I. CALL TO ORDER 5:30 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 5 minutes will be allotted to each speaker)

CLOSED SESSION 5:30 p.m.
Notice is hereby given that a closed session of the Board will be held under the general
provisions listed as follows:

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE – Closed Session Pursuant to
Government Code Section 54957

CONFERENCE WITH LABOR NEGOTIATORS – Closed Session Pursuant to Government Code
Section 54957.6
   Agency Negotiator(s): Susan Cheu/Eduardo Cervantes/Eric Ramones
   Employee Organization: CSEA

CONFERENCE WITH LABOR NEGOTIATORS – Closed Session Pursuant to Government Code
Section 54957.6
   Agency Negotiator(s): Sherrean Carr/Rachel Perez/Eric Ramones/Dr. Kathleen Rose
   Employee Organization: GCFA

CONFER HONORARY DEGREE – Closed Session Pursuant to Education Code Section 72122

PUBLIC EMPLOYEE APPOINTMENTS – Vice President of Administrative Services and Vice
President of Student Services – Closed Session Pursuant to Government Code Section 54957

PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Closed Session Pursuant to Government
Code Section 54957
   Superintendent/President

CONFERENCE WITH REAL PROPERTY NEGOTIATORS – Closed Session Pursuant to
Government Code Section 54956.8
   Property: 555 Bailey Avenue, San Jose, CA 95141
   Agency Negotiator: Dr. Steven M. Kinsella
   Negotiating Parties: IBM
   Under Negotiation: Terms of payment, conditions

Board of Trustees: Tom Breen
                    Walt Gilnes
                    Kent Child
                    Tony Ruiz
                    Mark Dover
                    Laura A. Perry, Esq.

Anel Tovar, Student Trustee
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, March 11, 2014
   (b) Personnel Actions
   (c) Warrants and Electronic Transfers Drawn on District Funds
   (d) Ratification of Agreements
   (e) Monthly Financial Report
   (f) Budget Adjustments
7. Comments from the Public - This is a time for the public to address the board
8. Officers' Reports (a maximum of 5 minutes will be allotted to each speaker)
   (a) Vice Presidents
   (b) College President
   (c) Academic Senate
   (d) Professional Support Staff
   (e) Student Representative
   (f) Board Member Comments
   (g) Board President
9. Board Committee Reports
10. Information/Staff Reports
    (a) Recognition of the Employee of the Month
    (b) Academic Senate Resolution: Recommendation on Proposed Space Utilization of Child Development Building
    (c) Child Development Center
    (d) Student Profile and Student Success Reports

III. **ACTION ITEMS**
1. Old Business
   (a) Directors and Confidential Council Bylaws
2. New Business
   (a) Curriculum
   * (b) Request for and Consent to Consolidation of Elections, Resolution #970
   (c) Approve Extending Beverage, Snack and Recycling Services Operations Agreement
   (d) Consider and Accept Bid for the Parking Lot C Expansion Project

IV. **CLOSING ITEMS**
1. The Next Regularly Scheduled Board Meeting is May 13, 2014, Hollister City Council Chambers, 375 Fifth Street, Hollister
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 5 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 Angie Oropeza 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, SC130, during regular working hours, or at http://www.gavilan.edu/board/agenda.php

Please help keep Gavilan College a litter-free campus and preserve its park-like setting. Thank you:
CONSENT
Gavilan Joint Community College District
Governing Board Agenda

April 8, 2014

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, March 11, 2014

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
That the Board approve the Regular Meeting of the Board of Trustees Minutes, March 11, 2014

Background:

Budgetary Implications:

Follow Up/Outcome:

Recommended By: Dr. Steven M. Kinsella, Superintendent/President

Prepared By: Angie Oropeza, Executive Assistant

Agenda Approval: [Signature]
Dr. Steven M. Kinsella, Superintendent/President
GAVIDAN JOINT COMMUNITY COLLEGE DISTRICT
REGULAR MEETING, BOARD OF TRUSTEES
Tuesday, March 11, 2014
5055 Santa Teresa Boulevard, Gilroy, CA 95020
Student Center, North/South Lounge
CLOSED SESSION – 6:00 p.m. OPEN SESSION – 7:00 p.m.

MINUTES

I. CALL TO ORDER 6:00 p.m.
Kent Child called the meeting to order at 6:01 p.m.

1. Roll Call
   Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Laura Perry, Tony Ruiz

2. Comments from the Public
   None

3. Recess to Closed Session
   The Board recessed to closed session at 6:02 p.m.

II. OPEN SESSION 7:00 p.m.
1. Call to Order
   The meeting was called to order by Kent Child at 7:04 p.m.

2. Roll Call
   Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Laura Perry, Tony Ruiz

   Dr. Kathleen Rose, Executive Vice President, Instructional Services
   Terry Newman, Interim Senior Director of Administrative Services
   Bea Lawn, Academic Senate
   Angie Oropeza, Recorder

   Others in attendance: Susan Cheu, Sherrean Carr, Anne Ratto, Pat Henrickson, Jeanne Hori-Garcia, Susan Alonzo, Jessica Weier, Sue Honesto, Darlene Bourdeau Kim Eckelberges, Mane Salgedo, Monica Uribe, Melissa Sanchez, Melissa Chapa, Janai Patino, Susan Sweeney, Edward Cervantes, Eileen Vargas, Jessica Gomez, Christina Castaneda, Shawn Mulcare, Fran Lozanc, Pilar Conaway, Ron Hannon, Eric Ramones

3. Pledge of Allegiance
   The pledge of allegiance was led by Tom Breen

4. Report of any Action Taken in Closed Session
   No action was taken in closed session

5. Approval of Agenda
   MSC (L.Perry/M.Dover) 7 ayes, 0 nays, Student Trustee, aye to approve
6. Consent Agenda
   (a) Regular Meeting of the Board of Trustees Minutes, February 11, 2014 and Athletics Ad Hoc Committee to the Board minutes, February 24, 2014
   (b) Personnel Actions
   (c) Warrants and Electronic Transfers Drawn on District Funds
   (d) Ratification of Agreements
   (e) Monthly Financial Report
   (f) Budget Adjustments
   (g) Santa Clara County Treasury Investment Portfolio Status
   MSC (L.Perry/T.Breen) 7 ayes, 0 nays, Student Trustee, aye to approve

7. Comments from the Public
   Pat Henrickson, Jeanne Hori-Garcia, Instructors – stated that the program trains teachers to work with children from birth to 12. There will be new jobs in this field through new Federal funding and Gavilan will be able to train and educate this workforce. The child development building gives students cohort, study, support, and practice and demonstration space. Students delivered packets of student support letters to each Board member.
   Jenny Dreggords, Leonora Lopez, Darlene Bourdeau, Robin Cameron, Sabrina Ruiz, Berta Coando. Students – spoke in support of keeping the child development building space for child development studies and not using the space for offices or other non-child development use. The students need the space for study, practical, observation, and demonstration purposes to get hands-on experience in order to move on to four-year schools or employment. Students have chosen to come to Gavilan for the quality of the program. The Board was asked to consider student input and shared governance when making decisions.
   Colette Marie McLaughlin, Instructor – stated that she has previously addressed the accreditation report. No one has responded to the data she provided that shows that students who have an excessive amount of part-time educators do not succeed. The accreditation report completely ignored part-time issues that are harming students. Part-time faculty don’t get paid adequately and don’t get benefits. She hopes the Board works with the President and Vice President to address serious concerns. The report asks to speak about part-timers; all the remedies included part-timers but they are not paying for their work.

8. Officers' Reports
   (a) Vice Presidents – no report
   (b) College President – no report
   (c) Academic Senate
      Bea Lawn reported that the Senate approved goals for 2014, the Faculty Professional Development and the Faculty Student Learning Outcomes Assessment Liaisons both want to build a platform to address their respective responsibilities, the Senate will consider the formation of a committee to support the work of SLO assessment, and the Directors and Confidentials have proposed a new council they want to form which will be on the Senate agenda. The Senate is finishing their review of the strategic plan and will give their input through a resolution. They will also send their input regarding the impact of grants on instruction through a resolution. The Senate heard from child development faculty, students, advisory group, and staff regarding the proposal to use space in the child development building for other purposes. They are concerned that the proposal has not included child development in the process. It seems a misapplication of shared governance. They hope to pass a resolution on this topic for the Board's information at a future meeting.
(d) Professional Support Staff – no report

(e) Student Representative
Anél Tovar reported that ASB has been working to create college hour events, they held a "March in March" on campus, and they are working on an autism awareness day. The ASB is in support of the child development students to keep their space. The child development students brought concerns to the ASB regarding lack of transparency and safety concerns for plans to use the center for non-child development education studies purposes. She encouraged the Board to consider the effects of displacing a population of students who are required not only to learn in the classroom but also demonstrate skills in a lab. Taking away the quality of the child development studies will affect students’ success. The mission states innovation is a learning goal and taking away the space is contrary to the mission and contrary to the Learning Council award the college received. She asked the Board to consider the input received when making a decision.

(f) Board Member Comments
Walt Glines reported that former instructor, Marilyn Abad-Cardinalli is now President of the Board of Governors at the Millennium Charter High School.

(g) Board President
Kent Child reported that he will attend the annual dinner for trustees in San Benito County. He recently attended the 80th birthday party for Hal Bone, one of the first instructors in the art program when the college was at the Hollister airport.

9. Board Committee Reports
None

10. Information/Staff Reports
(a) Recognition of the Employees of the Month
Fran Lozano and Eduardo Cervantes introduced Esteban Talavera, January Employee of the Month. Esteban has excellent clerical, scheduling, and budgeting skills. He works with the STEM, TRIO, and MESA programs. He assisted with the coordination of two conferences and did workshops during the conferences. Students appreciate him. He also takes minutes at Senate and Curriculum Committee meetings. Esteban thanked everyone.

Fran Lozano introduced Eddie Cervantes, February Employee of the Month. Eddie was her former student. He understands and challenges students, he is creative, he comes up with solutions to problems and new approaches for learning. He has created a community of learners. He headed the Learning Council the first year, and has been active in basic skills and outreach. He is now directing the TRIO Program as well as the MESA program. Eddie thanked everyone.

(b) Sabbatical Leave Report
Jane Edberg thanked the Board for the opportunity to work on projects she couldn’t have done while working. She worked on social media and electronic portfolios. She researched methods to do this including social and career networking, visual and world-wide audience, ease of exposure, 24/7 access to artist information, portable virtual portfolios and documentation, and platforms to showcase work. She reviewed slides from her websites, blog, gallery, etc. She reviewed student’s online portfolios developed through her classes. She regularly meets with faculty at other colleges to exchange ideas. Walt Glines suggested she return to update the Board in a year on her sabbatical goal #1: Research and develop an illustrated
multimedia artist's portfolio. He suggested that this can be done throughout college such as staff development day.

(c) Administrative Procedures

Terry Newman reported that these items are a result legal mandates. Walt Glines stated that AP 3515 Reporting of Crimes states: "In the event an employee is assaulted, attacked, or menaced by a student, the employee shall notify his or her supervisor...". It needs to state that they should call 911 first and then notify others. Terry Newman will consult with Security and bring back to the Board.

(d) Hearing to Consider Approval of Necessity Authorizing Acquisition by Eminent Domain to Certain Easement Interests for the Gilroy Campus Modernization Project and Authorizing and Directing Legal Counsel to Institute Condemnation Proceedings (APN 808-23-004).

Kelly Gornick stated that later in an action item, the Board will be asked to consider and adopt a resolution of necessity authorizing eminent domain for acquisition of easement interests over property identified as APN 808-23-004. The purpose of the acquisition is as part of the Gavilan campus modernization project. Part of the project is the installation of a new well necessary to meet certain fire standards and the safety of students and faculty. Before adopting a resolution of necessity, one of the requirements is that the owners of the property be given notice, which they have been, and be allowed to attend today to address the Board and comment on three issues. Those issues are whether the public interest and necessity require the project; whether the project is planned or located in the manner that will be most compatible with the greatest public good and the least private injury, whether the real property sought to be acquired is necessary for the project.

Kent Child opened the public hearing

No comments

Kent Child closed the public hearing

III. ACTION ITEM

1. Old Business

(a) Board Policy 2725 Board Member Compensation
MSC (L.Perry/J.Brusco) 6 ayes, 1 nay(Walt Glines), Student Trustee, aye, to approve

(b) Accreditation Follow-Up Report
MSC (L.Perry/M.Dover) 7 ayes, 0 nays, Student Trustee, aye, to approve

(c) Strategic Plan 2014-2015 Through 2018-2019
MSC (L.Perry/T.Ruiz) 7 ayes, 0 nays, Student Trustee, aye, to approve

(d) CCCT Board Election - 2014
MSC (L.Perry/M.Dover) 7 ayes, 0 nays, Student Trustee, aye, to nominate
Adrienne Grey, Brent Hasty, Stephen P.Blum, Laura Casas
MSC (M.Dover/L.Perry) 7 ayes, 0 nays, Student Trustee, abstain to close nominations

2. New Business

(a) Curriculum
MSC (L.Perry/T.Breen) 7 ayes, 0 nays, Student Trustee, aye to approve

(b) CSEA/District Contract Proposal ("Sunshine")
MSC (L.Perry/J.Brusco) 7 ayes, 0 nays, Student Trustee, aye, to approve

(c) Consider and Approve the Addendum to the Mitigated Negative Declaration
Adopted by the Board on November 13, 2012, for the Gilroy Campus Modernization Project
MSC (T.Breen/J.Brusco)
Kelly Gornick stated that this relates to the water easement and confirms that no further CEQA analysis is required under the law. There is no change to the analysis in the previously adopted mitigated negative declaration.
Vote: 7 ayes, 0 nays, Student Trustee, aye to approve

(d) Consider and Approve Resolution #968 Determining that the Public Interest and Necessity Require Acquisition of Real Property for Public Purposes and Authorizing Proceedings in Eminent Domain for the Gilroy Modernization Project
(APN 808-23-004)
MSC (T.Breen/M.Dover) Roll Call Vote: 7 ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Laura Perry, Tony Ruiz, 0 nays, Student Trustee, aye to approve

(e) Consider and Approve Resolution #969 to Accept Bid for Replacement of Water Supply System project
MSC (M.Dover/W.Glines) Roll Call Vote: 7 ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Laura Perry, Tony Ruiz, 0 nays, Student Trustee, aye to approve

IV. CLOSING ITEMS
   1. The next regularly scheduled Board meeting is April 8, 2014 Gavilan College, Student Center, North/South Lounge.

   2. Adjournment
   The meeting was adjourned by consensus at 8:27 p.m.
Gavilan Joint Community College District
Governing Board Agenda
April 8, 2014

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

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 March 11, 2014 thru April 8, 2014.

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 2013-2014.

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: Eric Ramones, Human Resources Director

Prepared By: 

Eric Ramones, Human Resources Director

Agenda Approval:

Dr. Steven M. Kinsella, Superintendent/President

C:\WorkGroups\HR/BoardAgenda/04-08-14
A. Classified and Unclassified Personnel Actions – April 8, 2014

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

NONE

II. SHORT TERM AND SHORT TERM PEAK/TEMPORARY APPOINTMENTS

NONE

III. PROFESSIONAL EXPERTS

Lathika Sadasivan  Contract Education Instructor
                  Community and Contract Education
                  January 27, 2014 to May 23, 2014

Ricardo Espinosa  Soccer Recruiting
                  Kinesiology and Athletics
                  March 18, 2014 to May 23, 2014

Susan Dodd       Curriculum Forms Assistance
                  Kinesiology and Athletics
                  Augus 26, 2013 to May 23, 2014

IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

Cathy Scattini   Departmental Assistant
                  Career Technical Education
                  March 17, 2014 to June 30, 2014

Dana Scribner    Theater Technician
                  Security and Support Services
                  March 4, 2014 to June 30, 2014

Vernon Gardner   Campus Security Officer
                  Security and Support Services
                  December 1, 2013 to June 30, 2014

V. REQUESTS FOR LEAVE

NONE
VI. PERMISSION TO ENROLL/STAFF DEVELOPMENT
NONE

VII. PERMISSION TO ENROLL/PROFESSIONAL GROWTH
NONE

VIII. APPLICATION FOR AWARD/STAFF DEVELOPMENT
NONE

IX. APPLICATION FOR AWARD/PROFESSIONAL GROWTH
NONE

X. ADDITIONAL DUTY/STIPEND
NONE

XI. VOLUNTEERS

Andrea Stone  Volunteer Worker
              Kinesiology and Athletics
              January 27, 2014 to May 23, 2014

Damen Romo  Volunteer Worker
              Kinesiology and Athletics
              January 27, 2014 to May 23, 2014

Jaclynne Giulianielli  Volunteer Worker
                       Kinesiology and Athletics
                       January 27, 2014 to May 23, 2014

James Dorado  Volunteer Worker
              Kinesiology and Athletics
              January 27, 2014 to May 23, 2014

Joseph Galli  Volunteer Worker
              Kinesiology and Athletics
              January 27, 2014 to May 23, 2014

Owen Dodd  Volunteer Worker
            Kinesiology and Athletics
            January 27, 2014 to May 23, 2014

Robert Guerrero  Volunteer Worker
                 Kinesiology and Athletics
                 January 27, 2014 to May 23, 2014
Sarah Estrada          Volunteer Worker
                      Kinesiology and Athletics
                      January 27, 2014 to May 23, 2014

XII.  RESIGNATIONS AND RETIREMENTS

Yesenia Perez          Departmental Assistant
                      Career Technical Education
                      Date of Hire: April 15, 2009
                      Date of Resignation: March 13, 2014

XIII.  REQUEST FOR CATASTROPHIC LEAVE CREDITS

NONE

RECOMMENDATION: The Administration recommends approval of the above Classified & Unclassified Personnel Actions.
B. Faculty Personnel Actions – April 8, 2014

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

I. APPOINTMENTS

NONE

II. FACULTY OVERLOAD/ADDITIONAL DUTY/STIPENDS

Christina Salvin  Information Competency Focused Inquiry Group
                 Title V
                 January 27, 2014 to May 16, 2014

Debra Farris-Amaro  Title V Reassignment
                    Career Technician Education
                    January 27, 2014 to May 23, 2014

Douglas Achterman  Facilitator Information Competency Focused Group
                    Title V
                    January 27, 2014 to May 16, 2014

Erin Crook  Information Competency Focused Inquiry Group
            Title V
            January 27, 2014 to May 16, 2014

Julian Kearns  Student Learning Outcomes Faculty Liaison
              Career Technical Education
              November 11, 2013 to December 23, 2013

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

Ricardo Espinosa  Head Men’s Soccer Coach and Kinesiology Instructor
                 Kinesiology and Athletics
                 March 24, 2014 to May 23, 2014

Sera Hirasuna  Information Competency Focused Inquiry Group
               Title V
               January 27, 2014 to May 16, 2014

Virginia Simonian  South Bay Regional Public Safety Consortium
                   Volunteer Instructor
                   April 8, 2014

IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

NONE
V. REASSIGNMENTS
NONE

VI. RESIGNATIONS AND RETIREMENTS
NONE

VII. REQUEST FOR LEAVE
NONE

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/Confidential Personnel Actions – April 8, 2014

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

I. APPOINTMENTS/CONTRACT RATIFICATION AND EXTENSIONS
   NONE

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 – April 8, 2014

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

April 8, 2014

Consent Agenda Item No. 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:

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

Warrants:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Warrant Numbers</th>
<th>Amount</th>
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<tbody>
<tr>
<td>3/1/14 - 3/28/14</td>
<td>18003773-18005560</td>
<td>$2,384,207.86</td>
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Electronic Transfers:

<table>
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<tr>
<th>Dates</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
</table>

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

Budgetary Implications:
Expenditures are included in the Budget for FY 2013-2014.

