>ndequin@gavilan.edu</u>
President, Academic Senate	Date	Email Address

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$30,350	\$83,841	\$452,924	\$490,437	\$7,928	\$102,155	
2000	Classified and Other Nonacademic Salaries	\$37,090	\$188,468	\$295,754	\$563,756	\$47,516		
3000	Employee Benefits	\$21,046	\$120,304	\$346,786	\$486,418	\$23,806	\$55,805	
4000	Supplies & Materials		\$6,600	\$18,500	\$18,617	\$2,340		
5000	Other Operating Expenses and Services		\$132,029	\$90,142	\$93,676	\$18,200		
6000	Capital Outlay		\$920	\$5,000				
7000	Other Outgo	\$10,514						
	Program Totals	\$99,000	\$532,162	\$1,209,106	\$1,652,904	\$99,790	\$157,960	
					Match		Match	
					BSI, SE, & SSSP Budget Total			\$1,940,058

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No.
Information/Staff Reports No. II.11 (d)
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

Office of the President

SUBJECT: Draft Strategic Plan FY 2017-2018 Through FY 2021-2022

- Resolution: BE IT RESOLVED,
- Information Only
- Action Item

Proposal:

That the Board of Trustees review and comment on the draft Strategic Plan for Fiscal Years 2018-2019 through 2021-2022.

Background:

The strategic plan is reviewed and revised as appropriate to reflect changes that appear in department program plans submitted in conjunction with program reviews or annual department updates. Strategies are followed several years to ensure that there is adequate concentration of effort on achieving strategic initiatives.

The attached draft document includes suggestions made by the Strategic Planning Committee and initial review by the Academic Senate and President's Council.

Budgetary Implications:

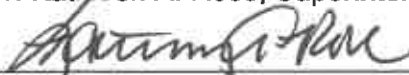
None

Follow Up/Outcome:

The strategic plan assists in establishing priorities for funding as the tentative and final budgets are prepared.

Recommended By: Dr. Kathleen A. Rose, Superintendent/President

Prepared By:



Dr. Kathleen A. Rose, Superintendent/President

Agenda Approval:



Dr. Kathleen A. Rose, Superintendent/President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
Strategic Plan FY 2017 – 2018 through 2021 - 2022

STRATEGY #1

Optimize enrollment, course offerings, and services to reflect the findings of the 2017 Educational Master Plan (EMP).

- Goal #1 Create an institutional approach to offer and integrate student outreach activities, recruitment, assessment, orientation, counseling, retention and follow-up efforts, with particular attention to educationally under-represented student populations as reflected in the demographic information of the EMP.
- Goal #2 Strengthen career programs by participating in regional career technical education collaboratives and initiatives from the Chancellor's Office.
- Goal #3 Assess course and program offerings with a strategic emphasis on Transfer Model Curriculum (AA/AS-Ts) and Guided Pathways.
- Goal #4 Support programs that bridge pre-collegiate credit/non-credit courses and other learning support options intended to prepare students for entry into basic skills, transfer, and career technical programs.
- Goal #5 Evaluate alternate delivery of courses and services such as online, hybrid, and dual and concurrent enrollment. Develop comprehensive distance education plan based on data from EMP.
- Goal #6 Use data to plan a complete general education transfer pattern of courses and appropriate basic skills and career technical courses at the Hollister, Coyote Valley and Morgan Hill facilities, and the Gilroy campus in the afternoons, evenings and weekends.

STRATEGY #2

Increase student completion and meet institutional goals, improve student services and enhance curriculum and programs.

- Goal #1 Increase student, institutional and programmatic outcomes as defined by Institutional Effectiveness, Equity, and other college benchmarks.
- Goal #2 Assess Service Area and Student Learning results to inform program plans, make program improvements, and determine resource allocation.
- Goal #3 Develop professional development activities for faculty and staff to improve teaching, curriculum, and service delivery across campus.
- Goal #4 Evaluate gaps in student outcomes and identify and implement programs and services to increase student achievement.

STRATEGY #3

Provide students with expanded and upgraded facilities that support the campus and community needs as defined by the Facilities Master Plan.

- Goal #1 Complete new Facilities Master Plan to develop Fairview Corners, expand Coyote Valley Center, replace failing infrastructure and provide for new/upgraded educational & support facilities at the Gilroy main campus.
- Goal #2 Develop a campaign to successfully pass a district wide General Obligation Bond in November 2018.
- Goal #3 Complete facility projects currently in progress which includes final Measure E General Obligation Bond projects.
- Goal #4 Complete all accreditation substantive change requirements for San Martin and Coyote Valley sites.

STRATEGY #4

Recruit and develop employees to foster success for our diverse students.

- Goal #1 Maintain a competitive compensation package to ensure the attraction and retention of quality employees.
- Goal #2 Assess professional development needs for employees and provide training opportunities.
- Goal #3 Revise the College's Equal Opportunity Employment Plan and include initiatives that promote diversity and provide educational benefits to students.

STRATEGY #5

Foster a college culture of engagement and excellence through integrated planning, improved communication, coordination, collaboration, and participation.

- Goal #1 Improve internal communication through the creation of a district internal communication plan.
- Goal #2 Improve communication to external constituents of the college to promote the value Gavilan College brings to residents of Santa Clara and San Benito Counties.
- Goal #3 Improve integration of instruction, student services, and college operations to build collaboration at every level and meet student achievement objectives.
- Goal #4 Foster a culture of cross-disciplinary discussions with special attention to the inclusion of students, classified staff and part-time faculty.
- Goal #5 Integrate planning and activities across the master, strategic, and operational levels.
- Goal #6 Build an environment that supports participation of all constituent groups in participatory governance.

STRATEGY #6

Commitment to the practice of continuous quality improvement in accordance with accreditation standards.

- Goal #1 Through structured planning, engage college constituents in reflection, research and evaluation in the writing of the college's pre-accreditation visit Institutional Self- Evaluation Report (ISER).
- Goal #2 Informed by the ISER, plan to focus on one to two projects for the required Quality Focus Essay (QFE) with evidence and assessment.
- Goal #3 Create a formal continuous quality improvement process.

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No.

Office of the President

Information/Staff Reports No. II.11 (e)

Discussion Item No.

Old Business Agenda Item No.

New Business Agenda Item No.

SUBJECT: Election of Board of Trustee Officers at December 12, 2017 Meeting

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees review the process for the Election of Board of Trustees' Officers at the December 12, 2017 organizational meeting.

Background:

Board Policy 2305 states "The annual organizational meeting of the Board will be held between the first and fifteenth of the date that elected governing board members take office, generally at the regular meeting held the first two weeks of December. The purpose of the annual organizational meeting is to elect a president, vice president and clerk and conduct any other business as required by law or determined by the Board." At the regular December Gavilan Board of Trustees meeting, an organizational meeting will be held to elect officers, approve board meeting dates and locations, and determine Committee Membership. Board Policy 2210, Officers, is attached for your review.

Budgetary Implications:

None

Follow Up/Outcome:

An organizational meeting will be included on the agenda for the regular December 12, 2017 meeting of the Gavilan Board of Trustees.

Recommended By: Laura A. Perry, Board of Trustee President

Prepared By:



Nancy Bailey, Executive Assistant

Agenda Approval:



Dr. Kathleen A. Rose, Superintendent/President

BP 2210 Officers

Reference:

Education Code Section 72000

At the annual organizational meeting, the Board shall elect from among its members the President of the Board.

The terms of officers shall be for one year.

The duties of the President of the Board are:

- Preside over all meetings of the Board;
- Call emergency and special meetings of the Board as required by law;
- Consult with the President of the College on board meeting agendas;
- Communicate with individual board members about their responsibilities;
- Appoint all board subcommittee members
- Participate in the orientation process for new board members;
- Assure Board compliance with policies on board education, self-evaluation and President's evaluation;
- Represent the Board at official events or ensure board representation.

The duties of the Vice President of the Board are:

- Shall perform duties of the President of the Board in the absence of the President
- Shall perform other functions as designated by the Board

The duties of the Clerk of the Board are:

- Shall attest to certain reports and documents as prescribed by law

The President of the College shall serve as Secretary to the Board.

- Notify members of the Board of regular, special, emergency and adjourned meetings;
- Prepare and post board meeting agendas;
- Have prepared for adoption minutes of board meetings;
- Attend all board meetings and closed sessions, unless excused, and in such cases to assign a designee;
- Conduct the official correspondence of the Board;
- Certify as legally required all board actions;
- Sign, when authorized by law or by board action, any documents that would otherwise require the signature of the Secretary or the Clerk of the Board.
- Keep record of all meetings.

The Board does not have an official system of rotation of officers; it elects the officers each year from among all its members.

Reviewed and Approved by the Board of Trustees: June 14, 2016

Approved by the Board of Trustees: June 12, 2001

ACTION

NEW BUSINESS

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.1 (a)

Office of Academic Affairs

SUBJECT: Curriculum

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board review and approve the recommendations of the Curriculum Committee as reflected in the attached Curriculum Summary.

Background:

The Curriculum Summary lists courses and programs approved by the Curriculum Committee.

Budgetary Implications:

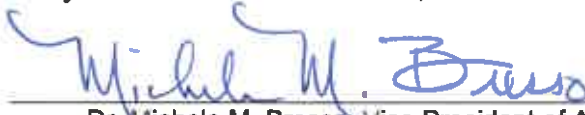
None.

Follow Up/Outcome:

Curriculum modifications are incorporated into the college schedule and catalog.

Recommended By: Dr. Michele M. Bresso, Vice President of Academic Affairs

Prepared By:



Dr. Michele M. Bresso, Vice President of Academic Affairs

Agenda Approval:



Dr. Kathleen A. Rose, Superintendent/President

**GAVILAN BOARD OF TRUSTEES MEETING
November 14, 2017
Curriculum Summary**

CONSENT AGENDA

Deactivate Course

ESL 509B Basic ESL Review II (Spring 2018), 2 Units, 2 Lec, 0 Lab

Description:

This is a basic skills ESL course designed to help students review and maintain grammar and speaking skills between semesters. The emphasis will be on oral production centered around lifeskill areas such as food, families, work, clothing, health, home school, shopping, recreation, and transportation. Grammar tenses (present, present continuous, and past) will be reviewed and practiced. The course integrates listening, speaking, reading, and writing with an emphasis on oral communication. This is a pass/no pass course.

Justification:

We would like to Deactivate this course, as it has not been offered in a few years. This level is currently being offered in a Noncredit course.

Modify Course

AH 270 Basic Clinical Medical Assisting (Spring 2018), 6 Units, 4 Lec, 6 Lab

Description:

Course provides a basic introduction to clinical medical assisting. Emphasizes principles, understanding of skills necessary to perform basic clinical medical assisting procedures safely and effectively. PREREQUISITE: Eligible for English 250, English 260 and Mathematics 430.

Justification:

change course number; change prerequisites

Modify Course

AH 271 Advanced Clinical Medical Assisting (Spring 2018), 6 Units, 4 Lec, 6 Lab

Description:

Course provides instruction and clinical experience in advanced concepts of clinical medical assisting including specialty procedures and treatments. PREREQUISITE: AH 270 with a grade of C or better or equivalent. Equivalency determined by written and performance exams.

Justification:

Change Course Number

Modify Course

AH 280 Fundamentals of Nursing--Convalescent (Spring 2018), 8.5 Units, 6 Lec, 8 Lab

Description:

A course to provide a basic introduction to patient care in the convalescent setting. Emphasizes principles, understanding and skills necessary to perform basic nursing procedures safely and effectively. Includes introduction to health care, planning, safety, infection control, personal care, basic procedures, rehabilitation, nutrition and clients' rights and needs. At the completion of this course students will qualify for state certification as a nursing assistant. **PREREQUISITE:** Eligible for English 250 and English 260 and eligible for MATH 205 or MATH 430. Clearance from the Department of Health Services (Form HS283), fingerprint card, and health clearance required prior to clinical placement. Health and fingerprint clearance required prior to clinical placement. Uniform, shoes, watch, and stethoscope required. Clinical in Morgan Hill or Hollister, as assigned.

Justification:

Correct course number and outside work.

Modify Course

AH 282 Home Health Care (Spring 2018), 2 Units, 1.5 Lec, 1.5 Lab

Description:

This two (2) week, eight (8) day course is designed to prepare students to provide basic health care in the home environment. This course includes interpretation of medical/social needs, personal care services, cleaning tasks, nutrition, and the scope of limitations of a home health aide. All students who achieve a grade of "C" or better will be eligible for a Home Health Aide Certificate from the State of California Department of Public Health. **PREREQUISITE:** Active California C.N.A. certification or successful completion with a minimum score of 75% or equivalent in AH 180. Also, eligible for English 250 and English 260. Clearance from the California Department of Health Services (Form HS283B), fingerprint clearance, negative drug screen, required immunizations, negative TB screen, and health clearance required to clinical placement.

Justification:

Correcting units and lecture and lab hours. Correcting Course Number

Modify Course

AH 291A Power Skills for the Workplace (Spring 2018), 1 Units, 1 Lec, 0 Lab

Description:

Power Skills for the Workplace teaches skills vital to workplace success. The topic for 291A is Interpersonal Communication. Need not be taken in sequence. This is a pass/no pass course. Course was previously listed as 191A.

Justification:

Non-substantial Change. Modifying the title based on the recommendation of experts in the field to a more current/appropriate one. This change then triggers the need to change the course description. It is hoped that these changes will also help increase enrollment. Reducing/consolidating SLOs as well. Also changing the course number from the 100's to the 200's based on the research /recommendation of Gavilan's Articulation Officer.

Modify Course**AH 291B Power Skills for the Workplace (Spring 2018), 1 Units, 1 Lec, 0 Lab****Description:**

Power Skills for the Workplace teaches skills vital to workplace success. The topic for 291B is Team Building. Need not be taken in sequence. This is a pass/no pass course. Course was previously listed as 191B.

Justification:

Non-substantial Change. Modifying the title based on the recommendation of experts in the field to a more current/appropriate one. This change then triggers the need to change the course description. It is hoped that these changes will also help increase enrollment. Reducing/consolidating SLOs as well. Also changing the course number from the 100's to the 200's based on the research /recommendation of Gavilan's Articulation Officer.

Modify Course**AH 291C Power Skills for the Workplace (Spring 2018), 1 Units, 1 Lec, 0 Lab****Description:**

Power Skills for the Workplace teaches skills vital to workplace success. The topic for 291C is Problem-Solving. Need not be taken in sequence. This is a pass/no pass course. Course was previously listed as 191C.

Justification:

Non-substantial Change. Modifying the title based on the recommendation of experts in the field to a more current/appropriate one. This change then triggers the need to change the course description. It is hoped that these changes will also help increase enrollment. Reducing/consolidating SLOs as well. Also changing the course number from the 100's to the 200's based on the research /recommendation of Gavilan's Articulation Officer.

Modify Course**AMT 225 Introduction to Drones (Spring 2018), 3 Units, 3 Lec, 0 Lab****Description:**

This course introduces students to the foundations of drones including the history, systems, maintenance, payloads, data links, ground support equipment, classes of systems, categories, applications, mission planning and control and recovery systems.

Justification:

Non-substantial change. The term "Unmanned Aircraft System" is being replaced with the more commonly used term "Drone" in the title, description, content and SLOs. The students use this more common name and when searching for drone classes being offered by Gavilan they have not been able to find our courses. At a meeting attended by the Dean of Career Technical Education it was suggested by her colleagues that this name change needs to be made to help students find the course and help improve enrollment in the program.

Modify Course**AMT 226 Drone Flight Operations and Pilot Certification (Fall 2018), 3 Units, 2 Lec, 3 Lab****Description:**

This course will instruct students in the basic flight operations for both fixed wing and rotor wing drone aircraft, as well as prepare them to take the FAA pilot certification exam.

Justification:

Non-substantial change. The term "Unmanned Aircraft System" is being replaced with the more commonly used term "Drone" in the title, description, content and SLOs. The students use this more common name and when searching for drone classes being offered by Gavilan they have not been able to find our courses. At a meeting attended by the Dean of Career Technical Education it was suggested by her colleagues that this name change needs to be made to help students find the course and help improve enrollment in the program.

Modify Course**AMT 227 Drone Aerial Photography and Videography (Fall 2018), 3 Units, 2 Lec, 3 Lab****Description:**

This course is designed to provide the student with the skills which will allow them to capture and analyze photos and videos from drones. Emphasis is placed on cameras and image software available, applications, and techniques for analyzing imagery.

Justification:

Non-substantial change. The term "Unmanned Aircraft System" is being replaced with the more commonly used term "Drone" in the title, description, content and SLOs. The students use this more common name and when searching for drone classes being offered by Gavilan they have not been able to find our courses. At a meeting attended by the Dean of Career Technical Education it was suggested by her colleagues that this name change needs to be made to help students find the course and help improve enrollment in the program.

Modify Course**AMT 228 Drone Maintenance Technician (Spring 2018), 3 Units, 2 Lec, 3 Lab****Description:**

This course is designed to provide students with the skills to maintain and repair drones. Emphasis is on the various systems, including the fuel, electrical, flight control and power plant systems as well as digital central processor assembly and system support equipment. Also covers system performance criteria, operational safety, inspection techniques and diagnosis of the drone.

Justification:

Non-substantial change. The term "Unmanned Aircraft System" is being replaced with the more commonly used term "Drone" in the title, description, content and SLOs. The students use this more common name and when searching for drone classes being offered by Gavilan they have not been able to find our courses. At a meeting attended by the Dean of Career Technical

Education it was suggested by her colleagues that this name change needs to be made to help students find the course and help improve enrollment in the program.

Modify Course

BOT 281 Medical Billing (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

This course is an introduction to computerized billing procedures for the medical front office. Students will learn the patient billing features of the software and complete a capstone simulation project. This course has the option of a letter grade or pass/no pass. **ADVISORY:** Eligible for English 250. Some computer experience.

Justification:

Non-substantial change. This course is on the fall semester 5 year curriculum review cycle. Content is being reviewed (no changes), SLO's consolidated and textbook updated. In addition, the course number was changed from the 100's to the 200's based on the Articulation Officers research and recommendation.

Modify Course

BOT 291A Power Skills for the Workplace (Spring 2018), 1 Units, 1 Lec, 0 Lab

Description:

Power Skills for the Workplace teaches skills vital to workplace success. The topic for 291A is Interpersonal Communication. Need not be taken in sequence. This is a pass/no pass course. Course was previously listed as 191A.

Justification:

Non-substantial Change. Modifying the title based on the recommendation of experts in the field to a more current/appropriate one. This change then triggers the need to change the course description. It is hoped that these changes will also help increase enrollment. Reducing/consolidating SLOs as well. Also changing the course number from the 100's to the 200's based on the research /recommendation of Gavilan's Articulation Officer.

Modify Course

BOT 291B Power Skills for the Workplace (Spring 2018), 1 Units, 1 Lec, 0 Lab

Description:

Power Skills for the Workplace teaches skills vital to workplace success. The topic for 291B is Team Building. Need not be taken in sequence. This is a pass/no pass course. Course was previously listed as 191B.

Justification:

Non-substantial Change. Modifying the title based on the recommendation of experts in the field to a more current/appropriate one. This change then triggers the need to change the course description. It is hoped that these changes will also help increase enrollment. Reducing/consolidating SLOs as well. Also changing the course number from the 100's to the 200's based on the research /recommendation of Gavilan's Articulation Officer.

Modify Course**BOT 291C Power Skills for the Workplace (Spring 2018), 1 Units, 1 Lec, 0 Lab****Description:**

Power Skills for the Workplace teaches skills vital to workplace success. The topic for 291C is Problem-Solving. Need not be taken in sequence. This is a pass/no pass course. Course was previously listed as 191C.

Justification:

Non-substantial Change. Modifying the title based on the recommendation of experts in the field to a more current/appropriate one. This change then triggers the need to change the course description. It is hoped that these changes will also help increase enrollment. Reducing/consolidating SLOs as well. Also changing the course number from the 100's to the 200's based on the research /recommendation of Gavilan's Articulation Officer.

Modify Course**CD 291A Power Skills for the Workplace (Spring 2018), 1 Units, 1 Lec, 0 Lab****Description:**

Power Skills for the Workplace teaches skills vital to workplace success. The topic for 291A is Interpersonal Communication. Need not be taken in sequence. This is a pass/no pass course. Course was previously listed as 191A.

Justification:

Non-substantial Change. Modifying the title based on the recommendation of experts in the field to a more current/appropriate one. This change then triggers the need to change the course description. It is hoped that these changes will also help increase enrollment. Reducing/consolidating SLOs as well. Also changing the course number from the 100's to the 200's based on the research /recommendation of Gavilan's Articulation Officer.

Modify Course**CD 291B Power Skills for the Workplace (Spring 2018), 1 Units, 1 Lec, 0 Lab****Description:**

Power Skills for the Workplace teaches skills vital to workplace success. The topic for 291B is Team Building. Need not be taken in sequence. This is a pass/no pass course. Course was previously listed as 191B.

Justification:

Non-substantial Change. Modifying the title based on the recommendation of experts in the field to a more current/appropriate one. This change then triggers the need to change the course description. It is hoped that these changes will also help increase enrollment. Reducing/consolidating SLOs as well. Also changing the course number from the 100's to the 200's based on the research /recommendation of Gavilan's Articulation Officer.

Modify Course**CD 291C Power Skills for the Workplace (Spring 2018), 1 Units, 1 Lec, 0 Lab****Description:**

Power Skills for the Workplace teaches skills vital to workplace success. The topic for 291C is Problem Solving. Need not be taken in sequence. This is a pass/no pass course. Course was previously listed as 191C.

Justification:

Non-substantial Change. Modifying the title based on the recommendation of experts in the field to a more current/appropriate one. This change then triggers the need to change the course description. It is hoped that these changes will also help increase enrollment. Reducing/consolidating SLOs as well. Also changing the course number from the 100's to the 200's based on the research /recommendation of Gavilan's Articulation Officer.

Modify Course**COS 291A Power Skills for the Workplace (Spring 2018), 1 Units, 1 Lec, 0 Lab****Description:**

Power Skills for the Workplace teaches skills vital to workplace success. The topic for 291A is Interpersonal Communication. Need not be taken in sequence. This is a pass/no pass course.

Justification:

Non-substantial Change. Modifying the title based on the recommendation of experts in the field to a more current/appropriate one. This change then triggers the need to change the course description. It is hoped that these changes will also help increase enrollment. Reducing/consolidating SLOs as well.

Modify Course**COS 291B Power Skills for the Workplace (Spring 2018), 1 Units, 1 Lec, 0 Lab****Description:**

Power Skills for the Workplace teaches skills vital to workplace success. The topic for 291B is team building. Need not be taken in sequence. This is a pass/no pass course.

Justification:

Non-substantial Change. Modifying the title based on the recommendation of experts in the field to a more current/appropriate one. This change then triggers the need to change the course description. It is hoped that these changes will also help increase enrollment. Reducing/consolidating SLOs as well.

Modify Course**COS 291C Power Skills for the Workplace (Spring 2018), 1 Units, 1 Lec, 0 Lab****Description:**

Power Skills for the Workplace teaches skills vital to workplace success. The topic for 291C is Problem Solving. Need not be taken in sequence. This is a pass/no pass course.

Justification:

Non-substantial Change. Modifying the title based on the recommendation of experts in the field to a more current/appropriate one. This change then triggers the need to change the course description. It is hoped that these changes will also help increase enrollment. Reducing/consolidating SLOs as well.

Modify Course

FRNH 1A Elementary French (Fall 2018), 5 Units, 5 Lec, 0 Lab

Description:

French 1A is a multi-skilled beginning level class with emphasis on understanding and speaking French. Students are introduced to the cultures and customs of various French-speaking countries.

Justification:

This course is on the 5-year cycle for review. Updated SLOs and textbooks.

Modify Course

GUID 562 Directed Study Lab in Pre-Algebra (Spring 2018), 1 Units, 0 Lec, 3 Lab

Description:

This course is designed for students who have demonstrated difficulty in mastering basic mathematics or pre-algebra and who are eligible to receive Learning Disability Services. Course content parallels Mathematics 400, 402 AND 411. Material is presented in a concrete, multi-sensory manner, and the lab allows opportunity for immediate practice, questions, repetition, and review. This is a pass/no pass course. COREQUISITE: Concurrent enrollment in MATH 400, MATH 402, or MATH 411 is required. ADVISORY: Completion of GUID 557 and/or a demonstrated deficit in arithmetic. Recommended for students with verified learning disability.

Justification:

This course is on the five-year curriculum cycle for the Fall semester. Reviewed and updated the course content by making minor changes. Added the out-of-class assignments. Consolidated the SLOs and updated the SLO assessment dates.

Modify Course

GUID 563 Directed Study Laboratory In Algebra I (Spring 2018), 1 Units, 0 Lec, 3 Lab

Description:

This course is designed for students who have demonstrated difficulty mastering Algebra I and who are eligible to receive Learning Disability Services. Course content parallels Mathematics 430. Material is presented in a concrete, multi-sensory manner, and the lab allows opportunity for immediate practice, questions, repetition, and review. This a pass/no pass course. Concurrent enrollment in Math 430 or equivalent course is required.

Justification:

This course is on the five-year curriculum cycle for the Fall semester. Reviewed and updated the course content and out of class assignments. Updated the content to include the Chancellor's office change in the AEC forms by replacing the Student Educational Contract (SEC) with the

Academic Accommodations Plan (AAP). Consolidated the SLOs and updated the SLO assessment dates.

Modify Course

GUID 565 Directed Study Laboratory in Algebra II (Spring 2018), 1 Units, 0 Lec, 3 Lab

Description:

This course is designed for students who have demonstrated difficulty mastering Algebra II and who are eligible to receive Learning Disability Services. Course content parallels Mathematics 235, 240 and 242. Material is presented in a concrete, multi-sensory manner, and the lab allows opportunity for immediate practice, questions, repetition and review. This is a pass/no pass course. Concurrent enrollment in Math 235, Math 240 or equivalent course is required.

Justification:

This course is on the five-year curriculum cycle for the Fall semester. Reviewed and updated the course content and out of class assignments. Consolidated the SLOs and updated the SLO assessment dates.

Modify Course

GUID 291A Power Skills for the Workplace (Spring 2018), 1 Units, 1 Lec, 0 Lab

Description:

Power Skills for the Workplace teaches skills vital to workplace success. The topic for 291A is Interpersonal Communication. Need not be taken in sequence. This is a pass/no pass course. Course was previously listed as 191A.

Justification:

Non-substantial Change. Modifying the title based on the recommendation of experts in the field to a more current/appropriate one. This change then triggers the need to change the course description. It is hoped that these changes will also help increase enrollment. Reducing/consolidating SLOs as well. Also changing the course number from the 100's to the 200's based on the research /recommendation of Gavilan's Articulation Officer.

Modify Course

GUID 291B Power Skills for the Workplace (Spring 2018), 1 Units, 1 Lec, 0 Lab

Description:

Power Skills for the Workplace teaches skills vital to workplace success. The topic for 291B is team building. Need not be taken in sequence. This is a pass/no pass course. Course was previously listed as 191B.

Justification:

Non-substantial Change. Modifying the title based on the recommendation of experts in the field to a more current/appropriate one. This change then triggers the need to change the course description. It is hoped that these changes will also help increase enrollment. Reducing/consolidating SLOs as well. Also changing the course number from the 100's to the 200's based on the research /recommendation of Gavilan's Articulation Officer.

Modify Course**GUID 291C Power Skills for the Workplace (Spring 2018), 1 Units, 1 Lec, 0 Lab****Description:**

Power Skills for the Workplace teaches skills vital to workplace success. The topic for 291C is Problem Solving. Need not be taken in sequence. This is a pass/no pass course. Course was previously listed as 191C.

Justification:

Non-substantial Change. Modifying the title based on the recommendation of experts in the field to a more current/appropriate one. This change then triggers the need to change the course description. It is hoped that these changes will also help increase enrollment. Reducing/consolidating SLOs as well. Also changing the course number from the 100's to the 200's based on the research /recommendation of Gavilan's Articulation Officer.

Modify Course**GUID 558A Introduction to Learning Skills Laboratory (Spring 2018), 0.5 - 2 Units, 0 Lec, 1.7 - 6.8 Lab****Description:**

The Learning Skills Laboratory (Intro) is designed to assist students who are eligible to receive Learning Disabilities Services and/or have demonstrated academic deficits. The course content is individualized and based on Academic Accommodation Plans (AAP) which are developed for each student. Students receive supplemental instruction, academic support, and learning strategy suggestions appropriate for their individual cognitive, perceptual, and academic strengths and weaknesses. This course is designed for students who need one to one assistance. Units earned do not count toward the associate degree and/or certificate requirements. This is a pass/no pass course. May be repeated as necessary based on measurable progress as documented in the Academic Accommodations Plan. This is an open entry/ open exit course. ADVISORY: Completion of Guidance 557 or demonstrated academic deficit.

Justification:

This course is on the five year curriculum cycle for the Fall semester. Reviewed and updated the course content, description and out of class assignments. Updated the content to include the Chancellor's office change in the AEC forms by replacing the Student Educational Contract (SEC) with the Academic Accommodations Plan (AAP). Consolidated the SLOs and updated the SLO assessment dates.

Modify Course**GUID 558B Intermediate Learning Skills Laboratory (Spring 2018), 0.5 - 2 Units, 0 Lec, 1.7 - 6.8 Lab****Description:**

The Learning Skills Laboratory (Intermediate) is designed to assist students who are eligible to receive Learning Disabilities Services and/or have demonstrated academic deficits. The course

content is individualized and based on Academic Accommodations Plans (AAP) which are developed for each student. Students receive supplemental instruction, academic support, and learning strategy suggestions appropriate for their individual cognitive, perceptual, and academic strengths and weaknesses. This course is designed for students who need minimal assistance. Units earned do not count toward the associate degree and/or certificate requirements. This is a pass/no pass course. May be repeated as necessary based on measurable progress as documented in the Academic Accommodations Plan. This is an open entry/open exit course. **ADVISORY:** Completion of Guidance 557 or demonstrated academic deficit.

Justification:

This course is on the five-year curriculum cycle for the Fall semester. Reviewed and updated the course content, description and out of class assignments. Updated the content to include the Chancellor's office change in the AEC forms by replacing the Student Educational Contract (SEC) with the Academic Accommodations Plan (AAP). Consolidated the SLOs and updated the SLO assessment dates.

Modify Course

GUID 558C Advanced Learning Skills Laboratory (Spring 2018), 0.5 - 2 Units, 0 Lec, 1.7 - 6.8 Lab

Description:

The Learning Skills Laboratory (Advanced) is designed to assist students who are eligible to receive Learning Disabilities Services and/or have demonstrated academic deficits. The course content is individualized and based on Academic Accommodations Plans (AAP) which are developed for each student. Students receive supplemental instruction, academic support, and learning strategy suggestions appropriate for their individual cognitive, perceptual, and academic strengths and weaknesses. This course is designed for more independent students. Units earned do not count toward the associate degree and/certificate requirements. This is a pass/no pass course. May be repeated as necessary based on measurable progress as documented in the Academic Accommodations Plan. This is an open entry/ open exit course. **ADVISORY:** Completion of Guidance 557 or demonstrated academic deficit.

Justification:

This course is on the five-year curriculum cycle for the Fall semester. Reviewed and updated the course content, description and out of class assignments. Updated the content to include the Chancellor's office change in the AEC forms by replacing the Student Educational Contract (SEC) with the Academic Accommodations Plan (AAP). Consolidated the SLOs and updated the SLO assessment dates.

Modify Course

HTM 202 Food Safety in Management (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

This course covers food safety procedures and food safety management systems. It prepares the student to take the ServSafe Manager exam. This course has the option of a letter grade or pass/no pass.

Justification:

Non-substantial changes. The title is being changed and the course description modified based on recommendations from experts in the food industry. These changes will make the course easier for the student, who is wanting training at the manager level in food safety, to find and for those students wanting to prepare to take the ServSafe Manager exam. Also updated the textbook to the most current edition.

Modify Course

JFT 225 Fire Fighter I Academy (Fall 2018), 18 Units, 10.2 Lec, 24.92 Lab

Description:

This academy includes instruction on basic firefighting skills, laws and regulations affecting the fire service. The course will provide the student with knowledge and skills to safely perform, under minimal supervision, essential and advanced fire ground tasks, basic rescue, basic fire prevention and fire investigation task and to use, inspect, and maintain firefighting and rescue equipment.

Justification:

Updating hours and content to match State Fire Training requirements. SLO's, Textbooks and Assignments have also been updated along with the course number.

Modify Course

JLE 213 Field Training Program (Fall 2018), 1 - 16 Units, 0 Lec, 4.45 - 48.9 Lab

Description:

The Field Training Program is designed to provide a training continuum which integrates the acquired knowledge and skills from the Basic Police Academy with the practical application of law enforcement services. Topics include: vehicle operations, report writing, use of force, arrest and control, investigation techniques, evidence collection and preservation, and use of telecommunication systems. This course is certified by Peace Officer Standards and Training (POST).

Justification:

There is a need for local officers to attend this course. Local agencies and California Peace Officers Standard and Training require this course. Pass/no pass, 5 year cycle for review, updated SLO's, aligned terminology in content, updated hours and units

NEW COURSE PROPOSAL – SECOND READING

New Course

ATH 91A Fundamentals of Beach Volleyball (Fall 2018), 2 Units, 1 Lec, 3 Lab

Description:

This course offers basic instruction in the theory, strategies, and techniques of beach volleyball for the purpose of preparing the student in the fundamental aspects of playing and coaching the game. May be repeated once for credit. This course has the option of a letter grade or pass/no pass.

Justification:

NOTE: This is the second reading for this course. The first reading was approved by the Curriculum Committee on May 12, 2014. The first reading listed the course as "sand" volleyball. The title is being renamed to "beach" volleyball as this is the term that all community colleges across the state have adopted. This course is being created to support the growth of beach volleyball across the country. Beach volleyball is a new and quickly expanding sport that has begun to offer coaching and playing opportunities for people at the two-year and four-year college level. This class is designed to offer instruction to those looking to play beach volleyball competitively, for those who want to improve overall health and fitness, and for those who are interested in a career in coaching beach volleyball. This course is in line with the other Fundamentals courses offered at Gavilan College. ATH 91A is for the first year student.

New Course

ATH 91B Fundamentals of Beach Volleyball (Fall 2018), 2 Units, 1 Lec, 3 Lab

Description:

This course offers review and advanced instruction in the theory, strategies, and techniques of beach volleyball for the purpose of preparing the student in all aspects of playing and coaching the game. May be repeated once for credit. This course has the option of a letter grade or pass/no pass. **ADVISORY:** ATH 91A.

Justification:

NOTE: This is the second reading for this course. The first reading was approved by the Curriculum Committee on May 12, 2014. The first reading listed the course as "sand" volleyball. The title is being renamed to "beach" volleyball as this is the term that all community colleges across the state have adopted. This course is being created to support the growth of beach volleyball across the country. Beach volleyball is a new and quickly expanding sport that has begun to offer coaching and playing opportunities for people at the two-year and four-year college level. This class will allow students to further develop their skills. Advanced aspects of the game of beach volleyball will be covered. Students will expand on areas learned in ATH 91A to better prepare themselves to participate in and/or coach the game of beach volleyball. This course is in line with the other Fundamentals courses offered at Gavilan College. ATH 91B is for the second year student.

ESL 713 NC ESL for Child Care Part II (Fall 2018) 0 Units, 3 Lec, 0 Lab

Description:

This is the second part of a high-beginning course that develops oral and written communication skills in English within the context of child care and parenting. Students practice listening, speaking, reading, and writing skills for communicating with and about children at various stages of development. This course is intended for non-native speakers of English who are parents, grandparents, child care providers, preschool teachers, and students of Child Development. **ADVISORY: ESL 787 - NC ESL Lifeskills 2B or ESL Assessment Recommendation.**

Justification:

One of the goals we have set under AB 104 is to create four vocational ESL options for the ESL students in our consortium - Morgan Hill, Gilroy, Hollister, San Juan and Aromas. The areas of study include: Computer Skills, Family Childcare, Entrepreneurship, and Landscaping. These contextualized courses will be designed in modules that can be offered in different locations at different times of day and at different points during the school year. Upon completing one or more modules, a student will have the skills necessary to advance in his/her occupational, business, and/or personal life. These will be Noncredit courses under the ESL Department. These new courses will create different pathways for ESL students once they complete one or more of the basic ESL Life Skills courses. ESL for Child Care Part I was approved in April 2017, and this is Part II.

New Course

HVAC 201 Basic Electrical Theory (Fall 2018), 4 Units, 3 Lec, 3 Lab

Description:

Students will study concepts of electricity, controls, and electrical loads found on air conditioning and refrigeration circuits. The course includes both the theory and practices of electricity applicable to the air conditioning and refrigeration industries. The course establishes a thorough understanding of electron theory, voltage, current, resistance, Ohm's law, magnetism, mathematical concepts, and common units of electrical measurements.

Justification:

This is the first of six courses being developed that will make up the start of Gavilan College's new Heating, Air Conditioning and Refrigeration Technology program. The HVAC/R program is being developed based on labor market needs. According to the Air-Conditioning, Heating and Refrigeration Institute, an estimated 57,000 skilled workers are needed each year to work in the HVAC/R industry. A recent national study estimates the number of employees in the industry could double by 2025. The development of the Gavilan College HVAC/R program has the support and recommendation of the Bay Area Region of the Bay Area Community College Consortium. The Bay Region has recently supported the regional venture project related to expanding current HVAC/R programs at Bay Region colleges and developing the Gavilan College HVAC/R program. HVAC/R is within the industry sector of Clean Energy, Energy, Construction and Utilities which has been identified by the Bay Region as one of the top priority industry sectors with strong labor demand.

The College's strategies and goals from the 2015 – 2020 Strategic Plan support this new program:

STRATEGY #1 Optimize enrollment, course offerings, and services to reflect community needs and growth.

Goal #2 Strengthen career programs by participating in regional career technical education collaboratives and initiatives from the Chancellor's Office.

STRATEGY #2 Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals.

In addition, it is supported by the CTE's program plan. Which states, the main objective of the program is: To improve the quality and increase the quantity of career technical education provided by our system; courses, programs, pathways, credentials (licensure), certificates, and degrees.

New Course

HVAC 202 Basic Refrigeration (Fall 2018), 4 Units, 3 Lec, 3 Lab

Description:

Students will study concepts of the vapor compression refrigeration system. The course includes both the theory and practice applicable to the mechanical function of air conditioning and refrigeration systems. The student will learn the major components and accessories of the sealed system including metering devices, evaporators, compressors and condensers. The practices for oxy-acetylene torch safety are emphasized along with different techniques for connecting tubing such as brazing and soldering copper refrigerant lines and the proper procedures for cutting, bending, swaging and flaring.