Follow Up/Outcome:
No further action is required.

Recommended By: Susan Cheu, Chief Financial Officer

Prepared By: ____________________________
Susan Cheu, Chief Financial Officer

Agenda Approval: ____________________________
Dr. Steven M. Kinsella, Superintendent/President
Gavilan Joint Community College District
Governing Board Agenda

April 8, 2014

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

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.

Background:
Education Code Section 81656 authorizes the Board of Trustees to delegate authority to enter into contracts up to $84,100 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 2013-2014.

Follow Up/Outcome:
No further action is required.

Recommended By: Susan Cheu, Chief Financial Officer

Prepared By: ____________________________
Susan Cheu, Chief Financial Officer

Agenda Approval: _________________________
Dr. Steven M. Kinsella, Superintendent/President

C:/Board/Forms/Monthly PurchasingCvrSheet
<table>
<thead>
<tr>
<th>Agreement Number</th>
<th>Amount</th>
<th>Vendor</th>
<th>Description</th>
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<tr>
<td>ME000998</td>
<td>$28,150.00</td>
<td>Cornerstone Earth Group</td>
<td>Geotechnical Services and Geologic Hazard Evaluation for Coyote Valley Site Period of Service: 3/18/14 - 5/1/14</td>
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<td>ME001000</td>
<td>$12,000.00</td>
<td>Live Oak Associates</td>
<td>Regulatory Permitting Support for Gilroy Campus, Parking Lot C Period of Service: 1/1/14 - 6/30/14</td>
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<td>ME001001</td>
<td>$40,000.00</td>
<td>Live Oak Associates</td>
<td>Regulatory Permitting Support for Coyote Valley Site Period of Service: 1/14/14 - Completion</td>
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</tbody>
</table>
Gavilan Joint Community College District  
Governing Board Agenda  
April 8, 2014

Consent Agenda Item No.  6.(e)  
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 2013/14 Monthly Financial Report.

Background:
The attached "Monthly Financial Report" compares the FY 2013/14 Revised Budget as of March 15, 2014 to actual revenue and expenditures as of March 15, 2014.

Follow Up/Outcome:
The Administration will continue to review the FY 2013/14 budget and will submit budget adjustments for consideration by the Board.

Recommended By: Susan Cheu, Chief Financial Officer

Prepared By:  

Susan Cheu, Chief Financial Officer

Agenda Approval:  

Dr. Steven M. Kinsella, Superintendent/President
### GAVILAN JOINT COMMUNITY COLLEGE DISTRICT

**Monthly Financial Report**

**Summary of All Funds**

**Fiscal Year 2013-2014**

**As of March 15, 2014**

<table>
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<tr>
<th>Fund #</th>
<th>Fund Description</th>
<th>Beginning Fund Balance 7/1/2013</th>
<th>Revised Budgets Revenue</th>
<th>Revised Budgets Expense</th>
<th>Ending Fund Balance 6/30/2014 Revenue</th>
<th>Encumbrance</th>
<th>Year to Date Actual Revenue</th>
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<td>$229,725</td>
<td>$318,069</td>
<td>$87,077</td>
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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

April 8, 2014

Consent Agenda Item No. 6.(f) 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 2013-14.

Background:
During the fiscal year various budget adjustments are needed to align revenues and expenditures. California Code of Regulations Title V 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: Susan Cheu, Chief Financial Officer

Prepared By: Susan Cheu, Chief Financial Officer

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President

C:/Board/Forms/Montly Budget AdjustmentsCvrSheet
### Fund 10

#### DECREASE

<table>
<thead>
<tr>
<th>Organization #</th>
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#### INCREASE

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<th>Program #</th>
<th>Amount</th>
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**Total:** (27,987.00)  
**Budget Entry:** 6,689.00

---

**Final (Adopted) Estimated Beginning Fund Balance at 7/1/13:** $494,865.00  
**Change to Actual Fund Balance at 7/1/13:** $2,443,049.00  
**Actual Beginning Balance at 7/1/13:** $2,937,914.00  
**Final (Adopted) Budget Net Change in Fund Balance:** $0.00  
**Budget adjustments from current year's previous months to increase (decrease)**  
**net change to fund balance:** ($38,834.00)  
**Current decrease in budgeted expenditures increases Fund Balance:** $27,987.00  
**Current increase in budgeted expenditures decreases Fund Balance:** ($6,689.00)  
**Revised Net Change in Ending Fund Balance:** ($17,516.00)  
**Estimated Ending Fund Balance 6/30/14 for General Fund 10:** $2,920,398.00
### Fund 10

**INCOME - Increase/(Decrease)**

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<th>Program Code</th>
<th>Amount</th>
<th>Organization #</th>
<th>Account Code</th>
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**Total Fund 10:** 0.00

**Final (Adopted) Estimated Beginning Fund Balance at 7/1/13**
- $2,443,049.00

**Change to Actual Fund Balance at 7/1/13**
- $494,865.00

**Actual Beginning Balance at 7/1/13**
- $2,937,914.00

**Final (Adopted) Budget Net Change in Fund Balance**
- $0.00

**Budget adjustments from current year's previous months to increase (decrease)**
- $0.00

**Current Increase in budgeted revenue increases Fund Balance**
- $0.00

**Current increase in budgeted expenditures decreases Fund Balance**
- $0.00

**Revised Net Change in Ending Fund Balance**
- $17,516.00

**Estimated Ending Fund Balance 8/30/14 for General Fund 10**
- $2,920,398.00

### Fund 24

**INCOME - Increase/(Decrease)**

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<th>Organization #</th>
<th>Account Code</th>
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**Total Fund 24:** $713.00

**Final (Adopted) Estimated Beginning Fund Balance at 7/1/13**
- $12,499.00

**Change to Actual Fund Balance at 7/1/13**
- $0.00

**Actual Beginning Balance at 7/1/13**
- $12,499.00

**Final (Adopted) Budget Net Change in Fund Balance**
- $0.00

**Budget adjustments from current year's previous months to increase (decrease)**
- $0.00

**Current Increase in budgeted revenue increases Fund Balance**
- $713.00

**Current increase in budgeted expenditures decreases Fund Balance**
- $713.00

**Revised Net Change in Ending Fund Balance**
- $0.00

**Estimated Ending Fund Balance 8/30/14 for Instructional Equipment Fund 24**
- $12,499.00

### Fund 26

**DECREASE Account**

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<th>Organization #</th>
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<th>Program #</th>
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**Total Fund 26:** (15,000.00)
### Fund 27

#### DECREASE

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**Total Fund 27:** $(20,000.00)\]

Final (Adopted) Estimated Beginning Fund Balance at 7/1/13: $0.00
Change to Actual Fund Balance at 7/1/13: $0.00
Actual Beginning Balance at 7/1/13: $30,252.00
Final (Adopted) Budget Net Change in Fund Balance: $0.00
Budget adjustments from current year's previous months to increase (decrease): $0.00
Net change to fund balance: $(15,000.00)
Current decrease in budgeted expenditures increases Fund Balance: $15,000.00
Current increase in budgeted expenditures decreases Fund Balance: $0.00
Revised Net Change in Ending Fund Balance: $0.00
Estimated Ending Fund Balance 6/30/14 for Parking Fund 26: $0.00

#### INCOME - Increase/(Decrease)

<table>
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<th>Account Code</th>
<th>Program #</th>
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#### EXPENSE - Increase/(Decrease)

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#### MESA G/F Contribution

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April 2014 Meeting - Budget Adj (To Board).xlsx
3/26/2014
Page 3 of 6
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**DRC**

|              | 600827 8612   | 77,837.00 | 600827 5100 | 77,837.00 |

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April 2014 Meeting - Budget Adj (To Board).xlsx
3/20/2014
### Fund 47

#### DECREASE

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**Total Fund 47: $(454.00)**

#### INCREASE

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<th>Budget Entry</th>
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</table>

- **Final (Adopted) Estimated Beginning Fund Balance at 7/1/13**
- **Change to Actual Fund Balance at 7/1/13**
- **Actual Beginning Balance at 7/1/13**
- **Final (Adopted) Budget Net Change in Fund Balance**
- **Budget adjustments from current year’s previous months to increase (decrease)**
- **net change to fund balance**
- **Current increase in budgeted revenue increases Fund Balance**
- **Current increase in budgeted expenditures decreases Fund Balance**
- **Revised Net Change in Ending Fund Balance**
- **Estimated Ending Fund Balance 6/30/14 for Restricted General Fund 27**

**Budget changes within the same fund to accommodate expenditure & revenue needs of various departments**

- **Final (Adopted) Estimated Beginning Fund Balance at 7/1/13**
  - **Change to Actual Fund Balance at 7/1/13**
  - **Actual Beginning Balance at 7/1/13**
  - **Final (Adopted) Budget Net Change in Fund Balance**
  - **Budget adjustments from current year’s previous months to increase (decrease)**
    - **net change to fund balance**
    - **Current increase in budgeted revenue increases Fund Balance**
    - **Current increase in budgeted expenditures decreases Fund Balance**
  - **Revised Net Change in Ending Fund Balance**
  - **Estimated Ending Fund Balance 6/30/14 for Restricted General Fund 47**

**Total Fund 47: $318,669.00**

#### INCOME - Increase/(Decrease)

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**Total Fund 47: **$1,952.00**

**EXPENSE - Increase/(Decrease)**

**Budget changes within the same fund to accommodate expenditure & revenue needs of various departments**
Final (Adopted) Estimated Beginning Fund Balance at 7/1/12  $272,785.00
Change to Actual Fund Balance at 7/1/12  $149,497.00
Actual Beginning Balance at 7/1/12  $422,282.00
Final (Adopted) Budget Net Change in Fund Balance  $0.00
Budget adjustments from current year's previous months to increase (decrease)  
net change to fund balance  ($103,613.00)
Current increase in budgeted revenue increases Fund Balance  $1,952.00
Current increase in budgeted expenditures decreases Fund Balance  ($1,952.00)
Revised Net Change in Ending Fund Balance  ($103,613.00)
Estimated Ending Fund Balance 6/30/13 for Restricted Fund 47  $318,669.00

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**Fund 34**

<table>
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<th>INCOME - Increase/(Decrease)</th>
<th>EXPENSE - Increase/(Decrease)</th>
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**Total Fund 34:**  $705.00

Final (Adopted) Estimated Beginning Fund Balance at 7/1/11  $54,749.00
Change to Actual Fund Balance at 7/1/11  $181.00
Actual Beginning Balance at 7/1/11  $54,930.00
Final (Adopted) Budget Net Change in Fund Balance  $0.00
Budget adjustments from current year's previous months to increase (decrease)  
net change to fund balance  $0.00
Current decrease in budgeted expenditures increases Fund Balance  $705.00
Current increase in budgeted expenditures decreases Fund Balance  ($705.00)
Revised Net Change in Ending Fund Balance  $0.00
Estimated Ending Fund Balance 6/30/12 for Capital Projects Fund 34  $54,930.00
INFORMATION/STAFF REPORTS
Gavilan Joint Community College District
Governing Board Agenda

April 8, 2014

Consent Agenda Item No.  
Information/Staff Reports No. 10. (a)  
Discussion Item No.  
Old Business Agenda Item No.  
New Business Agenda Item No.  

SUBJECT: Recognition of the Employee of the Month

☐ Resolution: BE IT RESOLVED,

☒ Information Only

☐ Action Item

Proposal: That the Board of Trustees review recognition of the following Employee 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, March 2014 – Lorraine Welk
Lorraine serves as the Instructional Site Director for the Morgan Hill campus and has been employed with Gavilan since 1998. Lorraine often works behind the scenes to create miracles. She always gets Gavilan a donated booth at Taste of Morgan Hill and represents us in the Morgan Hill Community. This year she even chaired Taste of Morgan Hill! Although she works in Morgan Hill, she is visible and active on event-planning committees on campus, and can always be counted on to come up with great donated raffle prizes, in-kind sponsors, and community volunteers. For years she was part of the core committee for GavFEST. As a supervisor, Lorraine is professional and above all, flexible. Lorraine was on-board with the temporary help offered by her employee (Irma Banuelos) to understaffed departments during peak times. She is a team player and one that can be counted on.

Budgetary Implications: None

Follow Up/Outcome:
1. The Human Resources Director will contact the employee and let them know that he/she was selected as the EMPLOYEE OF THE MONTH.
2. The Human Resources Director 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. Steven M. Kinsella, Superintendent/President

Prepared By: ________________
Eric Ramones, Human Resources Director

Agenda Approval: ________________
Dr. Steven M. Kinsella, Superintendent/President
Academic Senate

SUBJECT: Academic Senate Resolution: Recommendation on Proposed Space Utilization of Child Development Building

☐ Resolution: BE IT RESOLVED,

☒ Information Only

☐ Action Item

Proposal:
That the Board of Trustees be informed about the Senate resolution unanimously approved at a Special Meeting on March 25, 2014 on the issue of space utilization in the Child Development Building. The Senate opposes the plan due to the lack of adequate consultation and discussion with Child Development faculty, students, and CDC staff and urges the administration and the Board of Trustees to begin anew with Child Development representatives at the table so their space use and needs can be taken into account along with those of others.

Background:
On March 4, the Senate heard about the space utilization plan for administrative offices in the Child Development Building. Wanting to support CD staff and their right to be included in the discussion of space in a building where they work and teach, Senate began drafting a resolution and gathering information. The issue was discussed again on March 18. Because the Senate wanted the Board to get the Senate resolution in a timely way and perceived the matter to be urgent, it felt the need to act expeditiously.

Budgetary Implications:
None

Follow Up/Outcome:
That the administration and the Board of Trustees understand the views of the faculty on the matter of space utilization in the Child Development Building, that Child Development staff be brought into a new discussion on the issue so their needs and concerns can be heard and weighed equitably, and that shared governance principles and our college commitment to them be fully embraced through the participation of all.

Recommended By: Bea C. Lawn, Academic Senate President

Prepared By: Bea C. Lawn, Academic Senate President

Agenda Approval: [Signature]
Dr. Steven M. Kinsella, Superintendent/President
GAZILAN COLLEGE ACADEMIC SENATE RESOLUTION

SUBJECT: Recommendation on Proposed Space Utilization of Child Development Building

First Reading: March 18, 2014
Second Reading: March 25, 2014

Whereas, the Child Development Building is the result of years of collaboration from Child Development faculty who successfully gained the support of the Gavilan College Board of Trustees and the state of California for the establishment of a building to house and integrate the Child Development Educational Studies (CDES) Program and the Child Development Center (CDC), ensure the safety of the children, and enhance the preparation for CDES students through demonstrated practice of child development skills for certification and state accreditation purposes.

Whereas, in spite of funding reductions to the CDC, the CDES Program has created a multi-pronged program that offers certificates and associate degrees that meet state teacher competencies and is seeking National Accreditation of the CDES Teacher Preparation Programs, both of which demand student demonstration of skills in addition to theoretical knowledge. The newly hired Child Development full-time instructor, charged with “uniting the CDC and CDES program and developing a model CDES program,” set to work on that goal, creating CDES laboratory and observation space in the Child Development Building to set up investigation with licensing procedures and demonstration of theoretical skills.

Whereas, members of the CDES Program and CDC staff came to the Academic Senate to make faculty aware of a plan to utilize space in the Child Development Building for administrative offices, a plan that has proceeded with extremely insufficient discussion or consultation with Child Development. CD staff has watched with increasing concern as architects and other college staff have entered the building to evaluate its use for office space and even to choose offices according to plans in hand that have names already paired with offices. Child Development concerns, taken directly to administration, have been met with assurances that nothing is final, that no decisions have been made, that CD staff will be included in all meetings, and that everyone’s needs will be considered. However, the process has continued to advance without CD involvement.

Whereas, leaving Child Development out of the discussion, at the very least, violates the spirit of shared governance and collegial collaboration that Gavilan College has committed itself to and, at most, directly contradicts our stated intention to “improve communication processes to increase awareness about planning activities, resource allocations, and significant factors affecting the college” [Strategic Plan 2014-2015, Strategy 7 Goal # 1] and create “A college environment and social climate characterized by inclusiveness and mutual respect for all of our students, staff, and community” [Mission Statement]. In addition, the process followed in this case is a blatant violation of Strategy 3 Goal # 2 of the Strategic Plan, “Improve existing classroom facility space to optimize instructional success.” The college Handbook for Collaborations 2012 describes the quality of “partnership” as one that “involves all staff members in decisions and processes, implies that each member has a key role in fulfilling the mission and purpose of the organization, and is critical to the college’s effectiveness.”

March 25, 2014 -- Final Resolution
Whereas, the Academic Senate invited an administrative response regarding the rationale and process used in this case but did not get one beyond a phone message explaining that “architects’ plans still needed review, cost estimates were needed, and the proposal was still a long way off.” The statement said nothing about Child Development or the process used and appears at odds with the February Board of Trustees approved expenditure of $25,000 for architectural consultation in the Child Development Building.

Whereas, the Academic Senate acknowledges the impact that the threat of loss of space and the lack of consultation has had on the morale and productivity of Child Development faculty, staff, and students. Further, the proposed loss of space, designed for the CDES and CDC in particular, cripples their ability to participate in an influx of both state and federal funds starting to flow for early childhood preparation programs. The Race to the Top program, to train the childhood care workforce, promises $75 million for California, President Obama’s Early Care and Early High School initiatives, in partnership with other agencies, and 45,000 new jobs expected in the childcare sector within the next five years all would reinvigorate the CDES and CDC if they have the needed space.

Resolved, the Academic Senate strongly OPPOSES the proposed utilization of space in the Child Development Building on grounds that the process evidences complete disregard for the shared governance process by leaving the Child Development faculty and staff out of the discussion and sidelining their needs, their tenancy in the building, and their standing as members of the college community.

Resolved, the Academic Senates strongly URGES the administration, President Kinsella, and the Board of Trustees to immediately bring the Child Development staff, faculty, students, and advisory group into a new discussion that starts afresh regarding the use of space in the Child Development Building, at which time the needs of the Child Development Educational Studies Program and the Child Development Center can be heard and carefully considered, and the impact of loss of space for a thriving career technical program such as theirs can be weighed against other needs. The Academic Senate sees the danger in undermining the quality and future of a program that graduates students, improves society, and enhances our college image in the process, especially when both the Child Development Program and the Child Development Center tenaciously fight to continue the work that their efforts have procured—they are, after all, in a building that was built for their needs. The Gavilan College faculty supports their efforts.
SUBJECT: Child Development Center

☐ Resolution: BE IT RESOLVED,

☒ Information Only

☐ Action Item

Proposal:
That the Board of Trustees receive information about the Child Development Center and receive a response from administration about Academic Senate’s Resolution approved March 25, 2014.

Background:
The Academic Senate issued a Resolution on the Child Development Center on March 25 after three weeks of comments and discussions. The first meeting of the Academic Senate where the CDC was brought up was the March 4, 2014 meeting. This information item was developed when the Academic Senate commented that the recent review of space was outside the participatory governance process of the college. That is an incorrect assertion. Also incorrectly reported to the Board is that the faculty and staff of the center had no knowledge of planned uses of space in the Child Development Center, yet even though they did not have a proposal from the administration, assert that the process was not followed.

I agree the process was not followed and the reason is because the Academic Senate acted before any proposal could be developed. There are several inaccurate statements that are not supported by the facts as events were recorded as a space use proposal was being developed. I will not point out all of them but instead want to focus on the sequence of events that have occurred so far.
<table>
<thead>
<tr>
<th>Parties Involved</th>
<th>Meeting Date</th>
<th>Time/Format</th>
<th>Subject/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>R. Perez</td>
<td>November</td>
<td></td>
<td>Rachel was invited along with Jan to tour the facility and others in attendance were Sherrean, Terry, Susan and Pat.</td>
</tr>
<tr>
<td>T. Newman</td>
<td>11/12/13</td>
<td></td>
<td>Terry met with CDC staff.</td>
</tr>
<tr>
<td>T. Newman</td>
<td>11/19/13</td>
<td></td>
<td>11/19 (formal at their invitation); they presented much of the information provided to the Senate about the purpose of their program, why they need the space for CDES classes and then we took a lengthy tour where they had students prepared to tell us how much the student study center meant to them. We also saw their demonstration room and other areas. Terry, Rachel, Pat, Susan, and I met on or around November 19 after CDC staff reported Terry and Jeff were in CDC looking at space. Discussed current use of spaces in CDC and took tour. Terry sent email 12/2/13.</td>
</tr>
<tr>
<td>S. Carr</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R. Perez</td>
<td>December</td>
<td></td>
<td>Sometime in December 2013, Susan and Pat came to PB2 wanting to see &quot;how we lived and what our needs were, since we were going to be together.&quot; We were then invited to go over. Rosie, Noemi, and I walked over and looked at the potential site. Both Susan and Pat were with us and toured us through the building.</td>
</tr>
<tr>
<td>T. Newman</td>
<td>12/12/13</td>
<td></td>
<td>December 12 with Dean, Kyle, Rachel, and Jan (formal); the meeting with Dean and Kyle included Rachel and Jan to discuss their needs and Dean took extensive notes about what the CDC said they needed. Then we walked around the center again where Pat indicated that we could have 1-2 rooms plus part of a hallway. I did tell Dean that that the entire area was open for possibilities.</td>
</tr>
<tr>
<td>R. Perez</td>
<td>12/12/13</td>
<td></td>
<td>December 12, 2013: Meeting with the architect and his assistant, Susan, Pat, Jan, Sherrean, Terry – discussed our individual program needs. We also did a tour. The architect was going to do some schematics and get them to us for review.</td>
</tr>
<tr>
<td>S. Carr</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Date</td>
<td>Time</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>----------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>T. Newman</td>
<td></td>
<td></td>
<td>I called Susan to begin a conversation about licensing requirements for CDCs. No call back and I haven’t followed up yet.</td>
</tr>
<tr>
<td>K. Rose, P. Henrikkson</td>
<td>12/13/13</td>
<td>10am-11am</td>
<td>CDC issues, including students, community members and student trustee. I received a letter from the student group and listened to their concerns about a possible relocation of college services to space in the CDC. I explained about cap load ratios, public building usage for community colleges, and the steps we would need to take before a final decision would be made, including discussion in shared governance once final facility options were presented.</td>
</tr>
<tr>
<td>K. Rose, S. Carr</td>
<td>1/7/14</td>
<td>10:30am</td>
<td>CDC facility discussion</td>
</tr>
<tr>
<td>K. Rose, S. Carr</td>
<td>1/22/14</td>
<td>10:30am</td>
<td>CDC facility discussion</td>
</tr>
<tr>
<td>S. Carr</td>
<td>February</td>
<td></td>
<td>I attended one meeting with the architect, Terry, Rachel, Jan, Pat, and Susan in February.</td>
</tr>
<tr>
<td>K. Rose, S. Carr</td>
<td>2/4/14</td>
<td>10:30am</td>
<td>CDC Facility discussion</td>
</tr>
<tr>
<td>T. Newman</td>
<td>2/18/14</td>
<td></td>
<td>we met on 2/18; informal</td>
</tr>
<tr>
<td>K. Rose, S. Carr</td>
<td>2/19/14</td>
<td>10:00am</td>
<td>CDC Facility discussion</td>
</tr>
<tr>
<td>S. Carr</td>
<td>2/19/14</td>
<td>email</td>
<td>I received the email dated 2/19/14 from Pat. I called Terry and asked about the schematics.</td>
</tr>
<tr>
<td>S. Carr, T. Newman</td>
<td>2/19/14</td>
<td>email</td>
<td>Terry emailed the schematics to me 2/19/14.</td>
</tr>
<tr>
<td>S. Carr, P. Henrikkson, S. Alonzo</td>
<td>2/19/14</td>
<td>email</td>
<td>I forwarded schematics to Pat and Susan to review and indicated we would discuss after review 2/19/14.</td>
</tr>
<tr>
<td>S. Carr, P. Henrikkson, S. Alonzo</td>
<td>2/27/14</td>
<td>email</td>
<td>Pat emailed 2/27/14 indicating meeting availability and let me know advisory committee summary and position.</td>
</tr>
<tr>
<td>K. Rose, P. Henrikkson, B. Lawn</td>
<td>2/28/14</td>
<td>4:00pm</td>
<td>I listened to concerns, discussed the decision-making process for facility decisions, and reviewed the connection between the instructional program and the facility. We discussed whether or not there was a specific lab requirement in the CD curriculum... there is not.</td>
</tr>
<tr>
<td>Name</td>
<td>Date</td>
<td>Time</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------</td>
<td>--------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>K. Rose, S. Carr</td>
<td>3/4/14</td>
<td>10:30am</td>
<td>CDC Facility discussion</td>
</tr>
<tr>
<td>S. Carr</td>
<td>3/6/14</td>
<td></td>
<td>Met with Pat and Susan 3/6/14 - discussed schematics. Pat indicated she was attending Senate to make presentation.</td>
</tr>
<tr>
<td>K. Rose, P. Henrikson, CDC Class</td>
<td>3/19/14</td>
<td>7:00pm</td>
<td>I stopped in and spent time with Pat’s class. I saw the demonstration space and listened to children’s books with other students.</td>
</tr>
<tr>
<td>R. Perez</td>
<td>3/21/14</td>
<td>10:30am</td>
<td>March 21, 2014 at 10:30 AM: Jan and I signed in and toured the facility and the only person in the building we encountered was a student worker at the reception desk who welcomed us. We walked throughout the whole building and did not encounter another staff. We did not open any classroom doors and could see the children outdoors through the windows with the supervisors.</td>
</tr>
<tr>
<td>K. Rose, S. Carr</td>
<td>3/24/14</td>
<td>1:00pm</td>
<td>Not noted</td>
</tr>
</tbody>
</table>

The site for the Child Development Center has been the subject of a number of reviews since 2005 when the size of the deficit grew to a point where action was needed to contain the costs of the operation to the rest of the college’s programs. Here are some of the important pieces of information that were accurate in 2005 and remain accurate today.

One of the comments made by the Academic Senate was that no one at the center knew about the plan for using the space at the Child Development Center. To offer the rest of the information, the table is a reasonable list of the contacts and meetings between college administrators and faculty, staff, and/or students of the Child Development Center and/or members of the Early Childhood Development program. In the instance situation with the CDC, there were multiple meetings with anyone who was available and interested in discussing proposals for space use. The Academic Senate felt that they were left out of the process; they authored a resolution that is factually inaccurate.

The Academic Senate has preceded the process as described in the Participating in Shared Governance at Gavilan College dated Fall, 2012. The appropriate staffing or routing of any space use proposal will start with administration and once developed, the administration will begin the participatory governance process by presenting information to the Health, Facilities, Safety, and Grounds committee followed by President’s Council, then the Board’s Facilities Subcommittee before eventually working its way to the Board of Trustees for action or information depending on the nature of any recommended changes.
In regards to the Child Development Center, the space proposal ultimately is expected to consider the excess space that has existed in the CDC since the early 2000’s when the new building that was twice the size of the previous facility was opened. The college has been reviewing the Child Development Center and child care operations since 2004 and after many years of trying to make this a viable operation that could live off the income it generated, the Board was asked to move employees into other positions and return the size of the staff to a level more consistent with actual usage and available resources generated.

Upon conclusion of the analysis of space and after consideration of how inefficient use of space effects load and capacity ratios will affect state capital construction funds, a proposal and appropriate justification will be brought to the Board for consideration. Since the Academic Senate’s Resolution does not address any specific plan, the administration has no comment about what, if any action is appropriate in response to the concerns stated in the Academic Senate Resolution.

Follow Up:
Any space use proposal developed will follow the normal participatory governance and decision making process that we have followed routinely for many years.

Fiscal Impact
None

Recommended By:  
Dr. Steven M. Kinsella, Superintendent/President

Prepared By:  
Dr. Steven M. Kinsella, Superintendent/President

Agenda Approval:  
Dr. Steven M. Kinsella, Superintendent/President
Gavilan Joint Community College District
Governing Board Agenda

April 8, 2014

Consent Agenda Item No. 10.(d)
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Student Profile and Student Success Reports

☑ Resolution: BE IT RESOLVED,

☐ Information Only

☐ Action Item

Proposal:

Background:
As a part of the College’s student success efforts, the Student Success Report highlights important indicators and developments as a way to understand student success progress. See Attached reports.

Budgetary Implications:

Follow Up/Outcome:

Recommended By: Dr. Kathleen Rose, Vice President of Instructional Services

Prepared By: ____________________________
Randy Brown, Ph.D., Director of Institutional Research

Agenda Approval: ____________________________
Dr. Steven M. Kinsella, Superintendent-President
In Spring 14, student headcount decreased to 5,754. This headcount was a decrease of 3.24% from Spring 13 at approximately the same point in the term (See Table 1). Seatcount also decreased to 15,234, a 5.04% decrease from the previous Spring term (See Table 1). The enrollment decrease mirrors enrollment declines of other area colleges.

The proportion of male students has been increasing for the past three terms (See Diagram 3). The proportion of Spring 14 students who reported being male reached 46.2%.

The proportion of students who reported as their educational goal, degree/certificate and/or transfer decreased to 69.0%, a slight decrease from the previous Spring term (See Table 7).

Distance education FTES for 12/13 increased from the previous two academic years to 338. This increase was closer to the 09/10 high of 448.

The non-credit headcount increased 2.9% from the previous term, with the composition changing slightly (See Table 14). For example, the age mean dropped to 33.9, a 27.7% decrease from the previous Spring term.
Table 1: Total seatcount and headcount comparison.

<table>
<thead>
<tr>
<th>Term</th>
<th>SeatCount</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 13</td>
<td>16,042</td>
<td>5,947</td>
</tr>
<tr>
<td>Spring 14</td>
<td>15,234</td>
<td>5,754</td>
</tr>
<tr>
<td>% Change</td>
<td>-5.04%</td>
<td>-3.24%</td>
</tr>
</tbody>
</table>

Note: Seatcount is also known as "enrollment" and is defined as the number of seats filled at an institution. For each course, enrollment is counted separately. So, a student who is taking 4 courses one term would be counted four times.

Headcount is the number of students enrolled. Each student who comes in the door counts as one, regardless of the number of units in which that student is enrolled.

Diagram 1: Annual Full Time Equivalent Students (FTES) over time.

Note: FTES is calculated by summing the "Total Hours" in all the enrollment records during the time period, then dividing by 525.
Diagram 2: Student ethnic distribution by term (percentages) (N=5,754).

Table 2: Student ethnic distribution over time (percentages) (N=5,754).

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Spring 09</th>
<th>Fall 09</th>
<th>Spring 10</th>
<th>Fall 10</th>
<th>Spring 11</th>
<th>Fall 11</th>
<th>Spring 12</th>
<th>Fall 12</th>
<th>Spring 13</th>
<th>Fall 13</th>
<th>Spring 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>2.2</td>
<td>2.3</td>
<td>2.3</td>
<td>2.7</td>
<td>2.3</td>
<td>2.5</td>
<td>2.42</td>
<td>2.1</td>
<td>2.0</td>
<td>2.6</td>
<td>2.2</td>
</tr>
<tr>
<td>Asian/Pacific Island</td>
<td>5.8</td>
<td>5.9</td>
<td>5.8</td>
<td>6.1</td>
<td>5.9</td>
<td>6.0</td>
<td>5.90</td>
<td>5.8</td>
<td>5.5</td>
<td>6.4</td>
<td>5.8</td>
</tr>
<tr>
<td>Hispanic-American</td>
<td>48.0</td>
<td>50.6</td>
<td>49.2</td>
<td>51.2</td>
<td>50.1</td>
<td>52.9</td>
<td>54.18</td>
<td>52.4</td>
<td>47.0</td>
<td>57.9</td>
<td>54.3</td>
</tr>
<tr>
<td>Native-American</td>
<td>.8</td>
<td>.9</td>
<td>.8</td>
<td>1.0</td>
<td>.9</td>
<td>1.0</td>
<td>.88</td>
<td>.8</td>
<td>.8</td>
<td>.7</td>
<td>1.4</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>7.0</td>
<td>4.7</td>
<td>5.9</td>
<td>5.2</td>
<td>8.1</td>
<td>5.2</td>
<td>4.92</td>
<td>10.2</td>
<td>16.4</td>
<td>4.3</td>
<td>5.4</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>36.3</td>
<td>34.4</td>
<td>35.8</td>
<td>33.9</td>
<td>32.8</td>
<td>32.4</td>
<td>31.71</td>
<td>28.7</td>
<td>28.3</td>
<td>28.3</td>
<td>30.9</td>
</tr>
</tbody>
</table>

Table 3: Student ethnic distribution (count) (N=5,754).

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Spring 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>125</td>
</tr>
<tr>
<td>Asian/Pacific Island</td>
<td>334</td>
</tr>
<tr>
<td>Hispanic-American</td>
<td>3127</td>
</tr>
<tr>
<td>Native-American</td>
<td>79</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>310</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>1779</td>
</tr>
</tbody>
</table>
Diagram 3: Student gender distribution over time (percentages) (N=5,754).

Table 4: Student gender distribution over time (percentages) (N=5,754).

<table>
<thead>
<tr>
<th></th>
<th>Spring 09</th>
<th>Fall 09</th>
<th>Spring 10</th>
<th>Fall 10</th>
<th>Spring 11</th>
<th>Fall 11</th>
<th>Spring 12</th>
<th>Fall 12</th>
<th>Spring 13</th>
<th>Fall 13</th>
<th>Spring 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>58.4%</td>
<td>59.4%</td>
<td>57.7%</td>
<td>59.0%</td>
<td>57.4%</td>
<td>58.9%</td>
<td>58.8%</td>
<td>59.8%</td>
<td>55.0%</td>
<td>55.8%</td>
<td>53.04%</td>
</tr>
<tr>
<td>Male</td>
<td>40.5%</td>
<td>39.6%</td>
<td>41.3%</td>
<td>39.9%</td>
<td>40.0%</td>
<td>39.8%</td>
<td>40.2%</td>
<td>39.3%</td>
<td>42.9%</td>
<td>42.3%</td>
<td>46.21%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.1%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.2%</td>
<td>2.6%</td>
<td>1.3%</td>
<td>1.0%</td>
<td>1.1%</td>
<td>1.1%</td>
<td>1.0%</td>
<td>0.75%</td>
</tr>
</tbody>
</table>

Table 5: Student gender distribution (count) (N=5,754).

<table>
<thead>
<tr>
<th></th>
<th>Spring 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>3052</td>
</tr>
<tr>
<td>Male</td>
<td>2659</td>
</tr>
<tr>
<td>Unknown</td>
<td>43</td>
</tr>
</tbody>
</table>
Table 6: Student age distribution and mean change from Spring 13 to Spring 14 (N=5,754).

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>&lt;18</th>
<th>18-20</th>
<th>21-25</th>
<th>26-30</th>
<th>31-40</th>
<th>41-50</th>
<th>51-60</th>
<th>&gt;60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 13</td>
<td>28.8</td>
<td>4.5%</td>
<td>30.1%</td>
<td>25.0%</td>
<td>11.0%</td>
<td>12.1%</td>
<td>8.7%</td>
<td>4.2%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Spring 14</td>
<td>27.8</td>
<td>4.7%</td>
<td>30.2%</td>
<td>25.5%</td>
<td>11.4%</td>
<td>12.8%</td>
<td>8.1%</td>
<td>4.3%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Number</td>
<td>272</td>
<td>1,740</td>
<td>1,488</td>
<td>857</td>
<td>736</td>
<td>465</td>
<td>250</td>
<td>146</td>
<td></td>
</tr>
<tr>
<td>% Change</td>
<td>-3.47%</td>
<td>4.4%</td>
<td>33%</td>
<td>3.6%</td>
<td>3.6%</td>
<td>5.7%</td>
<td>-8.8%</td>
<td>2.3%</td>
<td>-40.6%</td>
</tr>
</tbody>
</table>

Table 7: Student Educational Goal distribution (percentages) (N=5,754).

<table>
<thead>
<tr>
<th>Educational Goal</th>
<th>Spring 13</th>
<th>Spring 14</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA/AS/Certificate only</td>
<td>18.55% (1103)</td>
<td>3.44% (198)</td>
<td>-81.5%</td>
</tr>
<tr>
<td>Transfer only</td>
<td>6.89% (410)</td>
<td>8.12% (8.12)</td>
<td>17.8%</td>
</tr>
<tr>
<td>Degree/Certificate and transfer</td>
<td>44.09% (2822)</td>
<td>57.44% (3305)</td>
<td>30.27%</td>
</tr>
<tr>
<td>Job/Career Skills</td>
<td>15.05% (895)</td>
<td>12.15% (699)</td>
<td>-19.27%</td>
</tr>
<tr>
<td>Personal Interests</td>
<td>8.14% (494)</td>
<td>7.06% (406)</td>
<td>13.27%</td>
</tr>
<tr>
<td>Basic Skills/GED</td>
<td>New category</td>
<td>4.03% (232)</td>
<td>-</td>
</tr>
<tr>
<td>Other/Undecided</td>
<td>7.28% (433)</td>
<td>7.77% (447)</td>
<td>6.73%</td>
</tr>
</tbody>
</table>

Table 8: Student status distribution* (N=5,754).