Justification:

This is the second of six courses being developed that will make up the start of Gavilan College's new Heating, Air Conditioning and Refrigeration Technology program. The HVAC/R program is being developed based on labor market needs. According to the Air-Conditioning, Heating and Refrigeration Institute, an estimated 57,000 skilled workers are needed each year to work in the HVAC/R industry. A recent national study estimates the number of employees in the industry could double by 2025. The development of the Gavilan College HVAC/R program has the support and recommendation of the Bay Area Region of the Bay Area Community College Consortium. The Bay Region has recently supported the regional venture project related to expanding current HVAC/R programs at Bay Region colleges and developing the Gavilan College HVAC/R program. HVAC/R is within the industry sector of Clean Energy, Energy, Construction and Utilities which has been identified by the Bay Region as one of the top priority industry sectors with strong labor demand.

The College's strategies and goals from the 2015 – 2020 Strategic Plan support this new program:

STRATEGY #1 Optimize enrollment, course offerings, and services to reflect community needs and growth.

Goal #2 Strengthen career programs by participating in regional career technical education collaboratives and initiatives from the Chancellor's Office.

STRATEGY #2 Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals.

In addition, it is supported by the CTE's program plan. Which states, the main objective of the program is: To improve the quality and increase the quantity of career technical education provided by our system; courses, programs, pathways, credentials (licensure), certificates, and degrees.

New Course

HVAC 203 Heating Systems (Fall 2018), 4 Units, 3 Lec, 3 Lab

Description:

This course will cover gas furnaces, electric furnaces and oil heat. The students will learn about split system applications and package unit applications. Mechanical and electrical safety will be covered as well as: types of gas and fuels used, function of controls, combustion efficiency tests, gas pressure adjustment, sequence of operation, limit switches, sequencers and proper ventilation. **PREREQUISITE:** HVAC 201 and HVAC 202 with a grade of "C" or better.

Justification:

This is the third of six courses being developed that will make up the start of Gavilan College's new Heating, Air-Conditioning and Refrigeration Technology program. The HVAC/R program is being developed based on labor market needs. According to the Air-Conditioning, Heating and Refrigeration Institute, an estimated 57,000 skilled workers are needed each year to work in the HVAC/R industry. A recent national study estimates the number of employees in the industry could double by 2025. The development of the Gavilan College HVAC/R program has the support and recommendation of the Bay Area Region of the Bay Area Community College Consortium. The Bay Region has recently supported the regional venture project related to expanding current HVAC/R programs at Bay Region colleges and developing the Gavilan College HVAC/R program. HVAC/R is within the industry sector of Clean Energy, Energy, Construction and Utilities which has been identified by the Bay Region as one of the top priority industry sectors with strong labor demand.

The College's strategies and goals from the 2015 – 2020 Strategic Plan support this new program:

STRATEGY #1 Optimize enrollment, course offerings, and services to reflect community needs and growth.

Goal #2 Strengthen career programs by participating in regional career technical education collaboratives and initiatives from the Chancellor's Office.

STRATEGY #2 Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals.

In addition, it is supported by the CTE's program plan. Which states, the main objective of the program is: To improve the quality and increase the quantity of career technical education

provided by our system; courses, programs, pathways, credentials (licensure), certificates, and degrees.

New Course

HVAC 204 Air-Conditioning and Heat Pumps (Fall 2018), 4 Units, 3 Lec, 3 Lab

Description:

This course provides instruction on the service and installation of Air-Conditioning and Heat Pump systems (commercial rooftop package equipment and residential split systems). Charging methods will be covered which include superheat, sub-cooling, by weight and using the manufacturers charging charts. Emphasis is placed on proper installation techniques required by code. The student will repair an air-conditioning system, using mechanical and electrical troubleshooting techniques such as electrical wiring diagram interpretation. Upon completion the student should be able to service, repair and perform preventative maintenance on residential/ commercial air-conditioning and heat pump systems. **PREREQUISITE:** HVAC 201 and HVAC 202 with a grade of "C" or better.

Justification:

This is the fourth of six courses being developed that will make up the start of Gavilan College's new Heating, Air-Conditioning and Refrigeration Technology program. The HVAC/R program is being developed based on labor market needs. According to the Air-Conditioning, Heating and Refrigeration Institute, an estimated 57,000 skilled workers are needed each year to work in the HVAC/R industry. A recent national study estimates the number of employees in the industry could double by 2025. The development of the Gavilan College HVAC/R program has the support and recommendation of the Bay Area Region of the Bay Area Community College Consortium. The Bay Region has recently supported the regional venture project related to expanding current HVAC/R programs at Bay Region colleges and developing the Gavilan College HVAC/R program. HVAC/R is within the industry sector of Clean Energy, Energy, Construction and Utilities which has been identified by the Bay Region as one of the top priority industry sectors with strong labor demand.

The College's strategies and goals from the 2015 – 2020 Strategic Plan support this new program:

STRATEGY #1 Optimize enrollment, course offerings, and services to reflect community needs and growth.

Goal #2 Strengthen career programs by participating in regional career technical education collaboratives and initiatives from the Chancellor's Office.

STRATEGY #2 Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals.

In addition, it is supported by the CTE's program plan. Which states, the main objective of the program is: To improve the quality and increase the quantity of career technical education provided by our system; courses, programs, pathways, credentials (licensure), certificates, and degrees.

New Course

JFT 231 Fire Academy Prep Course (Fall 2018), 1 Units, 1.2 Lec, 1.5 Lab

Description:

This course is designed to prepare potential fire academy students for success in the Fire Academy. The preparation course will include classroom lecture and hands on training.

Justification:

This course is needed to send better prepared students into the Fire Academy Course. Pass/No Pass

New Course

JLE 208 Interview and Interrogation (Spring 2018), 0.5 - 1 Units, 0.67 - 0.68 Lec, 0.67 - 1.55 Lab

Description:

This course is designed to provide students with the skills they need when they enter interview and interrogation situations. This is a Pass/no Pass 24-40 hr. course

Justification:

This course is needed to provide preparation for interviews and interrogation situations to local agencies.

New Course

JLE 220 Crisis Intervention Team Training (Fall 2018), 0.5 Units, 0.3 Lec, 1 Lab

Description:

This course teaches students to identify and appropriately respond to individuals with mental health, developmental disabilities, intellectual disabilities and substance use disorders. This is a pass/no pass course. Prerequisite JLE 100 or equivalent

Justification:

There is a need for local officers to attend this course. Local agencies and California Peace Officers Standard and Training require this course.

New Course

JLE 240 SWAT Update (Spring 2018), 0.5 Units, 0 Lec, 1.2 - 2.25 Lab

Description:

This Special Weapons and Tactics (SWAT) update course is designed to provide the student with current tactics and techniques associated with planning, entries, searching, and evacuating in high risk police actions. Topics include tactical movements and entries, hostage situations, tactical assaults. Multi-weapon use, sniper tactics, combat tactics. This is a pass/no pass course. 24-40 hours Lab / .5 unit

Justification:

There is a need for additional SWAT training at our local agencies. POST requires minimum hours for each SWAT officer. Pass/no pass,

MODIFICATION TO EXISTING COURSES

Modify Course

AH 15 Survey of Human Anatomy and Physiology (Spring 2018), 5 Units, 4 Lec, 3 Lab

Description:

An introductory study of the structure and function of the human body. Includes study at the cellular and organ system levels, emphasizing integration of systems. Note that a cadaver will be observed in this course. This course is also listed as BIO 15. **ADVISORY:** Biology 10 or Biology 12 with a grade of 'C' or better. Eligible for English 250, English 260 and Mathematics 430. Course will include viewing of a cadaver.

Justification:

Updating course for 5-year cycle: review content; update SLOs; update textbook and lab manual.

Modify Course

ART 3A Drawing and Composition (Spring 2018), 3 Units, 2 Lec, 4 Lab

Description:

A course that can teach you how to draw. Students learn basic drawing skills through the exploration of a variety of drawing materials such as pencil, inks, charcoal and pastels; processes include doodling, gesture and schematic drawing.

Justification:

This course is being updated to be offered as a hybrid course. The specific areas being updated with this proposal are: 1) all distance education sections; 2) transfer to CSU section; 3) Outside of Class Assignments Section. The more specific justification for the need to offer this course as a hybrid course is included within the Distance Education sections.

Modify Course

ART 3B Drawing and Composition (Spring 2018), 3 Units, 2 Lec, 4 Lab

Description:

Drawing in pencil, ink, pastels and variety of experimental materials and processes. Cultural awareness and historical foundations are integrated with classroom explorations of expressive drawing. Students develop a variety of drawing approaches and a greater understanding of personal expression. This course has the option of a letter grade or pass/no pass. (C-ID: ARTS 205) **ADVISORY:** Art 2A or 3A.

Justification:

This course is being updated to be offered as a hybrid course. The specific areas being updated with this proposal are: 1) all distance education sections; 2) transfer to CSU section; 3) Outside of Class Assignments Section. The more specific justification for the need to offer this course as a hybrid course is included within the Distance Education sections.

Modify Course**ART 7A Beginning Ceramics (Fall 2018), 3 Units, 2 Lec, 4 Lab****Description:**

This course is intended for students who have little or no experience in the field of ceramics. The curriculum introduces basic skills in a well-rounded approach. Forming techniques include pinch, coil and slab hand building along with beginning wheel work. Slips, underglazes, stains, and glazing will be introduced as surface treatments. Safe studio protocols will be taught and followed. Use of the internet and library resources are required. Portfolio development and personal assessment are introduced.

Justification:

This course is being updated because it is on the five-year curriculum update cycle. The specific items being updated in this form are the following: outside assignments were added, textbook notation was added. Other tabs were reviewed but not altered.

Modify Course**BIO 15 Survey of Human Anatomy and Physiology (Spring 2018), 5 Units, 4 Lec, 3 Lab****Description:**

An introductory study of the structure and function of the human body. Includes study at the cellular and organ system levels, emphasizing integration of systems. Note that a cadaver will be observed in this course. This course is also listed as Allied Health 15. **ADVISORY:** Biology 10 or Biology 12 with a grade of 'C' or better. Eligible for English 250, English 260 and Mathematics 430. Course will include the viewing of a cadaver.

Justification:

Updating course for 5-year cycle: review content; update SLOs; update textbook and lab manual.

Modify Course**CMUN 1A Introduction to Public Speaking (Spring 2018), 3 Units, 3 Lec, 0 Lab****Description:**

Basic principles of effective human communication and their function in contemporary public settings; emphasis is on the speeches to inform and persuade, with special consideration given to fundamental communication skills, including organization, reasoning, explanation, rhetoric and listening. (C-ID: COMM 110) **ADVISORY:** Eligible for English 250 and English 260.

Justification:

An update of the course is required and we are proposing to have this course offered as a hybrid course. Specific changes to the course: All distance education sections completed; Out of Class Assignments section completed.

Modify Course**CMUN 5 Fundamentals of Communication Studies (Spring 2018), 3 Units, 3 Lec, 0 Lab**

Description:

This course provides an overview of the history of the communication studies field and areas of specialization with the field as well as communication research methods. Instruction and application of theory and practice in various communication contexts including the self concept, interpersonal, interviewing skills, small group dynamics, and public speaking. Emphasis is placed on analytical and organizational skills, listening, nonverbal and verbal communication, and public speaking communication methodology. (C-ID: COMM 180)
ADVISORY: English 250 and English 260.

Justification:

An update of the course is required and we are proposing to have this course offered as a hybrid course. Specific changes to the course: All distance education sections completed; Out of Class Assignments section completed.

Modify Course

CMUN 8 Interpersonal Communication (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

This course studies the communication process in an interpersonal (dyadic) setting. This class will explore the ways in which we can improve our communication with others. Verbal and nonverbal messages, self-concept, cultural differences, gender differences, perception, listening and conflict management will be explored. (C-ID: COMM 130)

Justification:

An update of the course is required and we are proposing to have this course offered as a hybrid course. Specific changes to the course: All distance education sections completed; Out of Class Assignments section completed.

Modify Course

COS 207 Contemporary Styling (Summer 2018), 4.5 Units, 8 Lec, 24 Lab

Description:

Studies and techniques in braiding, weaving, glass nails, silk wrap, individual lash and brow tinting, corrective make-up and low lights. This is a 6 week class offered in summer session only. PREREQUISITE: Satisfactory completion of Cosmetology 200. Intermediate and Advanced cosmetology enrollments only. ADVISORY: Eligible for English 250, 260, and Mathematics 430.

Justification:

Changing COS 200 from an ADVISORY to a PREREQUISITE for COS 207 this is based on State Board requirements of students having to meet a minimum amount of training and hours before being allowed to work on clients.

Modify Course

CSIS 7 Web Page Authoring II (Summer 2018), 2 Units, 2 Lec, 0 Lab

Description:

This course is a continuation of CSIS 6, Web Page Authoring I. Topics that will be covered include XHTML, frames, advanced tables, forms, scripting languages, image maps, Cascading Style Sheets (CSS), and new trends in web page technology. This course has the option of a letter grade or pass/no pass. This course is also listed as DM 7. ADVISORY: CSIS 6

Justification:

Non substantial changes: consolidated SLOs, updated textbook, and cleaned up the content area. This course is on the Suspended List and it is being updated so that it can be offered again.

Modify Course

CSIS 8 Introduction to the Internet (Spring 2018), 1 Units, 1 Lec, 0 Lab

Description:

Topics include networking fundamentals, webpages and HTML, online security basics, and business email etiquette. Students will learn techniques to search efficiently for information and evaluate its credibility. This is a pass/no pass course.

Justification:

5 year cycle: updated SLOs and textbooks.

Remove advisory of CSIS 124 Windows.

CSIS 124 is rarely offered, since most current students already have equivalent knowledge.

Modify Course

CSIS 47 Visual C++ Programming (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

Visual C++ Programming to create professional GUI based applications using app and class wizard, common controls, dialogs, menus, tool bars, status bars, file mechanism, and custom controls. This course has the option of a letter grade or pass/no pass. ADVISORY: CSIS 45

Justification:

Updated text and SLOs.

Modify Course

CSIS 74 Advanced Photoshop (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

This is an Intermediate level course in mastering Adobe's Photoshop software. Students will learn advanced strategies in professional digital editing. Students will apply creative techniques for print, video, animation and the web. Students will develop skills in luminance, color and exposure to optimize images with adjustment layers and masks, and cutting-edge selection techniques. There will be a focus in post processing for landscape, portrait and panoramic imaging suited for the artist, photographer and design student. This course has the option of a letter grade or pass/no pass. This course is also listed as DM 74. ADVISORY: DM/ART/CSIS 75 Photoshop I

Justification:

Non-substantial changes. This course is on the fall semester 5 year curriculum review cycle. Reviewed all aspects of the course. Cleaned up the content area including putting the Out of Class Assignments in their appropriate area and adding the tools the students use for performing each topic. Consolidated and revised the SLOs. Updated the textbook.

Modify Course

CSIS 122 Computer Keyboarding (Spring 2018), 0.5 - 2 Units, 0 Lec, 1.5 - 6 Lab

Description:

A self-paced course for students who wish to master the alphabetic and numeric keyboard on the computer. This course is designed for students who do not know the alphabetic keyboard by "touch" and for those who want to improve their ability to type straight copy with increased speed and accuracy. The course provides "hands-on" instruction to help students reach optimum computer keyboarding skills within a limited time. This is a pass/no pass course. Course may be repeated until 2 units are accrued.

Justification:

5 year cycle: consolidated SLOs and updated textbooks.

Modify Course

DM 7 Web Page Authoring II (Summer 2018), 2 Units, 2 Lec, 0 Lab

Description:

This course is a continuation of CSIS 6, Web Page Authoring I. Topics that will be covered include XHTML, frames, advanced tables, forms, scripting languages, image maps, Cascading Style Sheets (CSS), and new trends in web page technology. This course has the option of a letter grade or pass/no pass. This course is also listed as CSIS 7. ADVISORY: CSIS 6

Justification:

Non substantial changes: consolidated SLOs, updated textbook, and cleaned up the content area. This course is on the Suspended List and it is being updated so that it can be offered again.

Modify Course

DM 74 Advanced Photoshop (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

This is an intermediate level course in mastering Adobe's Photoshop software. Students will learn advanced strategies in professional digital editing. Students will apply creative techniques for print, video, animation and the web. Students will develop skills in luminance, color and exposure to optimize images with adjustment layers and masks, and cutting-edge selection techniques. There will be a focus in post processing for landscape, portrait and panoramic imaging suited for the artist, photographer and design student. This course has the option of a letter grade or pass/no pass. This course is also listed as CSIS 74. ADVISORY: DM/ART/CSIS 75 Photoshop I.

Justification:

Non-substantial changes. This course is on the fall semester 5 year curriculum review cycle. Reviewed all aspects of the course. Cleaned up the content area including putting the Out of Class Assignments in their appropriate area and adding the tools the students use for performing each topic. Consolidated and revised the SLOs. Updated the textbook.

Modify Course

CSIS 75 Photoshop I - Adobe Photoshop (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

This is an entry level course in mastering Adobe's Photoshop software. Students will learn creative and fundamental processes in professional digital image editing. Hands on lessons provide students with skills to manage today's image libraries. Students will be introduced to Photoshop's Bridge and Camera Raw utilities while crafting state of the art compositions for print, video, animation and the web. There is a focus on basic tonal and color adaptations, digital painting, black and white conversion, special effects, and correction and restoration techniques. This course has the option of a letter grade or pass/no pass. This course is also listed as DM 75. ADVISORY: CSIS 124 (Windows Fundamentals), CSIS 2L.

Justification:

Non-substantial changes. This course is on the fall semester 5 year curriculum review cycle. Reviewed all aspects of the course. Updated and cleaned up the content area including putting the Out of Class Assignments in their appropriate area. Consolidated and revised the SLOs. Updated the textbook.

Modify Course

CSIS 77 Introduction to Digital Media and Its Tools (Spring 2018), 3 Units, 2 Lec, 3 Lab

Description:

An introduction to the field of digital media, including history, social impact, concepts, career options and industry trends. Applying learned visual and aural design principles, students will explore the use of computer-based tools in the design and production of digital media by creating and editing digital images, sounds, video, animation, and text. A comprehensive term project for publication on the web or CD ROM will be required. This course is also listed as DM 77. This course has the option of a letter grade or pass/no pass. ADVISORY: CSIS 124, CSIS 1, CSIS 2/2L, CSIS 3, or familiarity using the Macintosh or Windows operating system.

Justification:

Non-substantial changes. This course is on the fall semester list of courses due for an update based on the 5 year review cycle. Cleaned up content, revised SLO's, and updated textbook information.

Modify Course

DM 75 Photoshop I - Adobe Photoshop (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

This is an entry level course in mastering Adobe's Photoshop software. Students will learn creative and fundamental processes in professional digital image editing. Hands on lessons provide students with skills to manage today's image libraries. Students will be introduced to Photoshop's Bridge and Camera Raw utilities while crafting state of the art compositions for print, video, animation and the web. There is a focus on basic tonal and color adaptations, digital painting, black and white conversion, special effects, and correction and restoration techniques. This course has the option of a letter grade or pass/no pass. This course is also listed as CSIS 75. ADVISORY: CSIS 124 (Windows Fundamentals), CSIS 2L.

Justification:

Non-substantial changes. This course is on the fall semester 5 year curriculum review cycle. Reviewed all aspects of the course. Updated and cleaned up the content area including putting the Out of Class Assignments in their appropriate area. Consolidated and revised the SLOs. Updated the textbook.

Modify Course

DM 77 Introduction to Digital Media and Its Tools (Spring 2018), 3 Units, 2 Lec, 3 Lab

Description:

An introduction to the field of digital media, including history, social impact, concepts, career options and industry trends. Applying learned visual and aural design principles, students will explore the use of computer-based tools in the design and production of digital media by creating and editing digital images, sounds, video, animation, and text. A comprehensive term project for publication on the web or CD ROM will be required. This course is also listed as CSIS 77. This course has the option of a letter grade or pass/no pass. ADVISORY: CSIS 124, CSIS 1, CSIS 2/2L, CSIS 3, or familiarity using the Macintosh or Windows operating system.

Justification:

Non-substantial changes. This course is on the fall semester 5 year review cycle list. Cleaned up content, revised SLO's, and updated textbook information.

Modify Course

CSIS 44 C# .NET Programming (Spring 2018) 4 Units, 3 Lec, 3 Lab

Description:

This class will teach programming using the C# (C Sharp) language provided in the Microsoft .NET framework. Students will learn about variables and constants, expressions and statements, operators and namespaces. Most importantly, students will learn how to create classes and instantiate objects. This course will provide a solid foundation for exploring the .NET framework as well as advanced topics in C#. This course has the option of a letter grade or pass/no pass. ADVISORY: CSIS 45 C++ Programming

Justification:

Non substantial changes: this course is on hold and it is being updated in order to be offered again. Consolidated SLOs, updated textbook and reviewed and "cleaned up" content.

It was always a 4 unit class, 3 units of lecture and 1 unit of lab. With the same LEH 0.65. Below is what was done and why, and that makes it "appear" like new material but it is not.

NOTE: The original course outline of record had the lecture and lab content mixed together for each topic. Under the CurricUNET system when you state that this is a lecture/lab course there are 2 boxes in the course content area that appear, one for the lecture part of the class and one for the lab part of the class. This then requires content topics to be listed for each section with student performance objectives for each. So it may "appear" like new material is added but that is not the case.

Modify Course

ESL 737 NC Integrated Reading, Writing II (Fall 2018), 0 0 Units, 6 Lec, 0 Lab

Description:

This is the second course in a series of integrated skills courses designed to continue the development of reading, writing, and grammar skills of low-intermediate ESL students. The course focuses on vocabulary development through the application of different reading strategies to a variety of selections of topics of interest to academically-bound students. It also involves the practice and refinement of sentence and paragraph skills, structure and pronunciation. **PREREQUISITE:** ESL 727 or ESL Assessment Recommendation

Justification:

We are changing the advisory for ESL 737 to a prerequisite because we want students to be better prepared and not self-place.

Modify Course

ESL 738 NC Integrated Listening, Speaking II (Spring 2018), 0 0 Units, 6 Lec, 0 Lab

Description:

This is the second in a series of integrated skills courses designed to develop the listening, speaking and pronunciation skills of low intermediate ESL students. Activities which include listening exercises, role play, pair work, small and large group discussions, interviews, oral presentations, and pronunciation (focusing on English sounds, rhythm and intonation) are presented in the context of relevant, contemporary and intellectually challenging themes. This course is designed especially for students with academic objectives but is highly appropriate for students with personal language goals as well. **PREREQUISITE:** ESL 728 or ESL Assessment Recommendation

Justification:

The ESL Department would like to change the advisory to a prerequisite so that students are not able to enter the class at will and are, thus, better prepared for course work.

Modify Course

ESL 747 NC Integrated Reading, Writing III (Fall 2018), 0 0 Units, 6 Lec, 0 Lab

Description:

This is the third course in a series of integrated skills courses designed to expand the development of reading, writing, and grammar skills of high-intermediate ESL students. The course focuses on vocabulary development through the application of different reading strategies to a variety of selections of topics of interest to academically-bound students. It also involves the further practice and refinement of sentence and paragraph skills, structure and punctuation. PREREQUISITE: ESL 737 or ESL Assessment Recommendation

Justification:

We are changing the advisory to a prerequisite in order to ensure that students are adequately prepared for the course and do not self-place.

Modify Course

ESL 748 NC Integrated Listening, Speaking III (Fall 2018), 0 0 Units, 6 Lec, 0 Lab

Description:

This is the third in a series of integrated skills courses designed to develop listening, speaking and pronunciation skills of high intermediate ESL students. Activities which include listening exercises, role play, pair work, small and large group discussions, interviews, oral presentations, and pronunciation drills (focused on English sounds, rhythm and intonation) are presented in the context of relevant, contemporary, and intellectually challenging themes. This course is designed especially for students with academic objectives, but is highly appropriate for students with personal language goals as well. Prerequisite: ESL 738 or ESL Assessment Recommendation

Justification:

We would like to change the Advisory to a Prerequisite so students are better prepared for the class and do not self-place. This will be the same as the Credit requirement for ESL 548.

Modify Course

GUID 560 Individualized Learning Skills Development (Fall 2018) 1 Units, 1 Lec, 0 Lab

Description:

This course is designed to develop individual learning skills among students who are eligible to receive learning disability services. Students will explore and develop their own individual learning styles and investigate positive practices and strategies in order to be successful. The course content includes learning strategies, self-advocacy, organizational skills, fundamental critical thinking, and college orientation and survival skills. ADVISORY: Completion of GUID 557 or demonstrated academic deficit.

Justification:

This course was currently updated and approved on October 10, 2016. Since this time, our DRC counselor has expressed an interest in offering this course with an option for a grade or pass/no pass. Currently it is offered as a grade only. Since this course aligns with the Guidance 210 college course, we would like to match the grading mode. We also completed the Out of Class Assignments.

Modify Course**JLE 221 Search Warrant Investigations (Spring 2018), 0.5 Units, 0.5 Lec, 0.4 Lab****Description:**

The course will cover search warrant law and procedure, knock notice, affidavit preparation, problems of search warrant preparation, the actual preparation of a search warrant by each participant, knock and talk. In addition, the course will provide the knowledge, skills and tactics necessary to properly serve and execute a search warrant effectively and safely. The student will develop a sound operational plan for the execution of a search warrant. This is a pass/no pass course. ADVISORY: JLE 100

Justification:

Update hours, align content, add prerequisite and review SLO's

Modify Course**JLE 236 Firearms Instructor Training (Spring 2018), 1 - 2 Units, 0.88 - 1.45 Lec, 1.35 - 3 Lab****Description:**

This course is designed to provide the necessary training for the experienced firearms person who wants to qualify for rangemaster. Students must supply equipment and ammunition. The course is P.O.S.T. certified. This is a pass/no pass course. Units earned in this course do not count toward the associate degree and/or certain certificate requirements. ADVISORY: JLE 100

Justification:

POST required training for the experienced firearms person who wants to qualify for rangemaster.

Modify Course**JFT 232 Firefighter I Academy Skills Review and Certification (Spring 2018), 0.5 - 1 Units, 0****Lec, 0.89 - 3 Lab****Description:**

This course reinforces, combines, and integrates the skills learned in the basic fire academy in accordance with the State Fire Marshal Firefighter 1 curriculum. Students are provided the opportunity to take the National Capstone tests for International Fire Service Accreditation Congress (IFSAC) and National Board on Fire Services Professional Qualifications (Pro Board) certifications. Successful completion of this course provides the student with the opportunity to apply for employment as a firefighter in the state of California and outside of California with those states that offer reciprocity.

Justification:

State Fire Marshal requires this skills course so students may pass the skills required for certification but this course does not guarantee state certification.

Modify Course**MUS 15 Music Appreciation (Spring 2018), 3 Units, 3 Lec, 0 Lab****Description:**

This course is designed to acquaint the students with the elements of music and the primary musical periods of traditional Western European classical music. Students will have a brief overview of the major composers and their music through class lectures, listening to musical examples in class, reading the text, listening to musical examples provided on the student CDs or recordings, actively engaging in class discussions, attending live concerts of suggested performances, and completing research papers and/or oral presentations pertinent to the course material.

Justification:

This course is being updated to be offered as an exclusively online course in order to facilitate students needs.

Modify Course

MUS 4A Beginning Piano (Spring 2018), 3 Units, 2 Lec, 3 Lab

Description:

Introduction to music fundamentals and keyboard technique. Development of beginning keyboard skills including note reading in bass and treble clef, fingering, rhythm, key signatures, primary chords and inversions. ADVISORY: Must be taken in sequence.

Justification:

This course is being updated to be offered as a hybrid course. The specific areas being updated with this proposal are: 1) all distance education sections; 2) transfer to CSU section; 3) Outside of Class Assignments Section. The more specific justification for the need to offer this course as a hybrid course is included within the Distance Education sections.

Modify Course

PHYS 2B General Physics II (Spring 2018), 4 Units, 3 Lec, 3 Lab

Description:

An introduction to the principles of physics using algebra and trigonometry. Topics include electricity and magnetism, light and optics, modern physics, and an introduction to relativity. (C-ID: PHYS 110) (C-ID: PHYS 100S: Phys 2A + Phys 2B) PREREQUISITE: Physics 2A with a grade of 'C' or better. ADVISORY: Eligible for English 250 and English 260

Justification:

Textbook update, SLO assessment update, methods of evaluation update.

Modify Course

PHYS 4A Physics for Scientists and Engineers: Mechanics (Spring 2018), 4 Units, 3 Lec, 3 Lab

Description:

An introduction to the principles of physics using calculus. Topics include kinematics in one, two and three dimensions, vectors, equilibrium and non-equilibrium applications of Newton's Laws, work and energy, momentum, systems of particles, rotational kinematics and dynamics, simple harmonic motion, elasticity, and waves. (C-ID: PHYS 205) (C-ID: PHYS 200S: Phys 4A + Phys 4B +

Phys 4C) PREREQUISITE: Completion of MATH 1A with a grade of 'C' or better, AND completion of PHYS 2A with a grade of 'C' or better OR High School Physics with a grade of 'B' or better. COREQUISITE: MATH 1B.

Justification:

Textbook update, SLO assessment update, methods of evaluation update. A corequisite of Math 1B has been added to satisfy articulation requirements at transfer institutions. The course is being submitted as part of the 5 year review cycle.

Modify Course

PHYS 4C Physics for Scientists and Engineers-Heat/Optics/Modern Physics (Spring 2018), 4 Units, 3 Lec, 3 Lab

Description:

An introduction to the principles of physics using calculus. Topics include light, optics, interference, diffraction, thermal energy, the Laws of Thermodynamics, the kinetic theory of gases, and an introduction to relativity and modern physics. (C-ID: PHYS 215) (C-ID: PHYS 200S: Phys 4A + Phys 4B + Phys 4C) PREREQUISITE: Completion of MATH 1C with a grade of 'C' or better, AND completion of PHYS 4A with a grade of 'C' or better, AND completion of PHYS 4B with a grade of 'C' or better. COREQUISITE: MATH 2 and MATH 2C.

Justification:

Updates to textbook, SLO assessment, methods of evaluation, and course/lab content. To satisfy articulation requirements at transfer institutions, a prerequisite of Math 1C and Physics 4B has been added as well as a corequisite of Math 2 and Math 2C. The course is being submitted as part of the 5-year review cycle.

UPDATE TO EXISTING PROGRAM

Modify Program

Child Development, AA Degree

Justification:

Removed CD 190 as it is no longer required. But as it is still listed under the degree, students must submit waivers for the class. Modified/reduced information under the student teaching practicum. Also, CD 40 has been added as an option to CD 2 as in the past it has been requested/granted as an option/wavier on graduation petitions. But with the following, Note: CD 2 is recommended if you are planning to work with infants through preschool age children.

Description:

The Associate Degree prepares students to transfer to four year colleges and universities and provides an introductory sequence of classes leading to careers in child development and elementary and secondary education. Students completing an A.A. degree are also eligible to apply for a California Child Development permit at the Teacher level. The Child Development Permit Matrix was developed to ensure a career pathway for child development professionals in state or federally funded programs.

Program Learning Outcomes: After completing the Associate Degree in Child Development a student will be able to:

- articulate five major child development theories and translate these theories into appropriate classroom environments that include learning centers and materials.
- plan developmentally appropriate curriculum activities in the four domains of development: Cognitive (intellectual), Affective (social-emotional), Psychomotor (physical) and Language Development.

Graduates will:

- function within the scope of approved state and nationally accredited early childhood and childcare competencies.
- practice within professional and legal standards, ethical principles, and demonstrate a sensitivity to language and cultural differences of the children, families, and staff where they will be working or completing their cooperative work experiences.
- apply principles of written and verbal communication, and research to communicate relevant, accurate and complete information.
- apply child development principles and sensitivity to theory and applications of working with families of children with special needs.
- demonstrate an ability to design, develop and implement curriculum, appropriate educational environments, and successful teaching practices that enhance development in children in the early years.

Associate Degree in Child Development: Associate degree students need to complete the required courses and student teaching practicum and General Education requirements. In order to qualify for the California Child Development Permit, coursework in required classes must be completed with a letter grade of “C” or higher.

Student Teaching Practicum: Associate Degree students are required to complete a two-semester Student Teaching Practicum in an approved child development site under the supervision of a Gavilan College instructor. The Student Teaching Practicum consists of CD 30A & B, a two semester curriculum course, (CD 30A - Practicum I - Early Childhood Field Experience and CD 30B - Practicum II: Advanced Early Childhood Field Experience, 4/4 units). Prerequisites for CD30A are completion of CD 1, CD 2/or CD40, CD32 and CD 5 or CD7.

Requirements (Core courses not required):

Course	Units
CD1 Principles and Philosophies of Early Childhood Education	3
CD2 or Early Child Development	3
CD40 Child Development	3

Note: CD 2 is recommended if you are planning to work with infants through preschool age children.

CD4 Observing and Assessing Children	3
CD9 Child Health/Nutrition and Safety	3
CD19 Introduction to Careers with Children	2

CD20	Children's Language and Literature	3
CD32	Introduction to Curriculum	3
Electives - Any CD courses (3 units)		3
Student Teaching Practicum:		
CD30A	Practicum I - EC Field Experience/Reflective Practice Seminar	4
CD30B	Practicum II: Advanced Early Childhood/TK Field Experience	4
Choose one: (3 Units)		
CD5 or	Child/Family and Community	3
CD7	Cultural Context of Child and Family in a Diverse Society	3

Plus completion of general education requirements

Total: **34 Units**

A student may complete the Gavilan College AA/AS general education, the CSU-GE Breadth or the IGETC pattern, plus sufficient electives to meet a 60 unit total. See a counselor for details.

NOTE: A course may be used to satisfy both general education and major courses. See "Double Counting Rule".

NEW PROGRAMS

New Program

Social Justice Studies, Associate Degree for Transfer

Description:

Social Justice Studies explores the important terrain between ideals of justice and everyday local, national, and global realities of injustice. Emphasizing interdisciplinary academic understanding as well as applied experience in community, the major inspires critical thinkers to draw upon rich legacies of scholars and activists who animate and sustain democratic movements for change. Students who wish to be informed citizens committed to strategic, accountable, and reflective engagement in business, government, non-profit, science, humanities, and artistic careers will find Social Justice Studies coursework helpful and inspiring. The Associate in Arts in Social Justice Studies for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Social Justice Studies.

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.

(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

(2) Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is not an acceptable grade for courses in the major.

Core Requirements (9 Units)

Course	Units
SOC 3 Sociology of Race, Ethnicity and Cultural Identity	3.00
SJS 5 Introduction to Women's Studies	3.00
CMUN 4 Intercultural Communication	3.00
Or SOC 1B Introduction to Sociology: Social Problems	3.00

LIST A: Select three courses from at least two of the following areas (9 units)

Area 1:

Course	Units
HIST 12 Mexican American Cultural History	3.00
Or HUM 12 Mexican American Cultural History	3.00
HIST 5 Women's Lives in Early United States History ³	3.00
HIST 6 Women's Lives in Recent United States History	3.00
POLS 7 Introduction to California Government and Politics	3.00
POLS 9 Global Social Change	3.00

Area 2

Course	Units
ENGL 2B American Ethnic Literature	3.00
ENGL 2E Introduction to Women Writers	3.00
HIST 4A Global History Before 1500	3.00
HIST 4B Global History After 1500	3.00
PHIL 3B Contemporary Moral Issues	3.00

Area 3

Course	Units
SOC 1B Introduction to Sociology: Social Problems	3.00
CMUN 6 Introduction to Conflict Resolution	3.00
Or POLS 6 Introduction to Conflict Resolution	3.00
Or PSYC 6 Introduction to Conflict Resolution	3.00
CD 8A American Education in a Changing World	3.00
ANTH 3 Introduction to Cultural Anthropology	3.00
ANTH 6 Culture and Politics of Africa	3.00

Area 4

Course	Units
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ANTH 32 Introduction to Research Methods	3.00
Or POLS 32 Introduction to Research Methods	3.00
Or PSYC 32 Introduction to Research Methods	3.00
Or BUS 11 Statistics for Business and Economics	4.00
Or MATH 5 Introduction to Statistics	3.00

Area 5

Course	Units
SPAN 2B Intermediate Spanish	5.00
Or SPAN 12A Spanish for Spanish Speakers	5.00
Total Units	18 – 21

Non Credit Program

Computer Applications and Business Basics for ESL Students, Certificate of Completion Description

Students completing this program will gain a foundation in the basics of establishing and running a business and how to use computer applications in a professional setting. This program will give students an introduction to keyboarding, using the internet, creating a website, and using presentation, spreadsheet, and word processing software. They will also be introduced to entrepreneurship and how to run a small business. This certificate is awarded to ESL students who have completed introductory courses in Computer Applications and Business.

Course	Hours
ESL 707 NC Presentation Basics for ESL Students	0.50
ESL 709 NC Excel Basics for ESL Students	0.50
ESL 710 NC Word Processing Basics for ESL Students	0.50
ESL 705 NC Keyboarding Basics for ESL Students	1.00
Or ESL 706 NC Computer and Internet Basics for ESL Students	0.50
Or ESL 708 NC Website Design Basics for ESL Students	0.50
Or ESL 711 NC ESL Basics for YOUR Business	2.00
Total Hours for Certificate	2.0 - 3.5 Hours

Non Credit Program**ESL Intermediate Level, Certificate of Competency****Description**

Courses are designed to meet the needs of students whose first language is other than English. The mission of ESL programs for adults in California is to equip students with the language and cultural proficiencies required for the eventual fulfillment of personal, vocational, academic, and citizenship for participation in American society. This certificate is awarded to ESL students who have achieved an intermediate level of competency in reading, writing, and speaking in English.

Listening and Speaking Skills

Course	Hours
ESL 728 NC Integrated Listening, Speaking I	6.00
ESL 738 NC Integrated Listening, Speaking II	6.00
ESL 748 NC Integrated Listening, Speaking III	6.00
Or ESL 741 NC Intermediate ESL Listening, Speaking II	4.00
	16 – 18 Hours

Reading, Writing, and Grammar Skills

Course	Hours
ESL 727 NC Integrated Reading, Writing I	6.00
ESL 737 NC Integrated Reading, Writing II	6.00
ESL 747 NC Integrated Reading, Writing III	6.00
Or (ESL 742 NC Intermediate ESL Reading, Vocabulary II	3.00
And ESL 743 NC Intermediate ESL Grammar, Writing II)	5.00
	18 – 20 Hours
Total Hours for Certificate	34 - 38

Non Credit Program**ESL Advanced Level, Certificate of Competency****Description**

Courses are designed to meet the needs of students whose first language is other than English. The mission of ESL programs for adults in California is to equip students with the language and cultural proficiencies required for the eventual fulfillment of personal, vocational, academic, and citizenship for participation in American society. This certificate is awarded to ESL students who have achieved an advanced level of competency in reading, writing, and speaking in English.