<table>
<thead>
<tr>
<th>Term</th>
<th>Part Time</th>
<th>Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 13</td>
<td>67.8%</td>
<td>32.2%</td>
</tr>
<tr>
<td>Spring 14</td>
<td>67.8%</td>
<td>32.2%</td>
</tr>
<tr>
<td>Number</td>
<td>3899</td>
<td>1855</td>
</tr>
<tr>
<td>% Change</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

* Less than 12 units is part time status.

Table 9: Percentage distribution of seatcount by sites (N=15,234).

<table>
<thead>
<tr>
<th></th>
<th>Aviation</th>
<th>Distance Ed</th>
<th>Gilroy</th>
<th>Hollister</th>
<th>Morgan Hill</th>
<th>Off Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 13</td>
<td>0.00%</td>
<td>9.94%</td>
<td>70.77%</td>
<td>7.87%</td>
<td>6.10%</td>
<td>5.33%</td>
</tr>
<tr>
<td>Spring 14*</td>
<td>0.00%</td>
<td>10.9%</td>
<td>67.3%</td>
<td>8.0%</td>
<td>7.3%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Number</td>
<td>0</td>
<td>1660</td>
<td>10247</td>
<td>1215</td>
<td>1112</td>
<td>1000</td>
</tr>
<tr>
<td>% Change</td>
<td>0%</td>
<td>9.6%</td>
<td>-4.9%</td>
<td>1.6%</td>
<td>19.6%</td>
<td>0.82%</td>
</tr>
</tbody>
</table>

*A different data culling method was used this term which may account for the large differences.
Diagram 4: Student enrollment status distribution over time (percentages) \((N=5,754)\).

Table 10: Student enrollment status distribution over time (percentages) \((N=5,754)\).

<table>
<thead>
<tr>
<th></th>
<th>Spring 09</th>
<th>Fall 09</th>
<th>Spring 10</th>
<th>Fall 10</th>
<th>Spring 11</th>
<th>Fall 11</th>
<th>Spring 12</th>
<th>Fall 12</th>
<th>Spring 13</th>
<th>Fall 13</th>
<th>Spring 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing</td>
<td>63.3%</td>
<td>57.4%</td>
<td>64.0%</td>
<td>61.0%</td>
<td>78.0%</td>
<td>54.3%</td>
<td>50.8%</td>
<td>66.4%</td>
<td>69.0%</td>
<td>60.09%</td>
<td>68.88%</td>
</tr>
<tr>
<td>New</td>
<td>23.1%</td>
<td>25.6%</td>
<td>19.3%</td>
<td>24.2%</td>
<td>11.5%</td>
<td>33.0%</td>
<td>23.28%</td>
<td>14.65%</td>
<td>20.1%</td>
<td>27.26%</td>
<td>18.22%</td>
</tr>
<tr>
<td>Returning</td>
<td>12.0%</td>
<td>9.8%</td>
<td>9.8%</td>
<td>9.6%</td>
<td>6.4%</td>
<td>10.4%</td>
<td>11.91%</td>
<td>10.91%</td>
<td>6.2%</td>
<td>7.06%</td>
<td>7.23%</td>
</tr>
<tr>
<td>Unknown/NA</td>
<td>1.6%</td>
<td>7.2%</td>
<td>6.0%</td>
<td>5.2%</td>
<td>4.0%</td>
<td>2.3%</td>
<td>13.92%</td>
<td>8.06%</td>
<td>4.7%</td>
<td>5.61%</td>
<td>5.68%</td>
</tr>
</tbody>
</table>

Note: Continuing student: A student who is enrolled in the current session and who was enrolled in the previous regular session. New student: student enrolled in any college for the first time after High School. Also, a student enrolled at the reporting college for the first time and who transferred from another institution of higher education. Returning student: A student who has previously attended the reporting college, transferred to another college, and has now returned to the reporting college. Also, a student enrolled at the reporting college after an absence of one or more regular sessions without interim attendance at another college. Unknown: No known data for the student.

Table 11: Student enrollment status distribution (count) \((N=5,808)\).

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Spring 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing</td>
<td>4000</td>
</tr>
<tr>
<td>New</td>
<td>1058</td>
</tr>
<tr>
<td>Returning</td>
<td>420</td>
</tr>
<tr>
<td>Unknown/NA</td>
<td>330</td>
</tr>
</tbody>
</table>
Table 12: Enrollment time distribution (N=15,234).

<table>
<thead>
<tr>
<th></th>
<th>Day</th>
<th>Evening</th>
<th>Hours by arrangement</th>
<th>Distance Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 13</td>
<td>72.45%</td>
<td>15.66%</td>
<td>1.95%</td>
<td>9.94%</td>
</tr>
<tr>
<td>Spring 14*</td>
<td>66.2%</td>
<td>15.4%</td>
<td>7.5%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Number</td>
<td>10083</td>
<td>2341</td>
<td>1142</td>
<td>1,668</td>
</tr>
<tr>
<td>% Change</td>
<td>-8.6%</td>
<td>-1.66%</td>
<td>284.61%</td>
<td>9.67%</td>
</tr>
</tbody>
</table>

*A different data culling method was used this term which may account for the large differences.

Diagram 5: Distance Education FTES over time.

Table 13: Distance Education Annual FTES over time.

<table>
<thead>
<tr>
<th></th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit FTES</td>
<td>230.39</td>
<td>234.94</td>
<td>190.99</td>
<td>339.23</td>
<td>275.74</td>
<td>247.00</td>
<td>293.76</td>
</tr>
<tr>
<td>Non-credit FTES</td>
<td>.82</td>
<td>.31</td>
<td>63.09</td>
<td>109.58</td>
<td>49.23</td>
<td>63.20</td>
<td>44.80</td>
</tr>
<tr>
<td>Total FTES</td>
<td>231.21</td>
<td>235.25</td>
<td>254.08</td>
<td>448.81</td>
<td>324.97</td>
<td>310.20</td>
<td>338.57</td>
</tr>
<tr>
<td>Table 14: Non-credit student characteristics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 13</td>
<td>Spring 14</td>
<td>% Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>67.6%</td>
<td>69.2%</td>
<td>2.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>29.9%</td>
<td>30.2%</td>
<td>1.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.5%</td>
<td>.7%</td>
<td>-72%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age (Mean)</td>
<td>46.9</td>
<td>33.9</td>
<td>-27.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td>-8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>.4%</td>
<td>.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian-Pac. Isldr-Am.</td>
<td>2.1%</td>
<td>2.1%</td>
<td>-1.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic-American</td>
<td>38.0%</td>
<td>38.0%</td>
<td>-40.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native-American</td>
<td>0%</td>
<td>0%</td>
<td>-6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>32.8%</td>
<td>32.8%</td>
<td>+28.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>26.3%</td>
<td>26.3%</td>
<td>+14.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>448</td>
<td>461</td>
<td>2.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Gavilan College Student Success Report (Spring '14)**

**Short Term**

- **Success and retention rates**
  
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success rate</td>
<td>65.87%</td>
<td>66.17%</td>
<td>69.84%</td>
<td>71.83%</td>
<td>72.02%</td>
<td>70.70%</td>
<td>72.97%</td>
</tr>
<tr>
<td></td>
<td>(21,084)</td>
<td>(23,094)</td>
<td>(29,505)</td>
<td>(33,330)</td>
<td>(29,970)</td>
<td>(27,335)</td>
<td>(26,193)</td>
</tr>
<tr>
<td>Retention rate</td>
<td>80.15%</td>
<td>80.36%</td>
<td>82.95%</td>
<td>84.15%</td>
<td>83.96%</td>
<td>83.46%</td>
<td>66.66%</td>
</tr>
<tr>
<td></td>
<td>(25,855)</td>
<td>(28,012)</td>
<td>(33,852)</td>
<td>(39,033)</td>
<td>(34,950)</td>
<td>(32,492)</td>
<td>(31,181)</td>
</tr>
</tbody>
</table>

*Success is defined as the proportion of students who either received a grade of C or above or credit. Retention is defined as the proportion of students who received a grade of some kind.*

- **Success rate by ethnicity and basic skills**
  
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic-American</td>
<td>58.88%</td>
<td>58.23%</td>
<td>62.33%</td>
<td>63.54%</td>
<td>64.90%</td>
<td>66.04%</td>
<td>68.56%</td>
</tr>
<tr>
<td></td>
<td>(8,555)</td>
<td>(9,239)</td>
<td>(11,413)</td>
<td>(12,642)</td>
<td>(12,377)</td>
<td>(12,735)</td>
<td>(13,026)</td>
</tr>
<tr>
<td>White-American</td>
<td>71.50%</td>
<td>72.04%</td>
<td>75.32%</td>
<td>76.40%</td>
<td>76.63%</td>
<td>74.25%</td>
<td>77.97%</td>
</tr>
<tr>
<td></td>
<td>(8,975)</td>
<td>(9,618)</td>
<td>(10,943)</td>
<td>(12,682)</td>
<td>(10,008)</td>
<td>(9,238)</td>
<td>(8,733)</td>
</tr>
<tr>
<td>African-American</td>
<td>68.08%</td>
<td>61.46%</td>
<td>68.58%</td>
<td>73.73%</td>
<td>68.85%</td>
<td>72.79%</td>
<td>71.61%</td>
</tr>
<tr>
<td></td>
<td>(731)</td>
<td>(593)</td>
<td>(665)</td>
<td>(1,246)</td>
<td>(1,019)</td>
<td>(1,129)</td>
<td>(794)</td>
</tr>
<tr>
<td>Asian-American</td>
<td>76.82%</td>
<td>73.01%</td>
<td>76.82%</td>
<td>78.81%</td>
<td>79.71%</td>
<td>78.55%</td>
<td>81.32%</td>
</tr>
<tr>
<td></td>
<td>(1,299)</td>
<td>(1,293)</td>
<td>(1,747)</td>
<td>(2,164)</td>
<td>(1,795)</td>
<td>(1,608)</td>
<td>(1,633)</td>
</tr>
<tr>
<td>Basic skills students</td>
<td>55.74%</td>
<td>56.74%</td>
<td>52.93%</td>
<td>55.05%</td>
<td>57.65%</td>
<td>62.06%</td>
<td>63.92%</td>
</tr>
<tr>
<td></td>
<td>(2,508)</td>
<td>(2,763)</td>
<td>(2,945)</td>
<td>(2,598)</td>
<td>(2,463)</td>
<td>(2,645)</td>
<td>(2,365)</td>
</tr>
</tbody>
</table>

*Note: Only those ethnic categories that had over 1000 enrollment over an academic year were included.*

- **First year student enrollment success rates**
  
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall 08</th>
<th>Fall 09</th>
<th>Fall 10</th>
<th>Fall 11</th>
<th>Fall 12</th>
<th>Fall 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year students</td>
<td>57.0%</td>
<td>51.1%</td>
<td>54.1%</td>
<td>57.0%</td>
<td>66.2%</td>
<td>59.9%</td>
</tr>
<tr>
<td></td>
<td>(4,181)</td>
<td>(3,589)</td>
<td>(3,229)</td>
<td>(3,142)</td>
<td>(3,012)</td>
<td>(3,117)</td>
</tr>
</tbody>
</table>

- **Persistence**
  
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall 2008 to Fall 09</th>
<th>Fall 2009 to Fall 10</th>
<th>Fall 2010 to Fall 11</th>
<th>Fall 2011 to Fall 12</th>
<th>Fall 2011 to Fall 13</th>
<th>Fall 2012 to Fall 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence rate</td>
<td>58.2%</td>
<td>62.6%</td>
<td>59.9%</td>
<td>62.8%</td>
<td>59.8%</td>
<td>48.1%</td>
</tr>
</tbody>
</table>

*Persistence is defined as the proportion of students who completed at least one course for a Fall term and who enrolled in a course the subsequent Fall term.*

- **ESL and Basic Skills progression**
  
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall 08-SP 10</th>
<th>Fall 09-SP 11</th>
<th>Fall 10-SP 12</th>
<th>Fall 11-SP 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>English reading (1 level below to transfer)</td>
<td>47.58%</td>
<td>49.59%</td>
<td>48.23%</td>
<td>47.43%</td>
</tr>
<tr>
<td></td>
<td>(69)</td>
<td>(61)</td>
<td>(68)</td>
<td>(72)</td>
</tr>
<tr>
<td>English writing (1 level below to transfer)</td>
<td>61.54%</td>
<td>56.03%</td>
<td>57.77%</td>
<td>53.51%</td>
</tr>
<tr>
<td></td>
<td>(128)</td>
<td>(130)</td>
<td>(119)</td>
<td>(122)</td>
</tr>
<tr>
<td>ESL Writing (1 level below to top ESL level)</td>
<td>83.33%</td>
<td>82.61%</td>
<td>75.00%</td>
<td>61.11%</td>
</tr>
<tr>
<td></td>
<td>(15)</td>
<td>(19)</td>
<td>(9)</td>
<td>(11)</td>
</tr>
<tr>
<td>ESL Reading (1 level below to top ESL level)</td>
<td>75.00%</td>
<td>80.00%</td>
<td>71.43%</td>
<td>66.67%</td>
</tr>
<tr>
<td></td>
<td>(12)</td>
<td>(12)</td>
<td>(15)</td>
<td>(10)</td>
</tr>
<tr>
<td>Math (2 to 1 level below)</td>
<td>44.87%</td>
<td>44.78%</td>
<td>35.77%</td>
<td>48.81%</td>
</tr>
<tr>
<td></td>
<td>(70)</td>
<td>(60)</td>
<td>(49)</td>
<td>(82)</td>
</tr>
</tbody>
</table>

*Note: The figures represent the proportion of students enrolled in the beginning course who successfully completed the ending course within the time period.*
LONG TERM

✧ 30 units achievement

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students who earned &gt; 30 units</td>
<td>60.6% (449)</td>
<td>60.4% (411)</td>
<td>65.1% (458)</td>
<td>62.4% (433)</td>
<td>59.8% (441)</td>
<td>58.8% (2,280)</td>
</tr>
<tr>
<td>% of students who earned &gt; 30 units (Hispanic Students)</td>
<td>59.7% (182)</td>
<td>56.8% (172)</td>
<td>61.5% (192)</td>
<td>58.3% (196)</td>
<td>57.8% (204)</td>
<td>59.4% (1,014)</td>
</tr>
</tbody>
</table>

% of all new students who earned > 30 is defined by the proportion of new students who took at least 6 units and attempted any Math or English and completed 30 units within 6 years.

✧ Completion and Transfer rate (3 year cohort)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall 03-Sp07</th>
<th>Fall 04-Sp08</th>
<th>Fall 05-Sp09</th>
<th>Fall 06-Sp10</th>
<th>Fall 07-Sp11</th>
<th>Fall 08-Sp12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>17.00%</td>
<td>25.13%</td>
<td>16.61%</td>
<td>16.09%</td>
<td>11.92%</td>
<td>14.62%</td>
</tr>
<tr>
<td>Completion</td>
<td>35.60%</td>
<td>24.80%</td>
<td>18.77%</td>
<td>14.02%</td>
<td>13.04%</td>
<td>19.04%</td>
</tr>
</tbody>
</table>

Completion is defined as the proportion of new full-time degree-seeking students who attained a certificate or degree or became 'transfer prepared' during a 3 year period. Students who have completed 60 transferable units with a GPA of 2.0 or better are considered 'transfer-prepared'.

Transfer is defined as the proportion of new full-time degree-seeking students who attended a College or University or became 'transfer-prepared' within 3 years.

✧ Student Progress and Attainment rate (6 year cohort)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree and/or certificate</td>
<td>16.7% (124)</td>
<td>21.8% (148)</td>
<td>24.3% (171)</td>
<td>23.6% (164)</td>
<td>23.6% (174)</td>
<td>23.6% (861)</td>
</tr>
<tr>
<td>Transfer Prepared</td>
<td>26.7% (198)</td>
<td>24.7% (168)</td>
<td>28.3% (190)</td>
<td>25.1% (174)</td>
<td>18.1% (133)</td>
<td>23.4% (852)</td>
</tr>
<tr>
<td>Transfer rate</td>
<td>37.4% (277)</td>
<td>34.8% (237)</td>
<td>40.2% (283)</td>
<td>32.4% (225)</td>
<td>28.3% (208)</td>
<td>34.5% (1,257)</td>
</tr>
<tr>
<td>Progress and attainment</td>
<td>47.4% (351)</td>
<td>44.0% (299)</td>
<td>47.6% (336)</td>
<td>44.8% (311)</td>
<td>42.0% (309)</td>
<td>43.0% (1,668)</td>
</tr>
</tbody>
</table>

Degree and/or certificate rate is defined by the proportion of new students who took at least 6 units and attempted any Math or English and obtained a degree or certificate within 6 years.

Transfer prepared rate is defined by the proportion of new students who took at least 6 units and attempted any Math or English and successfully completed 60 UC/CSU transferable unit within 6 years.

Transfer rate is defined by the proportion of new students who took at least 6 units and attempted any Math or English and transferred to a 4-year university within 6 years.

Progress and attainment rate is defined by the proportion of new students who took at least 6 units and attempted any Math or English and received a degree, were transfer-prepared, or showed as transferred within 6 years.

✧ Subgroup comparison Student Progress and Attainment rate (6 year cohort)

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic Students</td>
<td>40.0% (122)</td>
<td>36.3% (110)</td>
<td>38.8% (121)</td>
<td>34.8% (117)</td>
<td>34.0% (120)</td>
<td>35.6% (608)</td>
</tr>
<tr>
<td>White Students</td>
<td>51.9% (161)</td>
<td>51.1% (142)</td>
<td>52.9% (156)</td>
<td>55.2% (144)</td>
<td>48.8% (140)</td>
<td>48.3% (684)</td>
</tr>
<tr>
<td>Basic Skills Students</td>
<td>39.9% (208)</td>
<td>39.5% (183)</td>
<td>39.0% (194)</td>
<td>36.6% (183)</td>
<td>34.0% (175)</td>
<td>33.8% (875)</td>
</tr>
<tr>
<td>Non-basic skills Students</td>
<td>69.4% (143)</td>
<td>65.2% (117)</td>
<td>68.4% (141)</td>
<td>69.2% (134)</td>
<td>62.2% (138)</td>
<td>63.4% (667)</td>
</tr>
</tbody>
</table>

Progress and attainment rate is defined by the proportion of new students who took at least 6 units and attempted any Math or English and received a degree, were transfer-prepared, or showed as transferred within 6 years.
**ADDITIONAL PROGRAM SPECIFIC DATA**

**Puente program enrollment and success and improvement comparison**

Puente provides three areas of service to students: teaching, counseling, and mentoring. The Gavilan College Puente Program is part of the statewide Puente Project and co-sponsored by the University of California, Office of the President. In the Puente Program, students commit to the program for a full year in which they are obligated to take two consecutive English and Guidance classes with the same team of instructors. In the English classes, students write focused and well-developed essays, with an emphasis on research. Mexican American/Latino literature is incorporated into these English courses. In Guidance classes, the emphasis is on giving students a strong foundation for academic success by focusing on career development and student learning skills. Outside of the Guidance class, the Counselor works with students with academic, career and personal counseling. The program also coordinates outside of class events such as college visits and service projects.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>103</td>
<td>108</td>
<td>104</td>
<td>117</td>
</tr>
<tr>
<td>FTES</td>
<td>11</td>
<td>9.6</td>
<td>11.1</td>
<td>13.8</td>
</tr>
<tr>
<td>Success rate</td>
<td>90.29%</td>
<td>65.74%</td>
<td>78.30%</td>
<td>73.60%</td>
</tr>
</tbody>
</table>

Table 1: Puente program enrollment, FTES, and course success rate.

Table 2: Comparison of Puente and non-Puente students’ success and completion rates.

<table>
<thead>
<tr>
<th></th>
<th>Puente 250 students</th>
<th>All ENGL 250 students</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success rate (12/13)</td>
<td>63.27%</td>
<td>53.80%</td>
<td>9.47%</td>
</tr>
<tr>
<td>Persistence rate to 1A (Fall 11-Spring 13)</td>
<td>68.75%</td>
<td>48.56%</td>
<td>20.19%</td>
</tr>
<tr>
<td>Completion rate of 1A (Fall 11-Spring 13)</td>
<td>68.75%</td>
<td>29.01%</td>
<td>39.74%</td>
</tr>
</tbody>
</table>
QUALITATIVE DEVELOPMENTS

- **Habits of Mind** is a *Focused Inquiry Group* of the Learning Council that works to educate students, staff, and faculty about the practices of successful students. Each semester a different theme is marketed across campus. In Fall 13, *communication* was the theme. A contest to come up with the best student project around communication was conducted. The theme for the Spring 14 term is student *self-advocacy*.

- **Gavilan College Mobile Connection App**: A Learning Council Communication FIG responded to the need for more information to be available for students and staff who use mobile devices. Gavilan College Mobile Connection provides instant access to grades, schedules, rosters, and other campus resources. Users can easily find campus departments phone numbers, websites, and addresses as well as search the Faculty/Staff directory for e-mail address and office phone numbers. Users will also be kept informed of upcoming campus events. [http://www.gavilan.edu/mobile/](http://www.gavilan.edu/mobile/)

- **Faculty instructional improvement positions** have been hired. The three positions, *student learning outcomes, professional development, and mentorship* have begun conducting activities to provide additional support to faculty around instructional improvement. For example, the professional development liaison led the instructional improvement activity conducted on the Spring 14 professional development day.

- **Student Health Services (SHS)** has seen an increase in the complexity of situations facing students which can impede their educational success. The SHS center has added several services to help further support students. For example, Gavilan’s Student Health 101-online has important information about student health issues in a nationally produced magazine format. The newly developed *Gavilan College Student Well Being* site provides more college-specific information about health issues facing students and local and statewide resources that can help.

- **Joint Title V grant**, which supports Career and Technical Education completion, has hired a CTE specific counselor to support students. The counselor has met with over 30 students to develop educational and career plans. The program has also improved matriculation between targeted CTE programs and California State University Monterey Bay.
ACTION ITEMS
OLD BUSINESS
Gavilan Joint Community College District
Governing Board Agenda
04/08/2014

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

SUBJECT: Directors and Confidential Council By-Laws

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
That the Board of Trustees review and approve the proposed Directors and Confidential Council by-laws.

Background:
On January 14, 2014, the Board reviewed and commented on Directors and Confidential Council (DCC) by-laws. The DCC incorporated suggestions made by Board. In February and March 2014, the by-laws were presented at Academic Senate and President’s Council as information items for review and comment, before consideration as action items. On March 18, 2014, the Academic Senate considered revised bylaws and voted to support the DCC. On March 26, 2014, President’s Council voted to approve revised by-laws. The revised by-laws provide more clarification while keeping with the principles set forth in original document.

Budgetary Implications:
None.

Follow Up/Outcome:
Update to handbook “Participating in Shared Governance” to include Directors and Confidential Council.

Recommended By: Dr. Steven M. Kinsella, Superintendent/President
Prepared By: Veronica Martinez, Director – Financial Aid
Agenda Approval:
Dr. Steven M. Kinsella, Superintendent/President
Gavilan Community College
Directors and Confidentials Council By-Laws

RECITALS:

I. The Board of Trustees encourages management employees to participate as equal members of the College's existing membership on governance councils of the college.

II. The Board of Trustees recognizes that directors (classified supervisors and managers as defined in BP 7260) and confidential employees (as defined in BP 7240) are part of the management team led by the Superintendent/President. The Board of Trustees grants the directors and confidentials the privilege within the governance structure for the purpose of enriching conversations surrounding various proposals considered by President's Council.

III. Directors and confidentials are a critical component of the management team and shall be known as the Gavilan College Directors and Confidentials Council (DCC). Accordingly, the DCC will provide input through President's Council. The DCC's concurrence, dissent or direct communication on college matters shall be addressed through the Superintendent/President or President's Council, rather than directly to the Board of Trustees.

ARTICLE I
NAME

1.1 NAME

This organization shall be known as the Gavilan College Directors and Confidentials Council (DCC) and is an advisory council to assist in the shared governance process in the Gavilan Community College District.

ARTICLE II
PURPOSE

2.1 PURPOSE

The purpose of the DCC is to enhance the abilities of directors and confidentials to act as a resource for the district, and to enhance the leadership, professional development, advocacy, communication, and peer-mentoring skills of the directors and confidentials. Objectives include, but are not limited to:

2.1.1 To improve communication amongst directors and confidentials in areas such as administrative services, student and instructional services, and research and grant management.
2.1.2 To act as a resource for the district in the shared-governance decision making process by functioning as an operational committee, providing representation and input to the district's general participatory committees.

2.1.3 To act in an effective and informed advisory role to other district constituent groups.

2.1.4 To recognize and promote the professional identity of directors and confidencials in their respective fields and in the community.

2.1.5 To assist the members of the DCC in improving the operation and quality of service in their respective departments or areas.

2.1.6 To orient and mentor new members of the group in the operation, policies, and procedures of the Gavilan College District.

2.1.7 To study district issues and to find ways to continuously improve operations at all levels.

2.1.8 To provide a forum for discussion of common concerns.

ARTICLE III
MEMBERSHIP

3.1 MEMBERSHIP

Membership shall consist of directors and confidencials who are not represented by an exclusive or other bargaining agent.

3.1.1 Directors and confidencials are automatically included as members.

3.1.2 Any member not participating in two special votes as described in Article V (5.1.3) will remain a member of the DCC, but will no longer retain voting rights until the following year starting in September.

3.1.3 A chairperson or co-chairpersons (as determined by the DCC) will be elected at the first meeting in September with a term of one year. Duties of the chairperson or chairpersons include facilitating meetings, providing agendas, posting meeting times, and other duties as assigned.

3.1.4 A secretary will be elected at the first meeting in September with a term of one year. Duties of the secretary include recording of minutes, distributions of minutes, and corrections of minutes.

3.1.5 The election of officers will adhere to the voting rules described in Article V.

Revised 3/4/2013
Approved by President’s Council
Approved by the Superintendent/President
ARTICLE IV
MEETINGS

4.1 MEETINGS

4.1.1 Meeting dates and times shall be set by members based upon need and work schedules. General meetings will be held monthly.

4.1.2 Special meetings may be called by the Chairperson or when both Co-Chairs agree in cases where Co-Chairs have been elected or assigned.

4.1.3 Meetings shall be open to the college.

4.1.4 Meeting minutes will be recorded by the secretary and distributed to the DCC membership only.

4.1.5 Meeting agendas will be created by the Chairperson or Co-Chairs, and should be distributed three days prior to a general meeting.

ARTICLE V
VOTING

5.1 VOTING

5.1.1 At general meetings, a quorum vote is reached by simple majority of those participating in the meeting.

5.1.2 During the first meeting of the year when officers are elected, a quorum vote is achieved as described above in Article V (5.1.1).

5.1.3 Occasionally, a special voting process may be called by the Chairperson or Co-Chairs. When this occurs, every member must vote on the decision, either in person, email, or electronic vote. Members shall be given at least 5 business days at most to vote, after which the vote will count as an abstention.

ARTICLE VI
ORDER OF BUSINESS AND PARLIAMENTARY PROCEDURE

6.1 ORDER OF BUSINESS AND PARLIAMENTARY PROCEDURE

Robert's Rules of Order, (most current revision), shall be the authority on order of business and parliamentary procedure in both regular and special meetings.

6.1.1 Amendments to the bylaws may be proposed at any regular meeting of this committee. Amendments shall be adopted by a majority vote of the voting membership.

Revised 3/4/2013
Approved by President's Council
Approved by the Superintendent/President
Consent Agenda Item No.  
Information/Staff Reports No.  
Discussion Item No.  
Old Business Agenda Item No.  
New Business Agenda Item No.  

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. Kathleen Rose, Executive Vice President and Chief Instructional Officer

Prepared By:  
Dr. Kathleen Rose, Executive Vice President and Chief Instructional Officer

Agenda Approval:  
Dr. Steven M. Kinsella, Superintendent/President
CONSENT AGENDA

Inactivate Non Credit Courses:
- ENGL 758A  CAHSEE PREP A ENGL
- ESL 777    ESL LIFESKILLS 1
- ESL 778    ESL LIFESKILLS 2
- ESL 779    ESL LIFESKILLS 3
- ESL 780    ESL LIFESKILLS 4
- ESL 781    ESL LIFESKILLS 5
- ESL 782    ESL LIFESKILLS 6
- GUID 710   PARENT ADVOCACY
- HUM 767    FILM CLASSICS
- MATH 758B  CAHSEE PREP MATHEMATICS
- MUS 763    MUSIC ENCOUNTERS

Courses Placed on Hold:
- GUID 29    Tutoring Lab

NEW COURSE PROPOSAL - SECOND READING

**ENGL 414** English Boot Camp
1-3 Units, 1-3 Lee, 0 Lab
This immersion course is designed to improve fundamental academic skills in reading, writing, and studying necessary for success in first-year English courses. The course will introduce or review reading and writing strategies, paragraph organization, and vocabulary development. Opportunities for word processing; document formatting; and review of grammar, mechanics, and punctuation are provided. This is a pass/no pass course, and units earned do not count toward the associate degree or certificates.

**JFT 7C** Fire Driver Operator: Aerial/Tiller Truck Operation
1 Unit, .66 Lee, 1.5 Lab
This course is for students responsible for operating fire apparatus equipped with an aerial device. Topics include inspecting, maintaining, and testing of aerial devices. Practical application requires driving an aerial apparatus including tiller operations, positioning and stabilizing the apparatus, and operating the aerial device.

MODIFICATION TO EXISTING COURSES - FORM C

**AJ 14** Criminal Law
3 Units, 3 Lee, 0 Lab
Update textbook, student learning outcomes and content to align with C-ID.

**AJ 20** Juvenile Law and Procedure
3 Units, 3 Lee, 0 Lab
Included additional content to comply with C-ID review recommendations.

**ANTH 2** Introduction to Archaeology
3 Units, 3 Lee, 0 Lab
Change description:
This course is an introduction to the study of concepts, theories, data and models of anthropological archaeology that contribute to our knowledge of the human past. The course
includes a discussion of the nature of scientific inquiry; the history and interdisciplinary nature of archaeological research; dating techniques; methods of survey, excavation, analysis, and interpretation; cultural resource management; professional ethics; and selected cultural sequences.

The course surveys selected prehistoric cultures.

Updating description, content and textbook to address C-ID feedback.

**BOT 183 Medical Coding**

3 Units, 3 Lec, 0 Lab

Change units and hours:

From: 2 Units, 1 Lec, 3 Lab

To: 3 Units, 3 Lec, 0 Lab

Change description:

This course will introduce the student to the theory and procedure of coding for medical diagnoses, an increasingly essential and specialized healthcare communication system.

The course is not a certification course. CPT coding is covered, with an overview of both ICD-9 and ICD-10 coding.

Update textbook, methods of instruction, methods of evaluation, student learning outcomes and content.

**CGD 2 2D/3D Technical Computer Graphics I**

3 Units, 2 Lec, 3 Lab

Change description:

Introduces specialized communication skills and knowledge while developing graphic and design competencies used by architects, engineers, game/simulation developers, industrial designers and others who plan, develop, manufacture and market real and/or virtual consumer products. Project based learning applies problem solving, design skills, drafting standards, professional ethics, and research skills. Uses freehand sketches, SolidWorks and/or other industry standard used for drafting and design tools to develop 3D models, drawings, and animations needed to produce functional objects that meet human needs in an environmentally sound, cost effective, and aesthetically pleasing manner.

Change textbook and student learning outcomes.

**Carp 201 Worker Safety and Tool Skills**

1.5 Units, 18 Lec, 18 Lab

Update textbook and student learning outcomes.

**Carp 202 The Apprentice Carpenter and the Trade**

2 Units, 60 Lec, 0 Lab

Update textbook and student learning outcomes.

**Carp 203 Construction Math and Introduction to Working Drawings**

2 Units, 30 Lec, 6 Lab

Update textbook and student learning outcomes.

**Carp 204 Foundations and Floors**

1 Unit, 6 Lec, 30 Lab

Update textbook and student learning outcomes.

**Carp 205 Blueprint Reading-Basic/Fringe Benefits Presentation**

2.5 Units, 30 Lec, 6 Lab

Change title to: Blueprint Reading-Basic/Fringe Benefits Presentation

Update textbook and student learning outcomes.

**Carp 206 Structural Framing**

1 Unit, 6 Lec, 30 Lab

Update textbook and student learning outcomes.

**Carp 207 Form Detailing, Construction and Erection**

1 Unit, 6 Lec, 30 Lab

Change title to: Concrete Formwork
Update textbook and student learning outcomes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Lectures</th>
<th>Labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARP 208</td>
<td>Exterior Finish</td>
<td>1 Unit</td>
<td>6 Lec</td>
<td>30 Lab</td>
</tr>
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<td></td>
<td>Update textbook and student learning outcomes.</td>
<td></td>
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<tr>
<td>CARP 209</td>
<td>Blueprint Reading - Commercial and Industrial</td>
<td>2 Units</td>
<td>30 Lec</td>
<td>6 Lab</td>
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<td>Change title to: Blueprint Reading-Advanced</td>
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<td>Update textbook and student learning outcomes.</td>
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<tr>
<td>CARP 210</td>
<td>Concrete - Precast &amp; Pre-stressed</td>
<td>1 Unit</td>
<td>6 Lec</td>
<td>30 Lab</td>
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<td></td>
<td>Update textbook and student learning outcomes.</td>
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<tr>
<td>CARP 211</td>
<td>Interior Finish</td>
<td>1 Unit</td>
<td>6 Lec</td>
<td>30 Lab</td>
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<td>Update textbook and student learning outcomes.</td>
<td></td>
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<tr>
<td>CARP 212</td>
<td>Level and Layout Instruments</td>
<td>1 Unit</td>
<td>24 Lec</td>
<td>12 Lab</td>
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<td>Change title: Layout Instruments</td>
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<td></td>
<td>Update textbook and student learning outcomes.</td>
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<tr>
<td>CARP 213</td>
<td>Engineered Structural Systems</td>
<td>1 Unit</td>
<td>6 Lec</td>
<td>30 Lab</td>
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<tr>
<td></td>
<td>Update textbook and student learning outcomes.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CARP 214</td>
<td>Commercial Steel Framing</td>
<td>1 Unit</td>
<td>6 Lec</td>
<td>30 Lab</td>
</tr>
<tr>
<td></td>
<td>Change title to: Commercial Steel Framing</td>
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<td></td>
<td>From: Interior Systems</td>
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<td></td>
<td>To: Commercial Steel Framing</td>
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<td></td>
<td>Update textbook and student learning outcomes.</td>
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<tr>
<td>CARP 215</td>
<td>Stair Building</td>
<td>1 Unit</td>
<td>6 Lec</td>
<td>30 Lab</td>
</tr>
<tr>
<td></td>
<td>Update textbook and student learning outcomes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CARP 216</td>
<td>Roof Framing</td>
<td>1 Unit</td>
<td>6 Lec</td>
<td>30 Lab</td>
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<tr>
<td></td>
<td>Update textbook and student learning outcomes.</td>
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<tr>
<td>CARP 217</td>
<td>Introduction to Welding and Cutting</td>
<td>1 Unit</td>
<td>6 Lec</td>
<td>30 Lab</td>
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<tr>
<td></td>
<td>Update textbook and student learning outcomes.</td>
<td></td>
<td></td>
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<tr>
<td>COS 220</td>
<td>Scientific Skin Care (Esthetics)</td>
<td>4 - 8 Units</td>
<td>1.5 - 3 Lec</td>
<td>7.5 - 15 Lab</td>
</tr>
<tr>
<td></td>
<td>General update: textbook and student learning outcomes.</td>
<td></td>
<td></td>
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<tr>
<td>COS 221</td>
<td>Advanced Scientific Skin Care (Esthetics)</td>
<td>4 - 8 Units</td>
<td>0 - 3 Lec</td>
<td>0 - 15 Lab</td>
</tr>
<tr>
<td></td>
<td>General update: textbook and student learning outcomes.</td>
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<td></td>
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<tr>
<td>CSIS 24</td>
<td>Java Programming I</td>
<td>4 Units</td>
<td>4 Lec</td>
<td>0 Lab</td>
</tr>
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<td></td>
<td>Change hours:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>From: 4 Units, 3 Lec, 3 Lab</td>
<td></td>
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<td></td>
<td>To: 4 Units, 4 Lec, 0 Lab</td>
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<td></td>
<td>Change description:</td>
<td></td>
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<tr>
<td></td>
<td>Introduction to Java programming. Includes programming fundamentals, program design, and</td>
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<td></td>
<td>core computer concepts. Covers the basics of object-oriented programming in the Java</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>environment.</td>
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</tr>
</tbody>
</table>
Change Advisory: CSIS 10 OR CSIS 42
Update textbook, methods of instruction, content and student learning outcomes.

**DM 60**  **Introduction to Animation**  **3 Units, 2 Lec, 3 Lab**
Reinstate course.
Change title.
Change description:
Following the fascinating history and culture of animation, the fundamentals, styles, and aesthetics of animation are explored. A variety of production techniques and technology such as Cel animation, claymation, rotoscoping, stop motion, Telecine, and finally ending in the use of computers for 3D, modeling and animation are discussed and used for a variety of required projects. Students will have an introduction to modeling, texturizing, rigging, and animation using industry standard software. Useful for those interested in animation for video/film, web, art, or game design.
Update textbook, methods of instruction, content and student learning outcomes.
Update GE applicability.

**ENGL 748**  **Development of Writing Skills**  **0 Units, 0 Lec, 1 Lab**
Update textbook and student learning outcomes.

**ENGL 749**  **Writers' Workshop**  **0 Units, 0 Lec, 1 Lab**
Update student learning outcomes.

**ESL 547**  **Integrated Reading/Writing III**  **6 Units, 6 Lec, 0 Lab**
Reinstate course.
Update content, student learning outcomes and textbook.