Reading Skills

Course	Hours
ESL 752 NC Advanced ESL Reading/Vocabulary I	4.00
ESL 762 NC Advanced ESL Reading/Vocabulary II	4.00
	8 Hours

Composition Skills**Course**

ESL 753 NC Advanced ESL Composition I

ESL 754 NC Advanced ESL Grammar I

ESL 763 NC Advanced ESL Composition II

Hours

5.00

5.00

5.00

15 Hours

Total Hours for Certificate**23**

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.1 (b)

Administrative Services

SUBJECT: BoardDocs Pro Software Contract

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

That the Board of Trustees authorizes an agreement with Emerald Data Solutions, Inc for the purchase of BoardDocs Pro paperless meetings software.

Background:

BoardDocs Pro manages every aspect of the preparation, approval and distribution of documents associated with board meetings:

- Saves taxpayer dollars by eliminating paper packets
- Reduces staff time in packet preparation and distribution
- Increased accountability and transparency of governance processes in compliance with the Brown Act
- Empowers campus stakeholders groups and Board members by enabling them to proactively access board information
- Reduces paper waste and your organization's carbon footprint
- Increase ease of access for the public to view accessible college documents

Training to use this software for staff and board members is scheduled for January 23, 2018.

Budgetary Implications:

\$18,500 from the General Fund for a 1 year term. This special pricing is offered via an arrangement between Emerald Data Solutions, Inc. and the Community College League of California.

Follow Up/Outcome:

Process agreement after Board approval. Budget annually for the reoccurring charge of \$17,500.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/ President

Gavilan Joint Community College District Governing Board Agenda

November 14, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.1 (c)

Administrative Services

SUBJECT: GECA MOU Renewal

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees approve a five year extension of the Memorandum of Understanding with Gilroy USD for the Dr. TJ Owens Gilroy Early College Academy at Gavilan College.

Background:

Dr. TJ Owens Gilroy Early College Academy, or GECA, is an early college high school located at Gavilan College in Gilroy, and started with a grant from the Bill & Melinda Gates Foundation. GECA ranks among the top 10 high schools in California and is the best performing early college school in the state.

The original Memorandum of Understanding (MOU) from 2007 allows Gilroy Unified School District the right to use leased land at the Gavilan College for the purpose of conducting the GECA Program. It also outlines the various aspects of cooperation between GECA and the college. A separate 25 year agreement signed in January 2014 leases the Gavilan College land to Gilroy USD.

The MOU renewal covers such matters as Tuition and Costs, Student Conduct and Safety. Its term will expire on August 31, 2022.

Budgetary Implications:

None

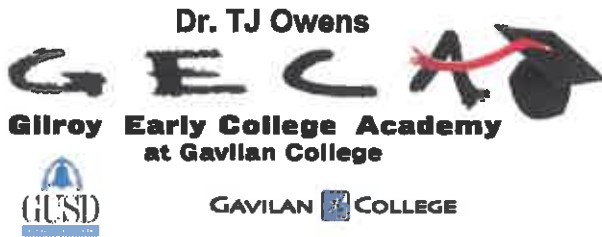
Follow Up/Outcome:

With Board approval, sign the amended MOU.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: Kathleen Rose
Dr. Kathleen Rose, Superintendent/ President



GECA = HS College
"Be Someone. Go Somewhere. Seek Excellence."

5055 Santa Teresa Blvd., GECA-1
Gilroy, CA 95020
Phone: 408.848.4808
Fax: 408.848.4730
Web: www.gavilan.edu/geca

Memorandum of Understanding
between
Gavilan Joint Community College District
and
Gilroy Unified School District
for the establishment of the
Dr. TJ Owens Gilroy Early College Academy at Gavilan College

Gavilan Joint Community College District (GC) ("College") and Gilroy Unified School District (GUSD) ("District") agree to the following Memorandum of Understanding (MOU) regarding the establishment of the Dr. TJ Owens Gilroy Early College Academy (GECA) at Gavilan College Gilroy Campus:

- (A) **WHEREAS**, the parties to this Memorandum of Understanding desire to maintain the already established Dr. TJ Owens Gilroy Early College Academy, an Early College High School serving grades 9 through 12, in accordance with the laws of the State of California, AND
- (B) **WHEREAS**, in so doing to continue to provide a unique educational opportunity for at-risk, AVID model students (see Addendum "A"), who will profit from elective and selective placement in a non-traditional high school setting. The target population includes, but is not limited to low-income students, students who will be the first in their immediate family to attend college, students who speak a language other than English at home, and other high school students for whom a smooth transition into post-secondary education may be problematic, AND
- (C) **WHEREAS**, this educational opportunity will result in the following benefits for the students who are selected for this program:
- Completion of all high school graduation requirements and the awarding of an appropriate high school diploma from the Gilroy Unified School District, AND
 - Completion of Gavilan College A.A./A.S. degree requirements and the awarding of an appropriate two-year degree, AND/OR
 - Completion of all IGETC protocol requirements and/or CSU breadth requirements for transfer to a four-year university, AND/OR
 - Completion of a vocational certificate program offered at Gavilan that will lead to employment with a family-sustaining wage, AND/OR
 - Forty units of transferrable college credit to a four-year university; AND
- (D) **WHEREAS**, Early College High Schools are demonstration schools aligned with the Early College High School Initiative Core Principles and Attributes, as articulated and supported by the Bill and Melinda Gates Foundation as part of the Foundation's

ongoing support for national high school reform, with special emphasis on selected states, including California; AND

- (E) **WHEREAS**, Early College High Schools are small schools, with enrollments of 400 or fewer students that seek to: (1) prepare at-risk high school students for successful career and educational futures through a full integration of a rigorous high school and college academic venue with the world of work; (2) improve academic performance and self-concept; and (3) increase high school and college/university completion rates; AND
- (F) **WHEREAS**, the Dr. TJ Owens Gilroy Early College Academy will accept cohorts of sixty (60) to ninety-five (95) incoming 9th grade students for each school year (as determined by number of completed and submitted applications, enrollment projections, and Gavilan College capacity), so as not to exceed a maximum of 400 total GECA students.
- (G) **WHEREAS**, the Gilroy Early College Academy will continue to be an autonomous school with its own, unique California Department of Education number and will continue to be located on the agreed-upon Gavilan College site that will allow for the development of a college culture on the college campus (see Gavilan-Gilroy Purchase Agreement (Modular Units); AND
- (H) **WHEREAS**, the Gilroy Early College Academy will continue to be operationally and financially self-sustaining under the Gilroy Unified School District; AND
- (I) **WHEREAS**, the Gilroy Early College Academy shall not engage in unlawful discrimination against any student, employee, or applicant for either attendance or employment. Further, the GECA administration agrees to provide notices to students, parents, employees and the general public that all educational programs are available without regard to actual or perceived race, color, ancestry, religion, national origin, nationality, ethnicity, ethnic group identification, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics, and to provide non-discrimination notices to students, parents and employees in accordance with law and District policies.

NOW, THEREFORE, the parties to this Memorandum of Understanding mutually agree as follows:

AGREEMENT TERM:

This agreement serves as a revision to the initial agreements outlined in the Memorandum of Agreement that was effective as of August 2007. The term of this updated agreement shall commence on September 1, 2017 and shall be in effect until August 31, 2022.

GOVERNANCE:

- The College agrees to provide a college liaison to support the Initiative.
- The District agrees to:
 - Provide a principal for the high school

- Based on incremental enrollment to:
 - §□ Provide a counselor or administrator/counselor for the high school
 - §□ Provide teachers for the high school
 - The College and the District agree to:
 - Hear an annual report to each governing board regarding GECA's progress.
 - The college liaison and the GECA principal shall meet monthly to discuss school goals and administrative needs throughout the school year.
 - A GECA representative (teacher, counselor, and/or principal) will attend Gavilan College's Academic Senate meetings to remain informed of department and college-wide goals.
 - A GECA representative (counselor and/or principal) shall meet at least twice per semester with the Gavilan College Registrar/Director of Admissions & Records to discuss enrollment needs, schedule changes, and/or any pertinent scheduling issues.
 - A GECA representative (teacher, counselor and/or principal) shall meet at least twice per semester with the Gavilan College Department Chairs to discuss their work and areas of mutual interest to both parties.
-

GRADES AND PROVISION OF COURSES:

- The College agrees to provide transcripts, credits for successfully completed college courses, and college degree/transfer requirements to/for GECA students, as well as provide access to Gavilan College academic counselors for appropriate college level academic counseling, transfer information, and career resources.
 - The District agrees to provide transcripts, credits for high school courses completed by GECA students, and high school graduation requirements to GECA students, as well as provide full access to either a high school counselor or administrator/counselor, as determined by the Principal.
 - The College and the District agree that all college courses taken by GECA students shall receive dual accreditation for both high school and college at a rate to be mutually determined.
-

COURSE COMPLIANCE:

- The College agrees to provide courses that are properly articulated for transfer credit and that also will serve to fulfill GUSD graduation requirements.
- The District agrees to:
 - Provide core academic courses that are Gilroy Board of Education approved as meeting the requirements for the California State Standards.
 - Provide Academic Preparation and Seminar Support courses that are Gilroy Board of Education approved and that are intended to enhance students' self-awareness, critical thinking habits of mind, content area knowledge, study skills and habits, ability to set and plan for life- and academic- goals (including graduation requirements), and ability to navigate unfamiliar systems.

INSTRUCTORS:

- The College agrees to provide instructors that meet the academic standards of the College.
- The District agrees to provide instructors that meet the required certification standards of the State of California. All GECA faculty members will participate in professional development meetings and/or programs specific to Early College High Schools, as determined by the GECA Principal.

FACILITIES:

The College agrees to:

- Continue to lease the agreed-upon Gavilan College Gilroy Campus site that will allow for the development of a college culture on the college campus (see Gavilan-Gilroy Purchase Agreement (Modular Units).
- Continue to provide facilities for GECA staff, such as classroom facilities, Student Center, and/or Gavilan College Theater, scheduling for events that will be held by the Dr. TJ Owens Gilroy Early College Academy for its students by GECA faculty.
- GECA students and faculty shall have full access to both instructional and non-instructional facilities on the college campus, except where specifically prohibited by state law.
- GECA faculty shall be provided Gavilan College parking identification to allow parking in faculty lots/stalls.

The District agrees to provide furniture and additional support equipment for GECA staff use in administrative offices and classrooms. GECA students shall have full access to both instructional and non-instructional facilities provided by the District.

TUITION AND COSTS:

- The College agrees to:
 - Waive all tuition and other instructional expenses so that GECA students are exempt from all mandatory fees. A Board of Governor's Fee Waiver Form shall be required each semester from all GECA students who are applying for Gavilan College Summer Session. Non-academic and optional expenses shall be the responsibility of either the student or GECA, as determined by the GECA Principal.
 - Collect all FTES funds for GECA students enrolled in Gavilan College courses
 - Uphold all GECA students to meet the academic and attendance standards outlined in the Gavilan College Student Handbook as well as the Gavilan College-GECA High School Contract Form as a condition of continued enrollment at GECA.
- The District agrees to:
 - Provide high school textbooks, college textbooks, and other instructional expenses so that GECA students are exempt from any fees. Non-academic and optional expenses shall be the responsibility of the student or GECA, as determined by the GECA Principal.
 - The District shall collect all ADA funds for GECA students enrolled in high school core courses, as long as students in 9th and 10th grade are enrolled in 240 high

school instructional minutes, and students in 11th and 12th grade are enrolled in 180 high school instructional minutes. Each GECA student shall be required, as a condition of continued enrollment at GECA, to uphold the academic and attendance standards outlined in the Gavilan College Student Handbook as well as the Gavilan College - GECA High School Contract Form, make satisfactory progress toward graduation during each semester and to maintain an overall Grade Point Average of above a 2.0 at the conclusion of each semester.

BOOKS AND SUPPLEMENTAL MATERIALS:

- The College agrees to provide access to all GECA students to purchase required college textbooks through a purchase order agreement established by the GECA administrative office, the Gilroy Unified School District purchasing office, and the Gavilan College bookstore.
 - The District agrees to provide all normally required high school textbooks and other instructional materials to GECA students for a maximum of four (4) school years and to provide by purchase order agreement between GECA, GUSD, and the Gavilan College bookstore, all required academic college textbooks to GECA students for a maximum of four (4) years.
-

ENROLLMENT:

- The College agrees to assist GECA students in enrolling in the College.
 - The District agrees to assist GECA students in enrolling in CP/Honors or AP level high school classes.
-

INSTRUCTIONAL CALENDARS:

- The College agrees to provide an instructional calendar for all college credit courses to be taken on campus.
 - The District agrees to provide an instructional calendar that follows the Gavilan College instructional calendar for all high school courses to be taken on GECA's campus.
-

STUDENT CONDUCT:

- The College agrees to provide GECA students with College regulations regarding facility and equipment usage, as well as the required dress and conduct codes of the College.
- The District agrees to provide GECA students with District regulations regarding facilities and equipment usage, as well as the required dress and conduct codes for the District.
- The College and District agree that violations of the College Code of Conduct resulting in the suspension or expulsion of a GECA student will lead to disciplinary consequences at the high school level up to and including removal from the Gilroy Early College Academy. In the event that a student is dismissed from GECA, his/her privileges to attend Gavilan College will be rescinded.

SAFETY:

- The College agrees to work to provide a safe and secure environment for GECA students and to notify GECA administration of any accident, illness, or disciplinary incident involving GECA students.
- The District agrees to support and reinforce the efforts of the College to provide a safe and secure environment for GECA students and to notify parents or guardians of any accident, illness, or disciplinary incident involving their GECA student.
- The Santa Clara County Sheriff's Deputy that is on contract to provide law enforcement services for Gavilan College will only respond to immediate, emergency calls for law enforcement services at GECA.

EVALUATION:

- The College agrees to participate in ECHS evaluation activities, including but not limited to the Western Association of Schools and Colleges (WASC) Accreditation processes, and annual Single Plan for Student Achievement reports, with appropriate confidentiality and privacy considerations.
- The District agrees to participate in all ECHS evaluation activities, including but not limited to the Western Association of Schools and Colleges (WASC) Accreditation processes, and annual Single Plan for Student Achievement reports, and to provide parents and students with notification of data collection as well as the required privacy protection and confidentiality assurances to students, families, and teachers when necessary.
- The College and District agree to provide an annual report to the respective Governing Boards regarding the success and direction of the Dr. TJ Owens Gilroy Early College Academy.

INDEMNIFICATION:

- In consideration of the performance by all parties of the terms and conditions of this agreement, each party does hereby agree to indemnify and hold harmless all trustees, board members, officers, administrators, agents, and employees of all other parties from, and against, any and all claims, debts, and/or causes of action from any of the following: (a) claimed or actual defects in premises owned or controlled by any party to this Agreement, and which are used in the performance of this agreement; and (b) any acts or omissions of any party and their respective trustees, board members, officers, agents, administrators, and employees in the performance of this Agreement.

AMENDMENT, RENEWAL, AND TERMINATION OF AGREEMENT:

- The College and the District each reserve the sole and separate right to terminate this MOU upon service of written notice to the other party ninety (90) days prior to the date of termination. In this event, the date of termination will be the day after the end of the semester during which the 90-day period expires. In the absence of any termination notice, this MOU will exist in perpetuity until dissolved by the mutual written agreement of both parties.

IN WITNESS THEREOF, the parties have dully approved **THIS AGREEMENT, EXECUTED** on this ___day of _____, 2017.

For Gavilan Joint Community College District:

By:  11/2/17
Dr. Kathleen A. Rose, Superintendent/President Date

For Gilroy Unified School District:

By:  10/24/17
Dr. Deborah Flores, Superintendent Date

Addendum "A" to Gavilan-GUSD Memorandum of Understanding

Early College Student Profile

Above all, prospective GECA students must have high academic achievement potential. We will seek out classic AVID (Advancement Via Individual Determination) profile students, who typically exhibit many of the following benchmarks:

- California Assessment of Student Performance and Progress scores (CAASPP) in the "Meeting" (or "Exceeding") range in both the ELA and Mathematics categories
 - "Nearly Meeting" scores may be acceptable in either category, if other factors point to a successful fit for the prospective student
 - Documented ability to read at, or above, 9th grade level
 - This is absolutely critical in order to succeed in college level courses
 - Potential for excellent school attendance and citizenship, with minimal discipline issues
 - Strong personal desire and determination to attend college
 - Excellent potential to prosper, with support, both academically and socially in a 100% college preparatory/advanced placement curriculum at the ECA and in transferable college classes at Gavilan College.
-

From those students who demonstrate the required academic potential, we then look for students who meet one or more of the following at-risk, mission-based criteria:

- First in the Immediate family to attend and/or graduate from a four-year college or university
- Speak a language at home that is other than English
- From a low-income family (qualifying for free/reduced lunch)
- Faced with special circumstances that may be obstacles to future academic achievement in a traditional high school environment
 - This is the most "open-ended" of the four at-risk, mission-based criteria

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.1 (d)

Administrative Services

SUBJECT: Resolution #1032 - Resolution Authorizing the Issuance of Gavilan Joint Community College District (Santa Clara and San Benito Counties, California) 2017 General Obligation Refunding Bonds

- Resolution: BE IT RESOLVED, that Resolution #1032 be approved.
- Information Only
- Action Item

Background:

An Election was held in the Gavilan Joint Community College District on March 2, 2004 authorizing the issuance and sale of general obligation bonds of the District for various purposes in the maximum amount of \$108,000,000 (the "Authorization"). The District has previously issued (i) \$29,170,000 original principal amount of Gavilan Joint Community College District Election of 2004, General Obligation Bonds, Series 2004A (the "Series A Bonds") and (ii) \$28,000,000 original principal amount of Gavilan Joint Community College District General Obligation Bonds, Election of 2004, Series D (the "Series D Bonds," and together with the Series A Bonds, the "Prior Bonds") under the Authorization. The District now desires to issue up to \$30,000,000 of general obligation refunding bonds (the "Refunding Bonds") to refund a portion of the outstanding Prior Bonds (as so refunded, the "Refunded Bonds"). All the benefits of refunding must be given to the local taxpayers; the District will not receive any money from the transaction. In addition, the final maturity of the Refunding Bonds will not exceed the final maturity date of the Refunded Bonds.

(a) Bond Resolution. This Resolution authorizes the issuance of general obligation refunding bonds (the "Refunding Bonds"), in one or more series of federally taxable and federally tax-exempt bonds. The resolution specifies the basic terms, parameters and forms of the Bonds, and approves the forms of Purchase Contract, Escrow Agreement and Preliminary Official Statement described below. The Bonds are only authorized to be issued as current interest bonds. Capital appreciation bonds are not authorized. In particular, Section 1 of the Resolution establishes the maximum aggregate principal amount of the Refunding Bonds to be issued (\$30,000,000). Section 4 of the Resolution sets the maximum underwriter's discount (0.4%) with respect to the Refunding Bonds, and authorizes the Refunding Bonds to be sold at a negotiated sale.

(b) Form of Bond Purchase Contract. Pursuant to the Refunding Bond Purchase Contract, Piper Jaffray & Co. and Rice Financial Products Company will agree to buy the Refunding Bonds from the District. All the conditions of closing the transaction are set forth in this document, including the documentation to be provided at the closing by various parties. Upon the pricing of the Refunding Bonds, the final execution copy of the Refunding Bond Purchase Contract will be prepared following this form.

(c) Form of Preliminary Official Statement. The Preliminary Official Statement ("POS") is the offering document describing the Bonds which may be distributed to prospective purchasers of the

Bonds. The POS discloses information with respect to among other things (i) the proposed uses of proceeds of the Bonds, (ii) the terms of the Bonds (interest rate, redemption terms, etc.), (iii) the bond insurance policy for the Bonds, if any, (iv) the security for repayment of the Bonds (the tax levy), (v) information with respect to the District's tax base (upon which such ad valorem taxes may be levied), (vi) District financial and operating data, (vii) continuing disclosure with respect to the Bonds and the District, and (viii) absence of litigation and other miscellaneous matters expected to be of interest to prospective purchasers of the Bonds. Following the pricing of the Bonds, a final Official Statement for the Bonds will be prepared, substantially in the form of the POS.

(d) Form of the Continuing Disclosure Certificate. The form of the Continuing Disclosure Certificate can be found in APPENDIX C to the POS. Effective July 3, 1995, all underwriters of municipal bonds, are obligated to procure from a bond issuer a covenant that such public agency will annually file "material financial information and operating data with respect to the District" through the web-based Electronic Municipal Market Access ("EMMA") system maintained by the Municipal Securities Rulemaking Board (which is the federal agency that regulates "broker-dealers," including investment bank firms that underwrite municipal obligation issuances). This requirement is expected to be satisfied by the filing of the District's audited financial statements and other operating information about the District, in the same manner the District has filed in connection with prior bond issuances. The purpose of the law is to provide investors in the Refunding Bonds with current information regarding the District. Similar laws have governed the corporate debt market for many years.

(e) Escrow Agreement. Pursuant to the Escrow Agreement, proceeds from the sale of the Refunding Bonds in an amount sufficient to redeem portions of outstanding Refunded Bonds will be deposited in an escrow fund held by U.S. Bank National Association (acting as "Escrow Agent"). The monies in the Escrow Fund will be used by the Escrow Agent to refund (i) the outstanding Series A Bonds contemporaneously with closing and (ii) portions of the outstanding Series D Bonds on August 1, 2021. As a result of the deposit and application of funds so provided in the Escrow Agreement, the Refunded Bonds will be defeased and the obligation of Santa Clara and San Benito County to levy *ad valorem* taxes for payment of the Refunded Bonds will cease.

Budgetary Implications:

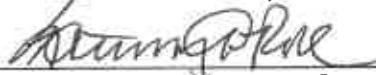
There is no fiscal impact to the General Fund resulting from the issuance of the Refunding Bonds. It is estimated that this refunding will save taxpayers approximately \$7 million in interest costs from the initial bond issuance.

Follow Up/Outcome:

Upon Board approval, enter into the indicated agreements and issue the refunding bonds.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: 
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: 
Dr. Kathleen A. Rose, Superintendent/President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT

RESOLUTION NO. 1032

RESOLUTION AUTHORIZING THE ISSUANCE OF THE GAVILAN JOINT COMMUNITY COLLEGE DISTRICT (SANTA CLARA AND SAN BENITO COUNTIES, CALIFORNIA) 2017 GENERAL OBLIGATION REFUNDING BONDS

WHEREAS, a duly called election was held in the Gavilan Joint Community College District (the "District"), in Santa Clara and San Benito Counties (the "Counties") on March 2, 2004 and thereafter canvassed pursuant to law;

WHEREAS, at such election there was submitted to and approved by a vote of the requisite fifty-five percent of the qualified electors of the District a question as to the issuance and sale of general obligation bonds of the District for various purposes set forth in the ballot submitted to the voters, in the maximum amount of \$108,000,000, payable from the levy of an *ad valorem* property tax against the taxable property in the District (the "Authorization");

WHEREAS, pursuant to the Authorization, on June 22, 2004, the Board of Supervisors of Santa Clara County issued on behalf of the District \$29,170,000 of Gavilan Joint Community College District, (Santa Clara and San Benito Counties, California), Election of 2004 General Obligation Bonds, Series 2004A (the "Series A Bonds");

WHEREAS, pursuant to the Authorization, on May 12, 2011, the District issued \$28,000,000 of Gavilan Joint Community College District (Santa Clara and San Benito Counties, California) General Obligation Bonds, Election of 2004, Series D (the "Series D Bonds," and together with the Series A Bonds, the "Prior Bonds");

WHEREAS, the Board of Trustees (the "Board") desires to authorize the issuance of general obligation refunding bonds (the "Refunding Bonds") pursuant to Government Code Section 53550 *et seq.*, in one or more Series of Taxable or Tax-Exempt Current Interest Bonds (as such terms are defined herein) to refund all or a portion of the outstanding Prior Bonds (so refunded, the "Refunded Bonds"); and

WHEREAS, all acts, conditions and things required by law to be done or performed have been done and performed in strict conformity with the laws authorizing the issuance of general obligation refunding bonds of the District, and whereas the indebtedness of the District, including this proposed issue of Refunding Bonds, is within all limits prescribed by law; and

WHEREAS, at this time the Board desires to appoint professionals related to the issuance of the Refunding Bonds;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE GAVILAN JOINT COMMUNITY COLLEGE DISTRICT, SANTA CLARA AND SAN BENITO COUNTIES, CALIFORNIA AS FOLLOWS:

SECTION 1. Purpose. To refund all or a portion of the outstanding principal amount of the Prior Bonds, and to pay all necessary legal, financial, and contingent costs in connection therewith, the Board hereby authorizes the issuance of the Refunding Bonds in an aggregate principal amount not-to-

exceed \$30,000,000, in one or more Series of Taxable or Tax-Exempt Current Interest Bonds (each as defined herein), to be styled as the "Gavilan Joint Community College District (Santa Clara and San Benito Counties, California) 2017 General Obligation Refunding Bonds," with appropriate Series designation if more than one Series of Refunding Bonds are issued. Additional costs authorized to be paid from the proceeds of the Refunding Bonds are all of the authorized costs of issuance set forth in Government Code Section 53550(e) and (f) and Section 53587.

SECTION 2. Paying Agent. The Board hereby appoints the Paying Agent, as defined in Section 5 hereof, to act as paying agent, bond registrar, authentication agent and transfer agent for the Refunding Bonds on behalf of the District. The Board hereby authorizes the payment of the reasonable fees and expenses of the Paying Agent, as they shall become due and payable. The fees and expenses of the Paying Agent which are not paid as a cost of issuance of the Refunding Bonds may be paid in each year from *ad valorem* property taxes levied and collected for the payment thereof, insofar as permitted by law, including specifically Education Code Section 15232.

SECTION 3. Terms and Conditions of Sale. The Refunding Bonds are hereby authorized to be sold at a negotiated sale upon the direction of the Superintendent/President or the Vice President, Administrative Services of the District, or such other officer or employee of the District as may be designated by the Superintendent/President or Vice President, Administrative Services for such purpose (collectively, the "Authorized Officers"). The Refunding Bonds shall be sold pursuant to the terms and conditions set forth in the Purchase Contract, as described herein.

SECTION 4. Approval of Purchase Contract. The form of contract for purchase and sale of the Refunding Bonds (the "Purchase Contract") by and between District and the Underwriters (as defined herein), substantially in the form on file with the Secretary to the Board, is hereby approved and the Authorized Officers, each alone, are hereby authorized and requested to execute and deliver the Purchase Contract, with such changes therein, deletions therefrom and modifications thereto as the Authorized Officer executing the same may approve, such approval to be conclusively evidenced by his or her execution and delivery thereof; provided, however, that (i) the maximum interest rates on the Refunding Bonds shall not exceed that authorized by law, and (ii) the Underwriters' discount, excluding original issue discount, shall not exceed 0.4% of the aggregate principal amount of the Refunding Bonds issued. The Authorized Officers, each alone, are further authorized to determine the principal amount of the Refunding Bonds to be specified in the Purchase Contract for sale by the District up to \$30,000,000 and to enter into and execute the Purchase Contract with the Underwriters, if the conditions set forth in this Resolution are satisfied.

SECTION 5. Certain Definitions. As used in this Resolution, the terms set forth below shall have the meanings ascribed to them (unless otherwise set forth in the Purchase Contract):

(a) "Act" means Government Code Sections 53550 *et seq.*

(b) "Beneficial Owner" means, when used with reference to book-entry Refunding Bonds registered pursuant to Section 6(c) hereof, the person who is considered the beneficial owner of such Refunding Bonds pursuant to the arrangements for book-entry determination of ownership applicable to the Depository.

(c) "Bond Insurer" means any insurance company which issues a municipal bond insurance policy insuring the payment of principal of and interest on the Refunding Bonds.

(d) "Bond Payment Date" means, unless otherwise provided by the Purchase Contract, February 1 and August 1 of each year commencing February 1, 2018, with respect to the interest on the

Refunding Bonds, and August 1 of each year commencing August 1, 2018, with respect to the principal payments on the Refunding Bonds.

(e) **“Bond Register”** means the registration books which the Paying Agent shall keep or cause to be kept on which the registered ownership, transfer and exchange of Refunding Bonds will be recorded.

(f) **“Code”** means the Internal Revenue Code of 1986, as the same may be amended from time to time. Reference to a particular section of the Code shall be deemed to be a reference to any successor to any such section.

(g) **“Continuing Disclosure Certificate”** means that certain contractual undertaking executed by the District in connection with the issuance of the Refunding Bonds pursuant to paragraph (b)(5) of Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities and Exchange Act of 1934, dated as of the date of issuance of the Refunding Bonds, as amended from time to time in accordance with the provisions thereof.

(h) **“Current Interest Bonds”** means Refunding Bonds, the interest on which is payable semiannually on each Bond Payment Date specified for each such Refunding Bond as designated and maturing in the years and in the amounts set forth in the Purchase Contract.

(i) **“Date of Delivery”** means the date of initial issuance and delivery of the Refunding Bonds, or such other date as shall be set forth in the Purchase Contract or Official Statement.

(j) **“Depository”** means the entity acting as securities depository for the Refunding Bonds pursuant to Section 6(c) hereof.

(k) **“DTC”** means The Depository Trust Company, New York, New York, 55 Water Street, New York, New York 10041, a limited purpose trust company organized under the laws of the State of New York, in its capacity as the initial Depository for the Refunding Bonds.

(l) **“Escrow Agent”** means U.S. Bank National Association, or any other successor thereto, in its capacity as escrow agent for the Refunded Bonds.

(m) **“Escrow Agreement”** means the Escrow Agreement relating to the Refunded Bonds, by and between the District and the Escrow Agent.

(n) **“Federal Securities”** means securities as permitted, in accordance with the respective authorizing documents, to be deposited with the Escrow Agent for the purpose of defeasing the Prior Bonds.

(o) **“Holder”** or **“Owner”** means the registered owner of a Refunding Bond as set forth in the Bond Register maintained by the Paying Agent pursuant to Section 6 hereof.

(p) **“Information Services”** means the Municipal Securities Rulemaking Board’s Electronic Municipal Market Access System; or, such other services providing information with respect to called municipal obligations as the District may specify in writing to the Paying Agent or as the Paying Agent may select.

(q) **“Moody’s”** means Moody’s Investors Service, Inc. a corporation organized and existing under the laws of the State of Delaware, its successors and assigns, or, if such corporation shall be

dissolved or liquidated or shall no longer perform the functions of a securities rating agency, any other nationally recognized securities rating agency designated by the District.

(r) **“Nominee”** means the nominee of the Depository, which may be the Depository, as determined from time to time pursuant to Section 6(c) hereof.

(s) **“Official Statement”** means the Official Statement for the Refunding Bonds, as described in Section 17 hereof.

(t) **“Outstanding”** means, when used with reference to the Refunding Bonds, as of any date, Bonds theretofore issued or thereupon being issued under this Resolution except:

(i) Refunding Bonds canceled at or prior to such date;

(ii) Refunding Bonds in lieu of or in substitution for which other Refunding Bonds shall have been delivered pursuant to Section 8 hereof; or

(iii) Refunding Bonds for the payment or redemption of which funds or Government Obligations in the necessary amount shall have been set aside (whether on or prior to the maturity or redemption date of such Refunding Bonds), in accordance with Section 19 of this Resolution

(u) **“Participants”** means those broker-dealers, banks and other financial institutions from time to time for which the Depository holds book-entry certificates as securities depository.

(v) **“Paying Agent”** means initially U.S. Bank National Association, or any other Paying Agent as shall be named in the Purchase Contract or Official Statement, and afterwards any successor financial institution, acting as paying agent, transfer agent, authentication agent and bond registrar for the Refunding Bonds.

(w) **“Record Date”** means the close of business on the fifteenth day of the month preceding each Bond Payment Date.

(x) **“S&P”** means S&P Global Ratings, a division of Standard & Poor’s Financial Services LLC, its successors and their assigns, or, if such entity shall be dissolved or liquidated or shall no longer perform the functions of a securities rating agency, any other nationally recognized securities rating agency designated by the District.

(y) **“Securities Depository”** means The Depository Trust Company, 55 Water Street, New York, New York 10041 with Cede & Co. as its nominee.

(z) **“Series”** means any Refunding Bonds executed, authenticated and delivered pursuant to the provisions hereof and identified as a separate series of bonds.

(aa) **“Taxable Bonds”** means any Refunding Bonds not issued as Tax-Exempt Bonds.

(bb) **“Tax-Exempt Bonds”** means any Refunding Bonds the interest on which is excludable from gross income for federal income tax purposes and is not treated as an item of tax preference for purposes of calculating the federal alternative minimum tax, as further described in an opinion of Bond Counsel supplied to the purchasers of such Refunding Bonds.

(cc) **“Term Bonds”** means those Refunding Bonds for which mandatory sinking fund redemption dates have been established in the Purchase Contract.

(dd) **“Treasurer”** means the Director of Finance or the Treasurer and Tax Collector of Santa Clara County.

(ee) **“Underwriters”** means Piper Jaffray & Co. and Rice Financial Products Company.

SECTION 6. Terms of the Refunding Bonds.

(a) Denominations, Interest, Dated Dates. The Refunding Bonds shall be issued as fully registered book-entry bonds, in the denominations of \$5,000 or any integral multiple thereof. The Refunding Bonds will be initially registered in the name of “Cede & Co.,” the Nominee of DTC.

Each Refunding Bond shall be dated the Date of Delivery, and shall bear interest at the rates set forth in the Purchase Contract from the Bond Payment Date next preceding the date of authentication thereof unless it is authenticated as of a day during the period from the 16th day of the month next preceding any Bond Payment Date to that Bond Payment Date, inclusive, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before the first Record Date, in which event it shall bear interest from the Date of Delivery. Interest on the Refunding Bonds shall be payable on the respective Bond Payment Dates and shall be computed on the basis of a 360-day year of twelve 30-day months.

No Refunding Bond shall mature later than the final maturity date of the Refunded Bonds to be refunded from proceeds of such Refunding Bond.

(b) Redemption.

(i) Optional Redemption. The Refunding Bonds shall be subject to optional redemption prior to maturity as provided in the Purchase Contract or the Official Statement.

(ii) Mandatory Redemption. Any Refunding Bonds issued as Term Bonds shall be subject to mandatory sinking fund redemption as provided in the Purchase Contract or the Official Statement.

(iii) Selection of Refunding Bonds for Redemption. Whenever provision is made in this Resolution for the optional redemption of Refunding Bonds and less than all Outstanding Refunding Bonds are to be redeemed, the Paying Agent, upon written instruction from the District, shall select Refunding Bonds for redemption as so directed and if not directed, in inverse order of maturity. Within a maturity, the Paying Agent shall select Refunding Bonds for redemption as directed by the District, and if not so directed, by lot. Redemption by lot shall be in such manner as the Paying Agent shall determine; provided, however, that with respect to redemption by lot, the portion of any Refunding Bond to be redeemed in part shall be in the principal amount of \$5,000 or any integral multiple thereof.

The Purchase Contract may provide that (i) in the event that a portion of any Term Bond is optionally redeemed pursuant to Section 6(b)(i) hereof, the remaining mandatory sinking fund payments shall be reduced proportionately or as otherwise directed by the District, in integral multiples of \$5,000 principal amount, in respect to the portion of such Term Bond optionally redeemed, and (ii) within a maturity, Refunding Bonds shall be selected for redemption on a “Pro Rata Pass-Through Distribution of Principal” basis in accordance with DTC procedures, provided

further that, such pro-rata redemption is made in accordance with the operational arrangements of DTC then in effect.

(iv) Redemption Notice. When optional redemption is authorized or required pursuant to this Resolution, the Paying Agent, upon written instruction from the District, shall give notice (a "Redemption Notice") of the redemption of the Refunding Bonds. Such Redemption Notice shall specify: (i) the Refunding Bonds or designated portions thereof (in the case of redemption of the Refunding Bonds in part but not in whole) which are to be redeemed; (ii) the date of redemption; (iii) the place or places where the redemption will be made, including the name and address of the Paying Agent; (iv) the redemption price; (v) the CUSIP numbers (if any) assigned to the Refunding Bonds to be redeemed; (vi) the Refunding Bond numbers of the Refunding Bonds to be redeemed in whole or in part and, in the case of any Refunding Bond to be redeemed in part only, the portion of the principal amount of such Refunding Bond to be redeemed; and (vii) the original issue date, interest rate and stated maturity date of each Refunding Bond to be redeemed in whole or in part. Such Redemption Notice shall further state that on the specified date there shall become due and payable upon each Refunding Bond or portion thereof being redeemed at the redemption price thereof, together with the interest accrued to the redemption date thereon, and that from and after such date, interest thereon shall cease to accrue.

With respect to any Redemption Notice of Refunding Bonds (or portion thereof), unless upon the giving of such notice such Refunding Bonds (or portion thereof) shall be deemed to have been defeased pursuant to Section 19 hereof, such Redemption Notice shall state that such redemption shall be conditional upon the receipt by the Paying Agent (or an independent escrow agent selected by the District), on or prior to the date fixed for such redemption, of the moneys necessary and sufficient to pay the principal of, premium, if any, and interest on, such Refunding Bonds (or portion thereof) to be redeemed, and that if such moneys shall not have been so received said notice shall be of no force and effect, no portion of the Refunding Bonds shall not be subject to redemption on such date and the Refunding Bonds shall not be required to be redeemed on such date. In the event that such Redemption Notice contains such a condition and such moneys are not so received, the redemption shall not be made and the Paying Agent shall within a reasonable time thereafter (but in no event later than the date initially set for redemption) give notice, to the persons to whom and in the manner in which the Redemption Notice was given, that such moneys were not so received. In addition, the District shall have the right to rescind any Redemption Notice, by written notice to the Paying Agent, on or prior to the date fixed for such redemption. The Paying Agent shall distribute a notice of such rescission in the same manner as the Redemption Notice was originally provided.

The Paying Agent shall take the following actions with respect to each such Redemption Notice:

(A) At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given to the respective Owners of Refunding Bonds designated for redemption by registered or certified mail, postage prepaid, at their addresses appearing on the Bond Register.

(B) At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given by (i) registered or certified mail, postage prepaid, (ii) telephonically confirmed facsimile transmission, or (iii) overnight delivery service to each of the Securities Depository.

(C) At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given by (i) registered or certified mail, postage prepaid, or (ii) overnight delivery service to one of the Information Services.

(D) Provide a Redemption Notice to such other persons as may be required pursuant to the Continuing Disclosure Certificate.