**ESL 510B**  **Basic ESL II**  **6 Units, 6 Lec, 2 Other Hrs**
Change units and hours:
FROM:  9 Units, 9 Lec, 2 Other Hours
TO:    6 Units, 6 Lec, 2 Other Hours
Change description:
This course is an intensive, integrated-skill program for students who have limited English skills.
Through listening, speaking, reading and writing activities, students learn to communicate about everyday topics using basic English structures.
Change Advisory: ESL Assessment Recommendation
Update content, student learning outcomes and textbook.

**GUID 550**  **Supervised Tutoring**  **0 Units, 0 Lec, 1 - 5 Lab**
Update student learning outcomes.

**HUM 10**  **Approaches to Contemporary Film**  **3 Units, 3 Lec, 0 Lab**
Update textbook, cultural diversity.

**HUM 25**  **Motion Picture Production**  **3 Units, 2 Lec, 3 Lab**
Change number and title:
From:  25A  Film Production
To:    25  Motion Picture Production
Change description:
This course provides an introduction to the theory, terminology, and process of motion picture production for film and television. Topics include basic cinematography including the operation, function and
creative uses of production and post-production equipment, scriptwriting, camera operation, shot composition, lighting, sound recording and mixing, and editing.
Update textbook and student learning outcomes.

**KIN 80A**  
**Ultimate Frisbee - Beginning**  
**.5 - 1 Units, 0 Lec, 1.5 - 3 Lab**

Change description:
A coeducational activity designed for the beginning skill level. Includes instruction in basic throwing, catching, and the passing skills in ultimate Frisbee. Basic rules and an introduction to team play will be presented. This course has the option of a letter grade or pass/no pass. Previously listed as PE 80.

Change title and number
FROM: KIN 80  
TO: KIN 80A

Based on the new repeatability requirements for activity courses, we need to develop a "family" of courses.

**KIN 80B**  
**Ultimate Frisbee - Intermediate**  
**.5 - 1 Units, 0 Lec, 1.5 - 3 Lab**

Change description:
A coeducational activity designed for the intermediate skill level. Includes instruction in throwing and catching variations and the passing skills in ultimate Frisbee. Team strategy, team play and the rules will be presented. Other disc activities, such as Frisbee golf, may be included. This course has the option of a letter grade or pass/no pass. Previously listed as PE 80. Change title and number
FROM: KIN 80  
TO: KIN 80B

Based on the new repeatability requirements for activity courses, we need to develop a "family" of courses.

**LIB 740**  
**Information Competency for Nursing Assistants**  
**0 Units, 0 Lec, 2 Lab, 4 weeks**

Change hours:
FROM: 0 Units, 1 - 8 Lec for 16 weeks  
TO: 0 Units, 2 Lab for 4 weeks

Update student learning outcomes.

**LIB 741**  
**Information Competency for the Life Cycle**  
**0 Units, 0 Lec, 2 Lab, 4 weeks**

Change hours:
FROM: 0 Units, 1 - 8 Lec for 16 weeks  
TO: 0 Units, 2 Lab for 4 weeks

Update student learning outcomes.

**LIB 742**  
**Information Competency for Nutrition**  
**0 Units, 0 Lec, 2 Lab, 4 weeks**

Change hours:
FROM: 0 Units, 1 - 8 Lec for 16 weeks  
TO: 0 Units, 2 Lab for 4 weeks

Update student learning outcomes.

**DISTANCE EDUCATION - FORM D**

**DM 60**  
**Introduction to Animation**  
**3 Units, 2 Lec, 3 Lab**

Offer course as a hybrid. It is more efficient for students.
Gavilan Joint Community College District
Governing Board Agenda

April 8, 2014

Consent Agenda Item No. 1
Information/Staff Reports No. 2
Discussion Item No. 3
Old Business Agenda Item No. 4
New Business Agenda Item No. 5

SUBJECT: Request for and Consent to Consolidation of Elections, Resolution #970

☑ Resolution: BE IT RESOLVED, that Resolution #970 be approved
☐ Information Only
☑ Action Item

Proposal:
That the Board of Trustees approve the Request for and Consent to Consolidation of Elections, Resolution #970.

Background:
In preparation for the November 4, 2014, Board Election, the County of Santa Clara Registrar of Voters Office has provided the following items:
1. Abbreviated Election Calendar
2. Resolution – Request for and Consent to Consolidation of Election Order
3. Specifications of the Election Order
4. Information Sheet

The Registrar of Voters Office requires the completed resolution, specifications of the election order, information sheet, a map of our district and the legal boundary description of our district by June 13, 2014.

During the week of July 7, 2014, candidate packets consisting of forms and information required for filing, including estimated costs of candidate statements will be available in the President’s Office. The candidate filing period is July 14, 2014 through August 8, 2014.

Budgetary Implications:

Follow Up/Outcome:
All documents will be completed as appropriate and returned to the Office of the Registrar of Voters prior to June 13, 2014.

Recommended By: Dr. Steven M. Kinsella, Superintendent/President

Prepared By: [Signature] Dr. Steven M. Kinsella, Superintendent/President

Agenda Approval: [Signature] Dr. Steven M. Kinsella, Superintendent/President
# Abbreviated Gubernatorial General Election Calendar

**November 4, 2014**

Santa Clara County

<table>
<thead>
<tr>
<th><strong>DATES</strong></th>
<th><strong>ACTIVITIES / DOCUMENTS</strong></th>
</tr>
</thead>
</table>
| September 8 through October 21, 2014 (E - 57 to E - 14) | **WRITE-IN CANDIDACY OPENS AND CLOSES**
Time frame for write-in candidates to obtain and file nomination documents in the Office of the Registrar of Voters. |
| October 6, 2014*** (E - 29) | **F.P.P.C. 1st PRE-ELECTION STATEMENT DUE**
Deadline for financial disclosure report Form 460 covering the period of 7-1-14**
 to 9-30-14. |
| October 6, 2014 (E - 29) | **FIRST DAY FOR MAILING OF VOTE BY MAIL BALLOTS**
First day of mailing of Vote by Mail ballots. |
| October 20, 2014 (E - 15) | **LAST DAY TO REGISTER TO VOTE FOR NOVEMBER ELECTION**
Deadline to register to be eligible to vote in the November 6, 2014 election. |
| October 23, 2014 (E - 12) | **F.P.P.C. 2nd PRE-ELECTION STATEMENT DUE**
Deadline for financial disclosure report Form 460 covering the period of 10-1-14 to 10-18-14. |
| October 28, 2014 (E - 7) | **LAST DAY TO REQUEST VOTE BY MAIL BALLOT BY MAIL**
Deadline to submit a request for a Vote by Mail ballot to be mailed to voter. |
| NOVEMBER 4, 2014 (E) | **ELECTION DAY**
Polls are open from 7:00 a.m. to 8:00 p.m. |
| December 2, 2014 (E + 28) | **OFFICIAL CANVASS OF VOTE**
Registrar of Voters to certify election results by December 2, 2014. |

This calendar may not contain all of a candidate’s or district’s filing requirements. The Office of the Registrar of Voters is not open for filings on Saturday, Sunday or holidays.

* The legal 10-calendar-day public examination period in which a writ of mandate may be sought begins immediately following the filing deadline for submission of those documents. The writ of mandate request shall be filed no later than the end of the 10-calendar-day public examination period.

** The period covered by any statement begins on the day after the closing date of the last statement filed, OR January 1st, if no previous statement has been filed.

*** Due to weekend.

3/22/2014
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*** Due to weekend.
RESOLUTION NO. 970

REQUEST FOR AND CONSENT TO CONSOLIDATION OF ELECTIONS

STATE OF CALIFORNIA )
 ) ss.
County of Santa Clara )

WHEREAS, a Biennial Governing Board Member Election has been ordered to be held on Tuesday, November 4, 2014, in the Gavilan Joint Community College District of Santa Clara County for the purpose of electing 4 members of the Governing Board of the District; and

WHEREAS, pursuant to Education Code Section 5342 and Elections Code Section 10400, such election may be either completely or partially consolidated;

NOW, THEREFORE, BE IT RESOLVED that the Governing Body of the Gavilan Joint Community College District requests the Board of Supervisors of Santa Clara County to completely consolidate such elections and to further provide that the Registrar of Voters canvass the returns of the election.

PASSED AND ADOPTED this 8th day of April, 2014, by the following vote:

AYES:

NOES:

ABSENT:

ATTEST: ____________________________
(signed) Clerk/Secretary of the Governing Board of Gavilan Joint Community College District
SPECIFICATIONS OF THE ELECTION ORDER

Pursuant to Education Code Section 5322 and Elections Code Section 13307

Notice is hereby given to the Santa Clara County Registrar of Voters that at the General District Election to be held November 4, 2014, there will be 4 (number of full terms/short terms) offices of Governing Board member to be filled in the:

Gavilan Joint Community College District

That said officers are to be selected at large by division:

That the divisions, if any, from which said governing board members are to be elected, and the number of offices to be filled from each, are:

<table>
<thead>
<tr>
<th>District Area</th>
<th>Division</th>
<th>Number of Offices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area 1</td>
<td></td>
<td>1 Office</td>
</tr>
<tr>
<td>Area 2</td>
<td></td>
<td>1 Office</td>
</tr>
<tr>
<td>Area 3</td>
<td></td>
<td>2 Offices</td>
</tr>
</tbody>
</table>

That the qualifications for election to said offices, as prescribed by the principal act, are:

Over 18 years old, registered voter, and resident in the Gavilan Joint Community College District

The method of determining the winner or winners in the event of a tie vote shall be by:

Lot/Runoff election.

That the candidates' statements of qualifications shall be limited to 200/400 words; that the cost of printing, translating and distributing said statements shall be borne by the district candidates who file such statements, and that each candidate who files such a statement shall not be required to pay in advance his or her pro rata share of the estimated costs of printing, handling, and mailing said candidate statement, such estimated costs to be determined by the Registrar of Voters.

A current map of the District, showing any existing division boundaries, is herewith submitted.

Dated this 8th day of April, 2014.

Signature: ____________________________ (District Secretary)
NAME OF DISTRICT

Gavilan Joint Community College District

NEWSPAPER OF GENERAL CIRCULATION

List district preference for publication of legal notice. Notice will be published in the San Jose Post Record (most economical for districts) if no preference listed. NOTE: The Los Gatos Daily and the Silicon Valley Business Journal are not legally allowed to publish Legal Notices. Please do not request publication in either one. If requests are received for these publications, they will be published in the San Jose Post Record.

Gilroy Dispatch, Morgan Hill Times, San Jose Mercury News, Hollister Free Lance, The Pinnacle

NAMES OF BOARD MEMBERS & DATE EACH TERM ENDS

Please indicate all members and for those who are appointed incumbents, note the name of the elected incumbent who was replaced and the date elected incumbent’s term would have ended if term had been fulfilled.

Walt Glines, 2014

Jonathan Brusco, 2016

Kent Child, 2014

Tom Breen, 2016

Mark Dover, 2016

Laura Perry, 2014

Tony Ruiz, 2014

DISTRICT CONTACT

Name/Title          Dr. Steven M. Kinsella, Superintendent/President

Address            5055 Santa Teresa Blvd.
                   Gilroy, CA 95020

Phone #            408-848-4712

Fax #              408-847-5102

Email              skinsella@gavilan.edu

DISTRICT OFFICE DATES AND HOURS OF OPERATION

Monday - Friday, 8:00 AM - 5:00 PM

Date_________________________  Signed_________________________

Print Name  Dr. Steven M. Kinsella
October 20, 2006

Mr. Channing Yong, Specialist
Research and Information Services
System Office
California Community Colleges
1102 Q Street, Third Floor
Sacramento, CA 95814

Mr. John Roach, Director
Systems Analysis & Research
Foundation for
California Community Colleges
1102 Q Street, Third Floor
Sacramento, CA 95814

Dear Sirs:

Please find attached the information that was requested by Chancellor Mark Drummond in his letter dated October 16, 2006, with the subject, “Request for Written Legal Descriptions Defining District Boundaries”.

If you have any questions, please call me at 408-848-4715 or email me at jkeeler@gavilan.edu

Sincerely,

Joseph D. Keeler
Vice President of Administrative Services

cc: Fred Harris
    Steve Kinsella
MEMORANDUM

DATE: October 19, 2006
TO: Joe Keeler
FROM: Nancy Bailey
RE: District Boundary Description

At your request, I am providing documentation and a brief history of the District’s boundary description.

The District has documents describing the district’s boundaries dating back to the formation of the “Junior College District” in 1963. In 1995, the Santa Clara County Office of Education (SCCOE) hired a civil engineer to prepare a legal description of the boundaries of the District including areas outside of Santa Clara (including San Benito County). In speaking with a representative at the SCCOE this week, that description has not changed.

The last paragraph of the 1985 description states in part:

“...encompassing the component high school or unified units of Gilroy Unified school District and Morgan Hill Unified School District of Santa Clara County and the San Benito Joint Union High School District of San Benito Counts as said District exist on June 6, 1985 and excluding any areas outside of said District.”

As noted in a letter dated September 16, 1993 from San Benito County Superintendent of Schools, Dick Lowry, the formation of the Aromas-San Juan Unified School District removed a portion from the San Benito High School District but that portion still remains in Gavilan’s district. At that time he recommended Gavilan review and update the boundary description.

As noted in Dr. Mayle’s August 17, 1994 response to Dr. Lowry, Mr. Sanders, San Benito County Counsel recommended using San Benito County’s Government Code 23135 as Gavilan’s district area in San Benito County.

In summary, it appears the 1985 document represents the District’s boundaries and is accurate with the exception of reference to the San Benito Joint Union High School District as noted above.

I have attached the documents referred to above:
1. Dr. Mayle’s August 17, 1994 letter to Dr. Lowry
2. Gavilan Joint Community College District description dated 5/85
3. Government Code 23135 San Benito County
4. Mr. Sander’s August 9, 1994 letter to Dr. Mayle
5. SCCOE’s August 15, 1994 transmittal letter
6. Dr. Lowry’s September 16, 1993 letter to Dr. Mayle
7. San Benito High School District, recorded by the County Clerk on Sept. 2, 1993
8. January 22, 1963 memo regarding “Formation of Junior College District"
August 17, 1994

Dr. Dick Lowry
San Benito County Superintendent of Schools
460 Fifth Street
Hollister, CA 95023

Dear Dick:

Some time ago you asked Gavilan College to review and update the Gavilan Joint Community College District boundaries and trustee areas on file in San Benito County. After some investigating, we learned that in 1985 the Santa Clara County Office of Education hired a civil engineer to develop new legal descriptions for all districts in Santa Clara County. Enclosed is a copy of the updated legal description and boundaries for the district.

Mr. Steven Sanders, San Benito County Counsel, has also provided us with a copy of the legal description of San Benito County found in the government code. He recommends that this description be utilized regarding our district area in San Benito County. It is more accurate than the description of the San Benito Union High School District boundaries.

If I can be of any further assistance in this matter, please contact me at your convenience.

Sincerely,

[Signature]

Dr. Glenn E. Mayle
President

GEM/kam
C:314
Encl.

co: Mr. John Hodges, San Benito County Clerk/Registrar
Mr. Dwight Beattie, Santa Clara County Registrar
Santa Clara County Tax Assessor
Beginning at the point of intersection of the easterly line of the
Soquel Augmentation Rancho with the line between Santa Clara and
Santa Cruz Counties, said line between Santa Clara and Santa Cruz
Counties described in Section 23143 and Section 23144 as amended
thence in a generally southeasterly direction along the said line
between Santa Clara and Santa Cruz Counties to the centerline of
the Pajaro River; thence in a generally westerly direction down-
stream along the said centerline of the Pajaro River to the south-
westerly line of San Benito County; thence in a generally south-
easterly direction along the said southwesterly line of San Benito
County to the northwesterly line of Rancho San Lorenzo; thence in
a generally northeasterly direction along the said northwesterly
line of Rancho San Lorenzo to the centerline of the County Road in
Little Rabbit Valley; thence southeasterly along the said center-
line of the County Road in Little Rabbit Valley to the south-
easterly line of Rancho San Lorenzo; thence northeasterly along
the said southeasterly line of Rancho San Lorenzo to the west line
of Section 14, T.17 S., R.9 E., M.D.B.& M.; thence north along the
section line to the northwest corner of Section 2 of said Township;
thence east along the section line to the southwest corner of
Section 35, T.16 S., R.9 E.; thence north along the section line to
the southeast corner of Section 27 of said Township; thence west
along the section line to the southwest corner of said Section 27;
thence north along the section line to the northwest corner of
Section 22 of said Township; thence east along the section line to
the northwest corner of Section 23 of said Township; thence south
along the section line to the southwest corner of said Section 23; thence east along the section line to the northwest corner of Section 30, T.16 S., R.10 E.; thence south along the section line to the southwest corner of said Section 30; thence east along the section line to the northwest corner of Section 32 of said Township; thence south along the section line to the southwest corner of said Section 32; thence east along the section line to the northwest corner of Section 6, T.17 S., R.11 E.; thence south along the section line to the southwest corner of Section 18 of said Township; thence east along the section line to the northwest corner of Section 20 of said Township; thence south along the section line to the southwest corner of said Section 20; thence east along the section line to the northwest corner of Section 28 of said Township; thence south along the section line to the southwest corner of said Section 28; thence east along the section line to the northwest corner of Section 34 of said Township; thence south along the section line to the southwest corner of said Section 34; thence east along the section line to the northwest corner of Section 2, T.18 S., R.11 E.; thence south along the section line to the southwest corner of said Section 2; thence east along the section line to the northeast corner of Section 8, T.18 S., R. 12 E.; thence south along the section line to the southwest corner of Section 16 of said Township; thence east along the section line to the southeast corner of Section 13 of said Township; thence in a generally northwesterly direction along the easterly and northeasterly line of San Benito County to the southerly line of Santa Clara County; thence in a generally
northwesterly direction along the easterly line of Santa Clara County to the north township line of T.8 S., R.5 E.; thence west along the township line to the southwest corner of T.7 S., R.4 E.; thence north along the township line and a north prolongation thereof to the southeasterly corner of the fractional Section 12, T.7 S., R.3 E., said southeasterly corner located in a northwesterly line of Rancho Los Huecos; thence in a generally southwesterly direction along the said northwesterly line of Rancho Los Huecos to the most northwesterly corner of said Rancho Los Huecos; thence southeasterly along a southwesterly line of said Rancho Los Huecos to an angle point in said southwesterly line, said angle point located in the southwest quarter of the northeast quarter of projected Section 6, T.8 S., R.3 E.; thence southwesterly along a northwesterly line of said Rancho Los Huecos to the northeasterly line of Rancho La Laguna Seca; thence northwesterly along the said northeasterly line of Rancho La Laguna Seca to the most northerly corner of said Rancho La Laguna Seca; thence southwesterly along the northwesterly line of said Rancho La Laguna Seca to the center-line of Coyote Creek; thence northwesterly and downstream along the said centerline of Coyote Creek to its intersection with a northeasterly prolongation of the northwesterly line (N 37° 00' E) of Lot 55 of the Partition of Santa Teresa Rancho as shown on the Record of Survey recorded in Book 90 of Maps at page 3, Santa Clara County Records; thence southwesterly along said northeasterly prolongation and the said northwesterly line of Lot 55 of said Partition of the Santa Teresa Rancho to the southeast corner of the 0.894 acre parcel of said Record of Survey; thence continuing along
the northwesterly line of said Lot 55 of said Rancho as shown on
the map of the Patrick Martin Subdivision as recorded in Book F of
Maps at page 45, Santa Clara County Records, to the northeasterly
line of Lot 6 of said Patrick Martin Subdivision; thence south-
easterly along the said northeasterly line of Lot 6 to survey
station P.M. 1 in a northerly line of the Pueblo Lands of San Jose,
Tract No. 3; thence easterly along the northerly line of said Pueblo
Lands to the northwest corner of Lot 56 of said Santa Teresa Rancho
as shown on said map of the Patrick Martin Subdivision; thence
southerly along the westerly line of said Lot 56 to the southwest
corner thereof; thence easterly along the southerly line of said
Lot 56 to the easterly line of said Lot 6 of said Patrick Martin
Subdivision; thence in a generally southerly direction along the
easterly lines of said Lot 6 to survey station P.M. 12 in the
southwesterly line of the lands conveyed to Thomas J. Fitzgerald
by the deed recorded in Book 2597 of Official Records at page 518
et seq., Santa Clara County Records; thence in a generally south-
easterly direction along the said southwesterly line of said lands
of Fitzgerald to the northwesterly line of Rancho La Laguna Seca;
thence southwesterly along the northwesterly line of said Rancho
La Laguna Seca to the most westerly corner of said Rancho; thence
westerly along a northerly line of the Calero Lake Estates Sub-
division (TR-6460) as recorded in Book 513 of Maps at page 44,
Santa Clara County Records, and continuing in a generally westerly
direction along the northerly lines of the 146.244 acre parcel as
shown on the Record of Survey recorded in Book 469 of Maps at
page 50, Santa Clara County Records, to the northwest corner there-
of, said northwest corner located in a northeast line of Rancho San Vicente; thence in a generally southeasterly direction along the said northeast lines of Rancho San Vicente and the northeast lines of the Marten, Clayton, Chance, & Shillingsburg Subdivision as recorded in Book N of Maps at page 19, Santa Clara County Records, to the southeast corner of said Marten, Clayton, Chase, & Shillingsburg Subdivision, said southeast corner of said subdivision located in an east line of Rancho San Vicente and identified as rancho corner S.V. 9 thereon; thence southerly along the said east line of Rancho San Vicente to the most easterly southeast corner of said Rancho; thence westerly along a southerly line of said Rancho San Vicente to rancho corner S.V. 13 in the northwest corner of the 110.281 acre parcel (lands of Zotovich) as shown on the Record of Survey recorded in Book 460 of Maps at page 3, Santa Clara County Records; thence southerly along the westerly line of said 110.281 acre parcel to rancho corner S.V. 14 therein; thence westerly along a southerly line of said Rancho San Vicente to the centerline of Alamitos Creek, formerly Arroyo De Los Alamitos; thence in a generally southwesterly direction upstream along the said centerline of Alamitos Creek to the westerly corner of the 10.5 acre parcel (Parcel No. 1) conveyed to John Tripoli et ux by the deed recorded in Book 2378 of Official Records on pages 577-587, Santa Clara County Records; thence southeasterly along the southwesterly line of said 10.5 acre parcel to the southerly corner thereof; thence continuing southeasterly along the southwesterly line of the 776.1 acre parcel (Parcel No. 2) also conveyed to John Tripoli et ux by said deed to the southwesterly line of
the Pueblo Lands of San Jose, Tract No. 3; thence southeasterly along the said southwesterly line of said Pueblo Lands to the east township line of T.9 S., R.1 E.; thence south along the township line to the southeast corner of Section 36, T.9 S., R.1 E.; thence west along the township line to an easterly boundary of the Soquel Augmentation Rancho; thence southerly along the said easterly boundary of the Soquel Augmentation Rancho to its intersection with the line between Santa Clara and Santa Cruz Counties, said intersection located at the Point of the Beginning of this Description and encompassing the component high school or unified units of Gilroy Unified School District and Morgan Hill Unified School District of Santa Clara County and the San Benito Joint Union High School District of San Benito County as said Districts exist on June 6, 1985 and excluding any areas outside of said Districts.
23135. The boundaries of San Benito County are as follows:

Commencing at a point in the center of the Pajaro River, said point being the northwest corner of the Rancho las Arromitas y Agua Caliente, and being on the northern boundary line of Monterey, and running thence in a southerly direction along the southwest boundary of said rancho to the southwest corner thereof; thence southerly in a direct line to the summit of the Gabilan Range of mountains, and thence southeasterly along the summit of said Gabilan Mountains to the Chalone Peak; thence southeasterly in a direct line to the division line of the parts of the San Lorenzo Sobrantes Rancho owned respectively by Breen and Dunn; thence along said dividing line of said rancho to the southern boundary thereof; thence due south to the San Lorenzo Creek; thence southeasterly up the center of said San Lorenzo or Lewis Creek, and up the north fork thereof, to the summit of the divide between the waters of said Lewis Creek and San Benito Creek; thence following said divide southerly to the eastern boundary of Monterey and the summit of the Coast Range Mountains;

Thence northerly, following the summit of said mountains to where the range line between T. 18 S., of R. 12 and 13 E., M. D. B. & M., crosses the same; thence northerly along said range line to the northeast corner of T. 18 S., R. 12 E.; thence northerly along said township line to the south line of T. 16 N., R. 13 E., M. D. B. & M.; thence west to the southeast corner of T. 16 S., R. 12 E., M. D. B. & M.; thence northwest in a straight line to the northeast corner of T. 14 S., R. 9 E.; thence in a straight line northwesterly, running toward the northeast corner of T. 13 S., R. 7 E., to a point where said line intersects the boundary line between San Benito and Merced; thence along the boundary line between San Benito and Merced to the northeast corner of San Benito and southeast corner of Santa Clara; thence following the county line between Santa Clara and San Benito to the place of beginning.
August 9, 1994

Dr. Glenn E. Mayle, Superintendent-President
Gavilan Community College
5055 Santa Teresa Boulevard
Gilroy, California 95020

Dear Dr. Mayle:

Pursuant to our conversation on August 3, 1994, I write this letter about the trustee areas in Gavilan College boundaries. With respect to the boundaries, the description which I reviewed essentially is correct. It described the boundaries by metes and bounds description. The only concern about the description is the reference to "the Live Oak Union High School District, the Gilroy Union High School District, and of course, the San Benito Union High School District as existed on January 1, 1963." As we discussed, the boundaries of San Benito Union High School District have changed. However, as we further discussed the description accurately stands on its own without need to resort to this high school district boundary descriptions. Consequently, an change would be more headache than its worth.

However, in the letter to you from Dick Lowry dated September 16, 1993, there is indication that the Gavilan Community College Trustee District on file with the San Benito County Clerk and Elections Office is not definitive and defines the trustee areas only by narrative reference to the San Benito High School District. This should be corrected. My advice to you is to utilize the description of San Benito County found in Government Code Section 23135, a copy is enclosed. This is a more accurate description than the San Benito Union High School District boundaries in light of the Aromas-San Juan District formation.

If you have any further questions, please contact me.

Very truly yours,

[Signature]

Steven R. Sanders
County Counsel

SRS/mea

Enclosure

c:  James R. Lowry, Superintendent of Schools
August 15, 1994

TO: Linda McCracken
Gavilan Joint Community College District

FROM: Larry Shirey

SUBJECT: LEGAL DESCRIPTION OF BOUNDARIES

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

Enclosed are two copies of the legal description of the boundaries of Gavilan Joint Community College District. They were developed in 1985 by Robert B. Cummings, a civil engineer hired by the County Office of Education. If you have any questions regarding this information, please call me at (408) 453-6869.

enclosures
OFFICE OF EDUCATION
San Benito County
Hollister, California

637-5393

September 16, 1993

TO : Glenn Mayle, President
     Gavilan Joint Community College

FROM : Dick Lowry, County Superintendent of Schools

SUBJECT : Gavilan Community College Boundaries and Trustee Areas

As I briefly discussed with you by phone a few weeks ago, the legal descriptions of the Gavilan Community College District boundaries and trustee areas (copies enclosed) on file with the San Benito County Tax Assessor, County Clerk and Election Office, and our office are in need of review and possible revision.

I do not believe the boundaries of the district have changed. The narrative description of the boundaries on file with the San Benito County Tax Assessor's Office appears accurate; however, it does make reference to the specific high school districts which are encompassed in the community college district. With the formation of the Aromas-San Juan Unified School District, part of the San Benito High School District has been removed but remains in Gavilan's District although it isn't referenced. Gilroy Union High School District and Live Oak Union High School District are also referenced; I do not know if the current Gilroy Unified School District and Morgan Hill Unified School District boundaries are consistent with those of the high school districts referenced.

In addition, the description of Gavilan Community College trustee districts on file with the San Benito County Clerk and Elections office is not definitive and defines the trustee areas only by narrative reference to the high school district.

I recommend your district initiate a process to review and update both the district boundary definitions and trustee areas definitions on file with the San Benito County Tax Assessor, Elections Office, and our office. You may have more up-to-date descriptions on file in Santa Clara County. Your process for updating the descriptions should include action to insure the same descriptions are on file and implemented in both counties.

The following materials are enclosed for your reference:

District description on file with San Benito Tax Assessor.
Trustee Area description on file with Elections Department.
1964 description of San Benito High School District.
Updated description of San Benito High School District.
1954 description of San Juan School District.
Current description of Aromas-San Juan Unified School District.

If this office may be of assistance in this matter, please contact me.

DL: kas
Enclosures
BEGINNING AT A POINT IN THE LINE BETWEEN THE COUNTIES OF SANTA CLARA AND STANISLAUS WHERE THE SAME IS INTERSECTED BY THE LINE BETWEEN SECTIONS 9 AND 10, TOWNSHIP 9 SOUTH, RANGE 6 EAST M.D. & M.;

THENCE SOUTH ON THE EAST LINE OF SECTIONS 9, 16, 21, 28 AND 33, TOWNSHIP 9 SOUTH, RANGE 6 EAST M.D. & M. TO THE SOUTHEAST CORNER OF SECTION 33, TOWNSHIP 9 SOUTH, RANGE 6 EAST M.D. & M.;

THENCE WEST 26 CHAINS ALONG THE SOUTH LINE OF SECTION 33, TOWNSHIP 9 SOUTH, RANGE 6 EAST M.D. & M.;

THENCE SOUTH 328 CHAINS TO A POINT IN THE RANCHO SAN LUIS GONZAGA;

THENCE WEST 78 CHAINS TO A POINT IN SAID RANCHO;

THENCE SOUTH 115 CHAINS THROUGH THE LANDS OF THE RANCHO SAN LUIS GONZAGA, SAID POINT BEING ON THE BOUNDARY LINE BETWEEN RANCHO SAN LUIS GONZAGA AND RANCHO AUSAYMAS Y SAN FELIPE;

THENCE SOUTHEAST ALONG SAID BOUNDARY TO A POINT THAT IS 210 CHAINS WEST OF THE WEST LINE OF SECTION 35, TOWNSHIP 10 SOUTH, RANGE 6 EAST M.D. & M.;

THENCE SOUTH 128 CHAINS TO A POINT IN RANCHO AUSAYMAS Y SAN FELIPE;

THENCE WEST 320 CHAINS THROUGH THE LANDS OF J.F. DUNNE AND C.N. AND W.Q. HAWKINS TO A POINT;

THENCE SOUTH 210 CHAINS THROUGH THE LANDS NOW OR FORMERLY OF J.F. DUNNE IN RANCHO AUSAYMAS Y SAN FELIPE TO A POINT, SAID POINT BEING ON THE BOUNDARY LINE BETWEEN SANTA CLARA COUNTY AND SAN BENITO COUNTY;

THENCE IN A WESTERLY, NORTHWESTERLY, AND SOUTHWESTERLY DIRECTION ALONG SAID COUNTY LINE TO THE POINT OF INTERSECTION OF THE CENTER LINE OF THE PAJARO RIVER WITH THE SOUTH LINE OF THE SOUTHERN PACIFIC RAILROAD LEADING FROM GILROY TO HOLLISTER;

THENCE SOUTHEAST ALONG SAID SOUTH LINE OF THE RAILROAD TO THE INTERSECTION WITH THE NORTHWEST BOUNDARY LINE OF THE RANCHO AUSAYMAS Y SAN FELIPE;

THENCE IN A SOUTHWESTERLY, SOUTHEASTERLY AND NORTHEASTERLY DIRECTION ALONG THE BOUNDARY LINE, AS DESCRIBED IN THE ACTION OF THE SAN BENITO COUNTY BOARD OF SUPERVISORS ANNEXING A PART OF SUPERVISORIAL DISTRICT NUMBER TWO TO SUPERVISORIAL DISTRICT NUMBER ONE AND DATED DECEMBER 3, 1923, TO THE INTERSECTION WITH THE DIVISION LINE IN THE RO SAN JUSTO, AS AGREED BETWEEN W. W. HOLLISTER AND FLINT, BIXBY & COMPANY;

THENCE SOUTH 26°30' WEST ALONG SAID DIVISION LINE BETWEEN W. W. HOLLISTER AND FLINT, BIXBY & COMPANY, TO THE INTERSECTION WITH THE LINE BETWEEN HILL LOTS 4 & 5 OF RO SAN JUSTO HOMESTEAD ASSOCIATION;

THENCE SOUTHEASTERLY AND SOUTHWESTERLY ALONG THE NORTHERN AND EASTERN BOUNDARY LINE OF SAID HILL LOT 5 TO THE INTERSECTION WITH THE NORTH BOUNDARY LINE OF HILL LOT 6 OF SAID RANCHO SUBDIVISION.
Thence, southeasterly and southwesterly along the northern and eastern boundary line of said Hill Lot 6 to the intersection with the north boundary line of Hill Lot 7 of said Rancho subdivision;

Thence along the southeasterly boundary lines of Hill Lots 7 and 8 to the intersection with the northeast Grant Line of Ro Cienega del Gabilan;

Thence in a direct line south to the intersection with the county boundary line between San Benito and Monterey Counties;

Thence southeasterly along the division line between the counties of San Benito and Monterey to the point of intersection with the north boundary of the Rancho San Lorenzo (Topo Rancho);

Thence northeasterly along the northwesterly line of the Rancho San Lorenzo to the point of intersection with the county road (Airline Highway) leading through Little Rabbit Valley;

Thence southeasterly along said county road through the Little Rabbit Valley to the southeast line of the Rancho San Lorenzo;

Thence northeast along the southeast line of Rancho San Lorenzo to the most easterly corner thereof, said point being on the Section Line between Sections 14 and 15, Township 17 South, Range 9 East M.D. & M.;

Thence north along the Section Line to the corner of Section 2 and 3 on the Township Line between Townships 16 and 17 South, Range 9 East M.D. & M.;

Thence east along said Township Line to the corner of Sections 34 and 35, Township 16 South, Range 9 East M.D. & M.;

Thence north to the corner of Sections 26, 27, 34, and 35, Township 16 South, Range 9 East M.D. & M.;

Thence west to the corner of Sections 27, 28, 33, and 34, Township 16 South, Range 9 East M.D. & M.;

Thence east to the corner of Sections 14, 15, 22, and 23, Township 16 South, Range 9 East M.D. & M.;

Thence south to the corner of Sections 22, 23, 26, and 27, Township 16 South, Range 9 East M.D. & M.;

Thence east to the corner of Sections 24, 25, 19, and 30 on the Range Line between Township 16 South, Ranges 9 and 10 East M.D. & M.;

Thence south to the corner of Sections 25, 36, 30, and 31, Township 16 South, Ranges 9 and 10 East M.D. & M.;

Thence east to the corner of Sections 29, 30, 31, and 32, Township 16 South, Range 10 East M.D. & M.;

Thence south to the corner of Sections 31 and 32 on the Township Line between Townships 16.
and 17 South, Range 10 East M.D. & M.;

Thence east along said Township Line to the northeast corner of Section 1, Township 17 South, Range 10 East M.D. & M.;

Thence south to the corner of Sections 13, 24, 18, and 19, Township 17 South, Ranges 10 and 11 East M.D. & M.;

Thence east to the corner of Sections 17, 18, 19, and 20, Township 17 South, Range 11 East M.D. & M.;

Thence south to the corner of Sections 19, 20, 29, and 30, Township 17 South, Range 121, East M.D. & M.;

Thence east to the corner of Sections 20, 21, 28, and 29, Township 17 South, Range 11 East M.D. & M.;

Thence south to the corner of Sections 28, 29, 32, and 33, Township 17 South, Range 11 East M.D. & M.;

Thence east to the corner of Sections 27, 28, 33, and 34, Township 17 South, Range 11 East M.D. & M.;

Thence south to the corner of Sections 33 and 34 on the Township Line between Townships 17 and 18 South, Range 11 East M.D. & M.;

Thence east along said Township Line to the northeast corner of Section 3, Township 18 South, Range 11 East M.D. & M.;

Thence south to the corner of Sections 2, 3, 10, and 11, Township 18 South, Range 11 East M.D. & M.;

Thence east to the northeast corner of Section 8, Township 18 South, Range 12 East M.D. & M.;

Thence south to the corner of Sections 16, 17, 20, and 21, Township 18 South, Range 12 East M.D. & M.;

Thence east to the point of intersection of the division line between the Counties of San Benito and Fresno;

Thence northwesterly along the division line between the Counties of San Benito and Fresno and San Benito and Merced to the intersection with the boundary between the Counties of Santa Clara and San Benito;

Thence northerly along the line between Santa Clara County on the west and Merced County and Stanislaus County on the east to the point of beginning of this description.
January 22, 1963

TO : State Board of Equalization
     State Department of Education
     Board of Supervisors, San Benito County
     County Assessor, San Benito County

SUBJECT: Formation of Junior College District consisting of Gilroy Union High School District and Live Oak Union High School District of Santa Clara County and San Benito Union High School and Junior College District of San Benito County

A new junior college district consisting of the Gilroy Union High School District and Live Oak Union High School District of Santa Clara County and the San Benito Union High School and Junior College District of San Benito County was formed by an election held on January 8, 1963.

The governing board of this new junior college district shall consist of seven members who shall be elected at large from the following trustee areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gilroy Union High School District</td>
<td>2</td>
</tr>
<tr>
<td>2. Live Oak Union High School District</td>
<td>2</td>
</tr>
<tr>
<td>3. San Benito Union High School and Junior College District</td>
<td>3</td>
</tr>
</tbody>
</table>

The following is a tabulation of the votes cast in the three high school districts:

<table>
<thead>
<tr>
<th>District</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gilroy Union High School District</td>
<td>1209</td>
<td>112</td>
</tr>
<tr>
<td>Live Oak Union High School District</td>
<td>769</td>
<td>198</td>
</tr>
<tr>
<td>San Benito Union High School and Junior College District</td>
<td>1969</td>
<td>439</td>
</tr>
<tr>
<td>Total</td>
<td>3947</td>
<td>749</td>
</tr>
</tbody>
</table>

The new district will come into being on July 1, 1963.