A certificate of the Paying Agent or District to the effect that a Redemption Notice has been given as provided herein shall be conclusive as against all parties. Neither failure to receive any Redemption Notice nor any defect in any such Redemption Notice so given shall affect the sufficiency of the proceedings for the redemption of the affected Refunding Bonds. Each check issued or other transfer of funds made by the Paying Agent for the purpose of redeeming Refunding Bonds shall bear or include the CUSIP number identifying, by issue and maturity, the Refunding Bonds being redeemed with the proceeds of such check or other transfer. Such Redemption Notice may state that no representation is made as to the accuracy or correctness of CUSIP numbers printed thereon.

(v) Partial Redemption of Refunding Bonds. Upon the surrender of any Refunding Bond redeemed in part only, the Paying Agent shall execute and deliver to the Owner thereof a new Refunding Bond or Refunding Bonds of like tenor and maturity and of authorized denominations equal in principal amounts to the unredeemed portion of the Refunding Bond surrendered. Such partial redemption shall be valid upon payment of the amount required to be paid to such Owner, and the District shall be released and discharged thereupon from all liability to the extent of such payment.

(vi) Effect of Redemption Notice. Notice having been given as aforesaid, and the moneys for the redemption (including the interest accrued to the applicable date of redemption) having been set aside as provided in Section 19 hereof, the Refunding Bonds to be redeemed shall become due and payable on such date of redemption.

If on such redemption date, money for the redemption of all the Refunding Bonds to be redeemed as provided in Section 6(b)(i) hereof, together with interest accrued to such redemption date, shall be held in trust as provided in Section 19 hereof, so as to be available therefor on such redemption date, and if a Redemption Notice thereof shall have been given as aforesaid, then from and after such redemption date, interest on the Refunding Bonds to be redeemed shall cease to accrue and become payable. All money held for the redemption of Refunding Bonds shall be held in trust for the account of the Owners of the Refunding Bonds so to be redeemed.

All Refunding Bonds paid at maturity or redeemed prior to maturity pursuant to the provisions of this Section 6 shall be cancelled upon surrender thereof and be delivered to or upon the order of the District. All or any portion of a Refunding Bond purchased by the District shall be cancelled by the Paying Agent.

(vii) Refunding Bonds No Longer Outstanding. When any Refunding Bonds (or portions thereof), which have been duly called for redemption prior to maturity under the provisions of this Resolution, or with respect to which irrevocable instructions to call for redemption prior to maturity at the earliest redemption date have been given to the Paying Agent, in form satisfactory to it, and sufficient moneys shall be irrevocably held in trust as provided in Section 19 hereof for the payment of the redemption price of such Refunding Bonds or portions thereof, and accrued interest thereon to the date fixed for redemption, all as provided in this

Resolution, then such Refunding Bonds shall no longer be deemed Outstanding and shall be surrendered to the Paying Agent for cancellation.

(c) Book-Entry System.

(i) Election of Book-Entry System. The Refunding Bonds shall initially be delivered in the form of a separate single fully-registered bond (which may be typewritten) for each maturity date of such Refunding Bonds in an authorized denomination. The ownership of each such Refunding Bond shall be registered in the Bond Register maintained by the Paying Agent in the name of the Nominee, as nominee of the Depository and ownership of the Refunding Bonds, or any portion thereof may not thereafter be transferred except as provided in Section 6(c)(i)(4).

With respect to book-entry Refunding Bonds, the District and the Paying Agent shall have no responsibility or obligation to any Participant or to any person on behalf of which such a Participant holds an interest in such Refunding Bonds. Without limiting the immediately preceding sentence, the District and the Paying Agent shall have no responsibility or obligation with respect to: (i) the accuracy of the records of the Depository, the Nominee, or any Participant with respect to any ownership interest in the Refunding Bonds; (ii) the delivery to any Participant or any other person, other than an Owner as shown in the Bond Register, of any notice with respect to the Refunding Bonds, including any Redemption Notice; (iii) the selection by the Depository and its Participants of the beneficial interests in the Refunding Bonds to be prepaid in the event the District redeems the Refunding Bonds in part; (iv) or the payment by the Depository or any Participant or any other person, of any amount with respect to principal, premium, if any, or interest on the Refunding Bonds. The District and the Paying Agent may treat and consider the person in whose name each Refunding Bond is registered in the Bond Register as the absolute Owner of such Refunding Bond for the purpose of payment of principal of and premium and interest on and to such Refunding Bond, for the purpose of giving notices of redemption and other matters with respect to such Refunding Bond, for the purpose of registering transfers with respect to such Refunding Bond, and for all other purposes whatsoever. The Paying Agent shall pay all principal of and premium, if any, and interest on the Refunding Bonds only to or upon the order of the respective Owner, as shown in the Bond Register, or his respective attorney duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to payment of principal of, premium, if any, and interest on the Refunding Bonds to the extent of the sum or sums so paid. No person other than an Owner, as shown in the Bond Register, shall receive a certificate evidencing the obligation to make payments of principal of, premium, if any, and interest on the Refunding Bonds. Upon delivery by the Depository to the Owner and the Paying Agent, of written notice to the effect that the Depository has determined to substitute a new nominee in place of the Nominee, and subject to the provisions herein with respect to the Record Date, the word "Nominee" in this Resolution shall refer to such nominee of the Depository.

(1) Delivery of Letter of Representations. In order to qualify the Refunding Bonds for the Depository's book-entry system, the District and the Paying Agent shall execute and deliver to the Depository a Letter of Representations. The execution and delivery of a Letter of Representations shall not in any way impose upon the District or the Paying Agent any obligation whatsoever with respect to persons having interests in the Refunding Bonds other than the Owners, as shown on the Bond Register. By executing a Letter of Representations, the Paying Agent shall agree to take all action necessary at all times so that the District will be in compliance with all representations of the District in such Letter of Representations. In addition to the execution and delivery of a Letter of Representations, the District and the Paying Agent shall take

such other actions, not inconsistent with this Resolution, as are reasonably necessary to qualify the Refunding Bonds for the Depository's book-entry program.

(2) Selection of Depository. In the event (i) the Depository determines not to continue to act as securities depository for the Refunding Bonds, or (ii) the District determines that continuation of the book-entry system is not in the best interest of the Beneficial Owners of the Refunding Bonds or the District, then the District will discontinue the book-entry system with the Depository. If the District determines to replace the Depository with another qualified securities depository, the District shall prepare or direct the preparation of a new single, separate, fully registered bond for each maturity date of such Refunding Bond, registered in the name of such successor or substitute qualified securities depository or its Nominee as provided in subsection (4) hereof. If the District fails to identify another qualified securities depository to replace the Depository, then the Refunding Bonds shall no longer be restricted to being registered in such Bond Register in the name of the Nominee, but shall be registered in whatever name or names the Owners transferring or exchanging such Refunding Bonds shall designate, in accordance with the provisions of this Section 6(c).

(3) Payments and Notices to Depository. Notwithstanding any other provision of this Resolution to the contrary, so long as all Outstanding Refunding Bonds are held in book-entry and registered in the name of the Nominee, all payments by the District or Paying Agent with respect to principal of and premium, if any, or interest on the Refunding Bonds and all notices with respect to such Refunding Bonds, including Redemption Notices, shall be made and given, respectively to the Nominee, as provided in the Letter of Representations or as otherwise instructed by the Depository and agreed to by the Paying Agent notwithstanding any inconsistent provisions herein.

(4) Transfer of Refunding Bonds to Substitute Depository.

(A) The Refunding Bonds shall be initially issued as described in the Official Statement. Registered ownership of such Refunding Bonds, or any portions thereof, may not thereafter be transferred except:

(1) to any successor of DTC or its Nominee, or of any substitute depository designated pursuant to Section 6(c)(i)(4)(A)(2) ("Substitute Depository"); provided that any successor of DTC or Substitute Depository shall be qualified under any applicable laws to provide the service proposed to be provided by it;

(2) to any Substitute Depository, upon (a) the resignation of DTC or its successor (or any Substitute Depository or its successor) from its functions as depository, or (b) a determination by the District that DTC (or its successor) is no longer able to carry out its functions as depository; provided that any such Substitute Depository shall be qualified under any applicable laws to provide the services proposed to be provided by it; or

(3) to any person as provided below, upon (a) the resignation of DTC or its successor (or any Substitute Depository or its successor) from its functions as depository, or (b) a determination by the District that DTC or its successor (or Substitute Depository or its successor) is no longer able to carry out its functions as depository.

(B) In the case of any transfer pursuant to Section 6(c)(i)(4)(A)(1) or (2), upon receipt of all Outstanding Refunding Bonds by the Paying Agent, together with a written request of the District to the Paying Agent designating the Substitute Depository, a single new Refunding

Bond, which the District shall prepare or cause to be prepared, shall be executed and delivered for each maturity of Refunding Bonds then Outstanding, registered in the name of such successor or such Substitute Depository or their Nominees, as the case may be, all as specified in such written request of the District. In the case of any transfer pursuant to Section 6(c)(i)(4)(A)(3), upon receipt of all Outstanding Refunding Bonds by the Paying Agent, together with a written request of the District to the Paying Agent, new Refunding Bonds, which the District shall prepare or cause to be prepared, shall be executed and delivered in such denominations and registered in the names of such persons as are requested in such written request of the District, provided that the Paying Agent shall not be required to deliver such new Refunding Bonds within a period of less than sixty (60) days from the date of receipt of such written request from the District.

(C) In the case of a partial redemption or advance refunding of any Refunding Bonds evidencing a portion of the principal maturing in a particular year, DTC or its successor (or any Substitute Depository or its successor) shall make an appropriate notation on such Refunding Bonds indicating the date and amounts of such reduction in principal, in form acceptable to the Paying Agent, all in accordance with the Letter of Representations. The Paying Agent shall not be liable for such Depository's failure to make such notations or errors in making such notations.

(D) The District and the Paying Agent shall be entitled to treat the person in whose name any Refunding Bond is registered as the Owner thereof for all purposes of this Resolution and any applicable laws, notwithstanding any notice to the contrary received by the Paying Agent or the District; and the District and the Paying Agent shall not have responsibility for transmitting payments to, communicating with, notifying, or otherwise dealing with any Beneficial Owners of the Refunding Bonds. Neither the District nor the Paying Agent shall have any responsibility or obligation, legal or otherwise, to any such Beneficial Owners or to any other party, including DTC or its successor (or Substitute Depository or its successor), except to the Owner of any Refunding Bonds, and the Paying Agent may rely conclusively on its records as to the identity of the Owners of the Refunding Bonds.

SECTION 7. Execution of Refunding Bonds. The Refunding Bonds shall be signed by the President of the Board or other member of the Board authorized to sign on behalf of the President, by his or her manual or facsimile signature, and countersigned by the manual or facsimile signature of the Secretary to or Clerk of the Board, or the designees thereof, all in their official capacities. No Refunding Bond shall be valid or obligatory for any purpose or shall be entitled to any security or benefit under this Resolution unless and until the certificate of authentication printed on the Refunding Bond is signed by the Paying Agent as authenticating agent. Authentication by the Paying Agent shall be conclusive evidence that the Refunding Bond so authenticated has been duly issued, signed, and delivered under this Resolution and is entitled to the security and benefit of this Resolution.

SECTION 8. Paying Agent; Transfer and Exchange. So long as any of the Refunding Bonds remain Outstanding, the District will cause the Paying Agent to maintain and keep at its designated office all books and records necessary for the registration, exchange, and transfer of the Refunding Bonds as provided in this Section. Subject to the provisions of Section 9 below, the person in whose name a Refunding Bond is registered on the Bond Register shall be regarded as the absolute Owner of that Refunding Bond for all purposes of this Resolution. Payment of or on account of the principal of and premium, if any, and interest on any Refunding Bond shall be made only to or upon the order of that person; neither the District nor the Paying Agent shall be affected by any notice to the contrary, but the registration may be changed as provided in this Section. All such payments shall be valid and effectual to satisfy and discharge the District's liability upon the Refunding Bonds, including interest, to the extent of the amount or amounts so paid.

Any Refunding Bond may be exchanged for Refunding Bonds of like tenor, Series, maturity and principal amount upon presentation and surrender at the designated office of the Paying Agent, together with a request for exchange signed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. A Refunding Bond may be transferred on the Bond Register only upon presentation and surrender of the Refunding Bond at the designated office of the Paying Agent together with an assignment executed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. Upon exchange or transfer, the Paying Agent shall complete, authenticate and deliver a new Refunding Bond or Refunding Bonds of like tenor and of any authorized denomination or denominations requested by the Owner equal to the principal amount of the Refunding Bond surrendered and bearing or accruing interest at the same rate and maturing on the same date.

If any Refunding Bond shall become mutilated, the District, at the expense of the Owner of said Bond, shall execute, and the Paying Agent shall thereupon authenticate and deliver, a new Refunding Bond of like Series, tenor, maturity and principal amount in exchange and substitution for the Refunding Bond so mutilated, but only upon surrender to the Paying Agent of the Refunding Bond so mutilated. If any Refunding Bond issued hereunder shall be lost, destroyed or stolen, evidence of such loss, destruction or theft may be submitted to the Paying Agent and, if such evidence be satisfactory to the Paying Agent and indemnity for the Paying Agent and the District satisfactory to the Paying Agent shall be given by the Owner, the District, at the expense of the Owner, shall execute, and the Paying Agent shall thereupon authenticate and deliver, a new Refunding Bond of like Series, tenor, maturity and principal amount in lieu of and in substitution for the Refunding Bond so lost, destroyed or stolen (or if any such Refunding Bond shall have matured or shall have been called for redemption, instead of issuing a substitute Refunding Bond, the Paying Agent may pay the same without surrender thereof upon receipt of indemnity satisfactory to the Paying Agent and the District). The Paying Agent may require payment of a reasonable fee for each new Refunding Bond issued under this paragraph and of the expenses which may be incurred by the District and the Paying Agent

If manual signatures on behalf of the District are required in connection with an exchange or transfer, the Paying Agent shall undertake the exchange or transfer of Refunding Bonds only after the new Refunding Bonds are signed by the Authorized Officers of the District as provided in Section 7. In all cases of exchanged or transferred Refunding Bonds, the District shall sign and the Paying Agent shall authenticate and deliver Refunding Bonds in accordance with the provisions of this Resolution. All fees and costs of transfer shall be paid by the requesting party. Those charges may be required to be paid before the procedure is begun for the exchange or transfer. All Refunding Bonds issued upon any exchange or transfer shall be valid obligations of the District, evidencing the same debt, and entitled to the same security and benefit under this Resolution as the Refunding Bonds surrendered upon that exchange or transfer.

Any Refunding Bond surrendered to the Paying Agent for payment, retirement, exchange, replacement or transfer shall be cancelled by the Paying Agent. The District may at any time deliver to the Paying Agent for cancellation any previously authenticated and delivered Refunding Bonds that the District may have acquired in any manner whatsoever, and those Refunding Bonds shall be promptly cancelled by the Paying Agent. Written reports of the surrender and cancellation of Refunding Bonds shall be made to the District by the Paying Agent as requested by the District. The cancelled Refunding Bonds shall be retained for three years, then returned to the District or destroyed by the Paying Agent as directed by the District.

Neither the District nor the Paying Agent will be required (a) to issue or transfer any Refunding Bonds during a period beginning with the opening of business on the 16th day next preceding either any Bond Payment Date or any date of selection of Refunding Bonds to be redeemed and ending with the close of business on the Bond Payment Date or any day on which the applicable Redemption Notice is

given or (b) to transfer any Refunding Bonds which have been selected or called for redemption in whole or in part.

SECTION 9. Payment. Payment of interest on any Refunding Bond on any Bond Payment Date shall be made to the person appearing on the registration books of the Paying Agent as the Owner thereof as of the Record Date immediately preceding such Bond Payment Date, such interest to be paid by wire transfer to such Owner on the Bond Payment Date at the bank account number as it appears on such Bond Register or at such other bank account number as he may have filed with the Paying Agent for that purpose on or before the Record Date. The principal of and redemption premium, if any, payable on the Refunding Bonds shall be payable upon maturity or redemption upon surrender at the designated office of the Paying Agent. The principal of, premiums, if any, and interest on the Refunding Bonds shall be payable in lawful money of the United States of America. The Paying Agent is hereby authorized to pay the Refunding Bonds when duly presented for payment at maturity, and to cancel all Refunding Bonds upon payment thereof. The Refunding Bonds are obligations of the District payable solely from the levy of *ad valorem* property taxes upon all property subject to taxation within the District, which taxes are unlimited as to rate or amount. The Refunding Bonds do not constitute an obligation of either of the Counties and no part of any fund of either of the Counties is pledged or obligated to the payment of the Refunding Bonds.

SECTION 10. Form of Refunding Bonds. The Refunding Bonds shall be in substantially the form attached hereto as Exhibit A, allowing those officials executing the Refunding Bonds to make the insertions and deletions necessary to conform the Refunding Bonds to this Resolution, the Purchase Contract and the Official Statement, or to correct or cure any defect, inconsistency, ambiguity or omission therein. Pending the preparation of definitive Refunding Bonds, the Refunding Bonds may be executed and delivered in temporary form exchangeable for definitive Refunding Bonds when ready for delivery. If the Paying Agent delivers temporary Refunding Bonds, it shall execute and deliver definitive Refunding Bonds in an equal aggregate principal amount of authorized denominations, when available, and thereupon the temporary Refunding Bonds shall be surrendered to the Paying Agent. Until so exchanged, the temporary Refunding Bonds shall be entitled to the same benefits hereunder as definitive Refunding Bonds.

SECTION 11. Delivery of Refunding Bonds. The proper officials of the District shall cause the Refunding Bonds to be prepared and, following their sale, shall have the Refunding Bonds signed and delivered, together with a final transcript of proceedings with reference to the issuance of the Refunding Bonds, to the Underwriters upon payment of the purchase price therefor.

SECTION 12. Deposit of Proceeds of Refunding Bonds; Escrow Agreement. An amount of proceeds from the sale of the Refunding Bonds necessary to purchase certain Federal Securities, or to otherwise refund the Refunded Bonds, shall be transferred to the Escrow Agent for deposit in the escrow fund established under the Escrow Agreement (the "Escrow Fund"), which amount, if uninvested, shall be sufficient, or if invested, together with an amount or amounts of cash held uninvested therein, shall be sufficient to refund the Refunded Bonds all as set forth in a certificate of an Authorized Officer. Premium or proceeds received from the sale of the Refunding Bonds desired to pay all or a portion of the costs of issuing the Refunding Bonds may be deposited in the fund of the District held by a fiscal agent selected thereby and shall be kept separate and distinct from all other District funds, and those proceeds shall be used solely for the purpose of paying costs of issuance of the Refunding Bonds.

Any accrued interest received by the District from the sale of the Refunding Bonds shall be kept separate and apart in the fund hereby created and established and to be designated as the "Gavilan Joint Community College District, 2017 General Obligation Refunding Bonds Debt Service Fund" (the "Debt Service Fund") for the Refunding Bonds and used only for payments of principal of and interest on the

Refunding Bonds. The Debt Service Fund shall be held by the County, and to the extent the Refunding Bonds are issued in more than one Series, there shall be created a separate Debt Service Fund for each such Series of Refunding Bonds, and all references herein to the Debt Service Fund shall be deemed to include any Debt Service Fund created for a Series of Refunding Bonds. A portion of the premium received by the District from the sale of the Refunding Bonds may be transferred to the Debt Service Fund or applied to the payment of cost of issuance of the Refunding Bonds, or some combination of deposits. Any excess proceeds of the Refunding Bonds not needed for the authorized purposes set forth herein for which the Refunding Bonds are being issued shall be transferred to the Debt Service Fund and applied to the payment of the principal of and interest on the Refunding Bonds. If, after payment in full of the Refunding Bonds, there remain excess proceeds, any such excess amounts shall be transferred to the general fund of the District.

The moneys in the Debt Service Fund, to the extent necessary to pay the principal of and interest on the Refunding Bonds as the same become due and payable, shall be transferred by the Treasurer to the Paying Agent which, in turn, shall pay such moneys to DTC to pay the principal of and interest on the Refunding Bonds. DTC will thereupon make payments of principal of and interest on the Refunding Bonds to the DTC Participants who will thereupon make payments of such principal and interest to the Beneficial Owners of the Refunding Bonds. Any moneys remaining in the Debt Service Fund after the Refunding Bonds and the interest thereon have been paid in full, or provision for such payment has been made, shall be transferred to the general fund of the District.

Except as required below to satisfy the requirements of Section 148(f) of the Code, interest earned on the investment of monies held in the Debt Service Fund shall be retained in the Debt Service Fund and used to pay principal of and interest on the Refunding Bonds when due.

SECTION 13. Rebate Fund.

(a) General. If necessary, there shall be created and established a special fund designated the "Gavilan Joint Community College District 2017 General Obligation Refunding Bonds Rebate Fund" (the "Rebate Fund"). All amounts at any time on deposit in the Rebate Fund shall be held in trust, to the extent required to satisfy the requirement to make rebate payments to the United States (the "Rebate Requirement") pursuant to Section 148 of the Code, as the same may be amended from time to time, and the Treasury Regulations promulgated thereunder (the "Rebate Regulations"). Such amounts shall be free and clear of any lien hereunder and shall be governed by this Section and Section 14 of this Resolution and by that certain tax certificate concerning certain matters pertaining to the use and investment of proceeds of the Refunding Bonds, executed and delivered to the District on the date of issuance of the Refunding Bonds, including any and all exhibits attached thereto (the "Tax Certificate").

(b) Deposits.

(i) Within forty-five (45) days of the end of each fifth Bond Year (as such term is defined in the Tax Certificate) (1) the District shall calculate or cause to be calculated with respect to the Refunding Bonds the amount that would be considered the "rebate amount" within the meaning of Section 1.148-3 of the Rebate Regulations, using as the "computation date" for this purpose the end of such five Bond Years, and (2) the District shall deposit to the Rebate Fund from deposits from the District or from amounts available therefor on deposit in the other funds established hereunder, if and to the extent required, amounts sufficient to cause the balance in the Rebate Fund to be equal to the "rebate amount" so calculated.

(ii) The District shall not be required to deposit any amount to the Rebate Fund in accordance with the preceding sentence if the amount on deposit in the Rebate Fund prior to the

deposit required to be made under this subsection (b) equals or exceeds the “rebate amount” calculated in accordance with the preceding sentence. Such excess may be withdrawn from the Rebate Fund to the extent permitted under subsection (g) of this Section.

(iii) The District shall not be required to calculate the “rebate amount” and the District shall not be required to deposit any amount to the Rebate Fund in accordance with this subsection (b), with respect to all or a portion of the proceeds of the Refunding Bonds (including amounts treated as the proceeds of the Refunding Bonds) (1) to the extent such proceeds satisfy the expenditure requirements of Section 148(f)(4)(B) or Section 148 (f)(4)(C) of the Code or Section 1.148-7(d) of the Treasury Regulations or the small issuer exception of Section 148(f)(4)(D) of the Code, whichever is applicable, and otherwise qualify for the exception of the Rebate Requirement pursuant to whichever of said sections is applicable, or (2) to the extent such proceeds are subject to an election by the District under Section 148(f)(4)(C)(vii) of the Code to pay a one and one-half percent (1½%) penalty in lieu of arbitrage rebate in the event any of the percentage expenditure requirements of Section 148(f)(4)(C) are not satisfied, or (3) to the extent such proceeds qualify for the exception to arbitrage rebate under Section 148(f)(4)(A)(ii) of the Code for amounts in a “bona fide debt service fund.” In such event, and with respect to such amounts, the District shall not be required to deposit any amount to the Rebate Fund in accordance with this subsection (b).

(c) Withdrawal Following Payment of Refunding Bonds. Any funds remaining in the Rebate Fund after redemption of all the Refunding Bonds and any amounts described in paragraph (ii) of subsection (d) of this Section, including accrued interest, shall be transferred to the General Fund of the District.

(d) Withdrawal for Payment of Rebate. Subject to the exceptions contained in subsection (b) of this Section to the requirement to calculate the “rebate amount” and make deposits to the Rebate Fund, the District shall pay to the United States, from amounts on deposit in the Rebate Fund,

(i) not later than sixty (60) days after the end of (a) the fifth (5th) Bond Year, and (b) each fifth (5th) Bond Year thereafter, an amount that, together with all previous rebate payments, is equal to at least 90% of the “rebate amount” calculated as of the end of such Bond Year in accordance with Section 1.148-3 of the Rebate Regulations; and

(ii) not later than sixty (60) days after the payment of all Refunding Bonds, an amount equal to one hundred percent (100%) of the “rebate amount” calculated as of the date of such payment (and any income attributable to the “rebate amount” determined to be due and payable) in accordance with Section 1.148-3 of the Rebate Regulations.

(e) Rebate Payments. Each payment required to be made pursuant to subsection (d) of this Section shall be made to the Internal Revenue Service Center, Ogden, Utah 84201, on or before the date on which such payment is due, and shall be accompanied by Internal Revenue Service Form 8038-T, such form to be prepared or caused to be prepared by or on behalf of the District.

(f) Deficiencies in the Rebate Fund. In the event that, prior to the time of any payment required to be made from the Rebate Fund, the amount in the Rebate Fund is not sufficient to make such payment when such payment is due, the District shall calculate the amount of such deficiency and deposit an amount equal to such deficiency into the Rebate Fund prior to the time such payment is due.

(g) Withdrawals of Excess Amount. In the event that immediately following the calculation required by subsection (b) of this Section, but prior to any deposit made under said subsection, the amount on deposit in the Rebate Fund exceeds the “rebate amount” calculated in accordance with said

subsection, upon written instructions from the District, the District may withdraw the excess from the Rebate Fund and credit such excess to the Debt Service Fund.

(h) **Record Retention.** The District shall retain records of all determinations made hereunder until three years after the retirement of the Refunding Bonds.

(i) **Survival of Defeasance.** Notwithstanding anything in this Resolution to the contrary, the Rebate Requirement shall survive the payment in full or defeasance of the Refunding Bonds.

SECTION 14. Security for the Refunding Bonds. There shall be levied on all the taxable property in the District, in addition to all other taxes, a continuing direct *ad valorem* property tax annually during the period the Refunding Bonds are Outstanding in an amount sufficient to pay the principal of and interest on the Refunding Bonds when due, which moneys when collected will be placed in the Debt Service Fund of the District and used for the payment of the principal of and interest on the Refunding Bonds when and as the same fall due, and for no other purpose. The District covenants to cause the Counties to take all actions necessary to levy such *ad valorem* property tax in accordance with this Section 14 and Section 53559 of the Act. Pursuant to Government Code Section 53515, the Bonds shall be secured by a statutory lien on all revenues received pursuant to the levy and collection of *ad valorem* taxes for payment thereof.

Pursuant to Government Code Sections 5450 and 5451, the District hereby pledges all revenues received from the levy and collection of *ad valorem* property taxes for the payment of the Refunding Bonds and all amounts on deposit in the Debt Service Fund to the payment of the Refunding Bonds. Such pledge shall constitute a lien on and security interest in such taxes and amounts in the Debt Service Fund. This pledge shall constitute an agreement between the District and the Owners of the Refunding Bonds to provide security for the payment of the Refunding Bonds in addition to any statutory lien that may exist.

The monies in the Debt Service Fund, to the extent necessary to pay the principal of and interest on the Refunding Bonds, as the same become due and payable, shall be transferred by the Treasurer to the Paying Agent which, in turn, shall pay such monies to DTC to pay such principal and interest. DTC will thereupon make payments of principal of and interest on the Refunding bonds to the DTC Participants who will thereupon make payments of such principal and interest to the Beneficial Owners of the Refunding Bonds. Any monies remaining in the Debt Service Fund after the Refunding Bonds and the interest thereon have been paid in full, or provision for such payment has been made, shall be transferred to the general fund of the District.

SECTION 15. Arbitrage Covenant. The District covenants that it will restrict the use of the proceeds of the Refunding Bonds in such manner and to such extent, if any, as may be necessary, so that the Refunding Bonds will not constitute arbitrage bonds under Section 148 of the Code and the applicable regulations prescribed under that Section or any predecessor section. Calculations for determining arbitrage requirements shall be the sole responsibility of the District.

SECTION 16. Legislative Determinations. The Board hereby determines that all acts and conditions necessary to be performed thereby or to have been met precedent to and in the issuing of the Refunding Bonds in order to make them legal, valid and binding general obligations of the District have been performed and have been met, or will at the time of delivery of the Refunding Bonds have been performed and have been met, in regular and due form as required by law; and that no statutory or constitutional limitation of indebtedness or taxation will have been exceeded in the issuance of the Refunding Bonds. Furthermore, the Board hereby finds and determines pursuant to Section 53552 of the Act that the prudent management of the fiscal affairs of the District requires that it issue the Refunding

Bonds without submitting the question of the issuance of the Refunding Bonds to a vote of the qualified electors of the District.

SECTION 17. Official Statement. The Preliminary Official Statement relating to the Refunding Bonds, substantially in the form on file with the Secretary to the Board, is hereby approved and the Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deliver such Preliminary Official Statement to the Underwriters to be used in connection with the offering and sale of the Refunding Bonds. The Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deem the Preliminary Official Statement "final" pursuant to 15c2-12 of the Securities Exchange Act of 1934, prior to its distribution and to execute and deliver to the Underwriters a final Official Statement, substantially in the form of the Preliminary Official Statement, with such changes therein, deletions therefrom and modifications thereto as an Authorized Officer executing such final Official Statement shall approve. The Underwriters are hereby authorized to distribute copies of the Preliminary Official Statement to persons who may be interested in the purchase of the Refunding Bonds and are directed to deliver copies of any final Official Statement to the purchasers of the Refunding Bonds. Execution of the Official Statement shall conclusively evidence the District's approval of the Official Statement.

SECTION 18. Insurance. In the event the District purchases bond insurance for the Refunding Bonds, and to the extent that the Bond Insurer makes payment of the principal of or interest on the Refunding Bonds, it shall become the Owner of such Refunding Bonds with the right to payment of principal or interest on the Refunding Bonds, and shall be fully subrogated to all of the Owners' rights, including the Owners' rights to payment thereof. To evidence such subrogation (i) in the case of subrogation as to claims of past due interest, the Paying Agent shall note the Bond Insurer's rights as subrogee on the registration books for the Refunding Bonds maintained by the Paying Agent upon receipt of a copy of the cancelled check issued by the Bond Insurer for the payment of such interest to the Owners of the Refunding Bonds, and (ii) in the case of subrogation as to claims for past due principal, the Paying Agent shall note the Bond Insurer as subrogee on the registration books for the Refunding Bonds maintained by the Paying Agent upon surrender of the Refunding Bonds by the Owners thereof to the Bond Insurer or the insurance trustee for the Bond Insurer.

SECTION 19. Defeasance. All or any portion of the Outstanding maturities of the Refunding Bonds may be defeased at any time prior to maturity in the following ways:

(a) **Cash:** by irrevocably depositing with an independent escrow agent selected by the District an amount of cash which, together with amounts transferred from the Debt Service Fund, if any, is sufficient to pay and discharge all such Refunding Bonds Outstanding and designated for defeasance (including all principal thereof, interest thereon, and redemption premiums, if any) at or before their maturity date; or

(b) **Government Obligations:** by irrevocably depositing with an independent escrow agent selected by the District noncallable Government Obligations, together with amounts transferred from the Debt Service Fund, if any, and any other cash, if required, in such amount as will, together with interest to accrue thereon, in the opinion of an independent certified public accountant, be fully sufficient to pay and discharge all Refunding Bonds Outstanding and designated for defeasance (including all principal thereof, interest thereon and redemption premiums, if any) at or before their maturity date;

then, notwithstanding that any of such Refunding Bonds shall not have been surrendered for payment, all obligations of the District with respect to all such designated Outstanding Refunding Bonds shall cease and terminate, except only the obligation of the Paying Agent or an independent escrow agent selected by the District to pay or cause to be paid from funds deposited pursuant to paragraphs (a) or (b) of this

Section, to the Owners of such designated Refunding Bonds not so surrendered and paid all sums due with respect thereto.

For purposes of this Section, "Government Obligations" shall, unless otherwise provided in the Purchase Contract, mean:

Direct and general obligations of the United States of America, obligations that are unconditionally guaranteed as to principal and interest by the United States of America (which may consist of obligations of the Resolution Funding Corporation that constitute interest strips), or obligations secured or otherwise guaranteed, directly or indirectly, as to principal and interest, by a pledge of the full faith and credit of the United States of America. In the case of direct and general obligations of the United States of America, Government Obligations shall include evidences of direct ownership of proportionate interests in future interest or principal payments of such obligations. Investments in such proportionate interests must be limited to circumstances where (a) a bank or trust company acts as custodian and holds the underlying United States obligations; (b) the owner of the investment is the real party in interest and has the right to proceed directly and individually against the obligor of the underlying United States obligations; and (c) the underlying United States obligations are held in a special account, segregated from the custodian's general assets, and are not available to satisfy any claim of the custodian, any person claiming through the custodian, or any person to whom the custodian may be obligated; provided that all such obligations are rated or assessed at least as high as direct and general obligations of the United States by either Moody's or S&P.

SECTION 20. Other Actions, Determinations and Approvals.

(a) Officers of the Board, District officials and staff are hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to proceed with the issuance of the Refunding Bonds and otherwise carry out, give effect to and comply with the terms and intent of this Resolution. Such actions heretofore taken by such officers, officials and staff are hereby ratified, confirmed and approved.

(b) The Board hereby finds and determines that both the total net interest cost to maturity on the Refunding Bonds plus the principal amount of the Refunding Bonds will be less than the total net interest cost to maturity on the Refunded Bonds plus the principal amount of the Refunded Bonds.

(c) The Board anticipates that each series of the Refunded Bonds will be redeemed on the first respective optional redemption dates therefor following the issuance of the Refunding Bonds.

(d) The Board hereby appoints U.S. Bank National Association as Escrow Agent for the Refunding Bonds, or such Escrow Agent as shall be named in the Escrow Agreement, and approves the form of the Escrow Agreement substantially in the form on file with the Secretary to the Board. The Authorized Officers, each alone, are hereby authorized to execute the Escrow Agreement with such changes as they shall approve, such approval to be conclusively evidenced by such individual's execution and delivery thereof.

(e) The Board hereby appoints Piper Jaffray & Co. and Rice Financial Products Company as Underwriters, Stradling Yocca Carlson & Rauth, a Professional Corporation, as Bond Counsel and Disclosure Counsel, and Dale Scott & Company Inc. as financial advisor with respect to the issuance of the Refunding Bonds.

(f) Notwithstanding any other provisions contained herein, the provisions of this Resolution as they relate to the terms of the Refunding Bonds may be amended by the Purchase Contract and the

Official Statement. If the Purchase Contract so provides, the Refunding Bonds may be issued as crossover refunding bonds pursuant to Government Code Section 53558(b).

SECTION 21. Resolution to Treasurer. The Clerk of the Board is hereby directed to provide a certified copy of this Resolution to the Treasurer immediately following its adoption.

SECTION 22. Request to Counties to Levy Tax. The Boards of Supervisors and officers of the Counties are obligated by statute to provide for the levy and collection of *ad valorem* property taxes in each year sufficient to pay all principal of and interest coming due on the Refunding Bonds in such year, and to pay from such taxes all amounts due on the Refunding Bonds. The District hereby requests the Boards of Supervisors to annually levy a tax upon all taxable property in the District sufficient to pay all such principal and interest coming due on the Refunding Bonds in such year, and to pay from such taxes all amounts due on the Refunding Bonds.

SECTION 23. Continuing Disclosure. The District hereby covenants and agrees that it will comply with and carry out all of the provisions of that certain Continuing Disclosure Certificate executed by the District and dated as of Date of Delivery of the Refunding Bonds, as originally executed and as it may be amended from time to time in accordance with the terms thereof. The Board hereby approves the form of the Continuing Disclosure Certificate appended to the form of the Preliminary Official Statement on file with the Secretary to the Board as of the date hereof, and the Authorized Officers, each alone, are hereby authorized to execute and deliver such Continuing Disclosure Certificate with such changes therein or modifications thereto as shall be requested by the Underwriters and as such Authorized Officer executing the same, such approval to be conclusively evidenced by such execution and delivery. Any Bond Holder may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section. Noncompliance with the Continuing Disclosure Certificate shall not result in acceleration of the Refunding Bonds.

SECTION 24. Further Actions Authorized. It is hereby covenanted that the District, and its appropriate officials, have duly taken all actions necessary to be taken by them, and will take any additional actions necessary to be taken by them, for carrying out the provisions of this Resolution.

SECTION 25. Recitals. All the recitals in this Resolution above are true and correct and the Board so finds, determines and represents.

SECTION 26. Effective Date. This Resolution shall take effect immediately upon its passage.

PASSED AND ADOPTED this 14th day of November, 2017.

AYES:

NOES:

ABSENT:

ABSTENTIONS:

**President, Board of Trustees
Gavilan Joint Community College District**

Attest:

**Secretary to the Board of Trustees
Gavilan Joint Community College District**

SECRETARY'S CERTIFICATE

I, Kathleen Rose, Secretary to the Board of Trustees of the Gavilan Joint Community College District (the "District"), hereby certify as follows:

The foregoing is a full, true and correct copy of a resolution duly adopted at a regular meeting of the Board of Trustees of the District duly and regularly and legally held at the regular meeting place thereof on November 14, 2017, of which meeting all of the members of the Board had due notice and at which a quorum was present.

I have carefully compared the same with the original minutes of said meeting on file and of record in my office and the foregoing is a full, true and correct copy of the original resolution adopted at said meeting and entered in said minutes.

Said resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

Dated: November 14, 2017

Secretary to the Board of Trustees
Gavilan Joint Community College District

EXHIBIT A

(Form of Refunding Bond)

**REGISTERED
NO.**

**REGISTERED
\$**

**GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
(SANTA CLARA AND SAN BENITO COUNTIES, CALIFORNIA)
2017 GENERAL OBLIGATION REFUNDING BONDS**

INTEREST RATE: **MATURITY DATE:** **DATED AS OF:** **CUSIP**
____ % per annum August 1, ____ _____, 2018 _____

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT:

The Gavilan Joint Community College District (the "District") in Santa Clara and San Benito Counties, California, for value received, promises to pay to the Registered Owner named above, or registered assigns, the Principal Amount on the Maturity Date, each as stated above, and interest thereon until the Principal Amount is paid or provided for at the Interest Rate stated above, on February 1 and August 1 of each year (the "Bond Payment Dates"), commencing February 1, 2018. This bond will bear interest from the Bond Payment Date next preceding the date of authentication hereof unless it is authenticated as of a day during the period from the 16th day of the month next preceding any Bond Payment Date to the Bond Payment Date, inclusive, in which event it shall bear interest from such Bond Payment Date[, or unless it is authenticated on or before January 15, 2018, in which event it shall bear interest from the Date of Delivery]. Interest on this bond shall be computed on the basis of a 360-day year of twelve 30-day months. Principal and interest are payable in lawful money of the United States of America, without deduction for the paying agent services, to the person in whose name this bond (or, if applicable, one or more predecessor bonds) is registered (the "Registered Owner") on the Register maintained by the Paying Agent, initially U.S. Bank National Association. Principal is payable upon presentation and surrender of this bond at the designated office of the Paying Agent. Interest is payable by wire transfer on each Bond Payment Date to the Registered Owner of this bond (or one or more predecessor bonds) as shown and to the bank and account number on file at the close of business on the 15th day of the calendar month next preceding that Bond Payment Date (the "Record Date").

This bond is one of an authorization of bonds issued by the District pursuant to California Government Code Section 53550 *et seq.* (the "Act") for the purpose of refunding certain of the District's outstanding bonded indebtedness, and to pay all necessary legal, financial, and contingent costs in connection therewith. The bonds are being issued under authority of and pursuant to the Act, the laws of the State of California, and the resolution of the Board of Trustees of the District adopted on November 14, 2017 (the "Bond Resolution"). This bond and the issue of which this bond is one are general obligation bonds of the District payable as to both principal and interest solely from the proceeds of the levy of *ad valorem* property taxes on all property subject to such taxes in the District, which taxes are unlimited as to rate or amount in accordance with Education Code Sections 15250 and 15252.

The bonds of this issue comprise \$ _____ principal amount of current interest bonds, of which this bond is a part (collectively, the "Bonds").

This bond is exchangeable and transferable for bonds of like tenor, maturity and principal amount and in authorized denominations at the designated office of the Paying Agent by the Registered Owner, upon presentation and surrender hereof to the Paying Agent, together with a request for exchange or an assignment signed by the Registered Owner or by a person legally empowered to do so, in a form satisfactory to the Paying Agent, all subject to the terms, limitations and conditions provided in the Bond Resolution. All fees and costs of transfer shall be paid by the transferor. The District and the Paying Agent may deem and treat the Registered Owner as the absolute Owner of this bond for the purpose of receiving payment of or on account of principal or interest and for all other purposes, and neither the District nor the Paying Agent shall be affected by any notice to the contrary.

Neither the District nor the Paying Agent will be required (a) to issue or transfer any bond during a period beginning with the opening of business on the 16th business day next preceding either any Bond Payment Date or any date of selection of bonds to be redeemed and ending with the close of business on the Bond Payment Date or day on which the applicable Notice of Redemption is given or (b) to transfer any bond which has been selected or called for redemption in whole or in part.

The Refunding Bonds maturing on or before August 1, 20__ are not subject to redemption prior to their respective maturity dates. The Refunding Bonds maturing on or after August 1, 20__ are subject to redemption on any date on or after August 1, 20__, at the option of the District, from any source of available funds, as a whole or in part, at a redemption price equal to the principal amount of the Refunding Bonds called for redemption, plus interest accrued thereon to the date fixed for redemption, without premium.

The Term Refunding Bonds maturing on August 1, 20__ (the "20__ Term Refunding Bonds"), are subject to redemption from mandatory sinking fund payments on August 1 of each year on or after August 1, 20__, at a redemption price equal to the principal amount thereof, plus accrued interest to the date fixed for redemption, without premium. The principal amount of such 20__ Term Refunding Bonds to be so redeemed, the dates therefor, and the final principal payment date are as indicated in the following table:

Redemption Dates (August 1)	<u>Principal Amount</u>
TOTAL	\$

In the event that a portion of the 20__ Refunding Term Bonds is optionally redeemed prior to maturity, the remaining mandatory sinking fund payments shown above shall be reduced proportionately, or as otherwise directed by the District, in integral multiples of \$5,000 principal amount, in respect of the portion of such 20__ Refunding Term Bonds optionally redeemed.

If less than all of the Refunding Bonds of any one maturity shall be called for redemption, the particular Refunding Bonds or portions thereof to be redeemed shall be selected as directed by the District, and if not so directed, by lot. Redemption by lot shall be in such manner as the Paying Agent in its discretion may determine; provided, however, that the portion of any Refunding Bond to be redeemed shall be in the principal amount of \$5,000 or some multiple thereof. If less than all of the Refunding Bonds stated to mature on different dates shall be called for redemption, the particular Refunding Bonds

or portions thereof to be redeemed shall be called by the Paying Agent in any order of maturity as directed by the District or, if the Paying Agent is not so directed, in the inverse order of maturity.

Reference is made to the Bond Resolution for a more complete description of the provisions, among others, with respect to the nature and extent of the security for the Refunding Bonds, the rights, duties and obligations of the District, the Paying Agent and the Registered Owners, and the terms and conditions upon which the bonds are issued and secured. The Registered Owner of this bond assents, by acceptance hereof, to all of the provisions of the Bond Resolution.

It is certified and recited that all acts and conditions required by the Constitution and laws of the State of California to exist, to occur and to be performed or to have been met precedent to and in the issuing of the Refunding Bonds in order to make them legal, valid and binding general obligations of the District, have been performed and have been met in regular and due form as required by law; that no statutory or constitutional limitation on indebtedness or taxation has been exceeded in issuing the Refunding Bonds; and that due provision has been made for levying and collecting *ad valorem* property taxes on all of the taxable property within the District in an amount sufficient to pay principal and interest when due.

This bond shall not be valid or obligatory for any purpose and shall not be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication below has been signed.

[REMAINDER OF PAGE LEFT BLANK]

ASSIGNMENT

For value received, the undersigned sells, assigns and transfers to (print or typewrite name, address and zip code of Transferee): _____ this bond and irrevocably constitutes and appoints attorney to transfer this bond on the books for registration thereof, with full power of substitution in the premises.

Dated: _____

Signature Guaranteed:

Notice: The assignor's signature to this assignment must correspond with the name as it appears upon the within bond in every particular, without alteration or any change whatever, and the signature(s) must be guaranteed by an eligible guarantor institution.

Social Security Number, Taxpayer Identification Number or other identifying number of Assignee: _____

Unless this bond is presented by an authorized representative of The Depository Trust Company to the issuer or its agent for registration of transfer, exchange or payment, and any bond issued is registered in the name of Cede & Co. or such other name as requested by an authorized representative of The Depository Trust Company and any payment is made to Cede & Co., ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL since the registered owner hereof, Cede & Co., has an interest herein.

LEGAL OPINION

The following is a true copy of the opinion rendered by Stradling Yocca Carlson & Rauth, a Professional Corporation in connection with the issuance of, and dated as of the date of the original delivery of, the bonds. A signed copy is on file in my office.

(Facsimile Signature)
Secretary

(Form of Legal Opinion)

Gavilan Joint Community College District Governing Board Agenda

November 14, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.1 (e)

Administrative Services

SUBJECT: Mariposa Peak Ranch: Mitigation Consultant Fees for Fairview Corners

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

That the Board of Trustees approve consultant fees for required mitigation work at Mariposa Peak Ranch related to the San Benito County campus at Fairview Corners.

Background:

The District intends to develop a college campus on approximately 77 acres of land located at the northeast corner of Airline Highway and Fairview Road, near Hollister, San Benito County, CA. Dividend Homes intends to develop a residential project on the approximately 60 acres of land adjacent to the Gavilan Project. In connection with the development of the Gavilan and Fairview Projects known collectively as Fairview Corners and totaling 137 acres, the two Project Proponents are required to mitigate for the permanent loss of 137 acres of habitat for California Tiger Salamander as required by state and federal regulatory agencies. Such mitigation requirements and related regulatory approvals are expected to require imposition of certain protection, management, stewardship, monitoring, and reporting obligations with respect to the real property consisting of approximately 329 acres located in Santa Clara and Merced Counties at Mariposa Peak Ranch, where the Project Proponents have already entered into an option agreement to purchase a conservation easement with Mariposa Peak Ranch LLC managed by M and J French Ranch LLC.

Budgetary Implications:

\$45,000 from the general fund for the District's 50% share of the following consultants costs:

- EMC \$25,000
- Sequoia Ecological Consulting \$25,000
- Wildlife Heritage Foundation \$40,000

Follow Up/Outcome:

Upon approval, place funds in escrow account with Dividend Homes.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/ President

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.1 (f)

Administrative Services

SUBJECT: Gymnasium Flooring and Bleachers, Change Order #3

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees authorizes the third change order on the Gymnasium Flooring and Bleachers Project. Change Order #3 is \$20,410.43. Original Agreement to Calstate Construction, Inc. was \$735,777.00. Total Construction Cost including Change Orders #1, #2 & #3 is \$809,052.90.

Background:

Public Contract Code § 20659 provides that if any change of a contract is ordered by the governing board of a community college district, such change shall be specified in writing and the cost agreed upon between the governing board and the contractor, and further provides that the board may authorize the contractor to proceed with performance of this change without the formality of securing bids, if the cost so agreed upon does not exceed ten percent of the original contract price. The following Change Order (CO) request has been submitted:

Gymnasium Flooring and Bleachers Project

Calstate Construction, Inc, CO #3 is \$20,410.43. A detailed Change Order #3 table is attached for this project.

Budgetary Implications:

The efficient use of local Measure E and lease revenue bond funds.

Follow Up/Outcome:

Upon Board approval, the change order will be issued to the contractor.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

Change Order for Gymnasium Flooring and Bleachers Project

CHANGE ORDER #03 - Calstate Construction, Inc.

PCO #	Description	Amount	Additional Days (Calendar)
1.1	Cost for Abatement work in Restrooms	\$ 14,983.11	0
3	Gym Floor mastic Abatement	\$ 40,285.31	0
12	New Drinking Fountain: Reason - Original fountains ordered were in a wrong configuration. Instead they will be used at Athletic Fields, creating a credit on that project.	\$ 3,381.14	0
8.1	Leveling of Gym Floor: Reason - Unforeseen uneven concrete slab under original floor.	\$ 44,125.39	0
16	Cost for Contractor to splice existing AV wiring to new receptacles at the new floor box.	\$ 8,133.78	0
17	Credit for ten (10) Pemko Door Thresholds	\$ (498.30)	0
	Unforeseen Conditions Allowance	\$ (20,000.00)	0
	Abatement Allowance	\$ (70,000.00)	0
	TOTAL	\$ 20,410.43	0

Contract Amount	\$ 735,777.00
Net Change By Previously Authorized Change Orders	\$ 52,865.47
Revised Contract Amount Prior to this Change Order	\$ 788,642.47
Change Order #03	\$ 20,410.43
New Contract Amount Including this Change Order	\$ 809,052.90

Available Construction Contingency	\$ 73,577.70
Change Order Grand Total	\$ 73,275.90
Remaining Construction Contingency	\$ 301.80

Contract Start Date	April 24, 2017
Contract Substantial Completion Date	October 13, 2017
New Contract Substantial Completion Date (By Previously Authorized Change Orders)	October 13, 2017
New Contract Substantial Completion Date (Including this Change Order)	October 13, 2017

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.1 (g)

Administrative Services

SUBJECT: Gavilan Swimming Pool Renovation, Change Order #4

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees authorizes the fourth project Change Order request for the Gavilan Swimming Pool Renovation. Change Order #4 is \$5,442.93. Original Agreement to Calstate Construction, Inc. was \$1,698,000. The total construction cost including change orders #1, #2, #3 & #4 will be \$1,866,484.33.

Background:

Public Contract Code § 20659 provides that if any change of a contract is ordered by the governing board of a community college district, such change shall be specified in writing and the cost agreed upon between the governing board and the contractor, and further provides that the board may authorize the contractor to proceed with performance of this change without the formality of securing bids, if the cost so agreed upon does not exceed ten percent of the original contract price. The following Change Order (CO) request has been submitted:

Gavilan Swimming Pool Project

Calstate Construction, Inc., CO #4 for \$5,442.93. A detailed Change Order #4 table is attached for this project.

Budgetary Implications:

The efficient use of Lease Revenue Bonds.

Follow Up/Outcome:

Upon Board approval, the change order will be issued to the contractor.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: _____

Frederick E. Harris
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: _____

Kathleen Rose
Dr. Kathleen Rose, Superintendent/President

Change Order for Pool Renovation Project

CHANGE ORDER #04 - Calstate Construction, Inc.

PCO #	Description	Amount	Additional Days (Calendar)
12	Owner-requested change of project specified door/gate hardware "DAC" to District-standard Von Duprin model.	\$ 4,157.83	0
15	Cost to relocate fencing poles on the southeast corner of the pool. Contractor installed fence poles in-ground per ASI #006, but was then reverted back to original DSA design.	\$ 1,285.10	0
			0
			0
TOTAL		\$ 5,442.93	30

Contract Amount	\$ 1,698,000.00
Net Change By Previously Authorized Change Orders	\$ 163,041.40
Revised Contract Amount Prior to this Change Order	\$ 1,861,041.40
Change Order #04	\$ 5,442.93
New Contract Amount Including this Change Order	\$ 1,866,484.33

Available Construction Contingency	\$ 169,800.00
Change Order #1, #2, #3, #4	\$ 168,484.33
Remaining Construction Contingency	\$ 1,315.67

Contract Start Date	February 14, 2017
Contract Substantial Completion Date	July 3, 2017
New Contract Substantial Completion Date (By Previously Authorized Change Orders)	August 2, 2017
New Contract Substantial Completion Date (Including this Change Order)	August 2, 2017

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.1 (h)

Administrative Services

SUBJECT: Notice of Completion for the Coyote Valley Educational Center, Off Site Improvements

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

That the Board of Trustees accept the Coyote Valley Educational Center, Off-Site Improvements as complete and authorize the Vice President of Administrative Services to record a Notice of Completion as required.

Background:

The Coyote Valley Educational Center, Off-Site Improvements has been completed as of October 19, 2017. Various documents are now required by the Division of the State Architect to close out the project. This is the final acceptance from the Board of Trustees that the project is complete.

Budgetary Implications:

The Coyote Valley Educational Center, Off-Site Improvements total project cost is approximately \$1,508,031.

Follow Up/Outcome:

The Vice President of Administrative Services will execute the Notice of Completion for the Project and have the same recorded in the Santa Clara County Recorder's Office.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.1 (1)

Administrative Services

SUBJECT: Quarterly Financial Status Report, CCFS 311Q at June 30, 2017

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees approve the Quarterly Financial Status Report to the Chancellor's Office, California Community Colleges for the quarterly period ended June 30, 2017.

Background:

The Quarterly Financial Status Report, CCFS 311Q for the quarter ending June 30, 2017 has been prepared for submission to the Chancellor's Office, California Community Colleges.

Budgetary Implications:

This report satisfies State reporting requirements.

Follow Up/Outcome:

The Quarterly Financial Status Report, CCFS 311Q will be forwarded to the Chancellor's Office.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Wade W. Eills, CPA
Wade W. Eills, CPA - Associate Vice President, Business Services & Security

Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

**Quarterly Financial Status Report, CCFS-311Q
CERTIFY QUARTERLY DATA**

CHANGE THE PERIOD ▼

Fiscal Year: 2016-2017

Quarter Ended: (Q4) Jun 30, 2017

District: (440) GAVILAN

Your Quarterly Data is Certified for this quarter.

Chief Business Officer

CBO Name: Frederick E. Harris

CBO Phone: 408-848-4715

CBO Signature: *Frederick E Harris*

Date Signed: 8/1/17

Chief Executive Officer Name: Dr. Kathleen A. Rose

CEO Signature: *Kathleen A Rose*

Date Signed: 8/1/17

Electronic Cert Date: 08/01/2017

District Contact Person

Name: Wade W. Ellis, CPA

Title: Assoc. V. P. Business Services

Telephone: 408-848-4739

Fax: 408-848-4789

E-Mail: wellis@gavilan.edu

California Community Colleges, Chancellor's Office
Fiscal Services Unit
1102 Q Street, Suite 4550
Sacramento, California 95811

Send questions to:
Christine Atalig (916)327-5772 catalig@cccco.edu or Tracy Britten (916)324-9794 tbritten@cccco.edu

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CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q VIEW QUARTERLY DATA

CHANGE THE PERIOD

Fiscal Year: 2016-2017

Quarter Ended: (Q4) Jun 30, 2017

District: (440) GAVILAN

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2013-14	Actual 2014-15	Actual 2016-16	Projected 2016-2017
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A. Revenues:					
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	28,756,014	30,175,048	34,522,593	36,251,989
A.2	Other Financing Sources (Object 8900)	0	0	0	0
A.3	Total Unrestricted Revenue (A.1 + A.2)	28,756,014	30,175,048	34,522,593	36,251,989
B. Expenditures:					
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	27,240,214	28,234,919	31,280,242	33,094,366
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	1,747,859	1,812,274	1,722,828	1,473,908
B.3	Total Unrestricted Expenditures (B.1 + B.2)	28,988,073	30,047,193	33,003,070	34,568,274
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	-232,059	127,855	1,519,523	1,683,715
D. Fund Balance, Beginning					
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	2,937,919	2,705,860	2,833,715	3,953,884
E.	Fund Balance, Ending (C. + D.2)	2,705,860	2,833,715	4,353,238	5,637,599
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	9.3%	9.4%	13.2%	16.3%
II. Annualized Attendance FTES:					
G.1	Annualized FTES (excluding apprentice and non-resident)	5,224	5,321	5,179	5,350

III. Total General Fund Cash Balance (Unrestricted and Restricted)

As of the specified quarter ended for each fiscal year

	2013-14	2014-15	2015-16	2016-2017
--	---------	---------	---------	-----------

H.1	Cash, excluding borrowed funds		3,200,640	5,039,395	5,103,060
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	2,704,582	3,200,640	5,039,395	5,103,060

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I. Revenues:					
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	33,717,201	33,579,449	36,251,989	108%
I.2	Other Financing Sources (Object 8900)	0	0	0	
I.3	Total Unrestricted Revenue (I.1 + I.2)	33,717,201	33,579,449	36,251,989	108%
J. Expenditures:					
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	32,681,481	32,087,190	33,094,366	103.1%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	1,630,981	1,473,908	1,473,908	100%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	34,312,462	33,561,098	34,568,274	103%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	-595,261	18,351	1,683,715	
L	Adjusted Fund Balance, Beginning	3,953,884	3,953,884	3,953,884	
L.1	Fund Balance, Ending (C. + L.2)	3,358,623	3,972,235	5,637,599	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	9.8%	11.8%		

V. Has the district settled any employee contracts during this quarter? **NO**

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

Contract Period Settled (Specify) YYYY-YY	Management		Academic		Classified		
			Permanent	Temporary			
	Total Cost Increase	% *	Total Cost Increase	Total Cost Increase	% *	Total Cost Increase	% *
a. SALARIES:							
Year 1:							
Year 2:							

b. BENEFITS:	Year 3:				
	Year 1:				
	Year 2:				
	Year 3:				

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

VI. Did the district have significant events for the quarter (Include Incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)?

NO

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed?

This year?
Next year?

NO
NO

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.1 (j)

Administrative Services

SUBJECT: Annual Financial and Budget Report, CCFS 311

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

That the Board of Trustees review and accept the Annual Financial and Budget Report.

Background:

The attached Annual Financial and Budget Report represent the final accounting of revenue and expenditures for fiscal year 2016/17 and include the Final Budget for 2017/18 as adopted by the Board on September 12, 2017. This reported has been prepared in accordance with Title 5 Section 58305 and will be submitted to the Chancellor's Office of California Community Colleges.

Budgetary Implications:

This report satisfies State reporting requirements.

Follow Up/Outcome:

The Annual Financial and Budget Report, CCFS 311, once certified, will be forwarded to the Chancellor's Office.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Wade W. Ellis, CPA
Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

California Community Colleges

ANNUAL FINANCIAL AND BUDGET REPORT
(Financial Report for Fiscal Year 2016-2017)
(Budget Report for Fiscal Year 2017-2018)

District: GAVILAN JOINT

District Code: 440

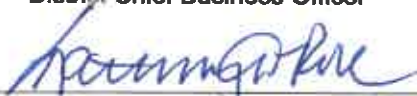
This is to certify that the Annual Financial and Budget Report has been prepared and the budget adopted in accordance with the *California Code of Regulations*, beginning with Section 58300. Further, to the best of my knowledge, the data contained in this report are correct.



District Chief Business Officer



Date



District Superintendent



Date

Contact: Wade Ellis

(408) 848-4739

In accordance with the *California Code of Regulations*, Section 58305(d) a copy of this report is due to the Chancellor's Office on or before October 10, 2017. Please submit the report to :

Chancellor's Office
California Community Colleges
Fiscal Services Unit
1102 Q Street, Suite 300
Sacramento, CA 95814-6511

For Actual Year: 2016-2017

Budget Year: 2017-2018

District ID: 440

Name: GAVILAN JOINT

	Object Code	Activity (ECSA)	Activity (ECSB)	Activity (ECSX)	Total
Academic Salaries		ECS 84362 A	ECS 84362 B	Excluded	
		Instructional Salary Cost	Total CEE	Activities	
		AC 0100-5900 & AC 6110	AC 0100 - 6799	AC 6800 - 7390	
Instructional Salaries					
Contract or Regular	1100	4,666,641	4,666,641		4,666,641
Other	1300	6,852,452	6,930,613	4,010	6,934,623
Total Instructional Salaries		11,519,093	11,597,254	4,010	11,601,264
Non-Instructional Salaries					
Contract or Regular	1200		2,473,386		2,473,386
Other	1400		375,290		375,290
Total Non-Instructional Salaries		0	2,848,676	0	2,848,676
Total Academic Salaries		11,519,093	14,445,930	4,010	14,449,940
Classified Salaries					
Non-Instructional Salaries					
Regular Status	2100		5,131,801		5,131,801
Other	2300		296,486		296,486
Total Non-Instructional Salaries		0	5,428,287	0	5,428,287
Instructional Aides					
Regular Status	2200	271,894	271,894		271,894
Other	2400	165,082	190,116		190,116
Total Instructional Aides		436,976	462,010	0	462,010
Total Classified Salaries		436,976	5,890,297	0	5,890,297
Employee Benefits	3000	2,880,932	6,878,681	567	6,879,248
Supplies and Materials	4000		473,013	65,047	538,060
Other Operating Expenses	5000		4,310,063	224,540	4,534,603
Equipment Replacement	6420				0
Total Expenditures Prior to Exclusions		14,837,001	31,997,984	294,164	32,292,148

For Actual Year: 2016-2017

Budget Year: 2017-2018

District ID: 440

Name: GAVILAN JOINT

Exclusions	TOP Code	Activity (ECSA)	Activity (ECSB)	Activity (ECSX)	Total
		ECS 84362 A	ECS 84362 B	Excluded	
		Instructional Salary Cost	Total CEE	Activities	
		AC 0100-5900 & AC 8110	AC 0100 - 6799	AC 6800 - 7390	
Activities to Exclude	TOP Code				
Instructional Staff-Retirees' Benefits and Retirement Incentives	5900	775	525,681		525,681
Student Health Services Above Amount Collected	6441				0
Student Transportation	6491				0
Noninstructional Staff-Retirees' Benefits and Retirement Incentives	6740				0
Objects to Exclude	Object Code				
Rents and Leases	5060		453,967		453,967
Lottery Expenditures					
Academic Salaries	1000				0
Classified Salaries	2000				0
Employee Benefits	3000				0
Supplies and Materials	4000				
Software	4100				0
Books, Magazines, & Periodicals	4200				0
Instructional Supplies & Materials	4300		313,467		313,467
Noninstructional, Supplies & Materials	4400				0
Total Supplies and Materials		0	313,467	0	313,467
Other Operating Expenses and Services	5000		313,467		313,467

For Actual Year: 2016-2017

Budget Year: 2017-2018

District ID: 440

Name: GAVILAN JOINT

		Activity (ECSA)	Activity (ECSB)	Activity (ECSX)	
		ECS 84362 A	ECS 84362 B	Excluded	
	Object	Instructional Salary Cost	Total CEE	Activities	
	Code	AC 0100-5900 & AC 6110	AC 0100 - 6799	AC 6800 - 7390	Total
Capital Outlay	6000				
Library Books	6300				0
Equipment	6400				
Equipment - Additional	6410		1,538,915		1,538,915
Equipment - Replacement	6420				0
Total Equipment		0	1,538,915	0	1,538,915
Total Capital Outlay		0	1,538,915	0	1,538,915
Other Outgo	7000				0
Total Exclusions		775	3,145,497	0	3,145,497
Total for ECS 84362, 50% Law		14,836,226	28,852,487	294,164	29,146,651
Percent of CEE (Instructional Salary Cost / Total CEE)		51.42%	100.00%		
50% of Current Expense of Education			14,426,244		
Nonexempted (Remaining) Deficiency from second preceding Fiscal Year					
Amount Required to be Expended for Salaries of Classroom Instructors		14,836,226	28,852,487	294,164	29,146,651
Reconciliation to Unrestricted General Fund Expenditures					
Total Expenditures Prior to Exclusions		14,837,001	31,997,984	294,164	32,292,148
Capital Expenditures	6000	25,203	437,286	1,102,022	1,539,308
Equipment Replacement (Back out)	6420		0	0	0
Total Unrestricted General Fund Expenditures		14,862,204	32,435,270	1,396,186	33,831,456

CALIFORNIA COMMUNITY COLLEGES
COMBINED BALANCE SHEET

Governmental Funds Group
10 General Fund — Combined
(Total Unrestricted and Restricted)

For Year Ended June 30, 2017

District ID: 440

Name: GAVILAN JOINT

Description	CA (Object)	11	12	10
		General Fund Unrestricted	General Fund Restricted	General Fund COMBINED
ASSETS				
Cash, Investments, and Receivables	9100			
Cash:				
Awaiting Deposit and in Banks	9111	608,648		608,648
In County Treasury	9112	6,570,620	1,542,866	8,113,486
Cash With Fiscal Agents	9113			0
Revolving Cash Accounts	9114			0
Investments (at cost)	9120			0
Accounts Receivable	9130	2,788,589	1,114,096	3,902,685
Due from Other Funds	9140	1,549,186		1,549,186
Inventories, Stores, and Prepaid Items	9200			
Inventories and Stores	9210			0
Prepaid Items	9220	297,234	26,638	323,872
TOTAL ASSETS		11,814,277	2,683,600	14,497,877
LIABILITIES				
Current Liabilities and Deferred Revenue	9500			
Accounts Payable	9510	1,045,290	640,949	1,686,239
Accrued Salaries and Wages Payable	9520	1,718,901	4,633	1,723,534
Compensated Absences Payable Current	9530			0
Due to Other Funds	9540	2,615,735	152,000	2,767,735
Temporary Loans	9550			0
Current Portion of Long-Term Debt	9560			0
Deferred Revenues	9570	1,813,934	1,886,017	3,699,951
TOTAL LIABILITIES		7,193,860	2,683,599	9,877,459

CALIFORNIA COMMUNITY COLLEGES
COMBINED BALANCE SHEET

Governmental Funds Group
10 General Fund — Combined
(Total Unrestricted and Restricted)

For Year Ended June 30, 2017

District ID: 440

Name: GAVILAN JOINT

Description	CA (Object)	11	12	10
		General Fund Unrestricted	General Fund Restricted	General Fund COMBINED
FUND BALANCE (NON-GASB 54)				
Fund Balance Reserved	9710			0
NonCash Assets	9711			0
Amounts Restricted by Law for Specific Purposes	9712			0
Reserve for Encumbrances Credit	9713			0
Reserve for Encumbrances Debit	9714			0
Reserve for Debt Services	9715			0
Assigned/Committed	9754			0
Unassigned	9790	4,579,008		4,579,008
Total Fund Balance		4,579,008	0	4,579,008
Fund Balance (GASB 54)	9750			
Nonspendable Fund Balance	9751			0
Restricted Fund Balance	9752			0
Committed Fund Balance	9753			0
Assigned Fund Balance	9754			0
Total Designated Fund Balance		0	0	0
Uncommitted Fund Balance	9790	4,620,418		4,620,418
TOTAL FUND EQUITY		9,199,426	0	9,199,426
TOTAL LIABILITIES AND FUND EQUITY		16,393,286	2,683,599	19,076,885

CALIFORNIA COMMUNITY COLLEGES

Governmental Funds Group

Annual Financial and Budget Report

20 Debt Service Funds:

21 Bond Interest and Redemption Fund

22 Revenue Bond Interest and Redemption Fund

29 Other Debt Service Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2017

District ID: 440

Name: GAVILAN JOINT

Description	CA (Object)	21 Bond Interest and Redemption Fund	22 Revenue Bond Interest and Redemption Fund	29 Other Debt Service Fund
ASSETS				
Cash, Investments, and Receivables	9100			
Cash:				
Awaiting Deposit and in Banks	9111			7,478,481
In County Treasury	9112	4,466,771		
Cash With Fiscal Agents	9113			
Investments (at cost)	9120			
Accounts Receivable	9130	6,266		500,000
Due from Other Funds	9140			
TOTAL ASSETS		4,473,037	0	7,978,481
LIABILITIES				
Current Liabilities and Deferred Revenue	9500			
Accounts Payable	9510			
Accrued Salaries and Wages Payable	9520			
Compensated Absences Payable Current	9530			807,180
Due to Other Funds	9540	6,069		
Temporary Loans	9550			
Current Portion of Long-Term Debt	9560			
Deferred Revenues	9570			
TOTAL LIABILITIES		6,069	0	807,180

CALIFORNIA COMMUNITY COLLEGES

Governmental Funds Group

Annual Financial and Budget Report

20 Debt Service Funds:

21 Bond Interest and Redemption Fund

22 Revenue Bond Interest and Redemption Fund

29 Other Debt Service Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2017

District ID: 440

Name: GAVILAN JOINT

Description	CA (Object)	21 Bond Interest and Redemption Fund	22 Revenue Bond Interest and Redemption Fund	29 Other Debt Service Fund
FUND BALANCE (NON-GASB 54)				
Fund Balance Reserved	9710			
NonCash Assets	9711			
Amounts Restricted by Law for Specific Purposes	9712			
Reserve for Encumbrances Credit	9713			
Reserve for Encumbrances Debit	9714			
Reserve for Debt Services	9715			
Assigned/Committed	9754			
Unassigned	9790			
Total Fund Balance		0	0	0
Fund Balance (GASB 54)	9750			
Nonspendable Fund Balance	9751			
Restricted Fund Balance	9752			
Committed Fund Balance	9753			
Assigned Fund Balance	9754			
Total Designated Fund Balance		0	0	0
Uncommitted Fund Balance	9790	4,466,968		7,171,302
TOTAL FUND EQUITY		4,466,968	0	7,171,302
TOTAL LIABILITIES AND FUND EQUITY		4,473,037	0	7,978,482

CALIFORNIA COMMUNITY COLLEGES

Governmental Funds Group

Annual Financial and Budget Report

30 Special Revenue Funds:

- | | |
|----------------------------------|--------------------------------------|
| 31 Bookstore Fund | 34 Farm Operation Fund |
| 32 Cafeteria Fund | 35 Revenue Bond Project Fund |
| 33 Child Development Fund | 39 Other Special Revenue Fund |

COMBINED BALANCE SHEET

For Year Ended June 30, 2017

District ID: 440

Name: GAVILAN JOINT

Description	CA (Object)	31 Bookstore Fund	32 Cafeteria Fund	33 Child Development Fund	34 Farm Operation Fund	35 Revenue Bond Project Fund	39 Other Special Revenue Fund
ASSETS							
Cash, Investments, and Receivables	9100						
Cash:							
Awaiting Deposit and in Banks	9111						
In County Treasury	9112						
Cash With Fiscal Agents	9113						
Revolving Cash Accounts	9114						
Investments (at cost)	9120						
Accounts Receivable	9130						
Due from Other Funds	9140						
Inventories, Stores, and Prepaid Items	9200						
Inventories and Stores	9210						
Prepaid Items	9220						
TOTAL ASSETS		0	0	0	0	0	0
LIABILITIES							
Current Liabilities and Deferred Revenue	9500						
Accounts Payable	9510						
Accrued Salaries and Wages Payable	9520						
Compensated Absences Payable Current	9530						
Due to Other Funds	9540						
Temporary Loans	9550						
Current Portion of Long-Term Debt	9560						
Deferred Revenues	9570						
TOTAL LIABILITIES		0	0	0	0	0	0

CALIFORNIA COMMUNITY COLLEGES

Governmental Funds Group

Annual Financial and Budget Report

30 Special Revenue Funds:

- 31 Bookstore Fund
- 32 Cafeteria Fund
- 33 Child Development Fund
- 34 Farm Operation Fund
- 35 Revenue Bond Project Fund
- 39 Other Special Revenue Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2017

District ID: 440

Name: GAVILAN JOINT

Description	CA (Object)	31 Bookstore Fund	32 Cafeteria Fund	33 Child Development Fund	34 Farm Operation Fund	35 Revenue Bond Project Fund	39 Other Special Revenue Fund
FUND BALANCE (NON-GASB 54)							
Fund Balance Reserved	9710	0	0	0	0	0	0
NonCash Assets	9711	0	0	0	0	0	0
Amounts Restricted by Law for Specific Purposes	9712	0	0	0	0	0	0
Reserve for Encumbrances Credit	9713	0	0	0	0	0	0
Reserve for Encumbrances Debit	9714	0	0	0	0	0	0
Reserve for Debt Services	9715	0	0	0	0	0	0
Assigned/Committed	9754	0	0	0	0	0	0
Unassigned	9790	0	0	0	0	0	0
Total Fund Balance		0	0	0	0	0	0
Fund Balance (GASB 54)	9750						
Nonspendable Fund Balance	9751	0	0	0	0	0	0
Restricted Fund Balance	9752	0	0	0	0	0	0
Committed Fund Balance	9753	0	0	0	0	0	0
Assigned Fund Balance	9754	0	0	0	0	0	0
Total Designated Fund Balance		0	0	0	0	0	0
Uncommitted Fund Balance	9790	0	0	0	0	0	0
TOTAL FUND EQUITY		0	0	0	0	0	0
TOTAL LIABILITIES AND FUND EQUITY		0	0	0	0	0	0

CALIFORNIA COMMUNITY COLLEGES

Governmental Funds Group

Annual Financial and Budget Report

40 Capital Projects Funds:

41 Capital Outlay Projects Fund

42 Revenue Bond Construction Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2017

District ID: 440

Name: GAVILAN JOINT

Description	CA (Object)	41	42	43
		Capital Outlay Projects Fund	Revenue Bond Construction Fund	General Obligation Bond Fund
ASSETS				
Cash, Investments, and Receivables	9100			
Cash:				
Awaiting Deposit and in Banks	9111	6,370,000	16,512	
In County Treasury	9112	916,358	5,701,020	
Cash With Fiscal Agents	9113			
Revolving Cash Accounts	9114			
Investments (at cost)	9120			
Accounts Receivable	9130	685,323	11,355	
Due from Other Funds	9140	504,474	2,226,609	
Inventories, Stores, and Prepaid Items	9200			
Inventories and Stores	9210			
Prepaid Items	9220			
TOTAL ASSETS		8,476,155	7,955,496	0
LIABILITIES				
Current Liabilities and Deferred Revenue	9500			
Accounts Payable	9510	730,019	748,146	
Accrued Salaries and Wages Payable	9520			
Compensated Absences Payable Current	9530			
Due to Other Funds	9540	253,968	1,225,524	
Temporary Loans	9550			
Current Portion of Long-Term Debt	9560			
Deferred Revenues	9570	1,096,024		
TOTAL LIABILITIES		2,080,011	1,973,670	0

CALIFORNIA COMMUNITY COLLEGES

Governmental Funds Group

Annual Financial and Budget Report

40 Capital Projects Funds:

41 Capital Outlay Projects Fund

42 Revenue Bond Construction Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2017

District ID: 440

Name: GAVILAN JOINT

Description	CA (Object)	41	42	43
		Capital Outlay Projects Fund	Revenue Bond Construction Fund	General Obligation Bond Fund
FUND BALANCE (NON-GASB 54)				
Fund Balance Reserved	9710			
NonCash Assets	9711			
Amounts Restricted by Law for Specific Purposes	9712			
Reserve for Encumbrances Credit	9713			
Reserve for Encumbrances Debit	9714			
Reserve for Debt Services	9715			
Assigned/Committed	9754			
Unassigned	9790			
Total Fund Balance		0	0	0
Fund Balance (GASB 54)	9750			
Nonspendable Fund Balance	9751			
Restricted Fund Balance	9752			
Committed Fund Balance	9753			
Assigned Fund Balance	9754			
Total Designated Fund Balance		0	0	0
Uncommitted Fund Balance	9790	6,396,144	5,981,826	
TOTAL FUND EQUITY		6,396,144	5,981,826	0
TOTAL LIABILITIES AND FUND EQUITY		8,476,155	7,955,496	0

CALIFORNIA COMMUNITY COLLEGES

Proprietary Funds Group

Annual Financial and Budget Report

50 Enterprise Funds:

51 Bookstore Fund

53 Farm Operations Fund

COMBINED BALANCE SHEET

52 Cafeteria Fund

59 Other Enterprise Fund

For Year Ended June 30, 2017

District ID: 440

Name: GAVILAN JOINT

Description	CA (Object)	51	52	53	59
		Bookstore Fund	Cafeteria Fund	Farm Operations Fund	Other Enterprise Fund
ASSETS					
Cash, Investments, and Receivables	9100				
Cash:					
Awaiting Deposit and in Banks	9111				
In County Treasury	9112				
Cash With Fiscal Agents	9113				
Revolving Cash Accounts	9114				
Investments (at cost)	9120				
Accounts Receivable	9130				
Due from Other Funds	9140				
Inventories, Stores, and Prepaid Items	9200				
Inventories and Stores	9210				
Prepaid Items	9220				
Fixed Assets	9300				
Sites	9310				
Site Improvements	9320				
Accumulated Depreciation Site Improvements	9321				
Buildings	9330				
Accumulated Depreciation Buildings	9331				
Library Books	9340				
Equipment	9350				
Accumulated Depreciation Equipment	9351				
Work In Progress	9360				
Total Fixed Assets		0	0	0	0
TOTAL ASSETS		0	0	0	0

CALIFORNIA COMMUNITY COLLEGES

Proprietary Funds Group

Annual Financial and Budget Report

50 Enterprise Funds:

51 Bookstore Fund

53 Farm Operations Fund

COMBINED BALANCE SHEET

52 Cafeteria Fund

59 Other Enterprise Fund

For Year Ended June 30, 2017

District ID: 440

Name: GAVILAN JOINT

Description	CA (Object)	51	52	53	59
		Bookstore Fund	Cafeteria Fund	Farm Operations Fund	Other Enterprise Fund
LIABILITIES					
Current Liabilities and Deferred Revenue	9500				
Accounts Payable	9510				
Accrued Salaries and Wages Payable	9520				
Compensated Absences Payable Current	9530				
Due to Other Funds	9540				
Temporary Loans	9550				
Current Portion of Long-Term Debt	9560				
Deferred Revenues	9570				
Total Current Liabilities and Deferred Revenue		0	0	0	0
Long-Term Liabilities	9600				
Bonds Payable	9610				
Revenue Bonds Payable	9620				
Certificates of Participation	9630				
Lease Purchase of Capital Lease	9640				
Compensated Absences Long Term	9650				
Post-Employment Benefits Long Term	9660				
Other Long-Term Liabilities	9670				
Total Long-Term Liabilities		0	0	0	0
TOTAL LIABILITIES	968	0	0	0	0

CALIFORNIA COMMUNITY COLLEGES

Proprietary Funds Group

Annual Financial and Budget Report

50 Enterprise Funds:

51 Bookstore Fund

53 Farm Operations Fund

COMBINED BALANCE SHEET

52 Cafeteria Fund

59 Other Enterprise Fund

For Year Ended June 30, 2017

District ID: 440

Name: GAVILAN JOINT

Description	CA (Object)	51	52	53	59
		Bookstore Fund	Cafeteria Fund	Farm Operations Fund	Other Enterprise Fund
FUND EQUITY					
Fund Balance Reserved	9710				
NonCash Assets	9711				
Amounts Restricted by Law for Specific Purposes	9712				
Reserve for Encumbrances Credit	9713				
Reserve for Encumbrances Debit	9714				
Reserve for Debt Services	9715				
Assigned/Committed	9754				
Unassigned	9790				
Total Reserved Fund Balance		0	0	0	0
Fund Balance (GASB 54)	9750				
Nonspendable Fund Balance	9751				
Restricted Fund Balance	9752				
Committed Fund Balance	9753				
Assigned Fund Balance	9754				
Total Designated Fund Balance		0	0	0	0
Uncommitted(Unrestricted) Fund Balance	9790				
Other Equity	9800				
Contributed Capital	9810				
Retained Earnings	9850				
Investment in General Fixed Assets	9890				
TOTAL FUND EQUITY		0	0	0	0
TOTAL LIABILITIES AND FUND EQUITY		0	0	0	0

CALIFORNIA COMMUNITY COLLEGES

Proprietary Funds Group

Annual Financial and Budget Report

60 Internal Service Funds:

61 Self-Insurance Fund

69 Other Internal Service Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2017

District ID: 440

Name: GAVILAN JOINT

Description	CA	61	69
	(Object)	Self-Insurance Fund	Other Internal Service Fund
ASSETS			
Cash, Investments, and Receivables	9100		
Cash:			
Awaiting Deposit and In Banks	9111		
In County Treasury	9112		
Cash With Fiscal Agents	9113		
Revolving Cash Accounts	9114		
Investments (at cost)	9120		
Accounts Receivable	9130	33,984	
Due from Other Funds	9140	25,995	
Student Loans Receivable	9150		
Inventories, Stores, and Prepaid Items	9200		
Inventories and Stores	9210		
Prepaid Items	9220		
Fixed Assets	9300		
Sites	9310		
Site Improvements	9320		
Accumulated Depreciation Site Improvements	9321		
Buildings	9330		
Accumulated Depreciation Buildings	9331		
Library Books	9340		
Equipment	9350		
Accumulated Depreciation Equipment	9351		
Work in Progress	9360		
Total Fixed Assets		0	0
TOTAL ASSETS		59,979	0

CALIFORNIA COMMUNITY COLLEGES

Proprietary Funds Group

Annual Financial and Budget Report

60 Internal Service Funds:

61 Self-Insurance Fund

69 Other Internal Service Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2017

District ID: 440

Name: GAVILAN JOINT

Description	CA	61	69
	(Object)	Self-Insurance Fund	Other Internal Service Fund
LIABILITIES			
Current Liabilities and Deferred Revenue	9500		
Accounts Payable	9510		
Accrued Salaries and Wages Payable	9520		
Compensated Absences Payable Current	9530		
Due to Other Funds	9540		
Temporary Loans	9550		
Current Portion of Long-Term Debt	9560		
Deferred Revenues	9570	59,979	
Total Current Liabilities and Deferred Revenue		59,979	0
Long-Term Liabilities	9600		
Bonds Payable	9610		
Revenue Bonds Payable	9620		
Certificates of Participation	9630		
Lease Purchase of Capital Lease	9640		
Compensated Absences Long Term	9650		
Post-Employment Benefits Long Term	9660		
Other Long-Term Liabilities	9670		
Total Long-Term Liabilities		0	0
TOTAL LIABILITIES	968	59,979	0

CALIFORNIA COMMUNITY COLLEGES

Proprietary Funds Group

Annual Financial and Budget Report

60 Internal Service Funds:

61 Self-Insurance Fund

69 Other Internal Service Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2017

District ID: 440

Name: GAVILAN JOINT

Description	CA	61	69
	(Object)	Self-Insurance Fund	Other Internal Service Fund
FUND EQUITY			
Fund Balance Reserved	9710		
NonCash Assets	9711		
Amounts Restricted by Law for Specific Purposes	9712		
Reserve for Encumbrances Credit	9713		
Reserve for Encumbrances Debit	9714		
Reserve for Debt Services	9715		
Assigned/Committed	9754		
Unassigned	9790		
Total Reserved Fund Balance		0	0
Fund Balance (GASB 54)	9750		
Nonspendable Fund Balance	9751		
Restricted Fund Balance	9752		
Committed Fund Balance	9753		
Assigned Fund Balance	9754		
Total Designated Fund Balance		0	0
Uncommitted(Unrestricted) Fund Balance	9790		
Other Equity	9800		
Contributed Capital	9810		
Retained Earnings	9850		
Investment in General Fixed Assets	9890		
TOTAL FUND EQUITY		0	0
TOTAL LIABILITIES AND FUND EQUITY		59,979	0

COMBINED BALANCE SHEET

For Year Ended June 30, 2017

District ID: 440

Name: GAVILAN JOINT

Description	CA (Object)	71	72	73	74	75	76	77	79
		Associated Students Trust Fund	Student Representation Fee Trust Fund	Student Body Center Fee Trust Fund	Student Financial Aid Trust Fund	Scholarship and Loan Trust Fund	Investment Trust Fund	Deferred Compensation Trust Fund	Other Trust Fund
ASSETS									
Cash, Investments, and Receivables	9100								
Cash:									
Awaiting Deposit and in Banks	9111	489,780		1,046					
In County Treasury	9112			52,719	(253,081)				
Cash With Fiscal Agents	9113								
Revolving Cash Accounts	9114								
Investments (at cost)	9120								
Accounts Receivable	9130	1,553		155	34,352				
Due from Other Funds	9140			16,726					
Student Loans Receivable	9150								
Inventories, Stores, and Prepaid Items	9200								
Inventories and Stores	9210								
Prepaid Items	9220								
Fixed Assets	9300								
Sites	9310								
Site Improvements	9320								
Accumulated Depreciation Site Improvements	9321								
Buildings	9330								
Accumulated Depreciation Buildings	9331								
Library Books	9340								
Equipment	9350								
Accumulated Depreciation Equipment	9351								
Work in Progress	9360								
Total Fixed Assets		0	0	0	0	0	0	0	0
TOTAL ASSETS		491,333	0	70,646	(218,729)	0	0	0	0

COMBINED BALANCE SHEET

For Year Ended June 30, 2017

District ID: 440

Name: GAVILAN JOINT

Description	CA (Object)	71	72	73	74	75	76	77	79
		Associated Students Trust Fund	Student Representation Fee Trust Fund	Student Body Center Fee Trust Fund	Student Financial Aid Trust Fund	Scholarship and Loan Trust Fund	Investment Trust Fund	Deferred Compensation Trust Fund	Other Trust Fund
LIABILITIES									
Current Liabilities and Deferred Revenue	9500								
Accounts Payable	9510	8,198		950					
Accrued Salaries and Wages Payable	9520								
Compensated Absences Payable Current	9530								
Due to Other Funds	9540			68,695					
Temporary Loans	9550								
Current Portion of Long-Term Debt	9580								
Deferred Revenues	9570				(218,729)				
Total Current Liabilities and Deferred Revenue		8,198	0	70,645	(218,729)	0	0	0	0
Long-Term Liabilities	9600								
Bonds Payable	9610								
Revenue Bonds Payable	9620								
Certificates of Participation	9630								
Lease Purchase of Capital Lease	9640								
Compensated Absences Long Term	9650								
Post-Employment Benefits Long Term	9660								
Other Long-Term Liabilities	9670								
Total Long-Term Liabilities		0	0	0	0	0	0	0	0
TOTAL LIABILITIES	968	8,198	0	70,645	(218,729)	0	0	0	0

COMBINED BALANCE SHEET

For Year Ended June 30, 2017

District ID: 440

Name: GAVILAN JOINT

Description	CA (Object)	71	72	73	74	75	76	77	79
		Associated Students Trust Fund	Student Representation Fee Trust Fund	Student Body Center Fee Trust Fund	Student Financial Aid Trust Fund	Scholarship and Loan Trust Fund	Investment Trust Fund	Deferred Compensation Trust Fund	Other Trust Fund
FUND EQUITY									
Fund Balance Reserved	9710								
NonCash Assets	9711								
Amounts Restricted by Law for Specific Purposes	9712								
Reserve for Encumbrances Credit	9713								
Reserve for Encumbrances Debt	9714								
Reserve for Debt Services	9715								
Assigned/Committed	9754								
Unassigned	9790								
Total Reserved Fund Balance		0	0	0	0	0	0	0	0
Fund Balance (GASB 54)	9750								
Nonspendable Fund Balance	9751								
Restricted Fund Balance	9752								
Committed Fund Balance	9753								
Assigned Fund Balance	9754								
Total Designated Fund Balance		0	0	0	0	0	0	0	0
Uncommitted(Unrestricted) Fund Balance	9790	483,135							
Other Equity	9800								
Contributed Capital	9810								
Retained Earnings	9850								
Investment in General Fixed Assets	9890								
TOTAL FUND EQUITY		483,135	0	0	0	0	0	0	0
TOTAL LIABILITIES AND FUND EQUITY		491,333	0	70,645	(218,729)	0	0	0	0

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2016-2017

District ID: 440

Name: GAVILAN JOINT

Description	Object Code	Fund S11	Fund S12	Fund S10 Total
		Unrestricted Actual	Restricted Actual	General Fund Actual
Federal Revenues	8100			
Forest Revenues	8110			0
Higher Education Act	8120		301,156	301,156
Workforce Investment Act	8130			0
Temporary Assistance for Needy Families (TANF)	8140			0
Student Financial Aid	8150		4,338	4,338
Veterans Education	8160			0
Vocational and Technical Education Act (VATEA)	8170		130,993	130,993
Other Federal Revenues	8190		2,921,857	2,921,857
Total Federal Revenues	8100	0	3,358,344	3,358,344
State Revenues	8600			
General Apportionments	8610			0
Apprenticeship Apportionment	8611			0
State General Apportionment	8612	3,831,586		3,831,586
Other General Apportionment	8613	732,261		732,261
General Categorical Programs	8620			
Child Development	8621			0
Extended Opportunity Programs and Services(EOPS)	8622		622,117	622,117
Disabled Students Programs and Services(DSPS)	8623		750,529	750,529
Temporary Assistance for Needy Families (TANF)	8624		50,618	50,618
California Work Opportunity and Responsibility to Kids (CalWORKs)	8625		331,493	331,493
Telecommunications and Technology Infrastructure Program (TTIP)	8626			0
Other General Categorical Programs	8627		4,877,100	4,877,100

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2016-2017

District ID: 440

Name: GAVILAN JOINT

Description	Object Code	Fund S11	Fund S12	Fund S10 Total
		Unrestricted Actual	Restricted Actual	General Fund Actual
EPA Proceeds	8630	4,348,765		4,348,765
Reimbursable Categorical Programs	8650			
Instructional Improvement Grant	8651		217,801	217,801
Other Reimbursable Categorical Programs	8652			0
State Tax Subventions	8670			
Homeowners' Property Tax Relief	8671	49,155		49,155
Timber Yield Tax	8672	11		11
Other State Tax Subventions	8673			0
State Non-Tax Revenues	8680			
State Lottery Proceeds	8681	626,933	119,769	746,702
State Mandated Costs	8685	511,159		511,159
Other State Non-Tax Revenues	8686			0
Other State Revenues	8690			0
Total State Revenues	8600	10,099,870	6,969,427	17,069,297

CALIFORNIA COMMUNITY COLLEGES

Details of General Fund Revenue

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2016-2017

District ID: 440

Name: GAVILAN JOINT

Description	Object Code	Fund S11	Fund S12	Fund S10 Total
		Unrestricted Actual	Restricted Actual	General Fund Actual
Local Revenues	8800			
Property Taxes	8810			
Tax Allocation, Secured Roll	8811	13,679,312		13,679,312
Tax Allocation, Supplemental Roll	8812	402,163		402,163
Tax Allocation, Unsecured Roll	8813	1,062,595		1,062,595
Prior Years Taxes	8816			0
Education Revenues Augmentation Fund (ERAF)	8817	5,875,454		5,875,454
Redevelopment Agency Funds - Pass Through	8818			0
Redevelopment Agency Funds - Residual	8819			0
Redevelopment Agency Funds - Asset Liquidation	8819.1			0
Contributions, Gifts, Grants, and Endowments	8820			0
Contract Services	8830			
Contract Instructional Services	8831		28,630	28,630
Other Contract Services	8832			0
Sales and Commissions	8840	29,977		29,977
Rentals and Leases	8850	185,659	19,628	205,287
Interest and Investment Income	8860	17,264		17,264
Student Fees and Charges	8870			
Community Services Classes	8872		138,034	138,034
Dormitory	8873			0
Enrollment	8874	2,143,904		2,143,904
Contra Revenue Account	8874.1			0
Field Trips and Use of Nondistrict Facilities	8875			0
Health Services	8876		166,133	166,133
Instructional Materials Fees and Sales of Materials	8877			0
Insurance	8878			0
Student Records	8879			0
Nonresident Tuition	8880	165,310		165,310
Parking Services and Public Transportation	8881		65,947	65,947
Other Student Fees and Charges	8885	108,481		108,481
Other Local Revenues	8890	1,392,361	88,223	1,480,584
Total Local Revenues	8800	25,062,480	506,595	25,569,075
Total Revenues		35,162,350	10,834,366	45,996,716

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2016-2017

District ID: 440

Name: GAVILAN JOINT

Description	Object Code	Fund S11	Fund S12	Fund S10 Total
		Unrestricted Actual	Restricted Actual	General Fund Actual
Other Financing Sources	8900			
Proceeds of General Fixed Assets	8910			0
Proceeds of Long-Term Debt	8940			0
Incoming Transfers – (8970/8981/8982/8983)	898#		2,628,521	2,628,521
Total Other Financing Sources	8900	0	2,628,521	2,628,521
Total Revenues and Other Financing Sources		35,162,350	13,462,887	48,625,237

CALIFORNIA COMMUNITY COLLEGES

Expend by Instructional Activity

Annual Financial and Budget Report

S10 General Fund - Combined

SUPPLEMENTAL DATA

(Total Unrestricted and Restricted)

For Actual Year: 2016-2017

Budget Year: 2017-2018

District ID: 440

Name: GAVILAN JOINT

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Agriculture and Natural Resources	0100						0
Architecture and Environmental Design	0200						0
Environmental Sciences and Technologies	0300	57,790	3,957	3,248			64,995
Biological Sciences	0400	472,895	5,859	27,825			506,579
Business and Management	0500	377,797	62,513	30,789	6,146		477,245
Communications	0600	78,405		3,550	2,975		84,930
Computer and Information Science	0700	709,898	16,142	17,016	3,582		746,638
Education	0800	2,582,751	598,812	276,289	10,329		3,468,181
Engineering and Related Industrial Technology	0900	297,259	47,545	104,668	10,066		459,538
Fine and Applied Arts	1000	1,021,009	121,810	32,305	8,894		1,184,018
Foreign language	1100	361,485	105,372	5,056	87		472,000
Health	1200	1,097,972	18,200	115,971	28,128		1,260,271
Consumer Education And Home Economics	1300	323,905	2,799	15,631			342,335
Law	1400						0
Humanities(Letters)	1500	1,451,074	18,684	6,317			1,476,075
Library Science	1600						0
Mathematics	1700	1,053,436	105,089	28,053	7,005		1,193,583
Military Studies	1800						0
Physical Sciences	1900	454,996	11,762	4,840			471,598
Psychology	2000	176,815		609			177,424
Public Affairs and Services	2100	176,691		1,862,596			2,039,287
Social Sciences	2200	1,174,050	13,470	1,704	238		1,189,462
Commercial Services	3000	369,807	32,301	66,457	2,129		470,694
Interdisciplinary Studies	4900	1,455,637	190,674	82,768	658		1,729,737
Instruc Staff-Retirees' Bnfts & Retire Incents	5900						0
Sub-Total Instructional Activites		13,693,672	1,354,989	2,685,692	80,237		17,814,590
Total Expenditures for GF Activities*		13,823,598	17,816,513	8,070,875	2,650,351		42,161,337

*Total Expenditures for GF Activities above is the grand total of Instructional and Non-Instructional activities.

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

SUPPLEMENTAL DATA

Expend by Non-Instructional Activity

S10 General Fund - Combined

(Total Unrestricted and Restricted)

For Actual Year: 2016-2017

Budget Year: 2017-2018

District ID: 440

Name: GAVILAN JOINT

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Instructional Administration and Governance	6000						
Academic Administration	6010	14,664	2,022,533	843,381	214,175		3,094,753
Course and Curriculum Development	6020		312,984	1,294			314,278
Academic / Faculty Senate	6030		121,281	4,004			125,285
Other Instructional Administration & Governance	6090						0
Total Instructional Admin. & Governance		14,664	2,456,798	848,679	214,175	0	3,534,316
Instructional Support Services	6100						
Learning Center	6110	39,491	101,881	1,218	1,608		144,198
Library	6120		730,462	13,193	7,962		751,617
Media	6130		189,131	626	1,586		191,343
Museums and Galleries	6140						0
Academic Information Systems and Technology	6150						0
Other Instructional Support Services	6190		264,463	71,872	168,150		504,485
Total Instructional Support Services		39,491	1,285,937	86,909	179,306	0	1,591,643
Admissions and Records	6200		515,485	15,338			530,823
Student Counseling and Guidance	6300						
Counseling and Guidance	6310	6,541	1,208,079	227,143	100,016		1,541,779
Matriculation and Student Assessment	6320	451	1,025,567	130,522	66,691		1,223,231
Transfer Programs	6330		3,046	1,709			4,755
Career Guidance	6340						0
Other Student Counseling and Guidance	6390						0
Total Student Counseling and Guidance		6,992	2,236,692	359,374	166,707	0	2,769,765

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2016-2017

Budget Year: 2017-2018

District ID: 440

Name: GAVILAN JOINT

Expend by Non-Instructional Activity

S10 General Fund - Combined

(Total Unrestricted and Restricted)

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Other Student Services	6400						
Cal Work Opportunity and Responsibility to Kids *	6410	1,858	895,671	27,260	33,189		957,978
Disabled Student Programs and Services (DSPS)	6420	5,983	787,845	121,716	55,305		970,849
Extended Opportunity Programs and Services (EOPS)	6430	3,368	549,931	50,715	773		604,787
Health Services	6440		56,201	3,050	53,182		112,433
Student Personnel Administration	6450		495,058	48,240	4,212		547,510
Financial Aid Administration	6460						0
Job Placement Services	6470		98,197	4,338	406		102,941
Veterans Services	6480						0
Miscellaneous Student Services	6490	1	1,033	41,520	4,777		47,331
Total Other Student Services		11,210	2,883,936	296,839	151,844	0	3,343,829
Operation and maintenance of Plant	6500						
Building Maintenance and Repairs	6510		347,940	423,447	50,280		821,667
Custodial Services	6530		464,376	99,158	4,446		567,980
Grounds Maintenance and Repairs	6550	14,387	364,855	122,903	5,603		507,548
Utilities	6570						0
Other Operations and Maintenance of Plant	6590						0
Total Operation and Maintenance of Plant	6500	14,387	1,176,971	645,508	60,329	0	1,897,195
Planning, Policymaking and Coordinations	6600		575,660	158,018			733,678

* California Work Opportunity and Responsibility to Kids (CalWORKs).

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

SUPPLEMENTAL DATA

Expend by Non-Instructional Activity

S10 General Fund - Combined

(Total Unrestricted and Restricted)

For Actual Year: 2016-2017

Budget Year: 2017-2018

District ID: 440

Name: GAVILAN JOINT

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
General Institutional Support Services	6700						
Community Relations	6710	1,569	218,055	103,265			322,889
Fiscal Operations	6720		1,464,737	333,113	11,594		1,809,444
Human Resources Management	6730	1,232	447,118	35,875	1,023		485,248
Noninstruct Staff Retirees' Benefits & Retirement *	6740						0
Staff Development	6750			36,768			36,768
Staff Diversity	6760		54,811	5,605			60,416
Logistical Services	6770	276	413,465	347,415	9,507		770,663
Management Information Systems	6780		935,363	687,565	99,551		1,722,479
Other General Institutional Support Services	6790		44,306	34,657	3,517		82,480
Total General Institutional Support Services	6700	3,077	3,577,855	1,584,263	125,192	0	5,290,387
Community Services & Economic Development	6800						
Community Recreation	6810						0
Community Service Classes	6820	16,953	394,374	336,464	93,196		840,987
Community Use of Facilities	6830		93,848	131			93,979
Economic Development	6840	990	165,187	499,348	262,285		927,810
Other Community Services & Economic Development	6890						0
Total Community Services	6800	17,943	653,409	835,943	355,481	0	1,862,776

* Noninstructional Staff Retirees' Benefits & Retirement Incentives.

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

SUPPLEMENTAL DATA

Expend by Non-Instructional Activity

S10 General Fund - Combined

(Total Unrestricted and Restricted)

For Actual Year: 2016-2017

Budget Year: 2017-2018

District ID: 440

Name: GAVILAN JOINT

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Ancillary Services	6900						
Bookstore	6910						0
Child Development Centers	6920						0
Farm Operations	6930						0
Food Services	6940						0
Parking	6950		55,714	7,358	2,876		65,948
Student and Co-Curricular Activities	6960						0
Student Housing	6970						0
Other Ancillary Services	6990		2,439	98,118	6,023		106,580
Total Ancillary Services	6900	0	58,153	105,476	8,899	0	172,528
Auxiliary Operations	7000						
Contract Education	7010		84,485	9,533			94,018
Other Auxiliary Operations	7090	22,162	756,143	439,198	206,159		1,423,662
Total Auxiliary Operations	7000	22,162	840,628	448,731	206,159	0	1,517,680

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

SUPPLEMENTAL DATA

Expend by Non-Instructional Activity

\$10 General Fund - Combined

(Total Unrestricted and Restricted)

For Actual Year: 2016-2017

Budget Year: 2017-2018

District ID: 440

Name: GAVILAN JOINT

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Physical Property and Related Acquisitions	7100			105	1,102,022		1,102,127
Long-Term Debt and Other Financing	7200						
Long_Term Debt	7210						0
Tax revenue Anticipation Notes	7220						0
Other Financing	7290						0
Total Long-Term Debt and Other Financing	7200	0	0	0	0	0	0
Transfers, Student Aid and Other Outgo	7300						
Transfers	7310						0
Student Aid	7320						0
Other Outgo	7390						0
Total Transfers, Student Aid and Other Outgo	7300	0	0	0	0	0	0
Sub-Total Non-Instructional Activities		129,926	16,261,524	5,385,183	2,570,114		24,346,747
Total Expenditures General Fund: activities *		13,823,598	17,616,513	8,070,875	2,650,351		42,161,337

* Total Expenditures for the General Fund: Instructional Activities and Non-Instructional Activities.

DISTRICT NAME: GAVILAN JOINT

I.	2017-2018 Appropriations Limit:			
A.	2016-2017 Appropriations Limit:			\$59,999,637
B.	2017-2018 Price Factor:	1.0369		
C.	Population factor:			
	1. 2015-2016 Second Period Actual FTES	5,179.14		
	2. 2016-2017 Second Period Actual FTES	5,341.72		
	3. 2016-2017 Population change factor (C2/C1)	1.0314		
D.	2016-2017 Limit adjusted by inflation and population factors (A * B * C.3)			\$64,167,131
E.	Adjustments to increase limit:			
	1. Transfers in of financial responsibility		\$0	
	2. Temporary voter approved increases		0	
	3. Total adjustments - increase			0
	Sub-Total (D + E.3)			\$64,167,131
F.	Adjustments to decrease limit:			
	1. Transfers out of financial responsibility		\$0	
	2. Lapses of voter approved increases		0	
	3. Total adjustments - decrease			0
G.	2017-2018 Appropriations Limit (D + E.3 - F.3)			\$64,167,131
II.	2017-2018 Appropriations Subject to Limit:			
A.	State Aid (General Apportionment, Apprenticeship Allowance, Basic Skills, and Partnership for Excellence)			5,155,962
B.	State Subventions (Home Owners Property Tax Relief, Timber Yield tax, etc.)			104,200
C.	Local Property taxes			24,179,050
D.	Estimated excess Debt Service taxes			0
E.	Estimated Parcel taxes, Square Foot taxes, etc.			0
F.	Interest on proceeds of taxes			5,000
G.	Local appropriations from taxes for unreimbursed State, court, and federal mandates			0
H.	2017-2018 Appropriations Subject to Limit			\$29,444,212

For Actual Year: 2016-2017

Budget Year: 2017-2018

General Fund

Description	Object Code	Fund: 11 UNRESTRICTED SUBFUND		Fund: 12 RESTRICTED SUBFUND		Fund: 10 TOTAL	
		Actual	Budget	Actual	Budget	Actual	Budget
		REVENUES:					
Federal Revenues	8100			3,358,344	4,909,134	3,358,344	4,909,134
State Revenues	8600	10,099,870	11,044,099	6,969,427	9,982,194	17,069,297	21,026,293
Local Revenues	8800	25,062,480	22,535,670	506,595	939,657	25,569,075	23,475,327
Total Revenues		35,162,350	33,579,769	10,834,366	15,830,985	45,996,716	49,410,754
EXPENDITURES:							
Academic Salaries	1000	12,845,100	11,147,142	2,978,905	4,315,103	15,824,005	15,462,245
Classified Salaries	2000	5,259,170	5,866,742	2,637,939	2,885,660	7,897,109	8,752,402
Employee Benefits	3000	5,811,811	6,560,975	1,907,186	2,285,555	7,718,997	8,846,530
Supplies and Materials	4000	535,823	539,587	342,573	872,496	878,396	1,412,083
Other Operating Expenses and Services	5000	5,157,809	6,824,023	2,034,670	4,616,453	7,192,479	11,440,476
Capital Outlay	6000	1,539,308	1,249,541	1,111,043	1,282,377	2,650,351	2,531,918
Total Expenditures		31,149,021	32,188,010	11,012,316	16,257,644	42,181,337	48,445,654
Excess /(Deficiency) of Revenues over Expenditures		4,013,329	1,391,759	(177,950)	(426,659)	3,835,379	965,100
Other Financing Sources	8900			2,628,521	1,573,339	2,628,521	1,573,339
Other Outgo	7000		1,493,938		1,146,680	0	2,640,618
Net Increase/(Decrease) in Fund Balance		4,013,329	(102,179)	2,450,571	0	6,463,900	(102,179)
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	9010	4,353,238	8,366,567	63	2,450,634	4,353,301	10,817,201
Prior Years Adjustments	9020					0	
Adjusted Beginning Balance	9030	4,353,238		63		4,353,301	
Ending Fund Balance, June 30		8,366,567	8,264,388	2,450,634	2,450,634	10,817,201	10,715,022

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

440 GAVILAN JOINT

For Actual Year: 2016-2017

Budget Year: 2017-2018

DEBT SERVICE FUNDS

Description	Object Code	Fund: 21 BOND INTEREST AND REDEMPTION FUND		Fund: 22 REVENUE BOND INTEREST AND REDEMPTION FUND		Fund: 29 OTHER DEBT SERVICE FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
		REVENUES:					
Federal Revenues	8100						
State Revenues	8600						
Local Revenues	8800					1,620,542	315,000
Total Revenues		0	0	0	0	1,620,542	315,000
Other Financing Sources	8900						
Interfund Transfers In	8981						
Other Incoming Transfers	8983						
Total Other Financing Sources		0	0	0	0	0	0
Other Outgo	7000						
Debt Retirement (Long Term Debt)	7100						
Debt Reduction	7110	1,765,000	1,400,000				
Debt Interest and Other Service Charges	7120	4,590,119	4,660,769				
Transfers Outgoing	7300 & 7400						
Reserve for Contingencies	7900						
Total Other Outgo	7000	6,355,119	6,060,769	0	0	0	0
Net Other Financing Sources / (Other Outgo)	8900 & 7000	(6,355,119)	(6,060,769)	0	0	0	0
Net Increase/Decrease In Fund Balance		(6,355,119)	(6,060,769)	0	0	1,620,542	315,000
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	9010	4,275,476	(2,079,643)		0	6,358,440	7,978,982
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	4,275,476			0	6,358,440	
Ending Fund Balance, June 30		(2,079,643)	(8,140,412)	0	0	7,978,982	8,293,982

For Actual Year: 2016-2017

Budget Year: 2017-2018

Special Revenue Funds

Description	Object Code	FUND: 31		FUND 32		FUND 33	
		BOOKSTORE FUND		CAFETERIA FUND		CHILD DEVELOPMENT FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100						
State Revenues	8600						
Local Revenues	8800						
Total Income		0	0	0	0	0	0
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000						
Other Operating Expenses and Services	5000						
Capital Outlay	6000						
Total Expenditures		0	0	0	0	0	0
Excess /(Deficiency) of Revenues over Expenditures		0	0	0	0	0	0
Other Financing Sources	8900						
Other Outgo	7000						
Net Increase/(Decrease) in Fund Balance		0	0	0	0	0	0
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010		0		0		0
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	0		0		0	
Ending Fund Balance, June 30		0	0	0	0	0	0

For Actual Year: 2016-2017

Budget Year: 2017-2018

Special Revenue Funds

Description	Object Code	FUND: 34		FUND 35		FUND 39	
		FARM OPERATION FUND		REVENUE BOND PROJECT FUND		OTHER SPECIAL REVENUE FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100						
State Revenues	8600						
Local Revenues	8800						
Total Income		0	0	0	0	0	0
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000						
Other Operating Expenses and Services	5000						
Capital Outlay	6000						
Total Expenditures		0	0	0	0	0	0
Excess /(Deficiency) of Revenues over Expenditures		0	0	0	0	0	0
Other Financing Sources	8900						
Other Outgo	7000						
Net Increase/(Decrease) in Fund Balance		0	0	0	0	0	0
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010		0		0		0
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	0		0		0	
Ending Fund Balance, June 30		0	0	0	0	0	0

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

440 GAVILAN JOINT

For Actual Year: 2016-2017

Budget Year: 2017-2018

Capital Projects Funds

Description	Object Code	FUND: 41		FUND 42		FUND 43	
		CAPITAL QUTLAY PROJECTS FUND		REVENUE BOND CONSTRUCTION FUND		GENERAL OBLIGATION BOND FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100						
State Revenues	8600	952,428	825,447				
Local Revenues	8800	11,799,176	8,625,693	61,603	24,832		
Total Income		12,751,604	9,451,140	61,603	24,832	0	0
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000	910	825,447	3,715			
Other Operating Expenses and Services	5000	126,603			100,000		
Capital Outlay	6000	6,303,779	7,800,246	4,640,446	5,453,065		
Total Expenditures		6,431,292	8,625,693	4,644,161	5,553,065	0	0
Excess /(Deficiency) of Revenues over Expenditures		6,320,312	825,447	(4,582,558)	(5,528,233)	0	0
Other Financing Sources	8900						
Other Outgo	7000						
Net Increase/(Decrease) In Fund Balance		6,320,312	825,447	(4,582,558)	(5,528,233)	0	0
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010	75,833	6,396,145	10,564,387	5,981,829		0
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	75,833		10,564,387		0	
Ending Fund Balance, June 30		6,396,145	7,221,592	5,981,829	453,596	0	0

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

440 GAVILAN JOINT

For Actual Year: 2016-2017

Budget Year: 2017-2018

Enterprise Funds

Description	Object Code	FUND: 51		FUND 52		FUND 53	
		BOOKSTORE FUND		CAFETERIA FUND		FARM OPERATIONS	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Local Revenues	8800						
Other Financing Sources	8900						
Total Income		0	0	0	0	0	0
Cost of Sales	5890						
Gross Profit or Loss		0	0	0	0	0	0
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000						
Other Operating Expenses and Services	5000						
Capital Outlay	6000						
Total Expenditures		0	0	0	0	0	0
Net Profit or Loss		0	0	0	0	0	0
Other Outgo	7000						
Net Increase/(Decrease) in Fund Balance		0	0	0	0	0	0
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010		0		0		0
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	0		0		0	
Ending Fund Balance, June 30		0	0	0	0	0	0

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

440 GAVILAN JOINT

For Actual Year: 2016-2017

Budget Year: 2017-2018

Enterprise Funds

Description	Object Code	FUND: 59					
		OTHER ENTERPRISE FUND					
		Actual	Budget				
REVENUES:							
Local Revenues	8800						
Other Financing Sources	8900						
Total Income		0	0				
Cost of Sales	5890						
Gross Profit or Loss		0	0				
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000						
Other Operating Expenses and Services	5000						
Capital Outlay	6000						
Total Expenditures		0	0				
Net Profit or Loss		0	0				
Other Outgo	7000						
Net Increase/(Decrease) in Fund Balance		0	0				
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010		0				
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	0					
Ending Fund Balance, June 30		0	0				

For Actual Year: 2016-2017

Budget Year: 2017-2018

Internal Service Funds

Description	Object Code	FUND: 61		FUND 69			
		SELF-INSURANCE FUND		OTHER INTERNAL SERVICES FUND			
		Actual	Budget	Actual	Budget		
REVENUES:							
Local Revenues	8800		293,963				
Other Financing Sources	8900						
Total Income		0	293,963	0	0		
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000						
Other Operating Expenses and Services	5000		293,963				
Capital Outlay	6000						
Total Expenditures		0	293,963	0	0		
Net Profit or Loss		0	0	0	0		
Other Outgo	7000						
Net Increase/(Decrease) In Fund Balance		0	0	0	0		
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010		0		0		
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	0		0			
Ending Fund Balance, June 30		0	0	0	0		

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

440 GAVILAN JOINT

For Actual Year: 2016-2017

Budget Year: 2017-2018

Fiduciary Funds Group

Description	Object Code	FUND: 71		FUND 72		FUND 73	
		ASSOCIATED STUDENTS TRUST FUND		REPRESENTATION FEE TRUST FUND		BODY CENTER FEE TRUST FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100						
State Revenues	8600						
Local Revenues	8800	152,026	169,072			61,918	50,150
Total Income		152,026	169,072	0	0	61,918	50,150
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000	130				47,012	6,957
Employee Benefits	3000	2				37,529	3,440
Supplies and Materials	4000	72,100	58,141				18
Other Operating Expenses and Services	5000	46,951	163,282			51,300	51,820
Capital Outlay	6000	31,683	9,000				
Total Expenditures		150,866	230,423	0	0	135,841	62,235
Excess /(Deficiency) of Revenues over Expenditures		1,160	(61,351)	0	0	(73,923)	(12,085)
Other Financing Sources	8900					317	85,691
Other Outgo	7000	6,497	8,500				
Net Increase/(Decrease) in Fund Balance		(5,337)	(69,851)	0	0	(73,606)	73,606
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010	488,470	483,133		0	1	(73,605)
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	488,470		0		1	
Ending Fund Balance, June 30		483,133	413,282	0	0	(73,605)	1

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

440 GAVILAN JOINT

For Actual Year: 2016-2017

Budget Year: 2017-2018

Fiduciary Funds Group

Description	Object Code	FUND: 74		FUND 75		FUND 76	
		FINANCIAL AID TRUST FUND		SCHOLARSHIP & LOAN TRUST FUND		INVESTMENT TRUST FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100	5,692,687	6,494,210				
State Revenues	8600						
Local Revenues	8800						
Total Income		5,692,687	6,494,210	0	0	0	0
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000						
Other Operating Expenses and Services	5000		9,475				
Capital Outlay	6000						
Total Expenditures		0	9,475	0	0	0	0
Excess /(Deficiency) of Revenues over Expenditures		5,692,687	6,484,735	0	0	0	0
Other Financing Sources	8900						
Other Outgo	7000	5,692,687	6,494,210				
Net Increase/(Decrease) in Fund Balance		0	(9,475)	0	0	0	0
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010	0	0	0	0	0	0
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	0		0		0	
Ending Fund Balance, June 30		0	(9,475)	0	0	0	0

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

440 GAVILAN JOINT

For Actual Year: 2016-2017

Budget Year: 2017-2018

Fiduciary Funds Group

Description	Object Code	FUND: 77		FUND 79	
		DEFERRED COMPENSATION TRUST FUND		OTHER TRUST FUNDS	
		Actual	Budget	Actual	Budget
REVENUES:					
Federal Revenues	8100				
State Revenues	8600				
Local Revenues	8800				
Total Income		0	0	0	0
Expenditures					
Academic Salaries	1000				
Classified Salaries	2000				
Employee Benefits	3000				
Supplies and Materials	4000				
Other Operating Expenses and Services	5000				
Capital Outlay	6000				
Total Expenditures		0	0	0	0
Excess /(Deficiency) of Revenues over Expenditures		0	0	0	0
Other Financing Sources	8900				
Other Outgo	7000				
Net Increase/(Decrease) In Fund Balance		0	0	0	0
Beginning Fund Balance:					
Net Beginning Balance, July 1	9010		0		0
Prior Years Adjustments	9020				
Adjusted Beginning Balance	9030	0		0	
Ending Fund Balance, June 30		0	0	0	0

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2016-2017

District ID: 440

Name: GAVILAN JOINT

Fund Number In	Fund Name	Fund Number Out	Fund Name	Amount Transferred
11	UNRESTRICTED SUBFUND	12	RESTRICTED SUBFUND	1,250,103
11	UNRESTRICTED SUBFUND	73	STUDENT BODY CENTER FEE TRUST FUND	317

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report
SUPPLEMENTAL DATA

Receipt and Expenditures of Lottery Proceeds

Lottery Actual Report

L10 GENERAL FUND

For Actual Year: 2016-2017

Budget Year: 2017-2018

District ID: 440

Name: GAVILAN JOINT

Activity Classification	Activity Code	Unrestricted			Restricted Prop 20		Total
		Instructional & Institutional Unrestricted			Instructional Materials Proposition 20		
		Instructional Activities (AC 0100-5900)	Support Activities (AC 6000-6700)	Support Activities (AC 6800-7390)	Total Unrestricted	Instructional (AC 0100-4900)	
Lottery Adjustments and Proceeds:							
Net Beginning Balance, July 1	9010						
Adjustments	9020						
Adjusted Beginning Balance	9030		0			0	
Actual Fiscal Year Data							
State Lottery Proceeds:	8681		626,933			119,769	
Expenditures							
Academic Salaries	1000				0		0
Classified Salaries	2000				0		0
Employee Benefits	3000				0		0
Supplies & Materials	4000						
Software	4100				0		0
Books, Magazines, & Periodicals	4200				0		0
Instructional Supplies & Materials	4300		267,557		267,557		267,557
Noninstructional Supplies & Mtrls	4400				0		0
Total Supplies and Materials		0	267,557	0	267,557	0	267,557
Other Operating Expenses and Services	5000		359,376		359,376	119,769	479,145
Capital Outlay	6000						
Library Books	6300				0		0
Equipment	6400						
Equipment - Additional	6410				0		0
Equipment - Replacement	6420				0		0
Total Capital Outlay		0	0	0	0		0
Other Outgo	7000				0		0
Total Expenditures		0	626,933	0	626,933	119,769	746,702
Ending Balance					0	0	0

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report
SUPPLEMENTAL DATA

Receipt and Expenditures of Lottery Proceeds
Lottery Budget Report
L10 GENERAL FUND

For Actual Year: 2016-2017

Budget Year: 2017-2018

District ID: 440

Name: GAVILAN JOINT

Activity Classification	Activity Code	Unrestricted			Restricted Prop 20		Total
		Instructional & Institutional Unrestricted	Support Activities	Support Activities	Total Unrestricted	Instructional Materials Proposition 20	
		Instructional Activities (AC 0100-5900)	Support Activities (AC 6000-6700)	Support Activities (AC 6800-7390)	Total Unrestricted	Instructional (AC 0100-4900)	
Lottery Adjustments and Proceeds:							
Net Beginning Balance, July 1	9010						
Adjustments	9020						
Adjusted Beginning Balance	9030		0			0	
Budget Fiscal Year Data							
State Lottery Proceeds:	8681		713,000			127,650	
Expenditures							
Academic Salaries	1000				0		0
Classified Salaries	2000				0		0
Employee Benefits	3000				0		0
Supplies & Materials	4000						
Software	4100				0		0
Books, Magazines, & Periodicals	4200				0		0
Instructional Supplies & Materials	4300		272,896		272,896		272,896
Noninstructional Supplies & Mtrls	4400				0		0
Total Supplies and Materials		0	272,896	0	272,896	0	272,896
Other Operating Expenses and Services	5000		440,104		440,104	127,650	567,754
Capital Outlay	6000						
Library Books	6300				0		0
Equipment	6400						
Equipment - Additional	6410				0		0
Equipment - Replacement	6420				0		0
Total Capital Outlay		0	0	0	0		0
Other Outgo	7000				0		0
Total Expenditures		0	713,000	0	713,000	127,650	840,650
Ending Balance					0	0	

Annual Financial and Budget Report

For Actual Year: 2016-2017

District ID: 440

Name: GAVILAN JOINT

EPA Revenue	4,348,765
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Activity Classification	Activity Code	Salaries and Benefits	Operating Expenses	Capital Outlay	Total
		(Obj 1000-3000)	(Obj 4000-5000)	(Obj 6000)	
Instructional Activities	0100-5900	4,348,765	0	0	4,348,765
TOTAL		4,348,765	0	0	4,348,765

Annual Financial and Budget Report

For Actual Year: 2016-2017

Budget Year: 2017-2018

District ID: 440

Name: GAVILAN JOINT

Fiscal Year	STRS	PERS	Total	Increase	
	Amount	Amount		Amount	Rate
2015-16	1,319,306	1,008,453	2,327,759	N/A	N/A
2016-17	868,594	1,222,263	2,090,857	-236,902	-10.18%
2017-18	1,421,812	1,329,223	2,751,035	660,178	31.57%
2018-19	1,604,096	1,457,341	3,061,437	310,402	11.28%
2019-20	1,786,380	1,593,466	3,379,846	318,409	10.40%
2020-21	1,881,955	1,633,503	3,515,458	135,612	4.01%

Does the district have a plan to fund these expenses through 2020-21?

Yes

Explain Yes or No

Included In Fund Budget Projections

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.1 (k)

Administrative Services

SUBJECT: Quarterly Financial Status Report, CCFS 311Q at September 30, 2017

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

That the Board of Trustees approve the Quarterly Financial Status Report to the Chancellor's Office, California Community Colleges for the quarterly period ended September 30, 2017.

Background:

The Quarterly Financial Status Report, CCFS 311Q for the quarter ending September 30, 2017 has been prepared for submission to the Chancellor's Office, California Community Colleges.

Budgetary Implications:

This report satisfies State reporting requirements.

Follow Up/Outcome:

The Quarterly Financial Status Report, CCFS 311Q will be forwarded to the Chancellor's Office.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By:

Wade W. Ellis, CPA
Wade W. Ellis, CPA - Associate Vice President, Business Services & Security

Agenda Approval:

Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q CERTIFY QUARTERLY DATA

CHANGE THE PERIOD ▼

Fiscal Year: 2017-2018

Quarter Ended: (Q1) Sep 30, 2017

District: (440) GAVILAN

Your Quarterly Data is Certified for this quarter.

Chief Business Officer

CBO Name: Frederick E. Harris

CBO Phone: 408-848-4715

CBO Signature: 
Date Signed: 11/7/17

Chief Executive Officer Name: Dr. Kathleen A. Rose

CEO Signature: 
Date Signed: 11/3/17

Electronic Cert Date: 11/03/2017

District Contact Person

Name: Wade W. Ellis, CPA

Title: Assoc. V.P. Business Services

Telephone: 408-848-4739

Fax: 408-848-4789

E-Mail: wellis@gavilan.edu

California Community Colleges, Chancellor's Office
Fiscal Services Unit
1102 Q Street, Suite 4550
Sacramento, California 95811

Send questions to:
Christine Atalg (916)327-5772 catalg@ccccc.edu or Tracy Britten (916)324-9794 tbritten@ccccc.edu
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CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q ENTER OR EDIT CURRENT DATA

CHANGE THE PERIOD ▼

Fiscal Year: 2017-2018

District: (440) GAVILAN

Quarter Ended: (Q1) Sep 30, 2017

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Projected Actuals as of June 30 (Col. 4)
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
Closed for edits after Nov 16, 2017					
A. Revenues:					
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	34,441,590	34,441,590	2,059,190	34,441,590
A.2	Other Financing Sources (Object 8900)	0	0	0	0
A.3	Total Unrestricted Revenue (A.1 + A.2)	34,441,590	34,441,590	2,059,190	34,441,590
B. Expenditures:					
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	32,993,794	32,993,794	7,621,509	32,993,794
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	1,447,796	1,447,796	0	1,447,796
B.3	Total Unrestricted Expenditures (B.1 + B.2)	34,441,590	34,441,590	7,621,509	34,441,590
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	0	0	-5,562,319	0
D. Fund Balance, Beginning					
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	4,579,008	4,579,008	4,579,008	4,579,008
E.	Fund Balance, Ending (C. + D.2)	4,579,008	4,579,008	-983,311	4,579,008
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	0.1%	0.1%	-0.1%	0.1%
SAVE EDITS					
II. Annualized Attendance FTES:					
G.1	Annualized FTES (excluding apprentice and non-resident)				5,370

Amount as of

the Specified
Quarter Ended

III. Total General Fund Cash Balance (Unrestricted and Restricted)

H.1	Cash, excluding borrowed funds	3,778,043
H.2	Cash, borrowed funds only	0
H.3	Total Cash (H.1+H.2)	3,778,043

IV. Has the district settled any employee contracts during this quarter? Yes No

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

	Contract Period Settled (Specify) YYYY-YY	Management		Academic		Classified			
		Total Cost Increase	% *	Permanent Total Cost Increase	% *	Temporary Total Cost Increase	% *	Total Cost Increase	% *
a. SALARIES:									
Year 1:	2017-18	49,636	2%					90,324	2%
Year 2:									
Year 3:									
b. BENEFITS:									
Year 1:	2017-18	9,750						17,148	
Year 2:									
Year 3:									

* As specified in Collective Bargaining Agreement or other Employment Contract

SAVE EDITS >>

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

Increases are funded through District operational savings.

1942 Characters Remaining

V. Did the district have significant events for the quarter (Include Incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)?

Yes No

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

2000 Characters Remaining

VI. Does the district have significant fiscal problems that must be addressed?

This year?

Yes

No

Next year?

Yes

No

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

2000 Characters Remaining

« EXIT WITHOUT SAVING

SAVE EDITS »

California Community Colleges, Chancellor's Office
Fiscal Services Unit
1102 Q Street, Suite 4550
Sacramento, California 95811

Send questions to:
Christine Atalg (916)327-5772 catalg@cccco.edu or Tracy Britten (916)324-9794 tbritten@cccco.edu

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**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No. _____ Career and Technical Education
Information/Staff Reports No. _____
Discussion Item No. _____
Old Business Agenda Item No. _____
New Business Agenda Item No. III.1.(1)

SUBJECT: Agreement between the Child Development Training Consortium and Gavilan College for the 2017-2018 school year. Agreement #17-18-2838.

- Resolution: BE IT RESOLVED,
- Information Only
- Action Item

Proposal:
Consent to sign Agreement between the Child Development Training Consortium and Gavilan College for the 2017-2018 school year. Agreement #17-18-2838.

Background:
This agreement supports Gavilan College students completing courses required by the CA Commission on Teacher Credentialing to obtain a new or renew a currently held Child Development Permit. Gavilan students currently employed in licensed/licensed exempt early childhood programs are eligible for the CDTC stipends upon successful completion of their coursework. Students must be seeking a new or maintain a currently held Child Development Permit, be employed in qualified early childhood programs, and their employment must directly benefit children and/or families within the State of CA.

Budgetary Implications:
The Child Development Training Consortium is contracting with Gavilan for the 2017-2018 school year to earn 280 units by enrolling students in the appropriate classes. Yosemite Community College District/Child Development Training Consortium agrees to pay Gavilan College \$7,000.00 (or \$25 per enrolled unit) if students are enrolled in 280 units and working toward their Child Development Permits. Gavilan College CDTC program reimburses students \$20 per unit completed successfully. The remaining portion of the contract amount is used for Gavilan College CDTC/CDES program expenses such as materials and copying costs.

Follow Up/Outcome:
The agreement covers services offered August 1, 2017 to July 31, 2018.

Recommended By: 
Sherrean Carr, Dean of Career Technical Education

Prepared By: 
Pat Henrickson, Faculty, Child Development and Educational Studies

Agenda Approval: 
Dr. Kathleen Rose, Superintendent/ President

**CHILD DEVELOPMENT TRAINING CONSORTIUM
2017-2018 INSTRUCTIONAL AGREEMENT
AGREEMENT NUMBER 17-18- 2838**

This Agreement is made and entered into this 1st day of September, 2017, by and between the Yosemite Community College District, Child Development Training Consortium, hereafter called the **YCCD/CDTC**, and **Gavilan Joint Community College District for Gavilan College**, hereafter called the **CONTRACTOR**.

WITNESSETH: That the **CONTRACTOR** for and in consideration of the covenants, conditions, agreements, and stipulations of the **YCCD/CDTC** hereinafter expressed, does hereby agree to furnish to the **YCCD/CDTC** services as follows:

I. STATEMENT OF WORK

- A. The **CONTRACTOR** will designate a Campus Coordinator to implement the Child Development Training Consortium (CDTC) program at the local level. The scope of work in this contract is supplementary to the typical duties of faculty or other positions that provide career and education guidance to child development students. The Campus Coordinator will be responsible to prepare and submit all required reports; coordinate all Consortium activities; attend one (1) mandatory **YCCD/CDTC** sponsored meeting and one (1) mandatory **YCCD/CDTC** webinar; and inform child development/early childhood education department of program requirements and components specific to campus Child Development Training Consortium.

The designated Campus Coordinator is preferably active faculty, either full-time or adjunct, department chair, or director of the campus child development lab center/children's center. If the current Campus Coordinator does not meet these recommendations, they are permitted to continue in the position and new requirements will be applicable upon designation of a new Campus Coordinator. Since the requirement of faculty is preferred, but not required, exceptions will be considered by **YCCD/CDTC** on an individual basis.

The Campus Coordinator, even in the role as Co-Coordinator, must reside within California and be employed by the college. **CDTC** will subcontract directly with college and then contracts/agreements will be administered by faculty employed by the college.

The Campus Coordinator must be located on campus with regularly scheduled office hours; thereby being accessible to students enrolled in the program. The Campus Coordinator must attend campus child development/early childhood education (ECE) department meetings and be knowledgeable of all aspects of the ECE profession. The **YCCD/CDTC** must be notified in writing within fifteen (15) calendar days of any change in Campus Coordinator status

The Campus Coordinator must notify **CDTC** at least 30 days in advance of a sabbatical leave. A written plan of action that confirms the intent to continue all coordinator duties as outlined in this Agreement, must be submitted for approval. A temporary Campus Coordinator should be assigned to implement the **CDTC** program in the absence of a Campus Coordinator who is out of the

country or unavailable to continue all coordinator duties.

The Campus Coordinator will act as a liaison between the Child Development Training Consortium and California Department of Education/Early Education and Support Division (CDE/EESD) to disseminate information to campus faculty regarding state initiatives and trends in ECE.

- B. The CONTRACTOR will generate up to **280** units of college credit by enrolling students in courses required by the California Commission on Teacher Credentialing to obtain or renew a currently held Child Development Permit. Enrolled units must be completed between July 1, 2017, and June 30, 2018. Physical education courses and general work experience courses are excluded. Child development work experience and remedial courses are included.
- C. The CONTRACTOR will make good faith efforts to recruit and employ qualified faculty who reflect the ethnic makeup of the student population.
- D. The CONTRACTOR will provide appropriate community college courses, which:
 - 1. Meet the requirements of the Child Development Permit Matrix (included in this Agreement as Appendix A) and/or child care licensing regulations.
 - 2. Are degree or certificate applicable.
 - 3. Are offered for credit with the possible exception of remedial courses.
 - 4. Are transferable whenever possible.
 - 5. Are available to family child care providers and employees of child care/development programs serving infants through school-age children.
 - 6. Are responsive to local community needs.
- E. The CONTRACTOR will enroll students who meet the YCCD/CDTC eligibility criteria, numbered 1 through 5 below. Student eligibility must be verified each semester/term using the Student Profile.
 - 1. Student must be seeking a new or maintaining a currently held Child Development Permit, **AND**
 - 2. At the time of enrollment, the student must be employed by a child care/development program including licensed family child care and out-of-school care. Center-based programs must be licensed or eligible for an exemption according to Department of Social Services (DSS) regulations. Licensed exempt centers are limited to the following: on school site, parents on site, military, tribal, employment agency, parks and recreation, adult ed/child care, home based program and before/after school program. Employment in a kindergarten or transitional kindergarten classroom is also acceptable, **AND**
 - 3. Student employment must directly benefit children and/or families. The employment experience must be acceptable to the California Commission on Teacher Credentialing for purposes of obtaining a Child Development Permit, even if experience is not required for the permit.

AND

4. Student must work in the state of California.
 5. In-home care providers (nannies) are not eligible. Unlicensed, exempt, in-home childcare providers are not eligible.
- F. The CONTRACTOR will enroll eligible students according to the following three priorities; *California Department of Education, Early Education and Support Division (CDE/EESD) Priorities for Enrollment:*
- Priority 1 Employees of all direct-funded CDE/EESD programs including center-based programs and family child care network programs or center-based programs with satellite family child care providers. This also includes co-located Head Start Programs.
 - Priority 2 Employees of any program, center-based or licensed family child care homes, that serve children on a voucher basis for Alternative Payment services.
 - Priority 3 Employees of all other programs including center-based and licensed family child care homes.

Within each priority group listed above, priority will be given to students fulfilling the requirements for an Assistant or Associate Teacher or Teacher Child Development Permit.

Local Priorities for Enrollment

The local YCCD/CDTC Advisory Committee may establish additional priorities. However, the CDE/EESD priorities listed above must be met before local priorities can be implemented. Local priorities are encouraged to meet local needs within the context of the CDE/EESD priorities.

- G. The CONTRACTOR will establish a new or use an existing Advisory Committee to solicit input on local needs, courses to be offered and approve the student eligibility and payment policies.
1. The Advisory Committee will make a good faith effort to represent the local child care labor market by including the following program representatives: the Campus Coordinator; one community college child development instructor, one CEC Mentor Coordinator, one family child care provider; one representative of a child care program funded by the California Department of Education, Early Education and Support Division (CDE/EESD); one representative of a private-for-profit child care program; one representative of a private-non-profit child care program; one representative of the local Resource and Referral program; one college student majoring in child development; one representative from the Local Child Care and Development Planning Council; and one representative from the county-level Children and Families Commission, and one representative from the local QRIS/IMPACT and/or AB212 programs.

The Advisory Committee will meet one time annually.

2. The meeting must be documented with agenda and minutes, which must be submitted with the Year End Program and Final Expenditure Narrative.
- H. The CONTRACTOR will provide student grade documentation, demonstrating a grade of "C" or better, to YCCD/CDTC upon request for audit purposes.
- I. The CONTRACTOR will ensure that all required reports and documents are submitted to YCCD/CDTC by the due dates specified. Report titles and due dates are included in this Agreement as *Appendix B – 2017-2018 Required Reports and Time Lines*. All reports should be submitted to the Child Development Training Consortium, PO Box 3603, Modesto, CA 95352.
- J. The CONTRACTOR will ensure that no full-time equivalent (FTE) fees will be collected for courses that are funded with YCCD/CDTC funds, or portion thereof.
- K. The CONTRACTOR will ensure collaboration (if applicable) with CEC Mentor Coordinator. This collaboration will include sharing program services and promote integration of services for student success.

II. PERIOD OF PERFORMANCE

The term of this Agreement shall be from September 1, 2017, to and including June 30, 2018. Enrolled units must be completed between July 1, 2017, and June 30, 2018. All allowable expenditures must be encumbered and/or the services rendered prior to June 30, 2018.

III. BUDGET AND ALLOWABLE EXPENSES

- A. By October 13, 2017, a 2017-2018 budget based on the funding authorized in this Agreement must be posted online with the YCCD/CDTC. A YCCD/CDTC supplied format must be used.
- B. The CONTRACTOR will submit a revised budget to the YCCD/CDTC for approval due to the following two circumstances:
 1. When planned expenditures in any of the major expense categories (direct services, support services, or administration) exceed the approved budget by more than ten percent (10%):
 2. And when planned expenditures in any of the **line items** exceed the approved budget by more than twenty-five percent (25%).
- C. The CONTRACTOR will administer the program budget in accordance with YCCD/CDTC budget development guidelines available in the Campus Coordinator Handbook. The CONTRACTOR will ensure that all program expenditures are reasonable, necessary, and allowable.
- D. The CONTRACTOR will not exceed approved California Department of Education travel reimbursement rates for travel charged to this program.
- E. The CONTRACTOR will not expend YCCD/CDTC funds on food, equipment, donations, or gifts. Equipment is defined as a fixed asset that does not lose its

identity when removed from its location and is not changed materially or consumed immediately (typically, within a year) by use. Equipment has relatively permanent value and its purchase increases the value of the physical property such as furniture, vehicles, machinery, computers and furnishings that are not integral parts of the building or the building system.

- F. If the CONTRACTOR demonstrates a consistent pattern of under-generating its contracted number of units, the number of contracted units may be reduced in subsequent years.

IV. PAYMENT FOR SERVICES

- A. In consideration of the performance of the foregoing in a satisfactory manner, the YCCD/CDTC agrees to pay the CONTRACTOR an amount not to exceed **\$7,000.00**. The amount of total payments to the CONTRACTOR will be the lesser of program earnings, the amount authorized by this Agreement, or actual expenditures. Any over-payments of more than \$100.00 made by YCCD/CDTC to the CONTRACTOR must be refunded to YCCD/CDTC by June 30, 2018. Checks should be made payable to YCCD.
- B. The CONTRACTOR will be paid \$25.00 per enrolled unit of course work, which meets requirements of the Child Development Permit Matrix and/or child care licensing regulations to the maximum stated in Paragraph 1B. Units for physical education and general work experience classes are excluded. Units for remedial courses and child development work experience are included.
- C. YCCD/CDTC will issue progress payments to CONTRACTOR upon receipt of properly completed documentation including a 2017-2018 Student Profile for each enrolled student for each semester/term.
- D. YCCD/CDTC will withhold any payment until all required documentation has been received to substantiate enrolled units.
- E. YCCD/CDTC will make final payment to CONTRACTOR upon satisfactory completion of services as described herein. The online final expenditure report is due no later than June 30, 2018.

V. RETENTION OF RECORDS AND UNITS

The CONTRACTOR will retain all programmatic and fiscal records for a minimum of five (5) full years from the date of final payment under this Agreement. The CONTRACTOR will make these records available to YCCD/CDTC upon request for audit purposes during the progress of the work and for five (5) years following final payment. The federal audit number for this project is 93.575042.

VI. CONTRACT AMENDMENTS

This Agreement may be amended with mutual written consent of both parties and the approval of the California Department of Education, Early Education and Support Division.

VII. 30 DAY TERMINATION NOTICE

It is mutually agreed that either party may terminate this Agreement by giving thirty (30) calendar days advance written notice.

VIII. FUND AVAILABILITY

Funding of this Agreement is contingent upon appropriation and availability of funds from the California Department of Education, Early Education and Support Division. The YCCD/CDTC is funded with federal Child Care and Development Quality Improvement funds.

IX. NONDISCRIMINATION CLAUSE

- A. During the performance of this Agreement, CONTRACTOR will not unlawfully discriminate, harass, or allow harassment against any employee or student because of sex, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), medical condition (cancer), age (over 40), sexual orientation, or marital status. CONTRACTOR will ensure that the evaluation and treatment of employees and student participants are free from such discrimination and harassment.
- B. CONTRACTOR shall comply with the provisions of the Fair Employment and Housing Act and the applicable regulations promulgated there under.
- C. By signing this Agreement, the CONTRACTOR ensures that it will comply with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability

X. INDEPENDENT CONTRACTORS

It is understood that this is an Agreement by and between independent contractors and is not intended, and shall not be construed to create the relationship of agent, servant, employee, partnership, or joint venture.

XI. HOLD HARMLESS CLAUSE

Both the CONTRACTOR and YCCD/CDTC agree to hold harmless, defend, and indemnify the other party, its officers, employees, boards, volunteers, and agents from and against any and all losses, claims or expense arising out of any liability or claim of liability for personal injury, bodily injury to persons, contractual liability and damage to property sustained or claimed to have been sustained arising out of the activities of such party, its boards, officers, agents, employees, or volunteers pursuant to this Agreement. However, the provisions of this indemnity agreement do not apply to any damages or losses caused by the negligence or willful misconduct of the party being indemnified or its officers, employees, boards, volunteers, or agents.

XII. ACKNOWLEDGMENT

The CONTRACTOR will acknowledge the support of the YCCD/CDTC when publicizing the work performed under this Agreement. Materials developed with funds from this Agreement shall contain an acknowledgment of the use of federal Child Care and Development Quality Improvement funds received from the California Department of

Education, Early Education and Support Division.

XIII. DRUG-FREE WORKPLACE

The CONTRACTOR certifies compliance with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace.

XIV. NON-PERFORMANCE OF TERMS OF INSTRUCTIONAL AGREEMENT

If the CONTRACTOR fails to fulfill the terms of this Instructional Agreement, the CONTRACTOR will be placed on informal probation for the period of one year. If the CONTRACTOR fails to fulfill the terms of the Instructional Agreement while on informal probation, a Probationary Instructional Agreement will be issued in the second year. If the CONTRACTOR fails to fulfill the terms of the Probationary Instructional Agreement, no further Instructional Agreements will be issued to CONTRACTOR.

AGREED TO BY:

CONTRACTOR Authorizing Signature:	<i>Fredrick E. Harris</i>
Printed Name of Person Signing:	Fredrick E. Harris
Title of Person Signing:	Vice President of Admin SACS
Date:	10/19/17

Yosemite Community College District:

Authorizing Signature:	
Printed Name of Person Signing:	Teresa Scott
Title of Person Signing:	Executive Vice Chancellor/Fiscal Services, YCCD
Date:	

Attachments for reference: Appendix A - Child Development Permit Matrix
Appendix B - 2017-2018 Required Reports and Time Lines

Return **two** Instructional Agreements with **original signatures** to:

Child Development Training Consortium
PO Box 3603
Modesto, CA 95352

For CDTC Use Only			
Date Received:	To D.O.:	From D.O.:	To Contractor:

Child Development Permit Matrix - with Alternative Qualification Options Indicated

Permit Title	Education Requirement (Option 1 for all permits)	Experience Requirement (Applies to Option 1 Only)	Alternative Qualifications (with option numbers indicated)	Authorization	Five Year Renewal
Assistant (Optional)	Option 1: 6 units of Early Childhood Education (ECE) or Child Development (CD)	None	Option 2: Accredited HERO program (including ROP)	Authorizes the holder to care for and assist in the development and instruction of children in a child care and development program under the supervision of an Associate Teacher, Teacher, Master Teacher, Site Supervisor or Program Director.	105 hours of professional growth*****
Associate Teacher	Option 1: 12 units ECE/CD including core courses**	50 days of 3+ hours per day within 2 years	Option 2: Child Development Associate (CDA) Credential.	Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise an Assistant and an aide.	Must complete 15 additional units toward a Teacher Permit. Must meet Teacher requirements within 10 years.
Teacher	Option 1: 24 units ECE/CD including core courses** plus 16 General Education (GE) units*	175 days of 3+ hours per day within 4 years	Option 2: AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting	Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program, and supervise an Associate Teacher, Assistant and an aide.	105 hours of professional growth*****
Master Teacher	Option 1: 24 units ECE/CD including core courses** plus 16 GE units* plus 6 specialization units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years	Option 2: BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program, and supervise a Teacher, Associate Teacher, Assistant and an aide. The permit also authorizes the holder to serve as a coordinator of curriculum and staff development.	105 hours of professional growth*****
Site Supervisor	Option 1: AA (or 60 units) which includes: • 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults	Option 2: BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; <u>or</u> Option 3: Admin. credential*** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; <u>or</u> Option 4: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	Authorizes the holder to supervise a child care and development program operating at a single site; provide service in the care, development, and instruction of children in a child care and development program; and serve as a coordinator of curriculum and staff development.	105 hours of professional growth*****
Program Director	Option 1: BA or higher (does not have to be in ECE/CD) including: • 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units	One year of Site Supervisor experience	Option 2: Admin. credential*** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; <u>or</u> Option 3: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting, plus 6 units administration; <u>or</u> Option 4: Master's Degree in ECE/CD or Child/Human Development	Authorizes the holder to supervise a child care and development program operating in a single site or multiple sites; provide service in the care, development, and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth*****

NOTE: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translation is available.

*One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.

**Core courses include child/human growth & development; child/family/community or child and family relations; and programs/curriculum. You must have a minimum of three semester units or four quarter units in each of the core areas.

***Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.

****A valid Multiple Subject or a Single Subject in Home Economics.

*****Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (209) 572-6080 for assistance in locating an advisor.

7/10

This matrix was prepared by the Child Development Training Consortium. To obtain a permit application visit our website at www.cddevelopment.org or call (209) 572-6080.

Appendix B

Child Development Training Consortium 2017-2018 Required Reports and Time Lines

Report/Documentation	Due Date
Instructional Agreement	As soon as possible
Online Student Profiles and Transmittal Summary and Detail Sheets AND Professional Development Profile (if submitted hard copy)	Summer/Fall '17: October 13, 2017 Winter/Spring '18: March 9, 2018 (Preferred) Postmarked no later than June 1, 2018
Student Evaluations (Composite generated online)	Summer/Fall '17: February 9, 2018 Winter/Spring '18: June 30, 2018
2017-2018 Program Budget (SUBMIT ONLINE)	October 13, 2017
Student Eligibility and Payment Policies	December 8, 2017
Coordinator Invoice	Summer/Fall '17: February 9, 2018 Winter/Spring '18: June 1, 2018
Child Development Instructional Staff Profiles and Master List (UPDATE ONLINE)	March 9, 2018
Course Offering Matrix of Child Development and CDTC Funded Courses (UPDATE ONLINE)	Submit prior to each semester after course schedule is established at campus (Ex. Enter Spring '18 courses in September/October '17; Enter Fall '18 courses in April/May '18)
2018-2019 Designation of Campus Coordinator and Agreement Specifications	June 1, 2018
Year-End Program and Final Expenditure Narrative (Survey Monkey)	June 30, 2018
Final Expenditure Report (SUBMIT ONLINE)	June 30, 2018
Advisory Committee Meeting Documents	June 30, 2018

Gavilan Joint Community College District Governing Board Agenda

November 14, 2017

Consent Agenda Item No. Career and Technical Education
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.1 (m)

SUBJECT: Agreement Between CA Early Childhood Mentor Program and Gavilan College
for the 2017 - 2018 school year. Agreement #CN170146

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

Consent to sign Agreement between CA Early Childhood Mentor Program and Gavilan College for the 2017-2018 school year. Agreement #CN170146

Background:

Gavilan College works with the CA Early Childhood Mentor Program to provide early childhood mentors for Gavilan Child Development students. Students taking coursework at Gavilan or who are in their early years in the field of child development are able to receive one on one mentoring through this program.

Through a rigorous application process local early childhood teachers and directors are selected to serve as mentors. Gavilan faculty connect students to the local mentors that are able to support the Child Development course work. Without our Gavilan CDC Lab School CD30AB students can take their student teaching practicum only with experienced teachers that meet Title V requirements or at a mentor site. At the mentor site students receive one on one support to complete their practicum. After graduation students can receive one on one support in their new jobs or when their jobs change. The same process works for those that become teachers and those that become directors/site supervisors over the year.

All of these activities are paid for by the CA Early Childhood Mentor Program. This program strengthens the community involvement between Gavilan College and the Gilroy, Hollister, Morgan Hill early childhood communities.

Budgetary Implications:

There is no impact on the general fund.

Follow Up/Outcome:

The agreement covers services offered August 1, 2017 to July 31, 2018.

Recommended By:



Sherroan Carr, Dean of Career Technical Education

Prepared By:



Pat Henrickson, Faculty, Child Development and Educational Studies

Agenda Approval:



Dr. Kathleen Rose, Superintendent/ President

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

AGREEMENT

CALIFORNIA EARLY CHILDHOOD MENTOR PROGRAM

This Agreement is being executed as of September 20, 2017, for the contract term beginning August 1, 2017, entered into by and between: the Chabot-Las Positas Community College District (CLPCCD), hereinafter known as the "District," on behalf of its California Early Childhood Mentor Program, hereinafter known as the "Mentor Program," and Gavilan Community College District, hereinafter known as "Contractor."

This agreement is entered into through the Chabot-Las Positas Community College District Board of Trustees approval process, pursuant to Agenda Item No. 4.5. for Tuesday, October 3, 2017.

Appropriation or Grant Number CN170146

RECITALS:

Whereas, the Chabot-Las Positas Community College District has applied for and has received a grant from the California State Department of Education for the purposes of operating a Mentor Program; and

Whereas, the CLPCCD has received authorization from its Board of Trustees to enter into agreements with California community colleges to provide such services as: coordinating and offering an adult supervision course and seminars for mentors and directors; coordinating and developing mentoring programs; offering honoraria for faculty working with the college mentoring program; providing books and other instructional materials for mentors; and printing and copying mentor materials.

Now, therefore, the parties agree as follows:

1. **TERM:** The term of this Agreement shall commence on August 1, 2017 and terminate July 31, 2018 except as otherwise set forth in this agreement.
2. **SERVICES TO BE RENDERED BY CONTRACTOR:** The services to be rendered are incorporated by reference as in attachment A. If any terms of the attachment and this Agreement are in conflict, this Agreement shall prevail.
3. **PAYMENT:** Invoice to be submitted and payment as a stipend to be made by District to Contractor shall be as set forth in Attachment A.
4. **INDEPENDENT CONTRACTOR:** The parties agree that with regard to this Agreement, Contractor is an independent contractor and not an employee of the District.

Any terms in this Agreement or its attachments referring to direction from the District shall be construed as providing for direction as to policy and the result of work only, and not as to the means by which such a result is obtained.

5. **EXPENSES FOR EQUIPMENT, TOOLS, MATERIALS OR SUPPLIES:** Contractor shall supply, at no cost or charge to District, all equipment, tools, materials, and/or supplies to accomplish the services agreed to be performed unless otherwise provided in this agreement; District shall not be liable to Contractor for any expenses paid or incurred by Contractor not provided for in this agreement unless otherwise agreed to in advance in writing.

6. **ASSIGNMENT:** Contractor shall not assign this Agreement nor the consideration payable under this Agreement without the written consent of the District.

7. **TERMINATION:** District may terminate this Agreement for District's convenience and without cause at any time by giving the other parties written notice of such termination. The notice shall specify the date upon which the termination becomes effective. In the event of such termination, Contractor shall be paid for his/her services that have been performed to the satisfaction of the District under this Agreement, up to the date of termination. Any payment by District shall be conditioned on Contractor providing to the District any and all materials required by District related to the services rendered.

8. **WRITTEN NOTICE:** All notices required or permitted to be given by this Agreement shall be deemed given when personally delivered to the recipient thereof or two (2) days after it has been mailed by certified mail, return receipt requested, postage prepaid, and addressed to the parties.

Any party by a written notice to the other parties may change the address of notice or the names of the persons or parties to receive written notice.

9. **GOVERNING LAW:** This Agreement shall be construed in accordance with and governed by the laws of the State of California. Venue for all litigation relative to the formation, interpretation, and performance of the Agreement shall be in Dublin, California.

10. **SEVERABILITY:** If any term, provision, covenant, or condition of the Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the rest of the Agreement shall remain in full force and effect and in no way shall be affected, impaired, or invalidated.

11. **NON-WAIVER:** The failure of any party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights or a waiver of any subsequent breach.

12. **NO AUTHORITY TO BIND DISTRICT:** Contractor has no authority to enter into contracts or agreements on behalf of District. This Agreement does not create the relationship of agent, servant, employee, partnership or joint venture with the District.

13. **AMENDMENTS:** No amendment to this Agreement shall be effective unless it is in writing and signed by all parties.

14. **CONFLICT OF INTEREST:** Contractor states that it is familiar with provisions of Section 87100 et seq. of the Government Code and certifies that it does not know of any facts which constitute a violation of said provisions. In the event contractor receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, Contractor agrees it shall notify District of such information.

15. **DAMAGES:** Contractor shall be responsible for any and all damages resulting in whole or in part from Contractor's acts or omissions.

16. **INDEMNIFICATION:** District agrees to defend and indemnify and hold harmless Contractor, its Board of Trustees, officers, agents, and employees, individually and collectively, from and against all claims, liabilities, obligations and causes of action of whatever kind arising in any manner whatsoever out of or in connection with the acts or omissions of District, its Board of Trustees, officers, agents, and employees.

Contractor agrees to defend and indemnify and hold harmless District, its Board of Trustees, officers, agents, and employees, individually and collectively, from and against all claims, liabilities, obligations and causes of action of whatever kind arising in any manner whatsoever out of or in connection with the acts or omissions of Contractor, its Board of Trustees, officers, agents, and employees.

Contractor's obligations under this section 16 shall survive the termination of this Agreement.

17. **COMPLIANCE WITH LAWS AND REGULATIONS:** Contractor shall keep informed of all laws and governmental regulations that may affect its obligations. It shall observe and comply with, and shall cause all its agents, employees, consultants, and subcontractors to observe and comply with all said laws and regulations, including obtaining business permits and licenses that may be required to carry out the work to

be performed under this Agreement, including all applicable provisions for subrecipient monitoring of federal funding awards.

18. **LIABILITY OF DISTRICT:** District's obligations under this Agreement shall be limited to the payment of the compensation as provided for in Section 3 of this Agreement but shall also include activities as provided for in Attachment A. Notwithstanding any other provision of this Agreement, in no event shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits, arising out of or in connection with this Agreement or the services performed in connection with this Agreement.

19. **NON-DISCRIMINATION. CLAUSE:** During the performance of this Agreement, District and Contractor shall not unlawfully discriminate, harass or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, disability (including HIV and AIDS), medical condition (cancer), age, marital status, denial of family and medical care leave and denial of pregnancy disability leave. District and Contractor shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. District and Contractor shall comply with the provisions of the Fair Employment and Housing Act (Government Code Section 12900 et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 7285.0 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f) set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations are incorporated into this contract by reference and made a part hereof as it set forth in full. District and Contractor shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.

20. **BUDGET CONTINGENCY:** This Agreement is valid and enforceable only if sufficient funds are made available to the State by the United States Government or the California State Legislature for the Fiscal Year(s) covered by this Agreement for the purpose of this program. In addition, this Agreement is subject to any additional restrictions, limitations, conditions or any statute enacted by the Congress or the State Legislature that may affect the provisions, terms or funding of this Agreement in any manner.

21. **ENTIRE AGREEMENT/MODIFICATION:** This writing sets forth the entire Agreement between the parties, and supersedes all other oral or written provisions. This Agreement may be modified only by a written document executed and approved in the same manner as this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the date specified immediately adjacent to their signatures below.

"District"

By: 
Signature of CLPCCD person authorized to execute agreement

Print Name: Lorenzo Legaspi

Title: Vice Chancellor of Business Services

Date: 10/9/17

"Contractor"

By: 
Signature

Print Name: Frederick E. Harris

Title: Vice Pres Admin Svcs

Address: 5055 Santa Teresa Blvd
Gilroy, CA 95020

Date: 10/19/17

Recommended By:

Signature: 

Print Name: Mary Anne Doan

Title: Director, California Early Childhood Mentor Program

Address: 25555 Hesperian Blvd.

Hayward, CA 94545

Date: September 20, 2017



Joint
Attachment A
Gavilan Community College District
August 1, 2017 – July 31, 2018

- A. Chabot-Las Positas Community College District on behalf of the California Early Childhood Mentor Program shall provide the following resources for implementation of the Contractor's program, subject to the District's approval:
1. Updated materials and assistance to facilitate implementation of the program including a *Program Manual*, an In-Service Training Resource Guide, reporting forms and one-on-one technical assistance.
 2. Travel expenses for the Contractor's Local Coordinator to attend statewide meetings to discuss program elements, the status of implementation and materials. Travel expenses must be within state guidelines and limits as specified in the *Program Manual* and as may reasonably be revised by the District.
 3. \$1,805 for instructional costs related to the offering of a Mentor Seminar and a Director Seminar, as described in the *Program Manual*. The Coordinator may make a written request to the District for an additional \$1,584 maximum to offer the Mentor Teacher/Adult Supervision Course in the 2017-2018 contract year.
 4. \$3,200 for the Contractor's Local Coordinator to implement and develop the program, arrange for the course offering, recruit prospective Mentors, appoint a Selection Committee, coordinate the selection process, place student teachers with Mentors and approve Post-Practicum, Individual Student Mentoring, Mentoring Record, Birth to Three/FCCH Mentoring Record, Director Mentor, Director Mentoring Record, and Birth to Three/FCCH Director Mentoring Record placements. The Contractor's Coordinator may be paid directly by the Chabot-Las Positas Community College District in the sole discretion of the District. The District reserves the right to withhold and/or reduce the Coordinator payment if responsibilities listed in Section B are not fulfilled in a timely manner.
 5. Up to \$1,675 for a \$250 honorarium per person for up to 10 Selection Committee Members to meet to review applications, visit and evaluate applicants' teaching practices and classroom environment with the appropriate Harms and Clifford scale, visit and evaluate Director Mentor applicants' leadership and management skills with the *Program Administration Scale (PAS)* or the *Business Administration Scale (BAS)*, check references and make final decisions on qualified classroom Mentors and Director Mentors. Committee Members may be paid directly by the Chabot-Las Positas Community College District in the sole discretion of the District.
 6. \$6,788 in stipend support for 5 Mentors and all selected Director Mentors. **Selecting Director Mentors and supporting their placements with protégés is a requirement of the Mentor Program.** All stipends will be paid directly by the Chabot-Las Positas Community College District and calculated according to the formula and procedures currently described in the *Program Manual* and as may reasonably be revised by the District. Stipends are for the following purposes:
 - Practicum placement(s) for mentoring practicum students placed with Mentors
 - Post-Practicum Stipend(s) to support Mentors for continued mentoring of protégés who were former practicum students placed with Mentors

- Individual Student Mentoring Contract(s) to support pairing a Mentor with an Early Childhood Education student for non-course based contact time
- Mentoring Record Hour(s) to support Mentors as they offer hourly mentoring services
- Birth to Three/FCCH Mentoring Record Hour(s) to support Mentors as they offer hourly mentoring services for Infant/Toddler and Family Child Care teachers and providers
- In-Service Training stipends for Mentors for fulfilling the In-Service training requirements as set forth in the *Program Manual*
- Director Mentor Placement(s) to support Director Mentors for mentoring of protégé directors
- Director Mentoring Record Hour(s) to support Director Mentors as they meet protégé directors' and Director Mentor applicants' needs for short-term, hourly mentoring
- Birth to Three/FCCH Director Mentoring Record Hour(s) to support Director Mentors as they offer hourly mentoring services for Infant/Toddler directors and Large Family Child Care providers

7. \$150 for materials for Mentors and Director Mentors (books, Environment Rating Scales, instructional materials, etc.) and/or printing and copying costs for program implementation or Mentor materials. Coordinators may be reimbursed directly by the Chabot-Las Positas Community College District in the sole discretion of the District, or through their local college.

B. Contractor as a college agrees to designate a Local Coordinator. The Coordinator shall be responsible for the following activities:

Selection and Re-Certification

1. Promoting the program on campus and in the community.
2. Enrolling teachers and providers in the Mentor Teacher/Adult Supervision Course, based on the syllabus provided in the *Program Manual* and as may reasonably be revised by the District. The Contractor as a college agrees to enroll students and to issue credit. The Contractor also agrees that it will accrue no ADA when instructional costs are reimbursed. Students pay tuition if they are receiving credit.
3. Recruiting qualified child care providers and directors from the community who may be interested in becoming Mentors.
4. Modifying and distributing Mentor and Director Mentor applications and establishing appropriate application deadlines as currently described in the *Program Manual* and as may reasonably be revised by the District.
5. Assuring compliance with selection criteria for Mentor Teachers and Director Mentors as set forth in Sections D and E below.
6. Adhering to the Policy on the Mentor Option in Campus Labs as currently described in the *Program Manual* and as may reasonably be revised by the District.
7. Modifying and distributing Mentor and Director Mentor Re-Certification applications, and establishing appropriate application deadlines as currently described in the *Program Manual* and as may reasonably be revised by the District.
8. Appointing a Selection Committee of up to 10 members. The Selection Committee shall include community college instructors, center directors, teachers and other child care practitioners who represent all sectors of the regional child development community (e.g.,

Head Start, preschool, subsidized, non-profit). The Selection Committee should reflect the diversity of program types, ethnicities and language capacities in the community.

9. Training Selection Committee Members in the use of the Harms and Clifford Scales; the *Early Childhood Environment Rating Scale-Revised* (ECERS-R), the *Infant/Toddler Environment Rating Scale-Revised* (ITERS-R), the *School-Age Care Environment Rating Scale* (SACERS), and *Family Child Care Environment Rating Scale-Revised* (FCCERS-R). Training Selection Committee Members in the use of the *Program Administration Scale* (PAS) and the *Business Administration Scale* (BAS).
10. Serving as a Selection Committee Member as currently described in the *Program Manual* and as may reasonably be revised by the District. Such service is *optional* for local college or Regional Coordinators but *mandatory* for college Coordinators in a Region.
11. Scheduling meetings for the Selection Committee to review Mentor and Director Mentor applications, evaluate applicants' centers or classroom sites, and to make final selections by **June 1st of each contract year**.
12. Notifying all new and Re-Certification applicants to inform them of final decisions as soon as possible after the final Selection Committee meeting.
13. Petitioning the District in writing that Mentor pool size be increased in an academic year. In such cases, determination will be made by Mentor Program staff based on current statewide allocations and student placement rates at the local college.
14. Maintaining eligibility requirements for Mentor Teachers in accordance with program policy as currently described in the *Program Manual* and as may reasonably be revised by the District.
15. Maintaining eligibility requirements for Director Mentors in accordance with program policy as currently described in the *Program Manual* and as may reasonably be revised by the District.

Professional Growth

16. Facilitating or arranging for facilitation of a 1-2 unit credit-optional monthly Seminar for Mentors to combine informal discussion of issues they confront in supervising student teachers with further study of supervision issues, leadership and mentoring skills.
17. Facilitating or arranging for facilitation of a 1-2 unit credit-optional monthly Seminar or continuing course for directors to study administrative issues, quality improvement strategies, leadership development and mentoring issues.
18. Providing Mentor and Director Seminar Instructors with the *Growing Leaders In-Service Training Resource Guide* and other necessary instructional materials as supplied by the District.
19. Ensuring that instructors for the Mentor and Director Seminars are regularly evaluated in accordance with college policies.
20. Supporting Mentor In-Service Training activities with Mentor materials and other appropriate funding where available.

Placements and Stipend Activities

21. Working within the college's administrative procedures to institutionalize the Mentor Program. This includes seeking curriculum committee approval for courses, including program information in the college catalog and course schedule, and establishing load credit for practicum instructors who support placements with Mentors.

22. Providing the District with official course outlines for all courses in which students may be placed with Mentors.
23. Placing students with Mentors, acting as intermediary between the student and Mentor, and monitoring the Mentors' work. The college agrees to offer the placement with a Mentor as an alternative to the existing practicum course(s).
24. Overseeing student placements with Mentors to ensure only one student will be in the Mentor's classroom at a time.
25. Approving the following as currently described in the *Program Manual* and as may reasonably be revised by the District:
 - Mentor-protégé contracts for Post-Practicum placements;
 - Mentor-student contracts for Individual Student Mentoring;
 - Hourly Mentoring Record stipends for short-term mentoring services;
 - Hourly Birth to Three/FCCH Mentoring Record stipends for short-term mentoring services for Infant/Toddler and Family Child Care teachers and providers;
 - Director Mentor-protégé director contracts for Director placements;
 - Hourly Director Mentoring Record stipends for short-term mentoring services;
 - Hourly Birth to Three/FCCH Director Mentoring Record stipends for short-term mentoring services for Infant/Toddler directors and Large Family Child Care providers
26. Serving, if requested and willing, as a Field Trainer as currently described in the *Program Manual* and as may reasonably be revised by the District.

Payments

27. Submitting the signed **Designation of Coordinator form** and this signed **Letter of Agreement** to the District no later than **December 1st of each contract year**. Acknowledging that the Coordinator's stipend and any reimbursements due to the college will be withheld until these signed documents are received by the Mentor Program Office at Chabot College.
28. Maintaining records of all costs and disbursements and reporting these monthly to the District in a timely and accurate manner.
29. Submitting authorizations to pay all stipends within 30 days following the end of the placement.
30. Submitting all fiscal reporting and requests for reimbursement to the District no later than **June 15th of each contract year**.
31. Acknowledging that the Coordinator's payment may be withheld and/or reduced if reporting is not accomplished in a timely or accurate manner.
32. Applying for and utilizing Additional Funding to Support Instructional Costs for an Adult Supervision Course if appropriate.
33. Applying for and utilizing Supplemental Support Funding for Large Area Programs if appropriate.
34. Applying for and utilizing Supplemental Support Funding for the Director Mentor Component if appropriate.
35. Providing full reporting on the use of any Supplemental Support Funding as currently described in the *Program Manual* and as may reasonably be revised by the District.

Evaluations

36. Facilitating program evaluation.
37. Requiring completion of Student Evaluation of Mentor Teacher, Director Mentor Contract Self-Evaluation, Director Mentor Contract Evaluation: Protégé, Birth to Three/FCCH Mentoring Record Protégé Evaluation, Birth to Three/FCCH Director Mentoring Record Protégé Evaluation, and Director Seminar Evaluation Forms by program participants.

Agreements and Reports

38. Completing and submitting to the District Quarterly Reports as follows:
 - First Quarter: August 1 to October 31, due **October 31st of each contract year**
 - Second Quarter: November 1 to January 31, due **January 31st of each contract year**
 - Third Quarter: February 1, to April 30, due **April 30th of each contract year**
39. Completing and submitting to the District all Annual Reporting materials on or before **June 15th of each contract year.**

Mentor Program Meetings

40. Attending all required Coordinator meetings and/or being responsible for acquiring and understanding the information and materials presented at these meetings.
41. Facilitating the selection of eligible participants for the annual Mentor Institute.

Maintaining Records

42. Keeping records on each Mentor's placement history, student evaluations of the Mentor, the Mentor's application and re-certification, and stipend amounts. Keeping comparable records for each Director Mentor.
 43. Maintaining program data and records in archives for five years.
- C. Contractor will designate an instructor who will be responsible for teaching the Mentor Teacher/Adult Supervision Course, a 2-unit course on adult supervision skills for Mentor candidates, based on a course syllabus included in the *Program Manual* and as may be reasonably revised by the District.
- D. Contractor shall insure that Classroom Mentor applicants shall complete the following requirements in order to be considered for selection:
1. A college level Early Childhood training program that included an Early Childhood practicum supervised by a college instructor for credit. Candidates must submit a transcript proving completion of this requirement.
 2. The two-unit Mentor Teacher/Adult Supervision Course, as described in Sections B.2 and C in this Attachment.
 3. Two years of experience as a classroom teacher or family child care provider.
 4. Eligibility for the Master Teacher Level, or higher, of the California Child Development Permit.
 5. The Mentor Application (see *Program Manual*) which includes information on the applicant's educational background and experience, a personal statement, a transcript proving completion of the practicum as part of her/his Early Childhood education, a QRIS Tier Rating (where applicable), and the Harms and Clifford rating sheet from her/his self-review. The Application also includes a "supervisor's agreement" to support the candidate's application and participation as a Mentor. As public elementary school teachers have their own

mentoring program, they are not eligible to participate in the California Early Childhood Mentor Program.

6. A site review of the center's National Association for the Education of Young Children (NAEYC) accreditation status by members of the Mentor Selection Committee and direct observation of teaching practices, or completion of a site review and self-study using the appropriate Harms and Clifford Scale (ECERS-R, ITERS-R, SACERS or FCCERS-R).

E. Contractor shall ensure that Director Mentor applicants shall complete the following requirements in order to be considered for selection:

1. Three years of experience as a director or site supervisor in a child development program (current or prior).
2. Successful completion of a Director Mentor Information Session Webinar and a Director Mentor Institute as currently described in the *Program Manual* and as may be reasonably revised by the District.
3. The Director Mentor Application (see *Program Manual*) which includes information on the applicant's educational background, experience, statement of program philosophy, selection of items for *Program Administration Scale (PAS)* or *Business Administration Scale (BAS)* review, a QRIS Tier Rating (where applicable), and references.
4. Completion of a *Program Administration Scale (PAS)* or *Business Administration Scale (BAS)* interview by members of the Mentor Selection Committee. A site review of the applicant's worksite (if applicable).

F. Contractor agrees to provide the following resources for implementation of the program:

1. Facilities for the Mentor Teacher/Adult Supervision Course, Selection Committee training and meetings, the Mentor Seminar and the Director Seminar as currently described in the *Program Manual* and as may be reasonably revised by the District.
2. Funds for program costs in excess of amounts provided in Section A of this agreement.

G. Contractor agrees that in cases where active Mentors or Director Mentors from other Regional or Local Mentor Programs wish to apply to this college's program, acceptance and selection will be at the discretion of this college's Selection Committee based on space availability and other selection criteria.

H. District reserves the right to withdraw the resources listed in Section A for non-performance of activities and requirements listed in Sections B through G. Written notice of such withdrawal—and a procedure and timeline to appeal such a decision—will be provided to Contractor.

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.1 (n)

Administrative Services

SUBJECT: Budget Planning Calendar

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

That the Board of Trustees approve the FY 2018/19 Budget Planning Calendar as part of the development of the District's budget for FY 2018/19.

Background:

As part of the budget process, attached is the proposed FY 2018/19 Budget Planning Calendar which establishes a timeline to develop, review, and approve the District's budget for FY 2018/19. The President's Council have reviewed and approved the proposed calendar.

Budgetary Implications:

None.

Follow Up/Outcome:

Follow Budget Planning Calendar timeline.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Wade W. Ellis, CPA
Wade W. Ellis, CPA – Associate Vice President, Business Services & Security
Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

**Gavilan Joint Community College District
Budget Planning Calendar for FY 2018 - 19**

<u>Deadline Date</u>	<u>Event</u>	<u>Responsible Party</u>
November 2017		
November 1	Input of program plans and budget requests completed.	Staff
November 14	Approval of budget calendar for 2018-19	Board of Trustees
December 2017		
December 12	Approval of financial audit for 2016-17	Board of Trustees
December 15	Complete review/rank of program plans with budget requests	Managers, Supervisors, and Deans
December 29	Complete 90% of adjunct salary assignments	Deans
January 2018		
January 8	Governor's Budget Proposal for 2018-19 is released	Governor
January 8	Cabinet complete review/ranking of program plans	Cabinet
January 9	Completion of Board of Trustee goals	President / Board of Trustees
January 19	Distribute FY 2018-19 position control file (Group 1 and 2), all positions, all departments, all funds for permanent and non-permanent staff to Cabinet for review.	AVP, Human Resources & Labor Relations
January 17	State budget workshop-Sacramento	Cabinet and AVP, Business Services & Security
January 27	Distribute FY 2018-19 budget line item detail for other expenditures (4/5/6's) for all departments/all funds to Cabinet for review	Vice President of Administrative Services and AVP, Business Services & Security
January 31	Program plan and budgets requests loaded into database	Webmaster
February 2018		
February 8	Mid-year review of budget to actual expenditures, all funds for FY 2017-18	Vice President of Administrative Services and AVP, Business Services & Security
February 12	Development of Strategic Plan (Budget Guidelines)	President

<u>Deadline Date</u>	<u>Event</u>	<u>Responsible Party</u>
February 16	Begin prioritization process of program plans with budget requests	College Budget Committee
February 19	Reconciliation of position control file, (Group 1 and 2), all positions, all departments, all funds due to Director of Human Resources	Cabinet
February 23	Budget line item detail for other expenditures (4/5/6's) for all departments/all funds to the VP of Administrative Services	Cabinet

March 2018

March 5	FY 2018-19 position control file, (Group 1 and 2) projections (Version #1) due to AVP, Business Services & Security	AVP, Human Resources & Labor Relations
March 14	Approval of FY 2018-19 Budget Guidelines (Strategic Plan)	President's Council
March 16	Submit prioritized program plans with budget requests to President's Council	College Budget Committee
March 19	Revenue and expenditures calculations; general fund only (Exhibit 2, Version #1) due to Cabinet	AVP, Business Services & Security and AVP, Human Resources & Labor Relations
March 19	Final deadline for changes to the Tentative Budget document due to VP of Administrative Services	Cabinet
March 26	Program plans with budget requests recommendation to President	President's Council
March 30	Review revenue and expenditure calculations with Board and College Budget Committees	AVP, Business Services & Security

April 2018

April 6	Cost out summer/fall class schedule	Vice President of Instructional Services, Vice President of Student Services, and Deans
April 10	FY 2018-19 Strategic Plan to Board of Trustees	President
April 16	Revenue and expenditures calculation; all funds (Exhibit 2, Version #2) due to Cabinet	AVP, Business Services & Security and AVP, Human Resources & Labor Relations
April 20	Final status of prior year Budget Guidelines to VP of Administrative Services	President
April 25	Board and College Budget Committee review of Tentative Budget document	AVP, Human Resources & Labor Relations

<u>Deadline Date</u>	<u>Event</u>	<u>Responsible Party</u>
April 30	Final revenue and expenditures calculation; all funds (Exhibit 2, Version #3) due to VP Admin. Services	AVP, Business Services & Security and AVP, Human Resources & Labor Relations
May 2018		
May 14	Governor's May revise with district review	Cabinet
May 28	Complete Tentative Budget to printer	Vice President of Administrative Services
May 30	Re-review of prioritized program plans with budget requests in light of May revise revenue assumptions and expenditures	College Budget Committee
June 2018		
June 12	Tentative Budget adopted by Board of Trustees	Board of Trustees
June 29	Preliminary financial and compliance audit	Vice President of Administrative Services, AVP, Business Services & Security, various program managers, VPs, and Deans
July 2018		
July 11	Re-review of prioritized program plans with budget requests in light of actual Budget Act revenue assumptions and expenditures	College Budget Committee
July 17	Final deadline for the addition of new positions (Group 1 and 2) to the Final Budget. Freeze position file for Final Budget document due to VP of Administrative Services	Cabinet
July 31	Changes in budget line item detail for other expenditures (4/5/6's) department budgets; all funds due to VP of Administrative Services	Cabinet
August 2018		
August 1	State budget workshop	Cabinet and AVP, Business Services & Security
August 13	Revise Tentative Budget for Final Budget	AVP, Business Services & Security
August 14	Board Budget Committees review of Final Budget (College Committee does not meet in the summer)	AVP, Business Services & Security

<u>Deadline Date</u>	<u>Event</u>	<u>Responsible Party</u>
August 17	Categorical year-end close, FY 2017-18	AVP, Business Services & Security
August 31	Complete Final Budget to printer	Vice President of Administrative Services
August 31	All funds year-end close, FY 2017-18	AVP, Business Services & Security
September 2018		
September 11	Review Final Budget with College Budget Committee	AVP, Business Services & Security
September 18	Database available for input of FY 2018-19 program plans with or without budget requests.	Staff
September 22	Final financial and compliance audit	Vice President of Administrative Services, Director Business Services, various program managers, VPs, and Deans
October 2018		
October 31	Draft Audited 2017-18 Financial Statements Review	Vice President of Administrative Services, Director Business Services
November 2018		
November 13	Approval of budget calendar for 2019-20	Board of Trustees
November 9	Input of program plans and budget requests completed.	Staff
November 16	Board and College Budget Committees development of FY 2019-20 budget calendar	AVP, Business Services & Security
November 26	Cost out intersession/spring class schedule	Vice President of Instructional Services, Vice President of Student Services, and Deans
December 2018		
December 5	Complete review/rank of program plans with budget requests	Managers, Supervisors, and Deans
December 11	Approval of financial audit for 2017-18	Board of Trustees
December 17	Complete 90% of adjunct salary assignments	Deans

<u>Deadline Date</u>	<u>Event</u>	<u>Responsible Party</u>
January 2018		
January 7	Cabinet complete review/ranking of program plans with budget requests.	Cabinet
January 8	Completion of Board of Trustees goals	President / Board of Trustees
January 16	State budget workshop, Sacramento	Cabinet
January 25	Distribute FY 2019-20 position control file (Group 1 and 2), all positions, all departments, all funds for permanent and non-permanent staff to Cabinet for review.	Director Human Resources
January 31	Distribute FY 2019-20 budget line item detail for other expenditures (4/5/6's) for all departments/all funds to Cabinet for review	Vice President of Administrative Services and AVP, Business Services & Security

Gavilan Joint Community College District Governing Board Agenda

November 14, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.1 (o)

Office of the President

SUBJECT: Ratification of GCFA Tentative Agreement

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

That the Board of Trustees take action on the tentative agreement between the District and the Gavilan College Faculty Association (GCFA).

Background:

The District and GCFA teams have concluded negotiations for FY 2017-18.

The following items are a few highlights of the Agreement:

- Two percent (2%) general increase and a half-percent (0.5%) increase for instructional improvement and faculty engagement applied to the salary schedule
- Additional salary step for part time faculty effective Fall 2018
- Department Chairs revised duties and responsibilities as a two year pilot program

Budgetary Implications:

Estimated cost of \$197,500 funds will come from the budget for FY 2017-2018 to support these changes.

Follow Up/Outcome:

Upon approval, staff will implement the changes.

Recommended By: Dr. Eric Ramones, Associate Vice President, Human Resources and Labor Relations

Prepared By: 




Dr. Eric Ramones, Associate Vice President, Human Resources and Labor Relations



Agenda Approval: 




Dr. Kathleen Rose, Superintendent/President

**GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
AND
GAVILAN COLLEGE FACULTY ASSOCIATION (GCFA)
TENTATIVE AGREEMENT FOR THE 2017 – 2018 SCHOOL YEAR**

NOVEMBER 7, 2017

Item	Status	GCFA	District
1. Acad. Calendar: Appendix H	Both parties agree on the 2019-2020 Academic Calendar (Attachment 1)		ER
2. Article 19 Evaluation of Faculty	<p>Both parties agree the "evaluation of faculty" language does not require changes to the contract to address any potential evaluation form changes. The faculty evaluation form is updated by a joint collaboration of Academic Senate, Office of Academic Affairs, and GCFA outside the negotiations process.</p> <p>Both parties agree to a change in title from Trained Faculty Evaluator to Trained Faculty Observer. Faculty do not evaluate other faculty however, they more accurately observe other faculty as part of instructional quality review.</p> <p>Both parties agree to place the Trained Faculty Observer stipend to the credit part time lecture salary schedule which would change the amount from \$100 to \$150. Any future increases to the salary schedule will increase this stipend by the same percentage amount.</p>		ER
3. Article 23 Salary	Effective November 1, 2017, both parties agree to a two percent (2%) general increase which will modify the faculty salary schedules and a half percent (.5%) increase to the salary schedule for instructional improvement and faculty engagement.		ER

	<p>Both parties agree to modify the language in Appendix A: Initial Salary Placements will be based on the highest degree earned. (Attachment 2)</p> <p>Both parties agree to pay part time counselors on the part time credit faculty salary schedule including non-credit counselors.</p> <p>Both parties agree to an additional step to Part Time Faculty Salary Schedule effective Fall 2018. The new steps will be:</p> <p>Step 5 11-12 terms Step 6 13-14 terms Step 7 15-16 terms Step 8 17+ terms</p>		
<p>4. Article 25 Other Duty and Compensation</p>	<p>Both parties agree to 80% release for Academic Senate two-year pilot program that includes evaluation at the conclusion of the pilot.</p> <p>Both parties agree to place stipends to the salary schedule starting at \$3200. Any future increases to the salary schedule will increase these stipends by the same percentage. This will include stipends in this article excluding Study Abroad Faculty and Coaches.</p> <p>Both parties agree to provide a stipend for SLO/PLO work based on the District priorities for Accreditation. The stipend will be subject to the approval of the Office of Academic Affairs. PLO work will be paid a stipend of \$200 individually and/or by group and SLO work will be paid a stipend of \$150 individually.</p> <p>Both parties agree to reopen Article 25 for 18-19 negotiations.</p>		<p><i>ER</i></p>
<p>5. Article 27</p>	<p>Both parties approved a side letter agreement to allow Part Time Faculty to</p>		<p><i>ER</i></p>

Employee Benefits	enroll in medical benefits at the full cost to the employee. (Attachment 3)		
6. Article 29 Department Chairperson	<p>Both parties agree to a two year pilot to revise 29.3 List of Duties and Responsibilities and using one formula for payment of stipends during the pilot program. The formula will be Stipend base + size (3% + .45%). (Attachment 4)</p> <p>A subcommittee consisting of department chairs, GCFA, and the Office of Academic Affairs to evaluate and assess the effectiveness of the pilot program.</p>		ER
7. Article 22 Workload	Both parties agree to reopening Article 22 to address Distance Education possibly having a separate section in the contract.		ER
Contract Language Revision	Both parties agree to replace the title Office of Instruction and Vice President of Instruction with Office of Academic Affairs and Vice President of Academic Affairs		ER


 Lead Negotiator, GCFA

11/7/2017
 Date


 Lead Negotiator, District

11/7/2017
 Date



GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
2019 - 2020

Draft 3 2017-08-16

District Calendar

Academic Calendar

July 2019							August 2019							September 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6		4	5	6	7	8	9	10	1	2	3	4	5	6	7
7	8	9	10	11	12	13	11	12	13	14	15	16	17	8	9	10	11	12	13	14
14	15	16	17	18	19	20	18	19	20	21	22	23	24	15	16	17	18	19	20	21
21	22	23	24	25	26	27	25	26	27	28	29	30	31	22	23	24	25	26	27	28
28	29	30	31										29	30						

October 2019							November 2019							December 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	3	4	5	6	7	8	9	1	2	3	4	5	6	7
6	7	8	9	10	11	12	10	11	12	13	14	15	16	8	9	10	11	12	13	14
13	14	15	16	17	18	19	17	18	19	20	21	22	23	15	16	17	18	19	20	21
20	21	22	23	24	25	26	24	25	26	27	28	29	30	22	23	24	25	26	27	28
27	28	29	30	31									29	30	31					

January 2020							February 2020							March 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	2	3	4	5	6	7	1	2	3	4	5	6	7	
5	6	7	8	9	10	11	9	10	11	12	13	14	8	9	10	11	12	13	14	
12	13	14	15	16	17	18	16	17	18	19	20	21	15	16	17	18	19	20	21	
19	20	21	22	23	24	25	23	24	25	26	27	28	22	23	24	25	26	27	28	
26	27	28	29	30	31								29	30	31					

April 2020							May 2020							June 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	3	4	5	6	7	8	9	1	2	3	4	5	6	7
5	6	7	8	9	10	11	10	11	12	13	14	15	16	7	8	9	10	11	12	13
12	13	14	15	16	17	18	17	18	19	20	21	22	23	14	15	16	17	18	19	20
19	20	21	22	23	24	25	24	25	26	27	28	29	30	21	22	23	24	25	26	27
26	27	28	29	30			31						28	29	30					

SUMMER 2019 - 29 days	
June 17	First Day of Instruction
July 4	Holiday (Independence Day)
July 26	Last Day of Instruction
FALL 2019 - 84 days	
August 7	Aviation First Day of Instruction
August 21	Part-Time Faculty Orientation (evening)
August 22	New Full-Time Faculty Orientation
August 23	Flex Day (Mandated)
August 26	First Day of Instruction
September 2	Holiday (Labor Day)
September 9	First Census
November 11	Holiday (Veterans' Day, Observed)
November 28, 29	Holiday (Thanksgiving)
December 9-14	Final Exams
December 14	Last Day of Semester
December 25, 26	Holiday (Christmas)
December 31, January 1	Holiday (New Year's)
WINTER INTERSESSION - 16 days	
January 7	First Day of Instruction
January 20	Holiday (Martin Luther King)
January 24	Last Day of Classes
SPRING 2020 - 84 days	
January 9	Aviation First Day of Instruction
January 23	Part-Time Faculty Orientation (evening)
January 24	Flex Day (Mandated)
January 27	First Day of Instruction
February 10	First Census
February 14, 17	Holiday (Presidents' Day)
April 6-12	Spring Instructional Break
May 16-22	Final Exams
May 22	Last Day of Semester
May 22	Graduation
May 25	Holiday (Memorial Day)
SUMMER 2020 - 29 days	
June 15	First Day of Instruction
July 3	Holiday (Independence Day)
July 24	Last Day of Instruction
Flex Days (Mandated)	
Flex Days (Contract)	

- First Day of Instruction
- Spring Instructional Break
- Staff Development Day (Limited Serv. A&R Only) (Mandated)
- Instructional Saturday
- Faculty Orientation
- Holiday (Campus Closed)
- Christmas/New Year Break (Limited Srv)

DRAFT

Note: This is for the full-time faculty initial placement. Part-time language is almost identical.

GAVILAN COLLEGE CONTRACT AND REGULAR ACADEMIC SALARY SCHEDULE

TRACK AND STEP PLACEMENT

1. The first six (6) years of education and work experience in the instructional field, or a combination thereof, shall be used to determine the proper column of the salary schedule for vocational instructors.
2. After the proper column has been determined for vocational instructors, all remaining years of experience not used for credentialing shall be used to determine the proper step on the salary schedule. For all instructors as appropriate, each year of teaching in an accredited institution shall be counted as one (1) step and each two (2) years of the kind of work that qualifies for the credential shall be counted as one (1) step. However, five (5) steps are the maximum number normally granted for teaching and work experience, with entry no higher than the sixth (6th) step. The Superintendent/President is authorized to negotiate for initial employment beyond the sixth (6th) step in cases of unusual circumstances. The ~~Staff Development Committee~~ Faculty Professional Learning Committee must submit a recommendation to the Superintendent/President and he/she will present it along with his/her own recommendation for final placement in such cases.
3. All units listed in Track III B and Track IV B below must be taken subsequent to the degree.
4. Subtract \$550.00 for less than minimum qualifications in Track I.
5. All college credits and degrees must be supported by official transcripts from accredited colleges and universities.
6. Any kind of work experience used for placement on the salary schedule must be verified by letters showing inclusive dates from former employers.
7. Advancement through Step 14 will be dependent on satisfactory completion of thirty-eight (38) hours of co-curricular activities (see Appendix B) as determined by ~~Staff Development Committee~~ Faculty Professional Learning Committee.
8. Full-time Unit Members shall be employed by the District at least 60% of the teaching days in the academic year before qualifying for the next step on the salary schedule.
9. All courses used for advancement on the salary schedule shall have the approval of the ~~Staff Development Committee~~ Faculty Professional Learning Committee. Prior approval is recommended.

10. No change in salary track classification through summer session units will be obtained unless such notice of intention to change salary classifications has been filed in the Vice President of ~~Instructional Services'~~ Academic Affairs office by June 7 of that year.

11. ~~The requirements for salary placement/advancements on this academic salary schedule were modified by the 1980-81 Collective Bargaining Agreement. For those employees employed prior to the effective date of that agreement, the following language dictates their salary placement/advancement:~~

~~Initial salary placements made prior to the ratification of this agreement are not affected by, nor subject to the qualifications of the 1980-81 salary schedule.~~

~~However, any individual placed initially on Track I under the terms of any pre-existing salary schedule, and remaining on Track I at the time of this Agreement shall be allowed to advance to Track II upon the successful completion of fifteen (15) units of approved course work taken subsequent to the effective date of this Agreement. Track I employees who have initiated approved course work for the purpose of track advancement and who received authorization for such course work shall also be allowed to advance to Track II upon the successful completion of such work.~~

11. **Effective November 1, 2017, initial placement on the salary schedule will be based upon the Master's Degree. If the discipline does not have a Master's Degree available, a lower degree may be used.**

TRACK I

~~A. Community College Instructor/partial fulfillment~~

1. A. No degree – six (6) years related work experience or
2. B. AA* degree and four (4) years related work experience or
3. C. BA* and two (2) years related work experience or
4. D. Granted on the basis of enrollment in a Master's degree

B. E. Other unsecured teaching credential valid for the Community College.

TRACK II

~~A. Community College Instructor Credential – Life~~

- A. No degree – six (6) years related work experience – twelve (12) semester units professional education course work and six (6) semester units' electives.
- B. AA* degree and four (4) years related work experience – twelve (12) semester units professional education course work and six (6) semester units electives.
- C. BA* degree and two (2) years related work experience (major or minor in subject matter area related to the work experience) and six (6) semester units of appropriate professional education course work ~~if required for life credential.~~

D. Master's degree*.

~~B.~~ E. Other life teaching credential valid for the Community College.

TRACK III

A. Requirements for Track II, plus fifteen (15) units earned subsequent to meeting requirements for the life credential. Track II

B. ~~AA + seventy-five (75) units including MA or~~ MA + fifteen (15) units.

TRACK IV

A. Requirements for Track III, plus fifteen (15) additional units earned subsequent to meeting requirements ~~for the life credential.~~ Track III

B. ~~AA + ninety (90) units including MA or~~ MA + thirty (30) units.

TRACK V

Placement requires an earned Doctorate degree.

Note: *All degrees must be earned from a regionally accredited post-secondary education institution recognized by the Council on Post-Secondary Accreditation.

RECEIVED

OCT 25 2017

HUMAN RESOURCES

**GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
AND
GAVILAN COLLEGE FACULTY ASSOCIATION**

Side Letter Agreement Regarding Part Time Faculty Medical Insurance
October 12, 2017

Gavilan Joint Community College District ("District") and Gavilan College Faculty Association ("GCFA") enter into this Side Letter of Agreement ("SLA") regarding part time faculty medical insurance through Self Insured Schools of California ("SISC").

By entering into this SLA, the parties stipulate and agree as follows:

1. Effective the date this SLA is fully and lawfully executed by the parties hereto, currently teaching part time faculty employees may enroll in the medical plans made available to them under SISC, at the part time faculty members' own full cost.
2. The District will not make any financial contributions toward the premiums, initiation fees, deductibles, retentions, co-pays or other medical or medical-insurance related costs of a part time faculty member who currently or in the future enrolls in a medical plan under SISC.
3. The eligibility to enroll in SISC medical coverage granted to part time faculty by this SLA applies only to part time faculty who are currently employed and who are otherwise eligible under SISC plan terms and conditions.
4. Part time faculty not presently teaching but who are hired and working starting in the spring 2018 semester, or thereafter, must work two academic semesters to be eligible to enroll in SISC medical insurance plans. Winter and Summer sessions and/or inter-sessions do not count towards the two academic semester work requirement.
5. A part time faculty member hired on or after January 1, 2018 who does not complete the two consecutive semester work requirement for any reason, whether or not attributable to the member's own choice, is not eligible to enroll in a SISC medical insurance plan.
6. In order to make the SISC open enrollment process consistent with others made available to District employees, currently teaching part time faculty will have until October 27, 2017, which is the open enrollment deadline, to enroll in the SISC plan. The SISC medical plans timely elected during the open enrollment period will be effective on January 1, 2018.
4. This SLA is not precedent setting and shall not constitute a past practice with respect to any future attempt to settle bargained matters piecemeal rather than through the normal bargaining process. It is the intent of both parties as to all future bargaining that all matters subject to bargaining be resolved in a single, inclusive collective bargaining agreement agreed to by the parties.

GCFA

Kens Weigman

Kens Weigman 10/20/17

DISTRICT

[Signature] 10/24/17

[Signature] 10/24/17

Department Chair Duties

All duties listed below are done in conjunction with Administration to ensure essential tasks are completed. Administration is responsible for hiring, evaluation and budget approvals.

1. Lead the development and assessment of ILOs for the college that are mapped through the departments.
2. Develop Program Plans, IEC reviews, and schedules based on FTES projections, participate in enrollment management based on student needs, develop and update curriculum according to update cycle.
3. Propose annual budget based on enrollment management needs and program changes/implementation.
4. Ensure department SLOs/PLOs are assessed on a cyclical basis and reported annually.
5. Develop projections for instructional equipment 5 year budget plan.
6. Monitor budget expenditures throughout the fiscal year.
7. Purchase and order department or program materials and supplies.
8. Participate on hiring, tenure review committees or assure departmental representation.
9. Plan and conduct monthly department meetings, create agendas, post minutes on department or division website.
10. Participate in interview and hiring process of part time faculty.
11. Assist with creating a pool of trained faculty observers.
12. Support the supervising administrator and the part time faculty member in identifying a trained faculty observer.
13. Participate in the student resolution process as stipulated in the college catalog.
14. Work with the mentoring coordinator to train and facilitate mentoring new faculty.
15. Recommend changes to the department website and review department brochures.
16. Actively participate in integrated planning to include short and long term.

17. Collaborate with Human Resources department to assist in recruiting faculty.
18. Ensure textbook orders for department and required/optional text per course outline are in place; and follow up with faculty to ensure orders are placed in a timely manner.
19. Provide input for evaluation of professional support staff.
20. Review and recommend updated catalog content.
21. Participate in articulation efforts with high schools, colleges and state agencies.

**Gavilan Joint Community College District
Governing Board Agenda**

November 14, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.1 (p)

Administrative Services

SUBJECT: PG&E Interconnect Agreement for Solar PV Carport Project

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board approves an agreement with PG&E to interconnect the Solar PV Carport Project to the electrical grid to allow for net metering.

Background:

At their meeting on December 13, 2016, the Board approved a solar generation project to be installed at the Gavilan College Gilroy Campus. This Solar PV Carport Project is currently under construction and on schedule with substantial completion intended before December 31, 2017.

All solar and renewable generators must connect to the electrical grid. This interconnection is governed by both federal and state regulations for safety and reliability. The California Public Utilities Commission has jurisdiction over Electric Rule 21 tariff, which is a set of regulations that describes the interconnection, operation and metering requirements for distributed generators that will be connected to a utility's electrical grid. The District's project falls under PG&E's Electric Rule 21 tariff for Standard and Expanded Net Energy Metering (NEM) customers who generate power for their own use and for export to the electrical grid for credit on their utility bill.

Before the District can (Inter)connect its project to the electrical grid to allow for net metering, a variety of improvements need to be made at District expense by PG&E to its grid. Specifically, the District needs to enter into an agreement with PG&E to replace all the existing, single-phase, fault-interrupting devices (fuses) located in series between the project and PG&E's next three-phase interrupting device. This replacement is to prevent possible "single-phasing" damage to other customers.

Budgetary Implications:

\$337,224 from Clean Renewable Energy Bonds.

Follow Up/Outcome:

Interconnection is estimated to take place 8-10 months after execution of this agreement.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: Dr. Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/ President