William G. Cagney
Superintendent
San Benito County Schools

WGC:sc
Enclosures: Map and description
JUNIOR COLLEGE DISTRICT

Beginning at the point of intersection of the line between Santa Clara County and Stanislaus County with the north line of T. 8 S., R. 5 E., M. D., B., & M.;

Thence from said point of beginning running West along said north line of said T. 8 S., R. 5 E. and T. 8 S., R. 4 E., to the West line of T. 7 S., R. 4 E., M. D., B., & M.;

Thence northerly along said westerly line of T. 7 S., R. 4 E., M. D., B., & M. and along the northerly prolongation of said line to the southerly line of partial T. 7 S., R. 3 E., in a line of Los Huecos Rancho;

Thence southerly along said last hereinbefore mentioned line and the southerly line of Rancho Canada De Fala to the easterly line of Rancho Yerba Buena Y Socayre;

Thence southerly along easterly line of Rancho Yerba Buena Y Socayre to the southeasterly line of said Rancho Yerba Buena Y Socayre;

Thence southerly along said southeasterly line of said Rancho Yerba Buena Y Socayre to the northeasterly line of Rancho La Laguna Seca;

Thence northerly along said northeasterly line of Rancho La Laguna Seca to the northwesterly line of said Rancho La Laguna Seca;

Thence southerly along said northwesterly line of said Rancho La Laguna Seca to the center line of the Coyote River;

Thence northerly along said center line of the Coyote River to the northerly prolongation of the easterly line of Lot No. 5 of the Patrick Martin Subdivision in the Rancho Santa Teresa and Pueblo Tract No. 3, a map of which is recorded in Book F of maps at page 45 in the office of the Recorder of the County of Santa Clara, State of California;

Thence southerly along said northerly prolongation and along said easterly line of said Patrick Martin sub. to a point designated on said map as L 5 CXL 6 in the northeasterly line of Lot 6 on said Patrick Martin Subdivision map;

Thence southeasterly along the easterly boundary of said land delineated on said Patrick Martin sub. to a point designated PM 1 on said easterly boundary of said land delineated on said Patrick Martin sub. in a southerly line of Rancho Santa Teresa;

Thence easterly along said line to stake S. T. V., a corner in said Rancho line;

Thence southerly along an easterly line of said Rancho to said easterly boundary line of the lands in said Patrick Martin sub.;
Thence along said boundary line of Patrick Martin sub southerly to P. M. 12;

Thence in a general southerly direction along the westerly line of the lands of Santa Clara County, S 46° 00' E 257, 40', S 17° 30' E 1280, 40' S 15° 21' 264', S 69° 30' E 1363, 30' to a northerly line of Rancho La Laguna Seca;

Thence following the northwesterly boundary of La Laguna Seca Rancho southwesterly to the most westerly corner of said Rancho La Laguna Seca;

Thence westerly along the most northerly line of the 421, 36 acre parcel of the Heirs of H. Bonetti and along the northerly boundary of the 146 acre parcel of land of V. A. Harry to the east line of San Vincente Rancho, said last hereinbefore described lines of the lands of said 421, 36 acre parcel of land and said 146 acre parcel of land being the most northerly line of the lands now of Charles Mousque as conveyed by deed recorded in Book 1212 of Official Records at page 127 in the office of the Recorder of the County of Santa Clara, State of California, and the northerly boundary of the lands now or formerly of V. A. Harry as Parcel 2 in the Decree of Establishing Death recorded in Book 3607 of Official Records at page 435 in the Office of the Recorder of the County of Santa Clara, State of California;

Thence southerly along said east line of San Vincente Rancho to the most southeasterly corner thereof;

Thence westerly along a southerly line of San Vincente Rancho to an angle point in said southerly line;

Thence southerly along an easterly line of said San Vincente Rancho to a corner in the south line of San Vincente Rancho near or on the north prolongation of the line between T. 9 S., R. 1. E. and T. 9 S., R. 2 E., M. D. B. & M.;

Thence westerly along said southerly line of San Vincente Rancho to the center line of Arroyo De Los Alamitos;

Thence southwesterly along said center line of the Arroyo De Los Alamitos to the line between the lands formerly of J. B. Lawler and Steve Cannon, said line being the west line of the lands now of John Tripoli et ux;

Thence southerly along said line last hereinbefore mentioned to the northeast line of partial T. 9 S., R. 1. E., M. D. B. & M.;

Thence southeasterly along said last hereinbefore mentioned northeast line to said line between T. 9 S., R. 1. E. and T. 9 S., R. 2 E., M. D. B. & M.;
Thence southerly along said line between T. 9 S., R. I. E., and T. 9 S., R. 2 E. to the south line of said T. 9 S., R. I. E.;

Thence west along the south line of said T. 9 S., R. I. E. to the east line of the Rancho Soquel Augmentation;

Thence southerly along said east line of said Rancho to the line between Santa Cruz County and Santa Clara County;

Thence southeasterly along said county line to a point common to Santa Cruz, Santa Clara and San Benito Counties;

Thence in a general southerly direction along the line between San Benito County and Santa Cruz County to a point common to San Benito County, Santa Cruz County, and Monterey County;

Thence Southeasterly along the division line between the Counties of San Benito and Monterey to the point of Intersection with the North Boundary of the Rancho San Lorenzo (Topo Rancho);

Thence Northeasterly along the Northwesterly line of the Rancho San Lorenzo to the point of Intersection with the County Road (Airline Highway) leading through Little Rabbit Valley;

Thence Southeasterly along said County Road through the Little Rabbit Valley to the Southeast line of the Rancho San Lorenzo;

Thence Northeast along the Southeast line of Rancho San Lorenzo to the most Easterly Corner thereof, said point being on the Section Line between Sections 14 and 15, Township 17 South, Range 9 East M. D. & M.;

Thence North along the Section Line to the Corner of Section 2 and 3 on the Township line between Townships 16 and 17 South, Range 9 East M. D. & M.;

Thence East along said Township line to the Corner of Sections 34 and 35, Township 16 South, Range 9 East M. D. & M.;

Thence North to the Corner of Sections 26, 27, 34, and 35, Township 16 South, Range 9 East M. D. & M.;

Thence West to the Corner of Sections 27, 28, 33, and 34, Township 16 South, Range 9 East M. D. & M.;

Thence East to the Corner of Sections 14, 15, 22 and 23, Township 16 South, Range 9 East M. D. & M.;

Thence South to the Corner of Sections 22, 23, 26 and 27, Township 16 South, Range 9 East M. D. & M.;
Thence East to the Corner of Sections 24 and 25, 19 and 30 on the Range Line between Township 16 South, Ranges 9 and 10 East M., D. & M.;

Thence South to the Corner of Sections 25 and 36, 30 and 31, Township 16 South, Ranges 9 and 10 East M., D. & M.;

Thence East to the Corner of Sections 25, 30, 31, and 32, Township 16 South, Range 10 East M., D. & M.;

Thence South to the Corner of Sections 31 and 32 on the Township line between Townships 16 and 17 South, Range 10 East M., D. & M.;

Thence East along said Township Line to the Northeast Corner of Section 1, Township 17 South, Range 10 East M., D. & M.;

Thence South to the Corner of Sections 13 and 24, 18 and 19, Township 17 South, Ranges 10 and 11 East M., D. & M.;

Thence East to the Corner of Sections 17, 18, 19, and 20, Township 17 South, Range 11 East M., D. & M.;

Thence South to the Corner of Sections 19 and 20, 29 and 30, Township 17 South, Range 11 East M., D. & M.;

Thence East to the Corner of Sections 20, 21, 28, and 29, Township 17 South, Range 11 East M., D. & M.;

Thence South to the Corner of Sections 28, 29, 32 and 33, Township 17 South, Range 11 East M., D. & M.;

Thence East to the Corner of Sections 27, 28, 33 and 34, Township 17 South, Range 11 East M., D. & M.;

Thence South to the Corner of Sections 33 and 34 on the Township line between Townships 17 and 18 South, Range 11 East M., D. & M.;

Thence East along said Township line to the Northeast Corner of Section 3, Township 18 South, Range 11 East M., D. & M.;

Thence South to the Corner of Sections 2, 3, 10, and 11, Township 18 South, Range 11 East M., D. & M.;

Thence East to the Northeast Corner of Section 8, Township 18 South, Range 12 East M., D. & M.;

Thence South to the Corner of Sections 16, 17, 20, and 21, Township 18 South, Range 12 East M., D. & M.;

Thence East to the point of Intersection of the Division Line between the Counties of San Benito and Fresno;
Thence Northwesterly along the division line between the Counties of San Benito and Fresno and San Benito and Merced to the Intersection with the boundary between the Counties of Santa Clara and San Benito;

Thence Northerly along the line between Santa Clara County on the West and Merced County and Stanislaus County on the East to the point of beginning of this description, being all of the Live Oak Union High School District, the Gilroy Union High School District, and San Benito Union High School District as existed January 1, 1963.
RESOLUTION
No. 90

WHEREAS, the Legislature of the State of California has renamed the junior colleges to community colleges throughout the State of California and does so reflect this change in the Education Code, now

THEREFORE, BE IT RESOLVED that the Board of Trustees of the Gavilan Joint Junior College District does, hereby, rename the District to be GAVILAN JOINT COMMUNITY COLLEGE DISTRICT, and the name of the college shall be GAVILAN COLLEGE.

PASSED AND ADOPTED this 8th day of December, 1970, by the following vote:

AYES 5
NOES 0
ABSENT 2

Ralph Schroder, Secretary
Gavilan Joint Community College District
Board of Trustees

RECEIVED
DEC 11 1970
DEPT. OF ATTENDANCE AND JUVENILE SERVICES
Gavilan Joint Community College District
Governing Board Agenda

April 8, 2014

Consent Agenda Item No. 
Information/Staff Reports No. 
Discussion Item No. 
Old Business Agenda Item No. 
New Business Agenda Item No. 2.(e)

SUBJECT: Approve Extending Beverage, Snack and Recycling Services Operation Agreement

☐ Resolution: BE IT RESOLVED,

☐ Information Only

☒ Action Item

Proposal:
That the Board of Trustees approve Amendment A to the Beverages, Snack, and Recycling Services Operation Agreement with Bottling Group, LLC dba The Pepsi Bottling Group which would extend the terms of the agreement from June 30, 2014 to June 30, 2015.

Background:
In 2009, the District engaged in a proposal process to select the Bottling Group, LLC as the beverage, snack, recycling services operator for Gavilan College. The District and the Bottling Group, LLC entered into the Agreement on April 15, 2009; the term to the Agreement, expiring June 30, 2014.

Amendment of the Agreement to extend the Term by one (1) year is necessary to ensure that these services to Gavilan College continue without interruption or disruption and provide District staff sufficient time to engage in a proposal process for selection of a beverage and snack operator for a long term (five years) operations agreement. Completing the proposal process for selection of a operator is a relatively lengthy process. From development of proposal documents, advertisement of the proposal process, time for submittal of proposals, evaluation of proposals and award of a contract a period of four (4) to five (5) months will be necessary. Commencing the proposal process in January, 2014 would have likely resulted in the award of contract being considered by the Board in May or June, 2014. If there were any disruptions to the proposal process (including bid protests), there is a likelihood that a new contract could not have been awarded prior to expiration of the Agreement on June 30, 2014, leaving Gavilan College without an operator.

The Bottling Group, LLC has satisfactorily performed its obligations under the Agreement. Except for modification of the Term, all other terms and conditions of the Agreement remain in full force and effect during the extended Term.
The District is authorized to enter into Amendment A with the Bottling Group, LLC pursuant to Government Code §53060 and Education Code §81644. The District is authorized under Government Code §53060 to contract for "special services" without engaging in a proposal or bidding process. The services provided by Bottling Group, LLC are in the nature of special services insofar as there are no existing personnel employed by the District or employment positions of the District which cover the services provided by the Bottling Group. Education Code §81644 limits the duration of any services contract to which the District is a party to a maximum term of five (5) years. Although Amendment A amends the Agreement, Amendment A stands as a separate obligation and separately subject to the five (5) year limitation of Section 81644. The one (1) year Term reflected in Amendment A is within the authority conferred under Section 81644. Accordingly, taken together, Government Code §53060 and Education Code §81644 authorize the District the District to enter into Amendment A.

Budgetary Implications:
None.

Follow Up/Outcome:
Enter into Amendment A with the Bottling Group, LLC.

Recommended By: Terry Newman, Interim Senior Director of Administrative Services

Prepared By: ____________________________
Terry Newman, Interim Senior Director of Administrative Services

Agenda Approval: ____________________________
Dr. Steven M. Kinsella, Superintendent/President
Gavilan Joint Community College District
Governing Board Agenda

April 8, 2014

Consent Agenda Item No.  
Information/Staff Reports No.  
Discussion Item No.  
Old Business Agenda Item No.  
New Business Agenda Item No.  2. (d)

SUBJECT: Consider and Accept Bid for the Parking Lot C Expansion Project

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
That the Board of Trustees consider and accept the bid from Monterey Peninsula Engineering for the Parking Lot C Extension Project.

Background
In the summer of 2014, The Gilroy Early College Academy (GECA) will be expanding and reconfiguring its site at the north end of parking Lot C. To replace lost parking at the north end and to create an additional exit from Lot C, the College will expand Lot C at the southern end of the lot and create access to the south end of the loop road.

The bid for the Parking Lot C Expansion Project closed on March 19, 2014, after a Pre Bid Conference held on March 6, 2014. A total of seven (7) contractors participated in the bidding process. The apparent lowest responsible bidder has been identified as Monterey Peninsula Engineering in the amount of $658,000.

Attached is a letter providing a bid analysis from Gilbane, the construction managers, dated March 24, 2014. The letter includes a bid tabulation form.

Budgetary Implications:
The efficient use of Measure E Funds.

Follow Up/Outcome:
Upon Board approval, issue a Notice-to-Proceed.

Recommended By: Terry Newman, Interim Senior Director of Administrative Services

Prepared By: ____________________________
Terry Newman, Interim Senior Director of Administrative Services

Agenda Approval: ____________________________
Dr. Steven M. Kinsella, Superintendent/President
March 24, 2014

Ms. Terry Newman  
Senior Director, Administrative Services  
Gavilan Joint Community College District  
5055 Santa Teresa Boulevard  
Gilroy, CA  95020

Re:  Bid Analysis  
    Parking Lot C Extension  
    Gavilan Community College

Dear Terry:

We are pleased to provide our analysis of the bid results for the above referenced project.

Gilbane reviewed the apparent low bidder, Monterey Peninsula Engineering’s bid and determined that they submitted a responsive bid and appear to be a responsible bidder. Monterey Peninsula Engineering confirmed their base bid amount of $658,000 and stated they would honor it.

Please refer to our analysis and findings below for more detail.

Bid Analysis
The following items were considered in our bid analysis:

1. Comparative Pricing  
2. Bond Review  
3. Company History  
4. Bid Form Review  
5. Reference Check  
6. Contractor License Check

1. Comparative Pricing (See attached Bid Tabulation Form)
   A. Budget  
   B. Low Responsive Bid  
   C. Average Bid  
   D. High Bid  
   E. Number of Contractors Contacted  
   F. Number of Plan Holders  
   G. Number of Potential Bidders (Mandatory Pre-Bid Walk)  
   H. Number of Bidders

       1798 Technology Drive  •  San Jose, CA  95110  
       Fax (408) 660-4402  •  Phone (408) 660-4416
2. **Bond Review**
   A. Contractor’s Bid Bond  
      Monterey Peninsula Engineering has provided a Bid Bond in the required amount of 10% of their bid amount. The surety is The Continental Insurance Company. Their address is 555 Mission Street # 200, San Francisco, California, 94105. The contact number is (415) 932-7174.

   B. Contractor’s License Bond  
      All California contractors are required to file a bond with the State in the amount of $12,500. The bond number is 929541042 and the effective date is 4/19/12 with Continental Insurance Company. Their address is Po Box 5077, Sioux Falls, South Dakota, 57117-5077.

3. **Company History & Experience**  
   Monterey Peninsula Engineering has indicated they have been in the general contracting business under this name for 34 years.

4. **Bid Form Review**
   A. Contractor’s Proposal Form  
      No Exception Taken
   B. Bid Pricing  
      No Exception Taken
   C. Addenda Acknowledgement  
      No Exception Taken
   D. Contractor’s License Information  
      No Exception Taken
   E. Subcontractor’s List  
      No Exception Taken
   F. Non-Collusion Affidavit  
      No Exception Taken
   G. Bid Security  
      No Exception Taken

5. **Reference Check**
   A. California State University Monterey Bay – The project manager Katy Timmerman at CSUMB stated Monterey Peninsula Engineering has performed a couple of projects successfully for them. The most recent project was an Intergarrison Road Improvements project. These projects varied in sizes. Katy mentioned that they were cooperative and team oriented and had minimal problems with budget or schedule issues. Katy said Monterey Peninsula Engineers did such a good job she has short listed them for future projects. Katy said she recommends Monterey Peninsula Engineering for the Parking Lot C Extension project.

   B. Wald Ruhnke & Dost Architects – WRD Architects has worked on multiple projects with Monterey Peninsula Engineering at Monterey Peninsula Unified School District. WRD Architects highly recommends Monterey Peninsula Engineering. WRD Architects stated they were very satisfied with Monterey Peninsula Engineering’s work. Monterey Peninsula Engineering kept to the schedule and there quality of work was
to their expectation. WRD stated they will definitely use Monterey Peninsula Engineering again.

6. **Contractor License Check**

A. License Number: 972425
B. License Status: Current and Active
C. License Issued to: Monterey Peninsula Engineering
   A Partnership
D. Expiration Date: 4/30/14
E. County of Incorporation: Monterey
F. Claims Against License: No citations or cases on record
G. Type of License(s):
   A – General Engineering
   B – General Building
   HAZ – Hazardous Substance Removal

If you have any questions or concerns, please do not hesitate to contact us.

Sincerely,

**Edgar S. Esquivel**

Edgar S. Esquivel
Project Engineer

Enclosures: Bid Tabulation Form

cc: Dean Aron Tatsuno, IBI Group
    Casey Michaelis, Gilbane
<table>
<thead>
<tr>
<th>Bid Amount</th>
<th>Materials (Pavement)</th>
<th>Demo (Culverts)</th>
<th>Trenching (Concrete)</th>
<th>Excavation (Concrete)</th>
<th>O'Grady Paving</th>
<th>Calab Paving</th>
<th>American Asphalt</th>
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<tbody>
<tr>
<td>Bid Proposal</td>
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<td>Yes</td>
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<tr>
<td>Bid Strategy</td>
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<td>Subcontractors Included</td>
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<td>Statement of Qualifications</td>
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<tr>
<td>Non-Disclosure Amount</td>
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Notes: