I. CALL TO ORDER 6:00 p.m.  
   1. Roll Call  
   2. Comments from the Public – This is a time for the public to address the Board.  
   3. Recess to Closed Session  

CLOSED SESSION 6:00 p.m.  
Notice is hereby given that a closed session of the Board will be held under the general provisions listed as follows:  

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: Dr. Steven M. Kinsella  
   Employee Organization: Unrepresented Employees  

CONFERENCE WITH LABOR NEGOTIATORS – Closed Session Pursuant to Government Code Section 54957.6  
   Agency Negotiator(s): Dr. Steven M. Kinsella/Eric Ramones  
   Employee Organization: CSEA  

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

CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED OR POTENTIAL LITIGATION – Closed Session, Significant exposure to litigation pursuant to Subdivision (b)(1) and (3)(A) of Section 54956.9; (1) one potential case  

II. OPEN SESSION 7:00 p.m.  
   1. Call to Order  
   2. Oath of Office – Student Trustee  
   3. Roll Call  

Board of Trustees:  
   Tom Breen  
   Walt Glines  
   Kent Child  
   Tony Ruiz  
   Mark Dover  
   Laura A. Perry, Esq.  
   Jonathan Brusco
4. Pledge of Allegiance
5. Report of Any Action Taken in Closed Session
6. Approval of Agenda
7. Consent Agenda
   (a) Regular Meeting of the Board of Trustees Minutes, September 9, 2014
   (b) Personnel Actions
   (c) Warrants and Electronic Transfers Drawn on District Funds
   (d) Payroll Warrants Drawn on District Funds
   (e) Ratification of Agreements
   (f) Monthly Financial Report
   (g) Measure E Bond Quarterly Financial Status Report at June 30, 2014
   (h) Santa Clara County Treasury Investment Portfolio Status as of June 30, 2014
   (i) Retiree Health Benefit Trust Investment Portfolio Status as of June 30, 2014
   (j) Budget Adjustments
8. Comments from the Public - This is a time for the public to address the Board.
9. 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
10. Board Committee Reports
11. Information/Staff Reports
    (a) Recognition of the Employee of the Month
    (b) Status Update of 2014 Board Goals
    (c) 2013-2014 Institutional Effectiveness Committee (IEC) Report
    (d) Fall 2014 Student Success Scorecard
    (e) GECA Update
    (f) 2014-2015 Student Success and Support Program (SSSP) Plan
    (g) Administrative Procedures and Board Policies
    (h) Financial Aid Update
    (i) Memorial Recognition for Frank Fletcher

III. ACTION ITEM
1. Old Business
   (a) Revised 14-15 Academic Calendar
2. New Business
   (a) Curriculum
   (b) Quarterly Financial Status Report, CCFS 311Q at June 30, 2014
   (c) Annual Financial and Budget Report, CCFS-311
   (d) Child Development Center Parent Handbook
   (e) California Early Childhood Mentor Program
   (f) Child Development Training Consortium 2014-2015 Instructional Agreement
   (g) Naming of the Gavilan College Arboretum
   (h) Claim Against the District
   (i) Capital Project Change Order
   (j) Disposal of Surplus Property
   (k) Professional Services Agreement for Classification Study of Classified and Management Positions

IV. CLOSING ITEMS
1. The next regularly scheduled Board meeting is Monday, November 10, 2014, Gilroy Campus, North/South Lounge.
2. Adjournment

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 Nancy Bailey at 408-848-4711. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.

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

October 14, 2014

Consent Agenda Item No. 7. (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, September 9, 2014

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

Proposal:
That the Board approve the Regular Meeting of the Board of Trustees Minutes, September 9, 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
GVILAN JOINT COMMUNITY COLLEGE DISTRICT
REGULAR MEETING, BOARD OF TRUSTEES
Tuesday, September 9, 2014
Gavilan College
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 6:00 p.m.

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

   2. Comments from the Public
      Colette Marie McLaughlin, faculty, expressed concern that her request for the Board of
      Trustees to file for a grand jury investigation was apparently denied, she expressed concern
      about losing courses in her program. She stated that after she complained about work issues,
      everything she did started to get undermined. She has been threatened not to ever getting a
      job in another community college if she complained, and to getting charged with harassment
      for writing emails. She filed a complaint about the threats she received with the Accreditation
      Board but was told she was too late and the complaint had no merit.
      Richard Willis, student, expressed concerns regarding the delay of his transcript evaluation
      and course substitution request, he may file a complaint with the Department of Education,
      CTE personnel don't know when students check in for appointments, he didn't receive a
      response to his request for an appointment, there is plagiarism on a faculty webpage, he made
      a formal complaint in 2012 about Board use of private emails for the conduct of public
      business and has not received a response, he has a current public access inspection to public
      records which has 15 days and this time it will be reported to the Santa Clara County District
      Attorney, he would like to have his petition and complaints handled appropriately.

   3. Recess to Closed Session
      The Board recessed to closed session at 6:10 p.m.

II. OPEN SESSION 7:00 p.m.
   1. Call to Order
      Kent Child called the meeting to order at 7:00 p.m.

   2. Roll Call
      Trustees: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Laura Perry,
               Tony Ruiz
               Dr. Steven M. Kinsella, Superintendent/President
               Dr. Kathleen Rose, Executive Vice President, Instructional Services
               Kathleen Moberg, Vice President, Student Services
               Frederick E. Harris, Vice President, Administrative Services
               Bea Lawn, Academic Senate
               Diana Seelin, Professional Staff
               Angie Oropesa, Recorder
      Others in Attendance: Colette McLaughlin, Fran Lopez, Anne Ratto, Randy Brown, Ron Hannon,
                             Terry Newman, Sherrean Carr, Susan Alonzo, Jeff Gopp, Jan Chargin, Fran Lozano, Joey
                             Hayes, Edward Cervantes, Elizabeth Dirks, Shawn Mulcare, Timothy Holliday, Pilar Conaway
3. Pledge of Allegiance  
The Pledge of Allegiance was led by Mark Dover.

4. Report of any Action Taken in Closed Session  
Kent Child reported that in closed session, the Board authorized the disclosure of what occurred during the July 8, 2014 Governing Board closed session meeting with its attorney to discuss potential anticipated litigation. Other than the content of communications by or to the attorney the authorization includes disclosure of the fact that no action was taken by the Board with respect to that July 8 closed session discussion.

Vote: 6 ayes (J.Brusco, W.Glines, L.Perry, M.Dover, T.Breen, K.Child), 1 abstention (T.Ruiz)

5. Approval of Agenda  
MSC (J.Brusco/L. Perry) 7 ayes, 0 nays to approve.

6. Consent Agenda  
(a) Regular Meeting of the Board of Trustees Minutes, August 12, 2014, Board Policy Subcommittee Meeting Minutes, August 12, 2014, Board Facilities Development and Utilization Committee Meeting Minutes, August 11, 2014, and Board Budget Committee Meeting Minutes, August 11, 2014

(b) Personnel Actions  
(c) Warrants and Electronic Transfers Drawn on District Funds  
(d) Ratification of Agreements  
(e) Budget Adjustments  
MSC (L.Perry/M.Dover) 7 ayes, 0 nays to approve

7. Comments from the Public  
Ron Hannon, Athletics and Kinesiology, reported that the football team won their first game, and Armani Miller was recognized by Northern California Football as the Offensive Player of the Week. He also reported that former Gavilan athlete, Adrian Zamora, plays on the Mexican basketball team against the US team of NBA superstars in the World Cup Basketball Games currently taking place. Beal Lawn, stated that she is speaking as ESL faculty to give an update about the ESL program. The department is concerned about its future. The economy, immigration, and the non-credit ESL program has impacted enrollment in the ESL credit program. Non-Credit is in a consortium with adult education in which ESL credit has not participated. She asked for support and to be included in discussing the issues and asked what the plan is for having credit, non-credit, and adult education under separate managers.

Jan Chargin, Public Information, asked Trustees to save April 24, 2015 for the second Gala.

8. Recognitions  
Colette McLaughlin, CGD faculty, introduced Emily Faz and Tim Holliday who earned State Fair honors for their achievements in Industrial technology including a certificate from State Assembly Member Luis Alejo for Emily Faz.

9. Officers' Reports  
(a) Vice Presidents  
Fred Harris reported that Judy Breso is the Interim Director of Business Services, 112 parking lot lights have been replaced with LED lights, the water tank work is on schedule, and the tearing up on campus should be done by the end of the year. He received a citation from the Division of State Architects.

Kathleen Moberg reported that financial aid had a record award year. Anecdotally, people have said that ASB looks more like traditional high school graduates vs. people who have been in college, and that they are better prepared. The add/drop period went well. We will be working on Phase 2 of the Student Support and Success Programs Initiative.
Dr. Kathleen Rose reported that enrollment head count is down 1.9% from last year and seat count is up 1% from last year at this time which indicates we have less students taking more units. The Learning Council has begun its work, a task group will assess college hour, we will begin a collaborative partnership as a result of AB86 Adult Education. We will look at potential pathways between adult education, non-credit, and credit.

(b) College President
Dr. Steven Kinsella reported that Fred Harris received the Board of Governors Sustainability Award.

(c) Academic Senate
Bea Lawn reported that she asked Dr. Kinsella to attend a Senate meeting to give an update on the status, development, and use of Measure E funds on the San Benito and Coyote Valley campuses as well as administrative reorganizations. The Senate agendized the draft Student Support and Success Plan and Student Equity Plan. There was Senate discussion and concern about class cancellations. Faculty asked what enrollment management strategies were used given the existing policy of 20 students per section, and pursuing growth by tapping into what other colleges might not be able to do. Comments included not using the 20 student minimum universally and taking different factors into account. Overall the idea of who we are serving and what our short and long term goals are and if there is coherence between what we state we are going to do and what we are doing. A concern of knowing about changes early enough to plan accordingly.

(d) Professional Support Staff
Diana Seelie reported that CSEA meets next week, they are eager to start the classification study.

(e) Student Representative
Joey Hayes reported that ASB has been recruiting, Club Day is September 25, they are working on filling committees, getting ready for upcoming conferences, planning an orientation, and assessing college hour. He encouraged everyone to attend athletic events. The student trustee may be sworn in at the October meeting.

(f) Board Member Comments
Trustees congratulated Fred Harris on his awards and Angie Oropeza on her retirement. Jonathan Brusco reported that he attended a meeting in Morgan Hill about community growth. An increase of approximately 30,000 people is anticipated between now and 2036. It is further confirmation that we need to increase facilities in that area.
Walt Glines — in response to his question, Bea Lawn stated that the ESL enrollment issue can be discussed at Senate and is an issue to bring to administration and the Board first. Several programs are offering services to the same diminishing population; the situation needs to be managed. Walt Glines suggested taking issues through shared governance as the Board does not deal with day-to-day operations. The class cancellation policy has been long standing though some classes were allowed to go forward with less. Someone looks at the numbers and makes a judgment; it is a matter of efficiency.
Laura Perry thanked the PE/Kinesiology department for the great welcome back BBQ. Her daughter started her second year in the nursing department. She has had great community feedback about Cavilan’s nursing program.
Tony Ruiz suggested that different models be reviewed to see what works best for ESL. He anticipates something to be done on immigration in the future and we should anticipate that there will be a lot of need. ESL is an entry for students to become regular students. He stated that we need to go back to recruiting students.
Tom Breen announced that Elizabeth Dirks and Lois Locci, who are present tonight, are candidates for the Trustee seat in San Benito County, in addition to Kent Child.

(g) Board President
Kent Child stated that the completed parking lot enhances the southern entrance. He attended the great Athletics/Kinesiology welcome back BBQ. The men's locker room needs rehabilitation. He stated that cancelling low enrollment classes hurts students who need the class but we have been living too long with too many low enrollment sections for altruistic reasons. We can work on a process that will be inclusive and at the same time balance the budget. The ESL need has changed and we need to work with all providers. We can rise to the challenge if we do it collaboratively, humanely, and efficiently to make it cost effective for the tax payers and the students. We know there is another wave of need coming. He attended a Teatro Campesino performance that they have been presenting in San Juan Bautista and Hollister parks. He also attended the opening of a bank in San Benito County where several people came up to him to tell him of the great experiences they or their children had at Gavilan.

10. Board Committee Reports
The Budget, Facilities, and Policy Committee minutes are available.

11. Information/Staff Reports
(a) Recognition of the Employee of the Month
Jeff Gopp introduced Sylvia Hurtado, July employee of the month. Sylvia was transferred from a totally different assignment in kitchen services in the Child Development Center. She is doing a great job, has a great attitude, and takes a lot of pride in what she does.

(b) Community Education Fall 2014 Classes
Terry Newman highlighted the workforce training, water resources management, and pharmacy technician that provide credentials and certificates. Continuing popular classes include social media, cooking, cake decorating, and arts classes. In response to Walt Glines, she stated that since she started nine years ago, distance learning classes have gone from approximately 200 to 400.

(c) Gavilan College Community Spirit Awards
Jan Chargin reported the awards for 2014 as follows:

<table>
<thead>
<tr>
<th>San Benito Bene</th>
<th>San Benito</th>
<th>Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comstock Community Farm</td>
<td>San Benito</td>
<td>Organization</td>
</tr>
<tr>
<td>Ruth Erickson</td>
<td>San Benito County</td>
<td>Individual</td>
</tr>
<tr>
<td>America Taekwondo Center</td>
<td>Morgan Hill</td>
<td>Business</td>
</tr>
<tr>
<td>Eduard Boss Prado Foundation</td>
<td>Morgan Hill</td>
<td>Organization</td>
</tr>
<tr>
<td>Dan Sullivan</td>
<td>Morgan Hill</td>
<td>Individual</td>
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<tr>
<td>William Faus</td>
<td>Gilroy</td>
<td>Individual</td>
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<tr>
<td>STAR Arts Education</td>
<td>Gilroy</td>
<td>Organization</td>
</tr>
<tr>
<td>First Street Coffee</td>
<td>Gilroy</td>
<td>Business</td>
</tr>
</tbody>
</table>

Nominations can be made at any time; the application is on the Gavilan webpage. The awards will be presented at breakfasts as follows: in Morgan Hill on October 2, 7:30 a.m. at the Morgan Hill Community Center, in Gilroy on October 15, 6:45 a.m. at the Hilton Garden Inn, in Hollister on October 22, 7:30 a.m. at the Running Rooster.
(d) Board of Trustees Self Evaluation
Kent Child stated that the process should be completed by October. It was agreed by consensus to use the same evaluation instrument and agreed to schedule a special meeting to review the evaluation on October 13, 6:00 p.m.

(e) 2014-2015 Student Success and Support Program (SSSP) Plan
Kathleen Moberg reported that the SSSP was an initiative passed by the legislature and Board of Governors and has a lot of changes including colleges being responsible for identifying new students and seeing that they go through pathways that lead to achievement. Those are a declared major, educational goal, assessment, orientation, and ed plan. The benefit for the student is enrollment priority. The former way we looked at this was matriculation now it is SSSP. Services are more stipulated by the state as to what we are to do and then being funded accordingly. The second part includes components separate from this report including how students are or are not prepared, and how we bridge the gap. In response to Walt Glines, she confirmed the data in the report.
Evaluation will be done for effectiveness.

(f) Student Equity Plan
Kathleen Moberg reported that we were awarded $263,000 for equity enhancement. The equity plan talks about the disproportionate impact on certain student populations. In our case it is low income, Hispanic/Latino, and older/evening students. Part of our project is to determine how we will create services to benefit those students so the disproportionate impact is decreased. It is an opportunity to provide specific services to specific groups of students that are outside the categorical programs. In response to Tony Ruiz, she stated that in our district there are a large number of students who have barriers to education. It does not seem equitable across the state because our students are needier and we are smaller so we get less funding. Our challenge is even larger to address those issues in a way that can help students be successful. Bea Lawn stated that initial faculty input includes concern of how to oversee the influx of responsibilities in the SSSP and Student Equity Plans. Kathleen Moberg stated that a lot of what is being requested will be reevaluated by the state. Smaller colleges expressed concerns about being able to fulfill the mandates because of the need for technology and staffing. It will probably be revised over time when they see what the results are.

(g) Board Policy 2100 Board Elections
Dr. Steve Kinsella reported that the proposed change would shift the district from at large elections to by district elections. Laura Perry, Jonathan Brusco, and Mark Dover suggested that this come back for discussion and an informational presentation at a special meeting in January or February, when the new Board is seated. Bea Lawn stated that she was under the impression the Board had already endorsed this policy when it went to the Senate. She will delay the second Senate reading until the additional information is presented. Kent Child stated that there have been significant changes in school districts since this policy was instituted. Kent Child also stated that San Benito County may lose one seat and Gilroy may pick up one seat. We may need to set up a Board ad hoc committee to get it as right as we can.

III. ACTION ITEMS
1. New Business
** (a) Public Hearing and Approval of the Final Budget FY 2014/15
Kent Child opened a public hearing for comment on the FY 2014/15 budget.
No comments
Kent Child closed the public hearing.
MSC (L.Perry/M.Doover)
Discussion: Fred Harris reviewed budget highlights including .85 COLA, 2.75% growth, a planned $161,000 deficit that will be balanced before the year ends, a 2% salary increase, new money for SSSP and scheduled maintenance. CALSTRS and PERS contributions are going up, a total of $29.6 million in unrestricted general fund revenues, total revenues of $58 million. $28 million in terms of expenditures with $61 million in terms of total expenditures, and a 9.25% reserve in the unrestricted general fund. Dr. Steve Kinsella stated that state funds are focused on SSSP, not in bringing more students in. Growth funds only allow us to pick up the enrollment lost in 2011/12. Class cancellations were done because there weren’t enough students. In the past we cancelled classes because we didn’t have funds. This time it wasn’t a money issue. We cancelled classes because we didn’t have students. AB86 is a godsend. It is adult education for feeder districts to work with community colleges. We need a range of non-credit offerings to meet the needs of the students already in our district. The bulk of that demand is not accessible to us because we don’t have the curriculum. The higher demand happened in non-credit ESL. We need to go where students are and offer what they need, not what we want to offer them in the programs we want to teach. What we have to work with as we develop the budget is look at the areas we are putting additional funds in because they can’t support themselves like the parking fund, the student center fund, community education, and child development center. We went through a recession period with no layoffs, no furloughs, and no reductions in pay. We had more students than the state paid us for. Those students have gone back to work. We have to create the programs the students want. We have a different market we have to serve. We are now seeing more traditional students where before it was more re-entry students. We have to develop the programs our community needs and AB86 gives us an opportunity to tap into that. Kent Child reported that the Board Budget Committee reviewed the budget details and is satisfied as presented.
 Vote: 6 ayes, 1 abstention (T.Ruiz)

(b) Measure E Bond Program Budget Alignment
Dr. Steve Kinsella reported that this is mostly an update. Open projects have balances. The major ones are Coyote Valley, San Martin Airport, and Physical Education. He recommends to bring the $7.5 million originally identified for PE down to $6.5 million to make sure we get the San Martin Airport. We are waiting for the habitat clearance for Coyote Valley, working with the county on the airport, and moving on PE. Others are miscellaneous updates.
MSC (L.Perry/J.Brusco)
Discussion: Mark Dover asked for clarification from the last Facility Committee meeting where it was indicated that there wasn’t going to be enough money to complete the PE project and now we are moving on it. Dr. Steve Kinsella stated that there isn’t enough money; it is a $14 million project, we are not going to get the state money, the match money we had was $7.5 million. We now have Coyote under way with $12 million allocated. That stays the same. When we get back to what’s left to be done, we have $7.5 million total and he recommends we drop it to $6.5 million to complete airport project. The PE project will be the last one and instead of over allocating on that and leaving us short, the recommendation is to plan for $6.5 million. We can’t do the whole project because we won’t get the money from the state. In response to Walt Gilnes, Dr. Steve Kinsella stated that the architect is working on the infrastructure items. The $6.5 million won’t be enough but we will do as much as we can and what we can’t get done we write it back up as a modernization project and add it to the list. Scheduled maintenance funds could be used for PE but we bypassed the library, the theatre and other things. Mark Dover stated that at the Board Facility Committee meeting, information was to be provided on what the $6.5 million was going to get us. Dr. Kinsella stated that the recommendation is to not spend what we don’t have. All contracts will be presented to the Board. Once we have plans and drawings that can be bid out we will know the actual costs.
Vote: 5 ayes, 2 nays (M.Dover, T.Ruiz)
(c) Citizens’ Oversight Committee Appointments
MSC (L.Perry/W.Glines) 7 ayes, 0 nays to approve.

(d) Unspent Apprenticeship Allocation Funds (Montoya Funds)
MSC (L.Perry/J.Brusco)
Discussion: In Response to Walt Glines Dr. Kinsella stated that the apprenticeship group did not earn the funds and flexibility provisions allowed us to move money. In order to use it we need Board approval
Vote: 7 ayes, 0 nays to approve.

(e) Expenditure Plan for FY 2014-2015 Proposition 30 Education Protection Act Funds
MSC (L.Perry/J.Brusco) 7 ayes, 0 nays to approve.

(f) Approval to Obtain a Santa Clara County Airports Right of Entry Permit
MSC (W.Glines/L.Perry) 7 ayes, 0 nays to approve.

(g) Consider and Accept Bid for the Pond Life Overlook Project
MSC (T.Breen/W.Glines) 7 ayes, 0 nays to approve.

(h) Capital Project Change Order
MSC (J.Brusco/T.Breen) 5 ayes, 1 nay (W.Glines), 1 abstention (T.Ruiz)

(i) Notice of Completion for Parking Lot C Extension Project
MSC (L.Perry/J.Brusco) 7 ayes, 0 nays to approve.

IV. CLOSING ITEMS
1. The next regularly scheduled Board meeting is October 14, 2014, Gavilan College, Student Center, North/South Lounges

2. Adjournment
The meeting was adjourned by consensus at 9:20 p.m.
Gavilan Joint Community College District
Governing Board Agenda

October 14, 2014

Consent Agenda Item No. 7. (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 September 9, 2014 thru October 14, 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 2014-2015.

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: [Signature]
Eric Ramones, Human Resources Director

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

C:\WorkGroups\HR/BoardAgenda/10-14-14
A. Classified and Unclassified Personnel Actions – October 14, 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

Josie Olivares  Program Services Specialist  
Student Services  
October 15, 2014

Debra Casella  Program Services Specialist  
Community Development and Grants Management  
October 15, 2014

Kurt Lambertz  Webmaster  
Management Information Systems  
October 20, 2014

II. SHORT TERM AND SHORT TERM PEAK/TEMPORARY APPOINTMENTS

NONE

III. PROFESSIONAL EXPERTS

Charles Klipstine  Theater Production Manager  
Liberal Arts and Sciences  
October 1, 2014 to December 20, 2014

Domingo Payne  Contract Education Instructor  
Community and Contract Education  
September 1, 2014 to June 30, 2015

Elizabeth Falvey  Theater Production Assistant  
Liberal Arts and Sciences  
August 26, 2014 to December 20, 2014

Jan Shorr  Contract Education Instructor  
Community and Contract Education  
August 18, 2014 to May 22, 2015

Kelly Nguyen-Jardin  Workshop Presenter  
Liberal Arts and Sciences  
August 21, 2014
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margarita Leal</td>
<td>Contract Education Instructor</td>
<td>Community and Contract Education</td>
<td>August 18, 2014 to May 22, 2015</td>
</tr>
<tr>
<td>Maria Herrera</td>
<td>Contract Education Childcare Provider</td>
<td>Community and Contract Education</td>
<td>August 18, 2014 to May 22, 2015</td>
</tr>
<tr>
<td>Megan Wong</td>
<td>Supplemental Instruction Professional Expert</td>
<td>Liberal Arts and Sciences</td>
<td>July 1, 2014 to August 2, 2014</td>
</tr>
<tr>
<td>Melissa Llanes</td>
<td>Assistant Women's Basketball Coach</td>
<td>Kinesiology and Athletics</td>
<td>October 1, 2014 to February 28, 2014</td>
</tr>
<tr>
<td>Noemi Naranjo</td>
<td>Theater Box Office Attendant</td>
<td>Liberal Arts and Sciences</td>
<td>August 25, 2014 to November 30, 2014</td>
</tr>
</tbody>
</table>

### IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin Jacksich</td>
<td>Vocational Instructional Specialist</td>
<td>Disability Resource Center</td>
<td>September 1, 2014 to May 21, 2014</td>
</tr>
<tr>
<td>Erin McMahon</td>
<td>Athletic Trainer</td>
<td>Kinesiology and Athletics</td>
<td>August 29, 2014 to June 30, 2015</td>
</tr>
<tr>
<td>Kendra Ketchu</td>
<td>Admissions/Student Records Technician</td>
<td>Student Services</td>
<td>September 2, 2014 to October 31, 2014</td>
</tr>
<tr>
<td>Maria Fernandez</td>
<td>Athletic Trainer</td>
<td>Kinesiology and Athletics</td>
<td>August 29, 2014 to June 30, 2015</td>
</tr>
</tbody>
</table>
Maria Perez        Child Development Center Assistant Teacher
                  Career Technical Education
                  September 1, 2014 to June 30, 2015

Paul Starks        Athletic Trainer
                  Kinesiology and Athletics
                  August 29, 2014 to June 30, 2015

Trisha Quan        Athletic Trainer
                  Kinesiology and Athletics
                  August 29, 2014 to June 30, 2015

Uriel Lopez        Chemistry/Biological Science Lab Coordinator
                  Liberal Arts and Sciences
                  September 10, 2014 to October 31, 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

Anna Ovcharenko    Volunteer Worker
                  Tutoring Center
                  September 1, 2014 to December 13, 2014

Fionnuda Collier   Volunteer Worker
                  Child Development Center
                  August 25, 2014 to June 30, 2015
Frida Sandoval  Volunteer Worker
Child Development Center
August 25, 2014 to June 30, 2015

Jahnae Zappel  Volunteer Worker
Child Development Center
August 25, 2014 to June 30, 2015

Mauricia Lopez  Volunteer Worker
Child Development Center
August 25, 2014 to June 30, 2015

Roquelina Guerrero  Volunteer Worker
Child Development Center
August 25, 2014 to June 30, 2015

Rosalia Avendaño  Volunteer Worker
Child Development Center
August 25, 2014 to June 30, 2015

Sabrina Rodriguez  Volunteer Worker
Child Development Center
August 25, 2014 to June 30, 2015

Shayna Nakata  Volunteer Worker
Kinesiology and Athletics
September 3, 2014 to December 13, 2014

XII. RESIGNATIONS AND RETIREMENTS
NONE

XIII. REQUEST FOR CATASTROPHIC LEAVE CREDITS
NONE

RECOMMENDATION: The Administration recommends approval of the above Classified & Unclassified Personnel Actions.
B. Faculty Personnel Actions – October 14, 2014

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

I. APPOINTMENTS

Blanca Arteaga  Counselor
Student Services
August 25, 2014

Johanna Stewart  Counselor
Student Services
August 25, 2014

II. FACULTY OVERLOAD/ADDITIONAL DUTY/STIPENDS

Alice Dufresne-Reyes  Allied Health Instructor Overload
Career Technical Education
August 25, 2014 to December 13, 2014

Bea Lawn  English as a Second Language Overload
Liberal Arts and Sciences
August 25, 2014 to December 13, 2014

Blanca Arteaga  Associated Student Body Advisor
Student Services

Dale Clark  STEM Chemistry Assignment
Liberal Arts and Sciences
August 22, 2014 to June 1, 2014

Dale Clark  Chemistry Instructor Overload
Liberal Arts and Sciences
August 25, 2014 to December 13, 2014

David Perez  Spanish Instructor Overload
Liberal Arts and Sciences
August 25, 2014 to December 13, 2014

Debra Farris-Amaro  Title V Nursing Assignment
Liberal Arts and Sciences
August 22, 2014 to June 1, 2015

Debra Farris-Amaro  Allied Health Instructor Overload
Career Technical Education
August 25, 2014 to December 13, 2014

Elena Dachkova  STEM Assignment  Liberal Arts and Sciences  August 22, 2014 to June 1, 2015

Ellen Venable  Title V Activity Director  Career Technical Education  August 25, 2014 to December 13, 2014

Gilbert Ramirez  Cosmetology Instructor Overload  Career Technical Education  August 25, 2014 to December 13, 2014

Grant Richards  English Instructor Overload  Liberal Arts and Sciences  August 25, 2014 to December 13, 2014


Jane Edberg  Art Instructor Overload  Liberal Arts and Sciences  August 25, 2014 to December 13, 2014

Jane Maringer-Cantu  Disability Resource Center Department Chair  Disability Resource Center  August 25, 2014 to May 22, 2015

Jennifer Nari  STEM Assignment  Liberal Arts and Sciences  August 22, 2014 to June 1, 2015

Jennifer Nari  Mathematics Instructor Overload  Liberal Arts and Sciences  August 25, 2014 to December 13, 2014


Karen Bedell  Director/Nursing Grant  Career Technical Education  August 1, 2014 to May 31, 2015

B. Faculty Personnel Actions
<table>
<thead>
<tr>
<th>Name</th>
<th>Assignment Description</th>
<th>Department</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Warren</td>
<td>Title V First Year Assignment</td>
<td>Liberal Arts and Sciences</td>
<td>August 22, 2014 to June 1, 2015</td>
</tr>
<tr>
<td>Leah Halper</td>
<td>Title V Service Learning Assignment</td>
<td>Liberal Arts and Sciences</td>
<td>August 22, 2014 to June 1, 2015</td>
</tr>
<tr>
<td>Marc Turetzky</td>
<td>Political Science Instructor Overload</td>
<td>Liberal Arts and Sciences</td>
<td>August 25, 2014 to December 13, 2014</td>
</tr>
<tr>
<td>Marla Butler</td>
<td>Mathematics Instructor Overload</td>
<td>Liberal Arts and Sciences</td>
<td>August 25, 2014 to December 13, 2014</td>
</tr>
<tr>
<td>Marla Butler</td>
<td>STEM Accelerated Learning Implementation</td>
<td>Liberal Arts and Sciences</td>
<td>August 22, 2014 to June 1, 2015</td>
</tr>
<tr>
<td>Nicole Cisneros</td>
<td>Title V Project Coordinator Assignment</td>
<td>Liberal Arts and Sciences</td>
<td>October 1, 2014 to December 13, 2014</td>
</tr>
<tr>
<td>Patricia Henrickson</td>
<td>Child Development Instructor Overload</td>
<td>Career Technical Education</td>
<td>August 25, 2014 to December 13, 2014</td>
</tr>
<tr>
<td>Rey Morales</td>
<td>Biology Instructor Overload</td>
<td>Liberal Arts and Sciences</td>
<td>August 25, 2014 to December 13, 2014</td>
</tr>
<tr>
<td>Réy Morales</td>
<td>STEM Assignment</td>
<td>Liberal Arts and Sciences</td>
<td>August 22, 2014 to June 1, 2015</td>
</tr>
<tr>
<td>Rosa Rivera-Sharboneau</td>
<td>Counseling Department Chair</td>
<td>Student Services</td>
<td>August 25, 2014 to May 22, 2015</td>
</tr>
<tr>
<td>Russell Lee</td>
<td>STEM Assignment</td>
<td>Liberal Arts and Sciences</td>
<td>August 22, 2014 to June 1, 2015</td>
</tr>
<tr>
<td>Russell Lee</td>
<td>Physics Instructor Overload</td>
<td>Liberal Arts and Sciences</td>
<td>August 25, 2014 to December 13, 2014</td>
</tr>
</tbody>
</table>
Sabrina Lawrence  Digital Media Instructor Overload  
Career Technical Instructor  
August 25, 2014 to December 13, 2014

Scott Sandler  English Instructor Overload  
Liberal Arts and Sciences  
August 25, 2014 to December 13, 2014

Scott Sandler  Habits of Mind Facilitator  
Liberal Arts and Sciences  
August 25, 2014 to December 19, 2014

Scott Sandler  Title V Service Learning Assignment  
Liberal Arts and Sciences  
August 22, 2014 to June 1, 2015

Susan Turner  Staff Development  
Career Technical Education  
August 25, 2014 to December 13, 2014

Travis Flippen  Aviation Maintenance Technology Instructor Overload  
Career Technical Education  
August 6, 2014 to December 13, 2014

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

Candy Sanders  Child Development Instructor  
Career Technical Education  
August 25, 2014 to December 13, 2014

Cecilia Laija  South Bay Regional Public Safety Consortium  
Volunteer Instructor  
October 14, 2014

David Wright  Carpenter's Apprenticeship Class Evaluator  
Career Technical Education  
September 15, 2014 to June 30, 2015

Greg Middleton  Water Resource Management Instructor  
Career Technical Education  
August 25, 2014 to December 13, 2014

Harold Rolfes  South Bay Regional Public Safety Consortium  
Volunteer Instructor  
October 14, 2014
<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Cunningham</td>
<td>Business Office Technology Instructor Career Technical Education August 25, 2014 to</td>
</tr>
<tr>
<td></td>
<td>December 13, 2014</td>
</tr>
<tr>
<td>Jennifer Cadenas</td>
<td>Sociology Instructor Liberal Arts and Sciences August 22, 2014 to June 30, 2014</td>
</tr>
<tr>
<td>Jerry Foshee</td>
<td>Computer Science Information Systems Inventory Meeting Career Technical Education</td>
</tr>
<tr>
<td></td>
<td>September 5, 2014 to September 30, 2014</td>
</tr>
<tr>
<td>Kathleen Moon</td>
<td>South Bay Regional Public Safety Consortium Volunteer Instructor October 14, 2014</td>
</tr>
<tr>
<td>Kathryn Bennett</td>
<td>Title V Early Alert Liberal Arts and Sciences August 22, 2014 to June 1, 2015</td>
</tr>
<tr>
<td>Leticia Palacios</td>
<td>Counselor Student Services July 1, 2014 to June 30, 2015</td>
</tr>
<tr>
<td>Mario Ramos</td>
<td>Computer Science Information Systems Inventory Meeting Career Technical Education</td>
</tr>
<tr>
<td></td>
<td>September 5, 2014 to September 30, 2014</td>
</tr>
<tr>
<td>Matthew Miranda</td>
<td>South Bay Regional Public Safety Consortium Volunteer Instructor October 14, 2014</td>
</tr>
<tr>
<td>Michelle Simmons</td>
<td>South Bay Regional Public Safety Consortium Volunteer Instructor October 14, 2014</td>
</tr>
<tr>
<td>Rebecca Katz</td>
<td>Non-Credit Instructor Community Development and Grants Management June 1, 2014 to</td>
</tr>
<tr>
<td></td>
<td>June 1, 2015</td>
</tr>
<tr>
<td>Robert Rivas</td>
<td>Political Science Instructor Liberal Arts and Sciences August 21, 2014 to December</td>
</tr>
<tr>
<td></td>
<td>13, 2014</td>
</tr>
<tr>
<td>Ryan Dequin</td>
<td>Kinesiology Instructor Kinesiology and Athletics September 8, 2014 to June 30, 2015</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>Vania Parakati</td>
<td>Title V Success Coordinator</td>
</tr>
<tr>
<td>Christopher Boyle</td>
<td>Kinesiology Instructor</td>
</tr>
<tr>
<td>Deborah Muscari</td>
<td>Kinesiology Instructor</td>
</tr>
<tr>
<td>Dora Fortino</td>
<td>Cosmetology Instructor</td>
</tr>
<tr>
<td>Erik Nelson</td>
<td>Kinesiology Instructor</td>
</tr>
<tr>
<td>Irving Ploke</td>
<td>Kinesiology Instructor</td>
</tr>
<tr>
<td>Elizabeth Falvey</td>
<td>Kinesiology Instructor</td>
</tr>
</tbody>
</table>
Nicolette Boyd  Cosmetology Instructor
Career Technical Education
August 25, 2014 to June 30, 2015

Rose Hernandez  Cosmetology Instructor
Career Technical Education
August 25, 2014 to June 30, 2015

Spencer Gilford  Kinesiology Instructor
Kinesiology and Athletics
August 29, 2014 to June 30, 2015

Sylvia Rodriguez  Cosmetology Instructor
Career Technical Education
August 25, 2014 to June 30, 2015

V. REASSIGNMENTS
NONE

VI. RESIGNATIONS AND RETIREMENTS
NONE

VII. REQUEST FOR LEAVE
Marc Turetzky  Sabbatical Leave
Political Sciences Instructor
Liberal Arts and Sciences
August 22, 2014 to December 30, 2014

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 – October 14, 2014

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

I. APPOINTMENTS/CONTRACT RATIFICATION AND EXTENSIONS

Nancy Bailey  
Executive Assistant to the Superintendent/President  
Office of the President  
September 29, 2014

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 – October 14, 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

October 14, 2014

Consent Agenda Item No. 7. (c) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Warrants and electronic transfers drawn on District Funds

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

Proposal:
That the Board of Trustees ratify warrants and electronic transfers drawn on district funds for the period of August 29, 2014 – September 30, 2014.

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>
</tr>
</thead>
<tbody>
<tr>
<td>8/29/14-9/26/14</td>
<td>18009976-18011866</td>
<td>$2,948,467.85</td>
</tr>
</tbody>
</table>

Electronic Transfers:

<table>
<thead>
<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 budgets for FY 2013-2014 or FY2014-2015.

Follow Up/Outcome:
No further action is required.

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

Prepared By: Judy Breza, Interim Director/Business Services

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

C:/Board/Forms/Monthly WarrantsCvrSheet-Summary Version
Gavilan Joint Community College District
Governing Board Agenda
October 14, 2014

Consent Agenda Item No. 7. (d) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Payroll Warrants drawn on District Funds

Resolution: BE IT RESOLVED,
Information Only
Action Item

Proposal:
Ratification of payroll warrants drawn on district funds for the month of September 2014.

Background:
In accordance with Education Code Section 85241 and 85260, the Board of Trustees may direct the County Office of Education to issue payroll warrants from district funds for the payment of salaries and wages for district employees. The following payrolls were processed by the Santa Clara County Office of Education for our district during the month of September 2014:

<table>
<thead>
<tr>
<th>Payroll Period</th>
<th>Pay Date</th>
<th>Total Salaries/Wages</th>
</tr>
</thead>
<tbody>
<tr>
<td>September Regular</td>
<td>September 30, 2014</td>
<td>$1,700,345.67</td>
</tr>
<tr>
<td>August Supplemental 1</td>
<td>September 10, 2014</td>
<td>237,399.86</td>
</tr>
<tr>
<td>August Supplemental 2</td>
<td>September 12, 2014</td>
<td>5,881.11</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>$1,943,626.64</td>
</tr>
</tbody>
</table>

Budgetary Implications:
Expenditures are included in the Budget for FY 2014/15.

Follow Up/Outcome:
No further action is required.

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

Prepared By: Judy Brzez
Judy Brzez, Interim Director of Business Services

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

October 14, 2014

Consent Agenda Item No. 7. (e) 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 2014-2015.

Follow Up/Outcome:
No further action is required.

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

Prepared By: Judy Breza, Interim Director, Business Services

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>
</tr>
</thead>
<tbody>
<tr>
<td>CONT9877</td>
<td>$ 60,000.00</td>
<td>Ellucian Company LP</td>
<td>Consulting &amp; Data Base Administration Support Services for Banner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Period of Service: 7/1/14 - 6/30/15</td>
</tr>
<tr>
<td>CONT9878</td>
<td>$ 60,000.00</td>
<td>Cold Craft Inc</td>
<td>HVAC Preventative Maintenance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Period of Service: 7/1/14 - 6/30/15</td>
</tr>
<tr>
<td>CONT9879</td>
<td>$ 61,000.00</td>
<td>Crowe Horwath LLP</td>
<td>Audit Services for District, Foundation and Measure E Bond Funds for FY Ending 6/30/14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Period of Service: 7/1/14 - Completion</td>
</tr>
<tr>
<td>CONT9880</td>
<td>$ 5,000.00</td>
<td>TRR School Business Consulting</td>
<td>Preparation of GASB 35 Worksheets and Fixed Asset Calculations for FY 13/14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Period of Service: 9/15/14 - 6/30/15</td>
</tr>
<tr>
<td>CONT9881</td>
<td>$ 18,630.00</td>
<td>Applied Survey Research</td>
<td>Planning Services and Reporting to the AB86 Consortium</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Period of Service: 10/1/14 - 1/31/15</td>
</tr>
<tr>
<td>ME001100</td>
<td>$ 9,000.00</td>
<td>Tanaka Design Group</td>
<td>Landscape Architectural Services to Prepare a College &quot;Drought Resistant Landscape Plan&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Period of Service: 10/2014 - Completion</td>
</tr>
</tbody>
</table>
Gavilan Joint Community College District
Governing Board Agenda

October 14, 2014

Consent Agenda Item No. 7. (f) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Monthly Financial Report

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

Proposal:
That the Board of Trustees consider the FY 2014/15 Monthly Financial Report

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

Follow Up/Outcome:
The Administration will continue to review the FY 2014/15 budget and will submit budget adjustments as necessary for consideration by the Board.

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

Prepared By: Judy Breza, Interim Director, Business Services

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

C://Board/Forms/Monthly Financial Report cover sheet
## GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
### Monthly Financial Report
#### Summary of All Funds
##### Fiscal Year 2014-15
###### As of September 15, 2014

<table>
<thead>
<tr>
<th>Fund #</th>
<th>Fund Description</th>
<th>Beginning Fund Balance 7/1/2014</th>
<th>Revised Budgets Revenue</th>
<th>Revised Budgets Expense</th>
<th>Ending Fund Balance 6/30/2015 Revenue</th>
<th>Year to Date Actual Expense</th>
<th>Encumbrance</th>
<th>% Actual to Budget Revenue</th>
<th>% Actual to Budget Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>General - Unrestricted</td>
<td>$2,705,860</td>
<td>$29,638,825</td>
<td>$29,800,711</td>
<td>$2,543,974</td>
<td>$29,426</td>
<td>$3,976,640</td>
<td>$2,458,422</td>
<td>3.1%</td>
</tr>
<tr>
<td>1000</td>
<td>Certificated Salaries</td>
<td>$10,650,917</td>
<td></td>
<td>$1,101,031</td>
<td>$29,426</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>Classified Salaries</td>
<td>$5,593,203</td>
<td></td>
<td>$860,076</td>
<td>$29,426</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3000</td>
<td>Burdens &amp; Benefits</td>
<td>$6,016,772</td>
<td></td>
<td>$792,262</td>
<td>$29,426</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4000</td>
<td>Books &amp; Supplies</td>
<td>$504,947</td>
<td></td>
<td>$588,036</td>
<td>$29,426</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>Other Operating Expenses</td>
<td>$5,028,978</td>
<td></td>
<td>$1,132,190</td>
<td>$29,426</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6000</td>
<td>Capital Outlay</td>
<td>$115,269</td>
<td></td>
<td>$22,031</td>
<td>$29,426</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7000</td>
<td>Other</td>
<td>$1,747,625</td>
<td></td>
<td>$102</td>
<td>$29,426</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total General-Unrestricted</td>
<td>$2,705,860</td>
<td>$29,638,825</td>
<td>$29,800,711</td>
<td>$2,543,974</td>
<td>$29,426</td>
<td>$3,976,640</td>
<td>$2,458,422</td>
<td>3.1%</td>
</tr>
<tr>
<td>24</td>
<td>Instructional Equipment</td>
<td>$2,674</td>
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<td>$100,000</td>
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<td>$164,620</td>
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<td>$4,624</td>
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<td>General - Restricted</td>
<td>$0</td>
<td>$9,478,583</td>
<td>$9,478,583</td>
<td>$0</td>
<td>$1,135,287</td>
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<td>$2,646,649</td>
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<td>Measure E - Debt Service</td>
<td>$3,564,500</td>
<td>$5,292,579</td>
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<td>34</td>
<td>Capital Project</td>
<td>$55,012</td>
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<td>Associated Student Body</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

Prepared by Lael Bihler
Monthly Financial Report on Board - September 2014.xlsx
Gavilan Joint Community College District
Governing Board Agenda

October 14, 2014

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Measure E Bond Quarterly Financial Status Report at June 30, 2014

☐ Resolution: BE IT RESOLVED,

☐ Information Only

☒ Action Item

Proposal:
That the Board of Trustees review the Measure E Bond Quarterly Financial Status Report

Background:
Attached is the Measure E Bond Quarterly Unaudited Financial Status Report for the period April 1, 2014 to June 30, 2014. The column titled "Budget" is based on the Board approved Measure E Master Budget as of December 10, 2013. The expenditures are accounted for on a cash basis during the fiscal year; during year-end some accrued expenses are included in the amounts.

Budgetary Implications:
The efficient use of Measure E Bond Program funds

Follow Up/Outcome:
Continue to monitor the Measure E Bond program finances.

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

Prepared By: Judy Breza, Director of Business Services

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
# Qavilian Joint Community College District

**Measure E Bond Quarterly Financial Status Interim Report**

Received and Expended to Date for Qtr 4 Fiscal Year 2013-2014 (4/01/2014-6/30/2014)

Based on Board Approved December 2013 Budget

<table>
<thead>
<tr>
<th>Project/Vendor</th>
<th>Description of Services</th>
<th>Budget</th>
<th>Expended</th>
<th>Balance</th>
<th>Notes</th>
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<td>660080 - Program Contingency</td>
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<td>660360 - Planning - District</td>
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<td><strong>2 Land Acquisition</strong></td>
<td>652090/682160 - Coyote Valley Prop (Property/Develop)</td>
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<td><strong>670260-1 - HVAC Control Replacement</strong></td>
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Prepared by: [Details] 9/30/2014

Page 2 of 5
<table>
<thead>
<tr>
<th>Project/Vendor</th>
<th>Description of Services</th>
<th>Budget</th>
<th>Expended</th>
<th>Balance</th>
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<td>6420 - Vehicles</td>
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<tr>
<td>672460 - Instructional Equipment</td>
<td>Total Costs through 3/31/2014</td>
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<td>4510 - Office Supplies</td>
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<td>5636 - Software Support/Maintenance</td>
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<td>6400 - Fixed Assets to $5,000</td>
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<td>(Match for FY 14/15)</td>
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<td>672660 - Instructional Equipment</td>
<td>(Match for FY 14/15)</td>
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<td>672660 - Instructional Equipment</td>
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<td>672660 - Instructional Equipment</td>
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<td>673060 - Multi-Purpose Building</td>
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<td>673060 - Multi-Purpose Building</td>
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<td>673060 - Multi-Purpose Building</td>
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<td>673100 - CDC Reconfiguration &amp;</td>
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<td>673100 - CDC Reconfiguration &amp;</td>
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<td>673260 - General Building Upgrades</td>
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<td>5636 - Software Support/Maintenance</td>
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<td>Balance</td>
<td>Notes</td>
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<td><strong>INACTIVE PROJECTS</strong></td>
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<tr>
<td>670780 - Student Center/Administration</td>
<td>Total Costs through 3/31/2014</td>
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<td>670060/671460 - Campus Infrastructure/Tech</td>
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<td>Total Costs through 6/30/2014</td>
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<td>670160 - Tennis Court Renovations</td>
<td>Total Costs through 3/31/2014</td>
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<td>Total Costs through 6/30/2014</td>
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<td>$ 111,659</td>
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<tr>
<td>670260 - Interim Housing/Swing Space</td>
<td>Total Costs through 3/31/2014</td>
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<td>$ 4,416,466</td>
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<td>Total Costs through 6/30/2014</td>
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<td>670360 - Math, Physical Science, Life Science</td>
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<td>670460 - Occupational ED (OE)</td>
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<td>Total Costs through 6/30/2014</td>
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<td>670650 - Humanities/Art/Music Hall</td>
<td>Total Costs through 3/31/2014</td>
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<td>Total Costs through 6/30/2014</td>
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<td>$ 4,398,348</td>
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<td>670660 - Cosmetology/Business</td>
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<td>Total Costs through 6/30/2014</td>
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<td>671060 - Social Sciences</td>
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<td>Total Costs through 6/30/2014</td>
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<td>$ 3,916,035</td>
<td>$ -</td>
<td>(177)</td>
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<td>671160 - Security/Maintenance Building</td>
<td>Total Costs through 3/31/2014</td>
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<td>Total Costs through 6/30/2014</td>
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<td>671260 - Cafeteria Renovations &amp; HVAC</td>
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<td>$ 217,419</td>
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<td>671360 - Parking Lot/Campus Lighting</td>
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<td>Project/Vendor</td>
<td>Description of Services</td>
<td>Budget</td>
<td>Expended</td>
<td>Balance</td>
<td>Notes</td>
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<td>680160 - Technology / ERP System</td>
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<td>680360 - Computer / Phone System</td>
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<td>680460 - Existing Well Replacement</td>
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<td>$0</td>
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<td>$3,625,786</td>
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<td>$0</td>
<td>$3,625,786</td>
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<td>Total Previous Expended (Through 3/31/2014)</td>
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<td>Total Expenditure this Period (4/1/2014 through 6/30/2014)</td>
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<td>Total Construction Budget</td>
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<td>$25,454,860</td>
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</table>

**Notes:**
1. OCC Ed project budget contains funding for Science and Gym roof repairs.
2. Moved expenses to Fund 240 for State Reimbursement.
3. PG&E Refund for Chiller Controls Installation-Optimization Project.
Gavilan Joint Community College District
Governing Board Agenda

October 14, 2014

Consent Agenda Item No. 7. (h) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Santa Clara County Treasury Investment Portfolio Status as of June 30, 2014

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

Proposal:
That the Board of Trustees review the Santa Clara County Treasury Investment Portfolio Summary.

Background:
The District’s funds are invested in the County Treasury. Attached is their report. Government Code Section 53646 makes it permissive that the Board of Trustees review District investments on a quarterly basis. The complete portfolio is on file in the Superintendent/President’s Office and available for review upon request.

Budgetary Implications:
For information purposes only.

Follow Up/Outcome:
None needed.

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

Prepared By: Judy Breza, Interim Director of Business Services

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

C:/Board/Forms/QuarterlyInvestmentPortfolio
DATE: August 5, 2014

TO: Board of Supervisors

FROM: Emily Harrison, Finance Agency Director

SUBJECT: Quarterly Investment Report for Period Ending June 30, 2014

RECOMMENDED ACTION
Accept and authorize filing of Detailed Investment Portfolio Listing for the quarter ending June 30, 2014.

REASONS FOR RECOMMENDATION
The Santa Clara County Treasury Investment Portfolio Report as of June 30, 2014, is submitted for review and acceptance in compliance with the State of California Government Code as amended by Chapters 783 and 784, Statutes of 1995, and in compliance with County policy.

Portfolio Strategy
The employment numbers for June from the Federal Government and Automatic Data Processing were somewhat higher than anticipated, indicating the economy is showing a gradual rebound from the very low numbers generated for several years after the 2008 recession. Employee earnings have shown little improvement and remain a concern if the economy is to make significant advancement. All indicators seem to show that income disparity continues to expand with many new jobs being part-time and in the low income sector of the service industry, while a relatively small number of people are experiencing large incomes in the high tech and energy sectors.

Recent comments by Federal Reserve Chairperson Janet Yellen indicate that she supports a very gradual approach to increasing interest rates and may not do so unless there is a significant improvement in the overall employment figures (including labor participation) and a marked uptick in inflation.

The Federal reports indicate virtually no inflation; however, consumers are experiencing record gas and food prices. This is somewhat similar to the employment situation where reports state that unemployment is on the decline, yet much of the public has remained jobless.
The financial community has many different opinions about how soon interest rates will rise. First Tennessee Bank, the parent company of the County’s advisory firm Main Street, was recently cited as having the best track record in their opinions on interest rates. They felt that rates would stay low for some time based on their view of the underlying economic patterns, continuing through the middle of 2015.

The County Investment Program Portfolio is in that long period of the year between the two large inflows of tax revenues where most of the funds move out to cover ongoing expenditures, with only small amounts of inflow. Short-term rates have not moved significantly for some time, and even with the Federal Government reducing its purchase of securities, there does not appear to be a strong feeling that rates will rise appreciably before the middle of 2015. With the limited extra funds available, staff will seek to purchase asset-backed securities in the two to three year range to enhance the yield of the portfolio. Because of the strong credit ratings required, there is very little opportunity for corporate note purchases, but when the opportunities arise, staff will utilize that segment of the market when the prices appear favorable on a yield spread basis.

**CHILD IMPACT**

The recommended action will have no/neutral impact on children and youth.

**SENIOR IMPACT**

The recommended action will have no/neutral impact on seniors.

**SUSTAINABILITY IMPLICATIONS**

The recommended action will have no/neutral sustainability implications.

**BACKGROUND**

Each quarter, an investment report is submitted to the Board of Supervisors that provides a summary of the status of the current investment portfolio, quarterly transactions, investment philosophy, and market actions and trends. Preparation of this report is required by the Treasury Investment Policy in the Board’s Policy Manual. All investment activities during the reporting period were conducted under the guidance of the Treasury Investment Policy. The Board reviewed and approved changes to this policy at its December 17, 2013 meeting.

**ATTACHMENTS:**

- Qtrly Inv Rpt BOS 6-2014 final(PDF)
Quarterly Investment Report

June 30, 2014
Quarterly Investment Review Table of Contents

Quarterly Investment Report

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
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<tr>
<td>Table of Contents</td>
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<td>Holdings Report: Palo Alto Unified</td>
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<td>Holdings Report: Park Charter Fund</td>
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<tr>
<td>Holdings Report: San Jose-Evergreen</td>
<td>27</td>
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<tr>
<td>Holdings Report: West Valley Mission-CCD Building Fund</td>
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<td>Transaction Activity Report</td>
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Board of Supervisors: Mike Wasserman, Cindy Chavez, Dave Cortese, Ken Yeager, S. Joseph Simitian
County Executive: Jeffrey V. Smith
Santa Clara County Commingled Pool and Segregated Investments

June 30, 2014

<table>
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<tr>
<th>Fund</th>
<th>Cost Value**</th>
<th>Market Value</th>
<th>Variance</th>
<th>% Variance</th>
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<tr>
<td>Commingled Investment Pool</td>
<td>$4,662,065,343</td>
<td>$4,667,299,555</td>
<td>$5,234,212</td>
<td>0.11%</td>
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<td>Retiree Health Fixed Income</td>
<td>$1,009,964</td>
<td>$1,010,453</td>
<td>$489</td>
<td>0.05%</td>
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<tr>
<td>Worker's Compensation</td>
<td>$26,875,470</td>
<td>$27,046,867</td>
<td>$171,396</td>
<td>0.64%</td>
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<tr>
<td>Mountain View-Los Altos</td>
<td>$2,016,637</td>
<td>$2,017,960</td>
<td>$1,323</td>
<td>0.07%</td>
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<tr>
<td>Palo Alto Unified</td>
<td>$879,173</td>
<td>$882,040</td>
<td>$2,867</td>
<td>0.33%</td>
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<tr>
<td>Park Charter Fund</td>
<td>$11,288,371</td>
<td>$11,280,572</td>
<td>-7,798</td>
<td>-0.07%</td>
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<tr>
<td>San Jose-Even Green</td>
<td>$19,599,473</td>
<td>$19,630,294</td>
<td>$30,821</td>
<td>0.16%</td>
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<td>West Valley Mission CCD - Building Fund</td>
<td>$13,900,130</td>
<td>$13,926,500</td>
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<td>Medical Malpractice Insurance Fund (1)</td>
<td>$14,174,539</td>
<td>$14,217,935</td>
<td>$43,396</td>
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<td><strong>Total</strong></td>
<td>$4,751,809,100</td>
<td>$4,757,312,176</td>
<td>$5,503,076</td>
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(1) Managed by Chandler Asset Management, Inc.

Summary of Yields* for Select Santa Clara County Investment Funds

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<tr>
<th>Fund</th>
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<th>2013</th>
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<td></td>
<td>Apr 30</td>
<td>May 31</td>
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<tr>
<td>Commingled Investment Pool</td>
<td>0.43%</td>
<td>0.44%</td>
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<tr>
<td>Retiree Health Fixed Income</td>
<td>0.96%</td>
<td>0.66%</td>
</tr>
<tr>
<td>Worker's Compensation</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Weighted Yield</td>
<td>0.44%</td>
<td>0.44%</td>
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*Yield to maturity (YTM) is the rate of return paid on a bond, note, or other fixed income security if the investor buys and holds it to its maturity date and if the coupon interest paid over the life of the bond is reinvested at the same rate as the coupon rate. The calculation for YTM is based on the coupon rate, length of time to maturity, and market price at time of purchase.

Yield is a snapshot measure of the yield of the portfolio on the day it was measured based on the current portfolio holdings on that day. This is not a measure of total return, and is not intended to be, since it does not factor in unrealized capital gains and losses and reinvestment rates are dependent upon interest rate changes.

**Cost Value is the amortized book value of the securities as of the date of this report.
SUBJECT: Retiree Health Benefit Trust Investment Portfolio Status as of June 30, 2014.

Resolution: BE IT RESOLVED,
Information Only
Action Item

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

Background:
The District’s contribution to the Retiree Health Benefit Program JPA is invested with US Bank of California, trustee of this irrevocable trust. Attached is their report for the period April through June, 2014.

As of June 30, 2014, the portfolio market value is $5,091,481.93. The total liability for the retired pool of employees currently receiving benefits is estimated to be $5.3 million. This liability fluctuates as the composition of the retired employees receiving benefits changes.

Budgetary Implications:
For information purposes only.

Follow Up/Outcome:
None needed.

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

Prepared By: Judy Breza, Interim Director, Business Services

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

C:/Board/Forms/Retiree Health Benefit Trust Investment Portfolio as of June 30, 2014
Account Number: 6746018006
RETIREE HEALTH BENEFITS FUNDING
PROGRAM JOINT POWERS AGENCY
GAVILAN CCD-BALANCED

This statement is for the period from April 1, 2014 to June 30, 2014

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

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

<table>
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<tr>
<td>Beginning Market And Cost</td>
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### Investment Activity

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<tr>
<td>Income</td>
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<td>Realized Gain/Loss</td>
<td>16,222.14</td>
<td>16,222.14</td>
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<td>Other Earnings</td>
<td>94,625.52</td>
<td>94,625.52</td>
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<td><strong>Total Investment Activity</strong></td>
<td>132,782.67</td>
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### Plan Expenses

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<td>Trust Fees</td>
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<td><strong>Total Plan Expenses</strong></td>
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### Net Change In Market And Cost

<table>
<thead>
<tr>
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<th>BOOK VALUE</th>
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<tr>
<td>Net Change In Market And Cost</td>
<td>132,657.67</td>
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### Ending Market And Cost

<table>
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<td>5,091,481.93</td>
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Gavilan Joint Community College District
Governing Board Agenda

October 14, 2014

Consent Agenda Item No. 7 (j) 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 2014-15.

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: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Judy Breza, Interim Director, Business Services

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

C:/Board/Forms/Monthly Budget AdjustmentsCvrSheet
### Fund 100

#### Decrease

<table>
<thead>
<tr>
<th>Organization #</th>
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<th>Program #</th>
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<tr>
<td>942010</td>
<td>5613</td>
<td></td>
<td>(100.00)</td>
</tr>
<tr>
<td>995010</td>
<td>4310</td>
<td></td>
<td>(650.00)</td>
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<tr>
<td>995410</td>
<td>5150</td>
<td></td>
<td>(43.00)</td>
</tr>
<tr>
<td>984210</td>
<td>2305</td>
<td></td>
<td>(5,330.00)</td>
</tr>
<tr>
<td>984210</td>
<td>3100</td>
<td></td>
<td>(290.00)</td>
</tr>
<tr>
<td>660110</td>
<td>5810</td>
<td></td>
<td>(200.00)</td>
</tr>
<tr>
<td>660210</td>
<td>5831</td>
<td></td>
<td>(2,300.00)</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>(8,913.00)</strong></td>
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#### Increase

<table>
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<th>Code</th>
<th>Program #</th>
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<tbody>
<tr>
<td>942010</td>
<td>4310</td>
<td></td>
<td>100.00</td>
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<tr>
<td>995010</td>
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<td>650.00</td>
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<tr>
<td>995410</td>
<td>5630</td>
<td></td>
<td>43.00</td>
</tr>
<tr>
<td>984310</td>
<td>2305</td>
<td></td>
<td>5,330.00</td>
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<tr>
<td>984310</td>
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<td>290.00</td>
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<tr>
<td>660110</td>
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<td>660210</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>8,913.00</strong></td>
</tr>
</tbody>
</table>

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

---

#### Final (Adopted) Estimated Beginning Fund Balance at 7/1/14

- $2,920,017.00

#### Change to Actual Fund Balance at 7/1/14

- $(214,157.00)

#### Actual Beginning Balance at 7/1/14

- $2,705,860.00

#### Final (Adopted) Budget Net Change in Fund Balance

- $(161,886.00)

#### 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

- $6,913.00

#### Current increase in budgeted expenditures decreases Fund Balance

- $(8,913.00)

#### Revised Net Change in Ending Fund Balance

- $0.00

#### Estimated Ending Fund Balance 6/30/15 for General Fund 100

- $2,543,974.00

---

### Fund 240

#### Decrease

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<tr>
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#### Increase

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<td>600124</td>
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<tr>
<td><strong>Total Fund 240:</strong></td>
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Budget changes within the same fund to accommodate expenditure & revenue needs of various departments.

---

#### Final (Adopted) Estimated Beginning Fund Balance at 7/1/14

- $0.00

#### Change to Actual Fund Balance at 7/1/14

- $2,674.00

#### Actual Beginning Balance at 7/1/14

- $2,674.00

#### Final (Adopted) Budget Net Change in Fund Balance

- $2,674.00

#### Budget adjustments from current year's previous months to increase (decrease) net change to fund balance

- $0.00

#### Current increase in budgeted revenue increases Fund Balance

- $100,000.00

#### Current increase in budgeted expenditures decreases Fund Balance

- $(100,000.00)

#### Revised Net Change in Ending Fund Balance

- $0.00

#### Estimated Ending Fund Balance 6/30/15 for General Fund 240

- $2,674.00
## Fund 270

### DECREASE

<table>
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<th>Organization #</th>
<th>Account Code</th>
<th>Program #</th>
<th>Amount</th>
<th>Organization #</th>
<th>Account Code</th>
<th>Program #</th>
<th>Amount</th>
<th>Budget Entry</th>
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<td>2315</td>
<td></td>
<td>9,918.00</td>
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<td>(9,918.00)</td>
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- Final (Adopted) Estimated Beginning Fund Balance at 7/1/14: $0.00
- Change to Actual Fund Balance at 7/1/14: $0.00
- Actual Beginning Balance at 7/1/14: $0.00
- Final (Adopted) Budget Net Change in Fund Balance: $9,918.00
- Budget adjustments from current year's previous months to increase (decrease) net change to fund balance: $9,918.00
- Current decrease in budgeted expenditures increases Fund Balance: $(9,918.00)
- Current increase in budgeted expenditures decreases Fund Balance: $0.00
- Revised Net Change in Ending Fund Balance: $0.00
- Estimated Ending Fund Balance 6/30/15 for General Fund 270: $0.00

### INCOME - Increase/(Decrease)

#### TRIO

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<th>Account Code</th>
<th>Program #</th>
<th>Amount</th>
<th>Organization #</th>
<th>Account Code</th>
<th>Program #</th>
<th>Amount</th>
<th>Budget Entry</th>
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<td>7,000.00</td>
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#### MESA

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<th>Amount</th>
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<th>Account Code</th>
<th>Program #</th>
<th>Amount</th>
<th>Budget Entry</th>
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<tbody>
<tr>
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<td>502027</td>
<td>5630</td>
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#### RN Enrollment Growth

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<th>Account Code</th>
<th>Program #</th>
<th>Amount</th>
<th>Organization #</th>
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**Total Fund 340:**

Final (Adopted) Estimated Beginning Fund Balance at 7/1/14
Change to Actual Fund Balance at 7/1/14
Actual Beginning Balance at 7/1/14
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 6/30/15 for General Fund 340

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**Fund 340**

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**Total Fund 340:**

Final (Adopted) Estimated Beginning Fund Balance at 7/1/14
Change to Actual Fund Balance at 7/1/14
Actual Beginning Balance at 7/1/14
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 6/30/15 for General Fund 340
### DECREASE

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**Total Fund 470**

| 0.00 |

Final (Adopted) Estimated Beginning Fund Balance at 7/1/14

| $111,670.00 |

Change to Actual Fund Balance at 7/1/14

| $413,154.00 |

Actual Beginning Balance at 7/1/14

| ($17,205.00) |

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

| ($86,268.00) |

Current increase in budgeted revenue increases Fund Balance

| ($86,268.00) |

Current increase in budgeted expenditures decreases Fund Balance

| $309,881.00 |

Revised Net Change in Ending Fund Balance

| Estimated Ending Fund Balance 6/30/15 for Restricted General Fund 470

| $309,881.00 |
INFORMATION/STAFF REPORTS
SUBJECT: Recognition of the Employees of the Month

☐ Resolution: BE IT RESOLVED,

☒ Information Only

☐ Action Item

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

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

Employee of the Month, August 2014 – Loretta Carrillo
Loretta works in the ESL Department. She has been an invaluable part of the ESL Program almost from its inception many decades ago. Loretta is a program specialist in ESL and also an instructor, so she wears many hats: program assistant, department chair support, advisor, mentor, tutor, Counseling Department mediator, conversation group facilitator, and more. She goes out of her way to help ESL students get assessed, oriented, and assisted in every way. When she can’t help a student, she finds out who can and directs him/her to that person or resource. When ESL faculty is discussing new or old issues, she provides essential background, constantly reminding instructors to think about the needs of the students first. Loretta Carrillo’s many talents, her love for what she does, and her loyalty to the ESL Program and its students have made the program stronger. Though tucked away in the ESL Program serving its many needs, Loretta Carrillo is one the reasons the ESL Program does its job well and functions smoothly. ESL faculty and students and Gavilan College are lucky to have someone like Loretta on their corner. The Academic Senate is pleased to nominate Loretta Carrillo for this recognition of Employee of the Month.
Employee of the Month, September 2014 – Rosalinda Barbosa-Moreno

Rosalinda is the Disability Resource Center (DRC) Office Assistant. Rosalinda is excellent in so many ways that it’s is hard to quantify all she does and how well she does it. She knows about the duties of each member of the DRC Department. She schedules appointments, answers questions from students regarding all DRC services and classes, provides information for students on financial aid and administration and record policies... the list is endless. She is a wealth of information. She deals with students all day long, endlessly, and manages to deal with the needs of all DRC staff as well. In spite of it or maybe because of it, she never loses her cool. She always greets everyone with courtesy and offers a big smile. She is absolutely amazing. The Academic Senate is pleased to nominate Rosalinda Barbosa for this recognition of Employee of the Month.

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
Gavilan Joint Community College District
Governing Board Agenda

October 14, 2014

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

Office of the President

SUBJECT: Status Update of 2014 Board Goals

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:
That the Board of Trustees review the actions taken so far to achieve the Board’s established goals for 2014.

Background:
Annually the Board of Trustees sets its goals for the upcoming year. An update on the status of the progress made to achieve the goals is provided. A short narrative is provided under each goal.

Budgetary Implications:
The goals of the Board of Trustees in combination with the Strategic Plan are used to establish the funding priorities for the tentative and final budget.

Follow Up/Outcome:
Staff will continue to make progress on developing actions and activities to assist in achieving the Board’s stated goals for the year.

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

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

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
GOAL 1: Finalize administrative reorganization plan, addressing vice president vacancies, long-term stability and effectiveness potential, financial impact and hiring sequence and timing.

Update as of July 1, 2014: The college has filled both of the vacant vice president positions. The focus for the remainder of the calendar year will be used to continue the conversations regarding the dean position that is necessary to provide adequate support to learning support programs of the college. A recommendation on that position is expected to come to the Board for a first reading by the December, 2014.

Update as of October 1, 2014: With the hiring of the vice presidents and return of all administrative personnel who had been serving in multiple roles to just their permanent assignments, it is necessary to operate the college under the existing administrative structure until the State’s change in mission is fully internalized before any changes can be recommended. In early summer the State focused its attention on student success and shifted the focus away from providing access to higher education to success of students within the community college system. Using the Student Success Support Program (SSSP) as the vehicle to implement changes in the way colleges provide direction to students who seek educational services at community colleges, the state has fundamentally changed the manner in which support services were offered to students. Now that the state has begun to flesh out its concepts into implementation guidelines, the college is adapted and adjusting to these new directives fairly regularly. Given the uncertainty in the directives being issued by the state, it is important to know what exactly is going to be required before the college makes any permanent changes to administrative positions.

The only remaining item open for review at this time is the reorganization change associated with consolidation of the MESA and TRIO programs under one academic coordinator. A reclassification study of the administrative positions including the Coordinator, MESA and TRIO is underway. The reclassification study is expected to be completed by the end of academic year (June 30, 2015).

GOAL 2:

a. Finalize and initiate Coyote Valley Educational Center/Public Safety Consortium site development
b. Clarify Educational Center options for San Benito locale
c. Review enhancement options for services provided at our off-site locations

Update as of July 1, 2014: Coyote Valley development activities remain the highest priority for the college as the public safety program has to be relocated from Evergreen College in not more than two years. Coyote Valley is on-hold until habitat clearance is received. An application has been sent to the agency.
administering the Santa Clara County Habitat Conservation Plan. If this site is not functional in time for the required move, Gavilan College could lose 500 FTES that could cost the college $2.4 million annually. Accordingly, the main focus of effort is in this area of the district as failure to accommodate existing public safety training will have severe financial consequences to the district.

San Benito County property continues along its path towards habitat clearance but the timeline for completion is uncertain. Additionally, state funding is necessary for development of the site. Local borrowing is an option but until the state is paying for the enrollment we already generate, adding more service requires reductions in other aspects of the college’s educational programming.

Expansion of services in any offsite location, absent new state funding, will depend on reducing services in other areas. While the state’s economy is doing quite well, community colleges remain restrained and there is no ability system wide to obtain any funds beyond the limited cost of living allowance provided in the state budget. That rate is 0.85% and does not address the ever increasing costs of operations for goods and professional services that result from routine increases in commodities and services charged by vendors.

Update as of October 1, 2014: A Needs Assessment has been completed for a Coyote Valley Educational Center and was submitted to the State Chancellor’s Office on July 30, 2014. This is the first required step in acquiring educational center status for this site. Enrollment projections have been certified in the range of 1,000 Full Time Equivalent Students (FTES) by the Department of Finance. This level of enrollment is critical to the application and will determine the level of support the college may receive from the state to support operations at the Coyote Valley site. The newest requirement from the State is that 1,000 FTES must be generated before additional funding is provided.

There is $12 million of Measure E funds allocated to the preparation of this site. The current estimated cost for project work needed to establish a footprint on the property is $17 million. South Bay Public Safety Consortium will pay for funds in excess of $12 million most likely in the form of a loan through Gavilan College that will be paid by the Consortium’s members over a scheduled long-term repayment plan that will equal the amount of any loan that may be needed. It is too early to seek a loan for the difference between the funds available and the funds needed for actual construction. Once the project reaches the bid stage the College will learn how accurate the cost estimate of $17 million actually is. Past projects have all come in with bids that were lower than the estimated cost.

There is no additional information available on the San Benito property at this time. Enrollment in Hollister is in the range of 300 to 350 FTES. A Needs Assessment will also be developed for the San Benito County site. Although until 1,000 FTES are generated, there will not be any additional operational support from the State.

**GOAL 3:** Create pathways between high schools and Gavilan with a focus of bringing more college-ready students into the college.
**Update as of July 1, 2014:** AB 86 is the key vehicle to create firm and institutionalized pathways between colleges and local K-12 districts. The college has made minimal progress in this area and no instructional offerings have been developed to address the remediation issues discussed over the last two years.

**Update as of October 1, 2014:** A half-time Coordinator has been hired to lead the development of the AB 86 Adult Education Consortium. This position was filled on an interim basis due to the uncertainty of the funds currently offered for just planning activities during the FY 14/15 year. The position was filled in late July. The high school districts within the Consortium are now meeting regularly. A part-time program specialist has also been hired to provide direct support to the Coordinator.

**GOAL 4:**

Develop policy on staffing plans for faculty, professional support staff, and administrative positions.

**Update as of July 1, 2014:** The Final and Tentative Budget documents include the financial standards the college uses to maintain stability year-after-year. Those standards provide guidance on how the college approaches full-time faculty, professional support, and administrative personnel. Those standards will be revisited and changes as appropriate will be provided to the Board by the end of the calendar year.

**Update as of October 1, 2014:** No additional activity has occurred related to this goal since the July update.

**GOAL 5:**

Review Title IX Status Report and provide administrative and professional support staff adjustments if appropriate, to ensure college has data necessary to adequately review information and conclusions in the report.

**Update as of July 1, 2014:** Professional support staff was increased at the beginning of the calendar year to assist with documentation and information gathering for the areas of Title IX related to the college’s athletic programs. Staff members are scheduled for training to learn more about Title IX requirements that exist for not just athletics but for all the college’s operations.

**Update as of October 1, 2014:** Staff has received training in Title IX requirements. An information report is scheduled for the November 2014 Board meeting.

**GOAL 6:**

Analyze district security policy.

**Update as of July 1, 2014:** No analysis has been conducted related to this goal.

**Update as of October 1, 2014:** BP 3500 Campus Safety, BP 3501 Campus Security and Access and BP 6800 Safety are existing policies that are scheduled to be reviewed with the College’s Health, Safety, Facilities and Grounds committee with appropriate updates expected to be developed. No timeline for the review has been developed as of the date of this update.
GOAL 7: Develop professional development plan for members of the Board to increase awareness of, but not limited to, the following areas:
  a. Accreditation planning, practices, and actions taken to ensure continuous compliance with ACCJC Accreditation Standards.
  b. What members of the Board need to know about California Community College District Budgets.
  c. Information sessions on results of program reviews and evaluations of college processes.
  d. Executives training on SEMS (Incident Command Center and Emergency Response Plan).
  e. Analyze information ways and means of communication to community and future students.

Update as of July 1, 2014: Board members have attended training on financial, strategic planning, and governance topics. The college hosted the CCLC’s first regional training for trustees. Approximately 45 people attended the college’s trainings between the college’s first offering in January and the second session in March.

The Board received training on SEMS (Incident Command Center and Emergency Response). All management personnel are trained annually and participate in required exercises that are used to place individuals into defined leadership positions who can gain experience in this training environment.

Additional training will be provided on how to operate a college in compliance with accreditation standards. Information will also be provided on the program reviews completed at the college.

Update as of October 1, 2014: BP 3500 Campus Safety, BP 3501 Campus Security and Access and BP 6800 Safety are existing policies that are scheduled to be reviewed with the College’s Health, Safety, Facilities and Grounds committee with appropriate updates expected to be developed. No timeline for the review has been developed as of the date of this update.

GOAL 8: Review Board self-evaluation and goal setting policy.

Update as of July 1, 2014: The self-evaluation process along with the goal setting policy will be forwarded for review along with the current accreditation standards that are effective July 1, 2016. The new accreditation standards were approved by the ACCJC at its June 2014. Review of all Board policies related to governance will be reviewed to determine what changes are appropriate in light of the new standards.

Update as of October 1, 2014: The Board reviewed its policy last year and unless changes are necessary based on this year’s self-evaluation process, this goal has been accomplished.
Gavilan Joint Community College District
Governing Board Agenda

October 14, 2014

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

SUBJECT: 2013-2014 Institutional Effectiveness Committee (IEC) Report

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

Proposal:
That the Board of Trustees review and comment as appropriate on the 2013-2014 IEC Annual Report.

Background:
The IEC reviewed eight programs during the 2013-14 academic year: CalWORKs, Disability Resource Center, EOPS, Financial Aid, Hollister Site, Morgan Hill site, PUENTE, Student Health Services.

Budgetary Implications:
Unit Plans will be tied into the annual budget development process.

Follow Up/Outcome:
Programs will present follow up information to the IEC until recommendations have been completed.

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

Prepared By: [Signature]

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

Agenda Approval: [Signature]

Dr. Steven Kinsella, Superintendent/President
COMMITTEE:
Kathleen Rose, Fran Lopez, Randy Brown, Connie Philips
Erin Crook, Kyle Billups, Jan Bernstein-Chargin, Linda Stubblefield, Mari Garcia.

PROGRAMS REVIEWED

- CalWORKs
- Disability Resource Center
- EOPS
- Financial Aid
- Hollister Site
- Morgan Hill Site
- PUENTE
- Student Health Services
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INSTITUTIONAL EFFECTIVENESS COMMITTEE
Annual Report
2013-2014

Introduction

Overview:
The Institutional Effectiveness Committee (IEC) reviewed the following programs during the
2013-2014 academic year: CalWORKs, Disability Resource Center, EOPS, Financial Aid,
Hollister Site, Morgan Hill Site, PUENTE and Student Health Services.

The IEC Annual Report includes two sections: one for programs undergoing review this year,
and a second section with updates on programs that are in the middle of their four-year cycle.
The following are included for each of the programs undergoing review:
1. The IEC Executive Summary, submitted by the IEC, summarizing the program’s main
goals and the committee’s recommendations.
2. The Self-Study Summary, submitted by each program as part of their self study report.

Process:
Programs to be reviewed were notified at the beginning of Fall 2013 semester and were provided
with an orientation in September of 2013. The orientation introduced the programs to their IEC
support team and explained the process, including a tour of the website and self-study forms.
Two committee members were assigned to each program under review and assumed a support
function, supporting and communicating with the program representatives throughout the
process. Drafts of the self study were due in early February. Committee members read each
submission for review and provided comments and suggestions for revision. The suggestions
were forwarded to the programs under review. In the weeks that followed, programs were
scheduled to meet with the committee in person to ask questions about the committee’s
feedback, and to clarify expectations for revision of the draft of the self-study reports. Upon
receiving the revisions, the committee met to review the final drafts. The complete text of each
self-study report as presented to the committee may be found on the IEC website.

IEC Evaluation of the Process for 2013-2014
Changes in the program review process implemented in the last couple of years are continuing to
prove effective. The process is more streamlined than in years past, and the programs undergoing
review reported that their experience was much more relevant and much less stressful than in
years past. IEC was able to adequately evaluate each program, generate useful dialogue and
provide feedback to each program that submitted a report.

This year was the second year that the budget committee used IEC recommendations as a
criterion in the budget process. Since many people were not aware of this change, first
implemented last year, the committee made sure to emphasize during the initial steps of the
process. There was universal agreement from the program representatives that this change makes
the self-study process more relevant and meaningful than has been viewed in the past.
The quality of the reports continues to improve as well. In the past, the committee often received reports that were late, of poor quality, incomplete, unedited, and/or unapproved through the proper channels. Requiring input and approval from supervisors, such as Managers, Deans and Department Chairs has significantly improved not just the percentage of reports turned in on time, but also the caliber of the reports. Reports this year were much more polished, and almost all of the programs submitted not only the initial drafts, but also the final revisions, within the timeline specified by the committee. Requiring approval and input from the Managers, Deans and Department Chairs has helped with this, not only because it holds the report writers more accountable to their supervisors, but also because it provides a built-in support system for completing the self-study. Providing a clear timeline of checkpoints for the program representatives from the beginning of the academic years also contributed to the improvement in submission rates, and in the written quality of the reports, as did the revision of the Self-Study form to make it more user-friendly and easy to complete.

Another improvement made was to include more IEC representatives in the budget and strategic planning committees, as well as have IEC committee members visit Department Chair, Dean and Senate meetings, to better explain the process and the goals behind Program Review. Our goal is to make this process a key part of integrated planning, instead of something that is viewed as an extra task, unrelated to the decision-making process at Gavilan. To this end, the committee will continue to emphasize education and outreach to the entire campus, focusing particularly on the programs undergoing review.

The biggest problem for the cycle was with the Status Update Reports. We did not receive Status Update Reports from several programs, despite multiple reminders and despite having provided them with the form, already filled out with the committee’s recommendations. The committee can prevent this from happening in the future by emphasizing the importance of the Status Update Reports to Strategic Planning and the budget process, and by requiring supervisors to sign the Status Update Reports, just as they do the Self-Study Reports, and relying on the supervisors to help enforce deadlines.

The IEC continues to encourage the campus community to read the findings from all reports as they relate to the strategic planning process, as well as in preparation for future program reviews and overall college improvement.
IEC Executive Summary

Academic Year: 2013-2014
Program Name: CalWORKs
Date of Review: March 2014

Major Program Goals:
1. Create an institutional approach to offer and integrate student outreach activities, recruitment, assessment, orientation, counseling, retention and follow-up efforts, with particular attention to populations with special needs, such as DRC, ESL, basic skills, and re-entry students
2. Optimize enrollment, course offerings, and services
3. Provide services to students (all of whom are parents) including work-study, job placement, subsidized employment, childcare, books, supplies, advocacy, loaning of laptops/tablets, orientation, and coordination with students and the county department of social services.
4. Improve student services and enhance curriculum and programs in order to help students meet educational, career and personal goals
5. Provide input into policy decisions involving SSSP that will affect CalWORKs students.

Concerns/Trends:
1. Changes in legislation reducing the number of months that students can receive aid (from 60 to 48) and increasing the percentage of Work Participation (from 26% to 50%), have significantly increased the need for employment services provided by the program, as well as the need for priority registration.
2. Policy decisions are made on campus without the input of CalWORKs experts, resulting in conflicts during implementation
3. Need for increased intake, counseling and support services in Hollister and Morgan Hill

Plans for Addressing Concerns:
1. Continue advocacy at the state level to ensure that CalWORKs students continue to receive priority enrollment
2. Continue representation of CalWORKs on committees and in discussions, on campus and state-wide, to ensure input of CalWORKs experts on relevant policy decisions.

IEC Recommendations:
1. Work with MIS and the Office of Institutional Research to collect data evaluating the effect of new state regulations on the program.
2. Continue to provide CalWORKs representation on SSSP committees and in shared governance committees.
3. In conjunction with the off-site supervisors and other stakeholders on campus, develop a plan (and include in program plan) for increasing intake, counseling and support services in Hollister and Morgan Hill.
The Gavilan College CalWORKs program receives federal, state, and county funding to assist students who are currently receiving cash aid for themselves and their children, or who are transitioning off of welfare to achieve long-term self-sufficiency through coordinated student services and education.

The CalWORKs program provides services to students such as: work-study, job placement, subsidized employment, orientation to the college and to the CalWORKs program, childcare, books, supplies, advocacy, loaning of laptops/tablets, and coordination with students and the county department of social services. It is important to note that 100% of CalWORKs students are parents. Approximately 45% of them receive job readiness assistance and/or are employed through on and off campus work-study and unsubsidized or subsidized employment each year. All CalWORKs students (100%) receive childcare and book assistance every term. Upon entrance into the program, CalWORKs students are required to meet with the CalWORKs counselor to develop an educational plan that indicates their end goal, register for courses, and review their progress. CalWORKs provides educational services and/or activities to assure that students meeting their required weekly hours, schedule of classes/TBA, amendments to Welfare to Work plans, orientation, assessment, year round core and non-core activities, tracking and monitoring of attendance and student progress, and maintenance of files, (as required by the contract that the Gavilan College CalWORKs program has with Santa Clara County.

CalWORKs has experienced four significant changes over the last three years. First, changes in the program and staffing have occurred. In 2010/11 Gavilan College's CalWORKs program had an unduplicated head count of 310 with an estimated budget of $400,000 from the combined funding resources mentioned above. The program was staffed with a 12 month Director and Program Specialist, and we shared a counselor with EOPS. Services for students consisted of counseling services, matriculation orientation and assessment, the development of educational plans for all CalWORKs students, weekly planning, course enrollment, job development, employment counseling, and the centralization of a subsidized employment program.

Over the last four years, unduplicated head count has averaged 300 with a growing budget of over $500,000 (2013/14). Currently, our staff consists of one 12-month CalWORKs Director, one 11-month Program Specialist (decreased from 12 month to allow for Master's Program Internship participation); one 10-month tenured counselor funded 100% through CalWORKs, one part-time counselor (10 hours per week), and one half-time Office Assistant (position on hold due to budget cuts). Services have expanded to include monthly collaboration with Santa Clara and San Benito Counties, year round activities, state fair hearings, statewide advocacy and policy writing, and intense staff training on state, county and federal regulations.

The second change was the reauthorization of Temporary Assistance for Needy Families (TANF) legislation in 2012 resulting in legislative changes. One of the changes requires states to
increase work participation rates (WPR) from 26% overall to 50% for participants who are single parents and 90% for two-parent families. This change in WPR requirements has increased the need for employment services thus making the CalWORKs 75/25 Work Study Program indispensable. Through state funding, the 75/25 program allows CalWORKs to pay up to 75% of the students’ hourly wage while the employer is responsible for paying the remaining 25% of students’ salary.

The third change is related to the legislative SB 1041. This bill reduced CalWORKs recipients’ time on aid from 60 months to 48 months. As a result CalWORKs students have less overall time on aid. This change has affected CalWORKs students within the educational system because they must be able to reach their educational objective (degree and/or certificate) and obtain employment within two to four years. The presenting challenge is that over 78% of CalWORKs recipients do not have a high school diploma or GED, resulting in having to take additional basic skills courses prior to meeting college level reading and writing. Additionally, given that 30% of CalWORKs students have been identified with a learning disability through the Disability Resource Center (DRC), many of them must take a reduced course load to ensure that they are able to complete their educational objectives. As a result, it has become more crucial now than before for CalWORKs students to receive priority in courses offered each term since they must complete their degree and/or certificate in less time that previously allowed.

The fourth change is related to advocacy on the county and state level. Through the formation of the California Community College CalWORKs Association (CCCAA) of which Gavilan’s CalWORKs Director served as president for two years and continues to serve on the Executive Board, we were able to obtain pre-priority registration state wide on the same tier as Veterans, DRC, EOPS, and Foster Youth. In addition, CalWORKs Community College Programs Statewide advocated for and received a restoration of approximately eight million dollars for fiscal year 2013/14. This allowed for a significant increase in funding for our program because of our growth. This funding comes with a 95% percent guarantee year to year and provides stabilization for our program. Before 2013, CalWORKs had only been in budget language and therefore renewed every year in budget code. This year, the program was added to Education Code Section 66025.92 resulting in permanent status for the program on all California community college campuses.

Our staff is engaged in student success initiatives, shared governance and staff development on campus and statewide. Student surveys indicate a high level of student satisfaction. In addition we received a success rate of 90.5% by the Santa Clara County Monitor in regard to student outcomes/goals. Notable accomplishments:

- We have had no findings in annual audits by both Santa Clara County and the State Auditor.
- The program was voted Community Partner of the Year in 2013 by Santa Clara County Department of Social Services.
- Gavilan College’s CalWORKs Student Tim Avila was chosen to receive the 2012/13 Region Four Scholarship as well as having his student success story published in the Portraits of Success. (Please see attached copy: Exhibit B)
IEC Executive Summary

Academic Year 20136-2014
Name of Program
Date Reviewed
Disability Resource Center
April 2014

Major Program Goals:
1. Provide students with disabilities quality and excellence in programs, services and support that enhance community life, and the development of individual potential for a global environment.
2. Strives to equalize student educational opportunities and to support as well as educate the faculty, staff and community.

Concerns/Trends:
1. Growth of off-site students who need DRC services.
2. Increased number of student facing psychological disabilities.
3. Changes in BOG waiver regulations and its impact on DRC students.
4. Students requests for note-taking going unfilled.
5. Alternative media and online resource requests.
6. Lack of counseling support for growing number of DRC students.
7. Unique needs of increasing number of student veterans.

Plans for Addressing Concerns/Trends:
1. Hire full time DRC counselor.
2. Hire one-half time adaptive service specialist to address growing alternate media request.
3. Explore and pilot ways to increase the number of student note takers.
4. Conduct outreach to student veterans.

IEC Recommendations:
1. Hire full time DRC counselor and one-half time adaptive service specialist, when funds are available.
2. Pilot and evaluate additional strategies to address the lack of student note takers.
3. Continue to develop services and outreach to address the unique needs of student veterans.
4. Keep abreast of BOG waiver and other impending regulations changes and monitor and mediate their effects on DRC students.
Self-Study Summary

Academic Year 2013-2014
Name of Program
Date Reviewed

Disability Resource Center
April 2014

The DRC provides student services by providing academic and physical accommodations, offering guidance classes and counseling services. This allows us to fulfill our mission of striving "to equalize student educational opportunities". Students are ensured equal access to the academic environment as well as the ability to fully participate and benefit from the college experience. To qualify for services, a certified professional must verify the student's specific disability and there must be an educational limitation that precludes the student from fully participating in general education without additional specialized services. The disability must be documented in the student's DRC file. All information in the file is held confidential. Our program is categorically funded and manages six distinct programs that serve students with a diverse range of physical and intellectual disabilities, including acquired brain injury, post traumatic stress syndrome, intellectual disabilities, deaf and hearing impaired, specific learning disabilities, mobility impairments, mental illness, speech and language impairments, blind and visually impaired.

Significant accomplishments since the last review:
Since our last report, we have assessed 100% of all courses within our department. The DRC home page now features a video narrative that guides visitors through our programs and services. We have streamlined our student files and are investigating converting our files to an electronic format. We have ensured that Gavilan College's federal requirement of the Americans with Disability Act, Section 508 meets the 10% compliance standard to electronic information in all computer labs and classrooms on the main campus and the off sites. We continue to maintain a strong commitment to serving on committees that include: Student Services Council, Counseling, Department Chairs, Curriculum, Faculty Staff Development, Academic Senate, Strategic Planning, Learning Council, Technology, WebHeads, Distance Ed, Health Safety and Grounds, Institutional Effectiveness Committee, Accreditation, Student Equity, the Mental Health Task Force, Distance Education, the EOPS Advisory and the Veterans Council. We are well represented on Community Boards, including South County Housing, Villa Esperanza, and the Association for Developmental Disabilities. DRC employees took lead roles in Region IV local and state proceedings including the coordinators, learning disabilities and the APE work groups.

Program's impact on supporting and improving student achievement and student learning outcomes:
Program Learning Outcomes assessments for the past 3 years revealed that 74% of students stated that they could identify how their disability affected their learning. Students receive an individualized accommodations checklist specific to his/her disability, information on why they are receiving the accommodation and how, when and where to access them. Improving access to accommodations is continuously reviewed and updated. Student Educational Contracts (SEC) are developed for 100% of our student population to establish academic goals. The DRC instructors and counselors review the contracts each semester to track and monitor academic progress.
toward goal completion. As instructional programs such as Math and English restructure their course offerings, the DRC adjusts and develops course curriculum and educational materials that coordinate with the changes to support student learning, persistence, retention and success. iLearn is used by the majority of our guidance courses to supplement to learning process. Each semester Progress Reports are required of all DRC students. Workability III meets with Department of Rehabilitation counselors monthly to track the progress of each student enrolled in the program. We are building relationships with student veterans by providing information on our assistive technology and learning skills evaluation services. This effort has served to promote a climate of trust in our staff and our program services as they transition from the military to academic life. A majority of the DRC courses have utilized the technological enhancements such as iLearn, smart classroom equipment, and individual course websites to promote and accommodate learning styles.

Resource and staffing changes since the last review and their effect:
Since our last program review in 2008-2009, there was a 41% reduction in our allocation. The biggest challenge was how to stay within budget without diminishing service to students. Faculty and staff reductions along with the elimination of positions resulted. Factors that influenced reductions include vacancies due to retirements, staff that were transferred into vacant general fund positions and full time vacancies that were replaced with part time staff. Eliminating (1) FTE faculty position; three (3) part-time faculty and five (5) classified staff positions also reduced staff, a net loss of nine positions. The effect on the DRC has been demanding. Continuing the level of service to students when the student population remained fairly consistent over the past four years has been challenging with some students expressing frustration with the occasional delay in services such as the timely production of alternate media. The impact on staff has been burdensome with an increased workload to compensate for the reduction in staffing.

Trends affecting the program:
Data reflects a 63% increase in students with psychological disabilities since our last self-study in 2009. There has also been an 81% increase of students included in the “Other Category”. This includes a growing number of students within the Autistic Spectrum Syndrome category. Enrollment appears to be decreasing and we are concerned about the impact of the impending Student Success and Support Program (SSSP) with regard repeatability and changes to the Board of Governors waiver for students whose progress will be severely challenged without specialized services and accommodations. We are concerned that these additional barriers may result in the lack of student success and retention. Student requests for extra time on exams have increased 42%. Space to accommodate this service is inadequate.

A list of goals and objectives for the short and long term:
The following goals are included in our current Program Plan:

- Hire a full time counselor that will allow us to restore counseling services to Hollister and Morgan Hill sites.
- Hire a .50 Adaptive Services Specialist position in to meet the growing alternate media requests.
- Convert to an electronic filing system. Obtain and implement interface with Banner’s ERP system.
- Provide a dedicated space for test-taking accommodations to facilitate the increasing number of students requesting these services from the DRC.
- Identify and create Distant Ed DRC support services for students with disabilities.
- Identify and update assistive technologies including, academic and vocational software and hardware to provide accessible technology for delivery of instruction for students with disabilities.

Future goals include:
- Collaborate with the college to promote qualified mental health services on campus.
- Investigate strategies to increase the transfer rate of the DRC students.
IEC Executive Summary

Academic Year 2013-2014

Program Name: EOPS
Date Reviewed: March 2014

Major Program Goals:
1. Increase transfer and graduation rates to catch up to the general college population
2. Increase enrollment to serve more eligible students
3. Provide over-and-above support services to empower students with economic, social and educational challenges.

Concerns/Trends:
1. Transfer rate slightly lower than the rest of the college population
2. Changes for SSSP regulations and funding related to enrollment priorities and core services.
3. Security concerns
4. More students eligible than can be accepted into the program
5. Need for continued or increased access to health related information, including mental health services.

Plans for Addressing Concerns:
1. Continue to enhance and revise practices for student success with intrusive counseling, progress report monitoring, follow-up with students on probation with phone calls, email, mail, face book and workshops.
2. EOPS representation on committees establishing enrollment priorities, policies and orientation. Ensure EOPS participation on the Student Equity Committee. Collect data on these new initiatives as well as changes in MIS data collection for EOPS.
3. Add alarm system to improve security
4. Coordinate health related information, including on-campus mental health services, to ensure that all EOPS students have access.

IEC Recommendations:
1. Continue to focus on strategies for improving student success, and student achievement of educational goals, i.e. transfer and graduation and/or other cd plan goals.
2. Work with MIS and the Office of Institutional Research to collect data related to new regulations
3. Continue to provide EOPS representation on SSSP and student equity committees.
4. Address security concerns by installing alarm system or other security enhancements.
5. Continue to plan for increased enrollment to ensure that EOPS is ready when the funding is in place, including adding a part-time counselor to serve the off-sites.
6. Collaborate with mental health services task force to establish program for mental health counseling services.
Self Study Summary

Academic Year 2013-2014
Name of Program
Date Reviewed
EOPS
March 2014

Extended Opportunity Programs and Services (EOPS) provides student support services to low-income educationally disadvantaged students to encourage access, graduation and transfer. The program offers a comprehensive foundation of “over and above” services that include counseling, pre-priority registration, orientation, outreach, transfer, book services, academic monitoring, computer lab, workshops, university visits and EOPS Club. Within EOPS, Cooperative Agencies Resources for Education (CARE) serves single parent cash aid recipients. A key element of the EOPS and CARE programs is the close working relationship with the counselor and the development of a multi-term education plan that guides the student to graduation and transfer. Personal encouragement and mentoring that fosters student achievement is at the heart of both programs.

State budget fluctuations greatly influenced the EOPS allocation between 2009-2013 resulting in a 40% reduction in funding. Consequently the number of students served was reduced from 555 to 367 as well as funding for books, overload counseling, grants and tutoring. In 2013-2014, EOPS received a partial restoration of funds which allowed us to increase the number students we serve to 400 as well as book vouchers, textbook lending library, supply vouchers and overload counseling. With the improvement in the state economy there is evidence that the EOPS budget will be fully restored in the future so that we may serve more students. Although staff has remained consistent, we will need to invest in a part-time counselor to better serve more students at the off-site locations. As counseling is a major component of EOPS we plan to continue to focus on increasing the rate of EOPS students graduating or transferring by 40%. Data reflects that EOPS students graduate and transfer at a slightly lower rate than the general population most likely due to the fact that students enter the program at the developmental English or Math level. Our students encounter many life challenges associated with poverty as well as work commitments.

New services include a special focus on serving foster youth. For the past three years, EOPS has been serving 30-50 foster youth annually. EOPS staff developed a foster youth website, provides outreach, orientation, follow-up and collaboration with the Gilroy and Hollister Youth Councils to coordinate services for incoming foster youth. With the passage of AB12 in 2010, foster youth may receive a housing allowance if they are in school or working. We anticipate that an increasing number of foster youth will choose to attend Gavilan in the future and EOPS is poised to assist them.

Legislation in 2012 allowed AB540 students who are undocumented to obtain services from EOPS. Staff provided outreach to this special population who do not receive financial aid and who will benefit from counseling and textbook assistance. Currently we serve 25, AB540 students and anticipate that number will increase.
EOPS staff will remain active in the “Student Well-Being Initiative”, the Mental Health Task Force and Medi-Cal Administrative Activities to address the physical and mental health needs of our low-income students. Staff has obtained training at Regional Summits through these projects on Kognito, specific mental and physical health resources and the Affordable Care Act. Improving access to health services will result in a higher retention rate as our students tend to have a higher incidence of untreated health issues.

The Student Success and Support Program will have a major impact on EOPS and Gavilan College. EOPS staff will participate on committees that will create the policies and procedures that will be implemented in the next few years such as priority registration, orientation and education planning. EOPS is the model for student success and has been providing orientation, multi-semester education plans, progress monitoring and follow-up since its inception in 1969. It will be important to accurately capture the MIS data that relates to EOPS services as we will contribute significantly to the SSSP funding formula. Changes to the BOG fee waiver may also have a great bearing on continuing EOPS students as there is a proposal to discontinue the fee waiver for students who do not make progress after two semesters. This will increase the likelihood that students who cannot afford full tuition will drop out. The overall affect on EOPS and Gavilan College enrollment will need to be considered and assessed. Data will need to be collected on these new initiatives as we go forth in creating policies for the Student Success and Support Program and the Student Equity Plan.
IEC Executive Summary

Academic Year: 2013-2014
Program Name: Financial Aid
Date of Review: April 2014

Major Program Goals:
1. Eliminate financial barriers of postsecondary education.
2. Reach out to those with exceptional financial and educational needs
3. Provide a fair, sensitive and confidential environment to all individuals, regardless of background, culture or lifestyle.

Concerns/Trends:
1. Decrease in participation of students in Pell grant program.
2. Lack of services at off-sites, especially in Hollister.
3. Lack of resources for the Veteran’s Services program.
4. Lack of space for meeting with students and handling case work.
5. SB 1456, by Fall 2016, will require students participating in the BOG Tuition Waiver program to demonstrate academic progress.
6. Other regulatory changes including AB 540 (Dream Act) and Student Success act will affect office operations.
7. High student loan default rate.

Plans for Addressing Concerns:
1. Hire additional Program Services specialist to help with Hollister and Veterans Services, and to address new documentation required for SB1456 students
2. Increase screening and outreach to student loan applicants to prevent default.
3. Offer additional outreach and education to AB 540 students.

IEC Recommendations:
1. Continue to actively participate in discussions associated with new SB 1456 policies and procedures.
2. Hire additional staffing to address student service access, particularly for veterans and off sites.
3. Continue to examine and develop strategies to reduce likelihood of student loan default.
Self Study Summary

Academic Year 2013-2014
Name of Program
Date Reviewed
Financial Aid
April 2014

The Financial Aid Department administers and processes federal Title IV aid, state aid and private scholarships to thousands of Gavilan students, totaling $10.2 million annually. More than half of all Gavilan students qualify for at least one form of financial aid. We communicate regularly with potential and current applicants through email, MyGav portal, and mailings.

Student veterans are also served by the Financial Aid Department. The Veteran Certifying Official works one-on-one with new and returning student veterans and serves as primary contact for benefit inquiries and documentation of Education Plans. Veterans communicate with the certifying official in person, at the Veteran window, via email, or phone. The veteran certifying official serves as a liaison, connecting student veterans to Veteran Resource Center, Mobile Vet Van, Veteran Council, and Gavilan counselors.

Significant accomplishments since the last program review include full implementation of Banner Financial Aid, and Banner Document Management Systems, to electronically archive paper files. Processing trends also demonstrate increased participation in aid programs. Over four-year period, the percentage of Gavilan students qualifying for BOG Tuition Waivers increased by nine percentage points. Data suggests that as enrollments decline, the percentage of students demonstrating financial need and receiving financial aid assistance increases. Student headcounts over four year period from fall 2008 to 2011 reveal:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Students qualifying for Board of Governor (BOG) Tuition Waivers</th>
<th># Credit Students</th>
<th>Gavilan percentage qualifying for BOG Tuition Waiver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>3,229</td>
<td>7,654</td>
<td>42%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>3,396</td>
<td>8,194</td>
<td>41%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>3,681</td>
<td>8,144</td>
<td>45%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>4,006</td>
<td>7,806</td>
<td>51%</td>
</tr>
</tbody>
</table>

Financial aid programs support student achievement and student learning outcomes by requiring academic progression. Students are required to demonstrate academic progress while progress checks are performed each term after grades are made available. Within the last two years, the department has implemented federal policies which require students to maintain minimum pace of progression of 67%, as well as minimum 2.0 GPA.

Two years ago, the Financial Aid department partnered with General Counseling to promote development of Education Plans. Specifically, students with at least 12 earned units are required to meet with counselor for development of Education Plan. Financial aid students receive educational and career counseling, strengthening student success. As of Spring 2014, more than 1,000 financial aid students had created Education Plans.
The launch of the Welcome Center in Admissions & Records/General Counseling area has centralized intake services. The Welcome Center is staffed by Peer Mentors, of which half of Peer Mentors are funded through Federal Work Study Grant. Peer Mentors direct visitors and students to appropriate resources, provide guidance in creating accounts for use of MyGav portal, orientation/assessment scheduling, general counseling scheduling, and assistance with online Financial Aid applications. Financial aid staff provide regular training to Peer Mentors on financial aid matters, applications, policies and procedures.

Staffing levels remain a concern for the Financial Aid Department. To maintain processing levels, the office is closed on Thursdays to allow staff to review files, award, disburse and reconcile funds. In 2010, the department conducted a study of staffing levels are 13 area colleges which comprise Region IV. Five colleges with the region were identified as having similar processing levels, and of these five colleges, staffing levels ranged from 3 to 8 staff members. Current staffing levels are at 5 full-time professional support staff, with one director. Annual program plans have requested one additional staff member for off-site locations.

The department supports the Gavilan College mission, and principles of community in its student-centered approach, by increasing program awareness and participation to promote student success. The purpose of the program is defined in the following mission statement:

Through a shared commitment to students and families, we strive to eliminate financial barriers of postsecondary education. We make a conscious effort to reach out to those with exceptional financial and educational needs. We provide the highest quality of service by providing a fair, sensitive and confidential environment to all individuals, regardless of background, culture or lifestyle.

To accomplish its mission, the Financial Aid Department is guided by 10 program objectives:

1. Process aid packages efficiently, in an accurate and timely manner.
2. Make timely disbursements of aid to all eligible students.
3. Provide quality advising services by responding to student inquiries in a timely manner, and provide quality publications.
4. Maintain regular contact with students and parents related to financial aid awards, and statuses.
5. Provide individual student/parent assistance in completing necessary applications and make referrals as appropriate, to the Welcome Center.
6. Exercise professional judgment to ensure access to financial aid in extenuating circumstances.
7. Publish required consumer information concerning financial aid program expenses, appeal process, application requirements, eligibility criteria, award procedures, student rights and responsibilities, important deadlines and other pertinent information.
8. Provide up to date training and information opportunities to all financial aid staff through in-house training and attendance to professional training events and workshops.
9. Maintain active working relationships and communication with all campus offices involved in the provision of financial aid programs: Student Accounts, Admissions and
Records, Business Office, MIS, General counseling, Athletics, EOPS, DRC, TRIO, MESA, CalWORKs, Mailroom, Instruction.

10. Comply with all federal, state and local regulations, laws and policies in the administration of financial aid and scholarship programs.
IEC Executive Summary

Academic Year: 2013-2014
Program Name: Hollister Site
Date of Review: March 2014

Major Program Goals:
1. Provide a nurturing and inviting environment where students and the community can receive quality customer service, programs and support to encourage life-long learning through educational, career and vocational training.
2. Increased access to technological services and equipment.
3. Increase breadth of academic offerings.
4. Increase student services.
5. Increase participation of Hollister staff in the scheduling process, especially early in the schedule development process.

Concerns/Trends:
1. Lack of student support and academic services.
2. Need broader selection of classes to accommodate specific demographic and student goals.
3. No representation of Hollister staff during the early stages of scheduling process.

Plans for Addressing Concerns:
1. Increase student services such as financial aid, tutoring, counseling and technological services and equipment.
2. Work with department chairs, VP of Student Services and VP of Academics to ensure a breadth of course offerings.
3. Identify and meet technological needs of students.

IEC Recommendations:
1. Identify technological needs and request equipment as needed through the program plan and budget request process.
2. Work with department chairs, VP of Student Services and VP of Academics to ensure an appropriate breadth of course offerings and greater representation on schedule planning committee.
3. Continue to work with Student Support Services to increase service availability at the Hollister site.
Self-Study Summary

Academic Year 2013-2014
Name of Program
Date Reviewed
Hollister Site March 2014

In keeping with the overall mission of Gavilan College, the Hollister Site cultivates learning and personal growth. Providing students with accessibility to courses that will help them in the areas of career and technical education, developmental education, transfer pathways, and support services. A wide range of GE courses, non-credit and ROP courses are offered to make the site appealing to the San Benito County Residents.

We currently offer 7 student services:

1) Admissions & Records is available 5 days a week. Students can register for classes, add/drop, pay fees, acquire their student IDs, pick up and drop off forms. The application process is now online and creates an easier flow for students to get admitted into the college.

2) Counseling is available once a week, with appointments offered both day and evening to assist students with their academic planning such as Ed Plans, unit extension forms and transfer option information.

3) Tutoring services are offered every Tuesday from 3p.m.-6p.m. in all area subjects.

4) The Bookstore provides book sales the first 3 weeks of Spring and Fall Semester. Thus, allowing students the convenience of purchasing their books who might otherwise be hindered by transportation so they can be better prepared for school. The Bookstore also provided a vending machine that sells green books, scantrons, pens, pencils, flash drives and other needed school supplies.

5) Library resources are available on a limited basis with a librarian on site every Wednesday from 9a.m. to 1p.m. A lending library has been developed so that students have accessibility to reading materials both educational and for enrichment.

6) EOPS/CalWorks/CARE services provide office hours on Thursday evenings for those with special circumstances.

7) Placement/Assessment is offered at least once a month and uses Accuplacer to test students.

With plans for future expansion, offering more courses would benefit the residents of San Benito County. Additional courses should include but not be limited to science, business, administration of justice, computers, physical education, nursing, and child development. Based on a survey recently administered to 100 students, the results showed that students would like to see additional courses, more counseling and tutoring hours (i.e. twice a week instead of once a week), financial aid on-site staff, and extended days for book sales. As a result of students’ input Bookstore hours were extended for an extra week into the Spring 2014 semester. This provided more time for students to acquire their books once their financial aid monies were received.

The Hollister site is always looking for creative ways of expanding its course offering and support services. Financial Aid, Counseling, Tutoring & DRC are top priority for the future years to accommodate those students in need of these services. There is an increase with students who have disabilities wanting to attend courses at the Hollister site and we need to be sensitive to this population by offering DRC services at the site. Building up the course offerings is also
priority to make for a better transition when a new facility opens up in the future in San Benito County. An important factor to keep in mind is that our technology needs to be kept up to date so that students get the most modern classroom instruction, as well as with any subjects relating to computers. This would mean that computers in room 3 and both drop-in labs need updating so that when student go out to the workforce they can be fully prepared in the areas of Microsoft office and current software.

The Hollister site was awarded the Business of the Year award for 2013, proving that it is being recognized by the residents of San Benito County as an established and invested business for this area. The importance of community collaboration is helpful in offering courses at various locations within the county (i.e. non-credit courses offered at elementary schools). We want continue with the Jr. Rams Club that began in 2008 to establish an educational relationship between the College and middle-school aged children to educate about college opportunities.

Internally, classrooms were transformed to smart classrooms for a better quality educational experience. The Bookstore provided the Hollister site with a vending machine to sell scantrons, green books and other school supplies. A scantron reader was purchased in 2012 so that instructors could have the convenience of correcting test at the site. A computer kiosk was installed in the lobby for students to use when browsing the Gavilan website to get information on self-service banner. The addition of Security in the evenings makes for a more secure and comfortable setting for evening students as well as evening instructors. Also added, a Library technician who comes once a week to provide students with library resources and introduce students to the lending library services. It is hopeful that Library hours can also be extended as the demand for this service grows.

The unemployment rate has gone down from years past, however we are still seeing a trend of students who cannot afford to make it to Gilroy to attend courses there. We need to accommodate these students with a “one-stop shop approach” at the Hollister site and provide them with the most possible educational and student services. Course offerings were extended through the afternoon, in the following subjects of philosophy, history, political science, guidance and English. Program Plans have been submitted to offer more student services that include Financial Aid staff, additional tutoring days, more counseling and library assistance hours. In the fiscal year of 10/11, 1107 Financial Aid related forms were dropped off at the Hollister Site for processing. For the fiscal year 11/12, 1668 Financial Aid related forms were dropped off at the Hollister Site for processing and 12/13 fiscal year, 1071 forms were dropped off. The decrease from 11/12 to 12/13 could be attributed to the online accessibility. More students are turning to the internet access to complete paperwork, however, inquiries for financial are still on the rise. Having an on-site staff from Financial Aid would provide students with the assistance in helping students gather information for them to better plan their financial and educational experience.

Also as fees for education rise, students prefer to attend a community college versus transferring to UC/CSU right out of High School, therefore creating a trend of more students wanting to stay home and save money. This is where the Hollister site provides an atmosphere of convenience, class selection, and a “bike to school” approach.
IEC Executive Summary

Academic Year: 2013-2014
Program Name: Morgan Hill Site
Date of Review: March 2014

Major Program Goals:
1. Provide a nurturing and inviting environment where students and the community can receive quality customer service, programs and support to encourage life-long learning through educational, career and vocational training.
2. Increased access to technological services and equipment.
3. Increase breadth of academic offerings.
4. Increase student services.
5. Increase participation of MH staff in the scheduling process, especially early in the schedule development process.

Concerns/Trends:
1. Lack of student support and academic services.
2. Need broader selection of classes to accommodate specific demographic and student goals.
3. No representation of MH staff during the early stages of scheduling process.

Plans for Addressing Concerns:
1. Increase student services such as financial aid, tutoring, counseling and technological services and equipment.
2. Work with department chairs, VP of Student Services and VP of Academics to ensure a breadth of course offerings.
3. Identify and meet technological needs of students.

IEC Recommendations:
1. Identify technological needs and request equipment as needed through the program plan and budget request process.
2. Work with department chairs, VP of Student Services and VP of Academics to ensure an appropriate breadth of course offerings and greater representation on schedule planning committee.
3. Participate in the planning of Coyote Valley Education Center, currently under development.
4. Continue to work with Student Support Services to increase service availability at the Morgan Hill site.
Self Study Summary

Academic Year 2013-2014

Name of Program

Date Reviewed

Morgan Hill Site

March 2014

Since this off-site was established in 1998, it has taken 15 years to build a presence in the community. Gavilan is well represented at community functions and involved with the school district, always promoting Gavilan College and its site. For the annual October Chamber of Commerce breakfast, Gavilan hosts the Community Spirit Awards with an audience of 70+ in attendance. Outreach by the college goes to both high schools and the alternative high school. “Rock the Mock” is now in its third year where business members of Morgan Hill volunteer to do mock interviews with high school students. Gavilan is represented by the site director and brings awareness of the site and the classes offered right in their own community. The Taste of Morgan Hill, now in its 25th year, is a free family festival over a 2 day period. Gavilan College is a vendor and gives first-hand knowledge of what Gavilan offers to residents of all ages. The Morgan Hill Chamber of Commerce hosts Celebrate Morgan Hill annually. At this banquet with an audience of 275 business leaders, residents honor a man, woman, volunteer, business, educator and student. For the past 3 years, Gavilan College was honored for Woman of the Year and twice for Educator of the Year. For further community outreach, the site director is an ambassador for the Chamber of Commerce, President of Leadership Morgan Hill, volunteer fundraiser for the annual YMCA capital campaign each February and serves on the board of directors for United Way Silicon Valley.

The site director organized a tour to learn about certain businesses in Morgan Hill. Five Gavilan College administrators, including one trustee, participated. The Assembly Member from Sacramento took at group of 10 in passenger vans for a tour of the city, stopping at Anritsu Co., a tele-communications firm, Solar City, solar energy firm, Anaerobe Systems, a bio-medical plant and a local winery for lunch. The purpose of the morning was for Gavilan admin to understand what various corporations are seeking in hiring and for internships jobs. This was accomplished. Another tour will be set up with a different variety of firms.

Due to the downward turn in our economy, a change in our student’s lifestyle has taken place. The trend is to take classes close to home, job and transportation. When the site first opened in 1998, it functioned separately from the Gilroy campus. This is not the case now. Services and staff hours are coordinated so our students have an easy transition between Gilroy and Morgan Hill campuses.

At this site, services consist of tutoring (both general education subjects and Spanish), counseling (one day each week), monthly assessment tests, Library assistance (two mornings each week), and Financial Aid assistance with BOG forms. The Program Service Specialist has been trained at the main campus and is able to answer most questions satisfactorily. The next step is to have additional training to approve a BOG form at the site. This would be entered into Banner immediately. This is especially helpful during deregistration time when a large balance is due. The site has 7 stations at our drop-in lab, on site book store sales for Morgan Hill classes; Go Print card machine with cards and reloads; ASB cards printed; class schedules, registration
and payments, adds and drops are all done in person; all forms are available, first aid and health information accessed; site kiosk for students to check status of their personal file, vending machine for school supplies; counseling check-in kiosk in the lobby.

Classes offered spring, 2014 are similar to fall classes. 25 general education classes, mornings, afternoons and evenings, 4 Child Development; 10 CSIS; 1 PE, 2 vocational education; 1 business office tech.; and 3 ESL non credit classes.

The site is used at a minimum on Sat. with 1 ESL class and on Sun. with one CSIS class. The site has open lab on Sun. from 4 – 7:30 pm. Although this has not occurred in many years, it would be advantageous for the site director to meet with deans from vocational education and liberal arts & sciences to discuss class offerings, times and days in order to utilize fully the 6 classrooms and 2 labs. This should happen in the planning stages of a semester schedule, not at the schedule draft when curriculum is already set. For several years now, the MH Community Playhouse is the location of Gavilan’s Humanities 6 class for Contemporary World Cinema. Students enroll in this 3 unit class as well as community residents enrolling for non-credit. This theater is adjacent to the site.

As mentioned, this site is lacking in modern technology and updated furniture. Challenges occur each day with computers on wheels. They obstruct view of students, desks/chairs are rearranged and cords are easily tripped on. With 6 classrooms and 4 C.O.W.’s this in itself creates a challenge. SMART rooms is what we have been asking for. Along with this lack of proper equipment, 16 years of moving tables has resulted in wobbly legs and splintered ends. This hazard damages clothing and creates splinters on fingers.

In order to accommodate student confidentially, I have recently asked for a bid for 8 computer stations for a drop-in room. Switching the counseling office to the present drop-in computer room will allow for counselor/student privacy. Although we presently have 2 drop-in rooms, with 4 stations in one and 3 in another, combining one room with 8 stations will suffice and be more efficient. This funding will also be requested from Measure E.

It is a request of this site that a writing center be put in place. Spring semester has 6 English classes and students/faculty have requested this. This site has a number of daily Cal Works students. It would be appropriate that a counselor from that department schedule a weekly appointment schedule at the site. With a move into a larger office, a general education counselor every Wed. and a Cal Works counselor on another day, there is enough space to accommodate file cabinets for both. Along with this thinking, a DRC counselor might make appointments, as needed, at this site.

To summarize, the Morgan Hill site maintains the highest ethical standards in order to establish an atmosphere of cooperation and professionalism. We are proud of the Morgan Hill campus, its faculty, staff, students and the atmosphere provided.
IEC Executive Summary

Academic Year: 2013-2014
Name of Program: PUENTE
Date Reviewed: April 2014

Major Program Goals:
1. Help students complete their English 1A coursework and transfer to a four-year institution.
2. Provide students with additional support and encouragement (via regular counseling, mentoring, and enrichment activities) in order to increase the likelihood of retention and transfer.

Concerns/Trends:
1. Lack of administrative support available for program.
2. Need to increase the visibility of the program.
3. Transitioning of current staff.
4. Students mistakenly enroll in the Puente designated English 250 course.
5. Need to develop a program plan.
6. Successful model may merit expansion.

Plans for Addressing Concerns/Trends:
1. Increase administrative support for the program.
2. Update marketing strategies and website.

IEC Recommendations:
1. Develop a program plan to lay out objective and monitor any improvements.
2. Examine the prospect of expanding the program to double the students who can participate in this model approach.
3. Begin discussions with Management Information Systems and Admissions and Records staff to decrease the likelihood that non-Puente student will enroll in the Puente English 250 courses.
4. With the new Vice President of Student Services, discuss staffing options for increasing the administrative and clerical support for the program.
Self-Study Summary

Academic Year    Name of Program    PUENTE
2013-2014        Date Reviewed    April 2014

The Puente Project is a national award-winning program that for more than 32 years has improved the college-going rate of tens of thousands of California's educationally underserved students. Started in 1981 at Chabot Community College in Hayward, California, the program has since expanded to 36 high school sites and 63 community college sites throughout the state. Puente Statewide Staff train high school and community college instructors and counselors to implement a program of rigorous instruction, focused counseling, and mentoring by members of the community with the expressed goal of helping students successfully transfer from the community college to four-year colleges and universities.

In 1987, Gavilan's Puente Program was founded. The Puente Program is open to all interested students and remains dedicated to the goal of helping students complete their transfer-level English 1A course, as well as transfer to a four-year college or university. Student success can be directly linked to our Puente model, which consists of three components: English, Counseling, and Mentoring.

In Puente, 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. Other Counselor duties include working closely with the Phase 1 and 2 students with academic, career and personal counseling. Throughout the semester, the Counselor and the English Instructor have weekly meetings to assess the needs of Puente students and to coordinate Puente events. Upon completion of the first year, the counselor continues to meet with the students (Phase 3) about their academic progress, transfer process, career development, and personal counseling until they graduate and/or transfer.

The Counselor has created a successful mentoring program. Every student participating in the Phase 1 (pre-transfer level) and Phase 2 (transfer-level) have been matched with a mentor from the service area. This has been done through training, ongoing correspondence, as well as by facilitating numerous mentor/student social events, both on and off campus. The goal is to match a student with a mentor who reflects that student's cultural identity.

Students in the Puente Program have scheduled visits to nearby college/university campuses once per semester. The goal is to help students visualize themselves on the campus, make connections, and develop socializing skills. Students are required to attend a Motivational Transfer Conference in which they meet with representatives from colleges throughout California and attend other college success workshops. By implementing such networking opportunities and transfer-oriented activities, Puente aims to create a strong community-building
foundation within our students. Support and Community building are key factors to student retention and transfer rates.

In 2011, we revitalized the Puente Advisory Board, which had been in existence from 1991-1997. This board has been developed to support the program. The Board mentors have served as presenters at mentor trainings, parent meetings, and student/mentor meetings. As well, they have taken on a leading role in recruiting new mentors. In 2014, the board assisted in a successful fundraising for scholarships and book grants. The Puente Advisory Board has made it a goal to have a fundraiser each year to provide two scholarships and book grants.

Along with support from the advisory board, the Puente English instructor and counselor benefit from ongoing professional development offered by The Puente Statewide Office. In addition to the statewide and regional trainings, ongoing support is afforded through program websites, phone/e-mail consultation, campus visits, as well as access to regional coordinators, trainers, and researchers.

Concerns for our program are few, but the following must be noted:

a) Since the Puente Program’s model relies on a strong working collaboration between Counselor and English instructor, it is important to avoid high turnover. High turnover of either instructor or counselor can impact program consistency and can create stress associated with retraining. Puente Counselor and English Instructor must make long-term commitments to assure a successful program;

b) To better understand the mission and needs of Puente, it is important that Administration recognize the complexity of the program. While there are programs on campus which emphasize student support services (Trio, EOPS, CalWorks), Puente is the only college program that has both instruction and student support services working together;

c) The Puente Project has been placed into a separate account from the Gavilan College foundation and placed into a general account funding. There is a need to closely monitor the financial transactions for the integrity of the program;

d) To best support our students, Puente has specific scheduling needs. We have found that offering the English class (250/1A) on separate days from the Guidance courses (6 & 1) ensures that students receive four days of contact with the English instructor and/or the Counselor. As a result, students have more access to campus resources. More time spent on the college campus increases the likelihood that students will be more invested in campus life and activities, as well as develop peer interaction and involvement in study groups.

The Puente Program had many accomplishments:

a) We have had 100% student attendance to the State Motivational Transfer Conference;

b) We have well-attended Puente Celebrations, scholarship ceremonies, and student/mentor nights;

c) Puente students have-contributed many hours as part of the Puente Ambassador’s Club for fundraisers and community service;

d) Puente students upon transfer have earned academic scholarships.

c) Puente students who have earned their degrees have returned to their communities to serve as mentors or resources for the Gavilan Puente Program;
f) Puente has co-sponsored visiting writer events on campus, most recently with noted authors, Reyna Grande, and poet Xochi Candela. These presenters interacted with both Puente students, as well as the wider Gavilan community, and, in the process, enriched our students, as well as promoted Puente’s presence on our campus;

g) Puente’s Ambassadors Club has had successful fundraisers for their own activities, such as movie nights, beach picnics, and more;

h) In 2012, Puente celebrated its 25th year as a successful program on the Gavilan campus.

While Puente has been a highly successful program, we do envision improvements that would benefit faculty, students, and program. Currently, due to several turnovers in the Counseling Department, the Puente Counselor has had to put in extra hours doing administrative tasks, such as mailings, facilities arrangements, producing mentor and student recruitment materials, and a wide range of other clerical duties. Administrative help would not only allow the counselor to do her job more effectively, but it would help to prevent potential faculty burnout. From 1987-2009, we had clerical support according to the UCOP agreement. Since then, however, the counseling department has expanded to more part-time faculty, which prevented the clerical support person to provide the 10 hours per week needed for Puente.

Some practical changes we plan on implementing within the next 1-2 years include increasing Phase 3 student activities to include Phase 1 and 2 students. We plan on having all incoming classes to enroll in the Guidance 210 course. This will increase retention by helping them to develop strong student success skills.

A long term goal of ours is to train a second Puente team. By having two teams, we can expand the program and benefit a larger group of students. We will look to other local Puente programs which have incorporated two teams of Puente instructors/counselors as a model for how to most effectively implement this step.
IEC Executive Summary

Academic Year: 2013-2014
Program Name: Student Health Services
Date of Review: April 2014

Major Program Goals:
1. Provide immediate health education and referrals, assist students make positive choices, provide medical and public health services.
2. Ensure statutory compliance and participation in local, federal, and state health initiatives.
3. Secure adequate staffing in Student Health to provide services that will enhance the students' ability to persist in their academic endeavors.
4. Adequate space in the Health Center to ensure that a student can actually lie down. This is built in the Master Facility Plan along with Counseling Department.
5. Provide Hollister, and Morgan Hill satellite campuses with additional Student Health Services.

Concerns/Trends:
1. Lack of permanent full-time classified staff for Student Health Services.
2. Need to improve use of data to set program goals and gain institutional support.
3. Increases in students who have numerous health, mental health, and social issues that impede their ability to be successful, which also impacts the classroom setting.
4. Elimination of grant funding from the Gavilan Educational Foundation for the Vision program.
5. Lack of funding for supplies.
6. Allocation of Student Health budget to student accident insurance policy.

Plans for Addressing Concerns:
1. Hire FT classified staff for Student Health office.
2. Contract with a Clinical Supervisor to oversee Intern Program.
3. Reestablish the Vision Grant from the Gavilan College Educational Foundation which provides eye exams and basic glasses for students with no resources.

IEC Recommendations:
1. Hire FT classified staff for Student Health – recommend to Budget Committee that this position be included in institutional staffing plan.
2. Continue to collaborate with the Mental Health Task Force to seek funding and implementation of mental health services under a Clinical Supervisor to supervise interns.
3. Seek funding for the vision grant – send request to GCEF to allocate funds.
4. Seek funding for supplies through program plan and budget request process.
5. Work with Institutional Researcher to use data to set program goals and document impact.
Self Study Summary

Academic Year: 2013-2014
Name of Program
Date Reviewed: April 2014

Student Health Services

The American Association of Community Colleges (AACC) released a policy statement stating, “Community colleges should view health as a powerful and appealing vehicle for interdisciplinary learning, skills building, and career development.” In addition, AACC believes that, “Community colleges recognize the importance of health in the learning, retention, productivity, and well being of students, faculty, and staff alike.” So what does that mean for our students here at Gavilan? It means that Student Health is current with trends. It means that the services in Student Health Services (SHS) were designed to meet the identified needs from the student surveys that are completed annually by Gavilan College students. This diagram shows the aspects of SHS and the direct correlation to Student Success.

Gavilan College Student Health Services

Student Health = Student Success

Collaboration
- Chancellor’s Office
- SCCHD
- SBCBH
- Collaborative
- HSACCC

Public Health Model
- Individual clinic visits
- Group visits

Health Outreach & Education
- Written
- Online, PSA, Film, TV

Web Site
- www.gavilan.edu/health
- www.gavilan.edu/studentwellness

Mental Health Outreach
- Education
- Referrals, Kognitta trainings

Drug & Alcohol Free Schools & Campuses
- Act-policy, mandates

AB 1088 Sexual Assault Awareness Mandate

Health Events
- Health Fair: October
- Great American Smokeout
- World AIDS

AEDs
- Automated External Defibrillator
- SEMS/CSC/NIMS

Specific Trends & Populations
- Affordable Care Act, Pandemic Flu, MFT Intern Program

Tobacco Free Smoke Free Board Policy
- Outreach, Education
- Cessation Resources
Significant Accomplishments: Continue to provide quality professional health services that support student persistence and achievement. Increased SHS visits by 30%. Over 22,565 health outreach encounters have been done over 4 years related to 3 grants. Also, managed the CCC Student Mental Health very complex $47,000 grant meeting the multiple deliverables. Provided concrete tools for student success through the online magazine, Student Health 101. Successfully achieved the Chancellor’s Office recommendation to have Kognito available to all CCC students. Managed the Smoke Free Tobacco Free grant for 3 years by CDC, and SCC Health Department which provided ASB, and Gavilan’s shared governance task force the tools to implement the Board Policy changes. In addition, Automated External Defibrillators (AEDs) were provided in 4 strategic campus areas. The National College Health Association survey for the 1st time included Gavilan students with results showing anxiety, suicide ideation, and sleep disturbances for our students. SHS started the Veteran’s Van and is continued by DRC. There was the implementation of the medical legal issues that the College Health Nurse cannot leave SHS to provide services on campus. Health Faire Collaboration in the Gavilan community continues its 20th year. Student Health celebrates 20 years continuing all the health services plus adding new endeavors such as NEMS/SIMS, PSAs, Pandemic Flu, MAA (Medi-Cal Admin Svcs), Student Well Being website, and more.

Resources and staffing changes: Staffing has only occurred due to grants written by the College Health Nurse, and colleagues. Smoke Free Tobacco Free grant with 30 hours per week of peer mentors provided more than 11, 116 health education encounters. CCC Student Mental Health grant with the permanent part time Program Specialist, and peer mentors provided 9,532 health encounters, 6 regional summits, campus wide trainings, and presentations to the Board of Trustees and 3 Staff Development Days. Student Health has one full time faculty and one ten hour per week permanent part time Program Specialist as of May 2014.

Trends: These included an increase in community issues brought to campus e.g. medical marijuana, respecting students’ rights not to be exposed to smoke, E-cigarettes, breast feeding in the school setting, AEDs, and violence in school setting. Increased numbers of students live with numerous health and mental health issues. As of May 2014, there is no grant funding which previously had supported solutions to many of the above issues. There has been the elimination of $2,000 vision funding from the Gavilan Educational Foundation which provided vision testing, and glasses for our enrolled students who cannot see the board. Additional student health services since the last IEC, without consistent clerical support in SHS, has resulted in the lone staff working more hours than required by contract.

Long Term Goals: Secure adequate clerical staffing. Continue creating the MFT Intern plan so that Gavilan is a site for interns to provide short term counseling to Gavilan students. Secure adequate space for SHS to ensure that a student does not have to lay on the floor which is what occurs now. Adequate space has been built into the Master Facility Plan with Counseling Department as the College Health Nurse is a member of this department.

Short Term Goals: Work with the Vice President of Student Services to secure the permanent classified employee support. Enhance the ongoing 20 year old Health Faire Task Force to be the Student Health Services’ Advisory Board.
The College Health Nurse is committed to continuing the provision of quality, student-centered services in SHS. These services will continue to be tailored to the student presenting themselves, and geared towards student persistence, and student success.

To continue the efforts put forward in the successful mental health and smoke free initiatives here at Gavilan, and also to continue with the essential student services in Student Health, appropriate staffing, and equitable allocation of resources needs to be institutionalized.
IEC Status Update

Academic Year: 2013—2014  
Name of Program: Allied Health  
Date of last review: AY2011-2012

Instructions:
- Provide an update on any progress you have made on the recommendation(s) since the review.
- Please provide data if available.

Recommendation:
Continue collaboration with the Natural Sciences department and the Vice President of Instruction to ensure student prerequisites are offered in adequate number and in proper sequence.

Progress:
Currently offering adequate number of prerequisite classes; and these are scheduled to accommodate student schedules.

Recommendation:
Examine feasibility of eliminating the RN waiting list.

Progress:
As of Fall 2013 RN wait list has been eliminated. Students that begin the career ladder at LVN will move seamlessly to the RN level.

Recommendation:
Further the collaboration with Bachelor’s of Science in Nursing programs at CSUs.

Progress:
Students from the RN wait list enrolled at CSU Monterey Bay in Summer 2012. They have returned to Gavilan for the RN program in Fall 2013. After graduation from Gavilan in Spring 2014 with an AS degree they will return to complete 8 additional units at CSUMB and earn a BSN degree.
IEC Status Update

Academic Year: 2013—2014
Name of Program: Business
Date of last review: AY2011-2012

Instructions:
- Provide an update on any progress you have made on the recommendation(s) since the review.
- Please provide data if available.

Recommendation:
Collaborate with your department to assess existing data in order to determine strategies for promoting student success and optimize course offerings where indicated.

Progress:
Department members spoke with one another about various strategies for student success. Rich dialogue was enjoyed by all, but the most significant revelations came from comparison of data across campuses. For example, accounting faculty attended a professional conference specifically for accounting instructors at two-year colleges. At this conference, it was revealed that success rates for Gavilan College are already higher than national averages. Nonetheless, because the Business Department is committed to continuous improvement, several strategies gleaned from the conference have been implemented, such as: introducing a syllabus quiz, which allows for less class time to be spent discussing the syllabus (reading the syllabus is assigned to students instead of using valuable class time). Also, more material is posted online, more time in class is spent practicing methods and techniques, and classroom flipping has been implemented in some circumstances. These strategies appear to be making modest improvements.

Also, enrollment data has been reviewed, and course offerings have been adjusted in some cases to account for changing student needs so as to maximize retention, persistence, and overall student success. For example, economics was offered in Hollister to better serve the Hollister population, some of whom have transportation issues that would otherwise prevent them from making academic progress.

Recommendation:
Meet with faculty to coordinate an assessment plan that includes a deadline to complete PLO and SLOs.

Progress:
Student learning outcomes have been reviewed and in some cases revised. The vast majority of SLOs have been assessed, and we are in the process of assessing any remaining SLOs.

Program learning outcomes have been revised recently, and assessment is currently underway.
IEC Status Update

Academic Year: 2013—2014
Name of Program: Computer Graphics/Digital Media
Date of last review: AY2011-2012

Instructions:
- List the recommendation(s) made by the IEC committee as a result of your review (see review recommendations on IEC site).
- Provide an update on any progress you have made on the recommendation(s) since the review.
- Please provide data if available.

Recommendation:
Continue work to collaborate with other disciplines in order to align courses and curriculum, and technology.

Progress:
C-ID has started the process of defining descriptors for Computer Graphics. Discipline faculty are participating in this effort, and will revise curriculum to align with the C-ID curriculum as soon as it is available. The Computer Science department, the Digital Media department, and the Computer Graphics department continue to collaborate to share resources and align respective curricula.

Recommendation:
Apply for STEM grant funding for equipment, software, supplies, personnel and training.

Progress:
Dr. McLaughlin’s recent proposal, Introducing GD&T to Engineering Design Students, has been selected to receive funding through the IISME Fund for Innovation grant program.

Recommendation:
Seek support, mentorship, and compensation as appropriate from department chair, colleagues, and administration.

Progress:
Faculty will continue to advocate for CGD in a way that will help those making decisions understand why CGD matters and why it needs the support of the college. Department chair has informed CGD faculty that in the future, all programs within the Business department will be reviewed by means of one comprehensive report to the IEC.

Recommendation:
Actively participate in Career Pathways project to improve linkages and career technical pathways between local high schools and Gavilan College.

Progress:
Tech Prep is a significant source of funding for this project. We will continue to partner with them to improve articulation with the local high schools. There are no changes to report in articulation to date. Plans are being developed to meet with faculty at local high schools later this semester to re-
examine and revise articulations as necessary.

Faculty members have met with local business leaders, with representatives of the Santa Clara Regional Occupational Program (ROP), and with faculty from the local high schools, and we will continue to do so.

**Recommendation:**
Create a vision, needs assessment and plan to determine the feasibility of the Occupational Institute.

**Progress:**
The goal of the Occupational Institute:* (Change name to CTE Institute)To increase success, retention and persistence of students in the CTE programs and ensure a pipeline of students into Gav's CTE programs. *Components of the CTE Institute:* It would serve high schools students, including those in high school academies reentry students and anyone interested in a CTE pathway. ROP may be a component. Services may include (and are in no particular order): early registration, soft skill training, connections with business and industry (internships, job shadowing, for example), a designated counselor to guide students through CTE career pathways, assessment to identify career options, assistance with financial aid, identify resources for transfer options, retention techniques and strategies, tutoring, job preparation, job placement components, internship/service learning development and provide outreach and ed plan development.

The latest CLASS data indicates 1.34% CTE students from the Fall 06 cohort completed a certificate within 3 years (certificates <30 units). The projected outcome of this project would be to increase completion to 10% for the first year and increase completion rates 5% each year thereafter up to 80% completion rate. The following are some comments from CTE faculty regarding the possibilities for the CTE Institute: "The counselor should be able to administer and interpret vocational assessment tools. Advising should include such info as salary scales, employment trends, etc." We also need a Career Placement person (help place graduates from CTE programs into Jobs) and we need a Curriculum Development Person for CTE programs (hot new topics and careers) someone that can be in touch with business and industry on a consistent basis. These two functions could be a one person position.""I think the CTE Institute is a terrific idea and also agree that a counselor with more experience with vo/tech tracked students would certainly be beneficial to my students.""--that the Institute have a capstone course common to all that is like the CSUMB course for community service. This could mean service to the Gav community as well as the local area's non-profit groups. This helps students learn "on the job" as well as provide real world content for their portfolios or resumes. The job placement person could coordinate this right along with post grad/certificate career placement. As an example, half of Gavilan wants DM/CSIS to design their web sites. It is difficult for each department to coordinate and it should be centralized, so that accounting students can help keep track of the DM finances.""Also, someone (or at least a group) who monitors current and future job skills would be great (Curriculum Development Person?). We need to be ahead of the market as it takes so long to develop new courses/programs. In fact, this "FUTURE Career skills" orientation could be a big attraction to Gavilan.""
IEC Status Update

Academic Year: 2013—2014
Name of Program: Communications
Date of last review: AY2011-2012

Instructions:
• Provide an update on any progress you have made on the recommendation(s) since the review.
• Please provide data if available.

Recommendation:
Hire additional full-time faculty member according to five-year hiring plan.

Progress:
There has been no progress made in this area.

Recommendation:
Explore institutional options on how to formalize the creation of a Center for Convergence Media and Communications Studies

Progress:
The old CMAP area will be reconfigured into two classrooms that will be designated as future Communication Studies classroom space. The area needs to have infrastructure work completed, therefore it is anticipated that the move will happen in the next year. By Communication Studies moving into that area, it will bring the discipline closer to the Television Center and Digital Media. The intent is to provide opportunity for all disciplines to work together by creating a Certificate and/or interdisciplinary assignments that will converge disciplines that benefit our students.

Presently Teresa Widdowson (GavTv) and Denise Besson Silva (CMUN Studies) are working on an extensive 12 episode video series entitled COMMUNICATE! The interdisciplinary work has produced four videos so far that are presently being used campus wide in the Habits of Mind link on the main Gavilian website as well as in Communication Studies, Television, and Cosmetology courses as an instructional tool.
IEC Status Update

Academic Year 2013—2014
Name of Program:

Date of last review: 2011-2012

Instructions:
• Provide an update on any progress you have made on the recommendation(s) since the review.
• Please provide data if available.

Recommendation:
Send Task Force’s report to Senate, Curriculum and Department Chairs.

Progress:
The Task Force report was distributed to the Senate, the Curriculum Committee and the Department Chair groups. It was also shared with the Dean’s Council and Cabinet for general discussion purposes.

Recommendation:
Form a senate subcommittee to address the questions and concerns of the Task Force’s initial findings, and to begin researching answers to the questions. Bring the question before Department Chairs as well, so all instructional stakeholders have the opportunity to bring the questions before their constituencies. Any changes to current GE protocol are required to go through Curriculum, and then Senate, for recommendation to the President’s Council and the Board.

Progress:
This is an on-going discussion in the academic departments and was a focus of the recommendation received by ACCJC during the March 2013 comprehensive review. As a result, the college will be engaging in the assessment of the general education requirements and will work with the senate to have a “GE Summit” to address the issues raised in the report.
IEC Status Update

Academic Year 2013—2014

Name of Program:

Office of Institutional Research

Date of last review: 2011-2012

Instructions:
- Provide an update on any progress you have made on the recommendation(s) since the review.
- Please provide data if available.

Recommendation:
Recruit and reassign SLO coordination duties to faculty person.

Progress:
The recent faculty union contract approved a re-assignment position for SLO support. While the Office of Institutional Research (OIR) will still provide support for SLO efforts, faculty’s role in providing encouragement and assistance has been re-established with this position. Dialogue on the Fall 13 professional development day, at faculty senate meetings, and with the Learning Council have strengthened faculty’s leadership role in the slo assessment and improvement process.

Recommendation:
Hire research assistant, possible college student position

Progress:
A research assistant has been hired and has provided important OIR support for 10/week.
IEC Status Update

Academic Year: 2013-2014
Name of Program: Media Services
Date of last review: 2011-2012

Instructions:
- Provide an update on any progress you have made on the recommendation(s) since the review.
- Please provide data if available.

Recommendation:
The district needs to examine and modify how media services integrate into the organizational structure of the college.

Progress:
Media Services was erroneously brought before the IEC; when it was understood that it is a support service and not a program, the IEC determined that it should not be brought before the Committee again. Media Services will be under consideration as it regroups after the loss of a key Media Services technician.

Recommendation:
Work with technology committee to develop a replacement plan and corresponding budget to insure continued high levels of operation.

Progress:
Media Services was erroneously brought before the IEC; when it was understood that it is a support service and not a program, the IEC determined that it should not be brought before the Committee again. Media Services will be under consideration as it regroups after the loss of a key Media Services technician.

Recommendation:
Effectively incorporate media services input into any instructional facilities planning and decision making.

Progress:
Media Services was erroneously brought before the IEC; when it was understood that it is a support service and not a program, the IEC determined that it should not be brought before the Committee again. Media Services will be under consideration as it regroups after the loss of a key Media Services technician.
Consent Agenda Item No. 11. (d)
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Fall 2014 Student Success Scorecard

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

Proposal:
That the Board of Trustees review the attached student statistics.

Background:
As a part of the College's student success efforts, this report highlights important indicators and developments as a way to understand student success progress. Also included is the Spring 2014 Student Success report which looks at scorecard and other data over time.

Budgetary Implications:

Follow Up/Outcome:

Recommended By: Kathleen Moberg, Vice President of Student Services

Prepared By: Dr. Randy Brown, Interim Associate Dean Community Development and Grants Management
Dr. Chris Myers, Interim Director of Institutional Research

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
2014 Gavilan College Student Success Scorecard

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

<table>
<thead>
<tr>
<th>Student Information (2012-13)</th>
<th>Other Information (2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time Equivalent Student</td>
</tr>
<tr>
<td></td>
<td>Credit Sections</td>
</tr>
<tr>
<td></td>
<td>Non-Credit Sections</td>
</tr>
<tr>
<td></td>
<td>Median Credit Section Size</td>
</tr>
<tr>
<td></td>
<td>Percentage of Full-Time Faculty</td>
</tr>
<tr>
<td></td>
<td>Student Counseling Ratio</td>
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<table>
<thead>
<tr>
<th>Gender</th>
<th>Race/Ethnicity</th>
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<tbody>
<tr>
<td>Female</td>
<td>African American</td>
</tr>
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<td>Male</td>
<td>American Indian/Alaska Native</td>
</tr>
<tr>
<td>Unknown Gender</td>
<td>Asian</td>
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</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Race/Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20 years old</td>
<td>Hispanic</td>
</tr>
<tr>
<td>20 to 24 years old</td>
<td>Pacific Islander</td>
</tr>
<tr>
<td>25 to 39 years old</td>
<td>White</td>
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<tr>
<td>40 or more years old</td>
<td>Two or More Races</td>
</tr>
<tr>
<td>Unknown Age</td>
<td>Unknown Ethnicity</td>
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### 2014 Gavilan College Student Success Scorecard Metrics

<table>
<thead>
<tr>
<th>Cohort Tracked for Six Years Through 2012-13</th>
<th>Completion Prepared</th>
<th>Persistence Prepared</th>
<th>30 Units Prepared</th>
<th>Remedial Overall</th>
<th>Remedial Math</th>
<th>Remedial English</th>
<th>Remedial ELD</th>
<th>Career Technical Education Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
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<td>Percent</td>
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<tr>
<td>Female</td>
<td>63.6%</td>
<td>33.6%</td>
<td>42.9%</td>
<td>76.5%</td>
<td>71.1%</td>
<td>72.2%</td>
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<tr>
<td>Male</td>
<td>60.8%</td>
<td>54.0%</td>
<td>46.4%</td>
<td>76.5%</td>
<td>71.1%</td>
<td>72.2%</td>
<td>68.1%</td>
<td>61.3%</td>
</tr>
<tr>
<td>Under 20 years</td>
<td>64.6%</td>
<td>33.7%</td>
<td>44.9%</td>
<td>76.5%</td>
<td>70.0%</td>
<td>72.2%</td>
<td>68.1%</td>
<td>61.3%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>55.5%</td>
<td>25.7%</td>
<td>25.7%</td>
<td>25.0%</td>
<td>68.6%</td>
<td>68.6%</td>
<td>68.6%</td>
<td>68.6%</td>
</tr>
<tr>
<td>25 to 34 years</td>
<td>57.1%</td>
<td>44.9%</td>
<td>46.1%</td>
<td>89.7%</td>
<td>75.3%</td>
<td>75.3%</td>
<td>57.9%</td>
<td>67.8%</td>
</tr>
<tr>
<td>40 or more years</td>
<td>50.0%</td>
<td>38.9%</td>
<td>42.3%</td>
<td>73.0%</td>
<td>63.7%</td>
<td>66.8%</td>
<td>62.1%</td>
<td>10.3%</td>
</tr>
<tr>
<td>African-American</td>
<td>57.1%</td>
<td>42.1%</td>
<td>46.2%</td>
<td>85.7%</td>
<td>78.9%</td>
<td>80.8%</td>
<td>42.3%</td>
<td>68.4%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>53.0%</td>
<td>31.0%</td>
<td>42.9%</td>
<td>75.0%</td>
<td>63.5%</td>
<td>68.4%</td>
<td>75.0%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>53.1%</td>
<td>31.0%</td>
<td>71.4%</td>
<td>68.8%</td>
<td>70.6%</td>
<td>74.3%</td>
<td>58.3%</td>
<td>72.2%</td>
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<tr>
<td>Filipino</td>
<td>100.0%</td>
<td>28.5%</td>
<td>38.3%</td>
<td>60.0%</td>
<td>42.9%</td>
<td>50.0%</td>
<td>80.0%</td>
<td>57.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>62.7%</td>
<td>28.5%</td>
<td>35.6%</td>
<td>85.1%</td>
<td>71.2%</td>
<td>74.3%</td>
<td>88.3%</td>
<td>59.3%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>11.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>11.5%</td>
<td>11.5%</td>
<td>11.5%</td>
<td>11.5%</td>
<td>11.5%</td>
</tr>
<tr>
<td>White</td>
<td>61.7%</td>
<td>37.9%</td>
<td>48.3%</td>
<td>70.4%</td>
<td>69.6%</td>
<td>68.6%</td>
<td>73.5%</td>
<td>33.4%</td>
</tr>
</tbody>
</table>
### 2014 GAVILAN COLLEGE STUDENT SUCCESS SCORECARD
### COMPARISON ACROSS COHORTS

#### 30 units achievement (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>% of students who earned &gt; 30 units</td>
<td>60.6% (449)</td>
<td>60.6% (413)</td>
<td>55.1% (458)</td>
<td>62% (430)</td>
<td>60.4% (440)</td>
<td>63% (539)</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>58.8% (194)</td>
<td>58.5% (203)</td>
<td>60.8% (253)</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 (Student Progress and Attainment) rate (6 year cohort)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree and/or certificate rate</td>
<td>16.7% (124)</td>
<td>22.0% (150)</td>
<td>24.3% (171)</td>
<td>23.9% (164)</td>
<td>24.0% (175)</td>
<td>23.8% (201)</td>
</tr>
<tr>
<td>Transfer prepared rate</td>
<td>26.7% (198)</td>
<td>22.4% (153)</td>
<td>24.7% (193)</td>
<td>24.6% (170)</td>
<td>18.2% (133)</td>
<td>19.3% (163)</td>
</tr>
<tr>
<td>Transfer rate</td>
<td>37.4% (277)</td>
<td>30.2% (206)</td>
<td>32.1% (226)</td>
<td>32.0% (210)</td>
<td>31.1% (227)</td>
<td>29.1% (245)</td>
</tr>
<tr>
<td>Completion rate</td>
<td>47.4% (351)</td>
<td>44.0% (273)</td>
<td>46.4% (327)</td>
<td>44.2% (303)</td>
<td>43.5% (317)</td>
<td>43.0% (363)</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 units 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.*

*Completion 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 or certificate, were transfer-prepared, or showed as transferred within 6 years.*

#### Completion rate subgroup comparison (6 year cohort)

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic Students</td>
<td>40.9% (122)</td>
<td>32.0% (97)</td>
<td>37.2% (116)</td>
<td>34.5% (114)</td>
<td>34.9% (121)</td>
<td>36.6% (148)</td>
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<tr>
<td>White Students</td>
<td>51.9% (161)</td>
<td>46.8% (131)</td>
<td>51.9% (153)</td>
<td>54.1% (140)</td>
<td>50.9% (146)</td>
<td>48.3% (143)</td>
</tr>
<tr>
<td>Basic Skills Students</td>
<td>38.9% (208)</td>
<td>31.2% (157)</td>
<td>37.2% (186)</td>
<td>35.3% (177)</td>
<td>34.9% (177)</td>
<td>33.8% (197)</td>
</tr>
<tr>
<td>Non-basic skills Students</td>
<td>60.4% (143)</td>
<td>64.8% (116)</td>
<td>68.4% (141)</td>
<td>68.5% (126)</td>
<td>63.1% (140)</td>
<td>63.4% (163)</td>
</tr>
</tbody>
</table>

*Completion 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 or certificate, were transfer-prepared, or showed as transferred within 6 years.*
Gavilan Joint Community College District
Governing Board Agenda

October 14, 2014

Consent Agenda Item No. 11. (e) Instruction Office
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: GECA Update

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

Proposal:
To introduce Sonia Flores, Gilroy Early College Academy (GECA) Principal and provide
an update to the Board of Trustees.

Background:
The Dr. TJ Owens Gilroy Early College Academy (GECA) is an educational partnership
between Gilroy Unified School District and Gavilan College, as an Early College High
School that was envisioned and funded through the Bill and Melinda Gates Foundation.

Budgetary Implications:
None.

Follow Up/Outcome:
Future updates to be presented as necessary.

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

Resolution: BE IT RESOLVED,

Information Only

Proposal:
That the Board of Trustees review and comment as appropriate on the final draft of 2014-2015 Student Success and Support Program (SSSP) Plan.

Background:
The Student Success Task Force has completed phase 1, completion of SSSP Plan, which is due to the Chancellor’s Office on October 17, 2014. The plan was presented across various committees and groups, including: Academic Senate, Student Services Council, Department Chairs and President’s Council.

Budgetary Implications:
The 2014-2015 SSSP credit allocation for the College has been calculated at $976,651, with a match requirement of $1.9 million. Expenditure decisions regarding this allocation will be made in conjunction with expenditure guidelines, the SSSP Plan, and the College’s Strategic Plan.

Follow Up/Outcome:
The SSSP budget plan is in development and will be presented to the Board at November 2014 meeting.

Recommended By: Kathleen Moberg, Vice President, Student Services

Prepared By: Veronica Martinez, Director, Financial Aid

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
Student Success and Support Program Plan
(Credit Students)

2014-15

District: Gavilan Joint Community College
College: Gavilan College

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccsssp@ccc.co.edu

and

Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
Instructions for Completion of the College
Student Success and Support Program Plan

INTRODUCTION
The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students\(^1\). The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:
- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students\(^2\).
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES
Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.
The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to cccsssp@cccceo.edu with the name of the college and “SSSP Credit Program Plan” in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis\(^3\). When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only

---

\(^1\) Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

\(^2\) A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

\(^3\) The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.
your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing). Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510(b)). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

The program plan should not be limited to state-funded activities. Describe all SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

**General Instructions**
The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

1. Program Plan Signature Page
2. SSSP Services
   a. Core Services
      i. Orientation
      ii. Assessment
      iii. Counseling, Advising, and Other Education Planning Services
      iv. Follow-up for At-Risk Students
   b. Related Direct Program Services
      i. Institutional Research
      ii. SSSP Technology
   c. Transitional Services Allowed for District Match
3. Policies & Professional Development
   - Exemption Policy
   - Appeal Policies
   - Prerequisite Procedures
   - Professional Development
   - Coordination with Student Equity and Other Planning Efforts
   - Coordination in Multi-College Districts
4. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Gavilan College

District Name: Gavilan Joint Community College District

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the California Code of Regulations.

Signature of College SSSP Coordinator: ____________________________
Name: Kathleen K. Moberg ____________________________ Date: ______________

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: ____________________________
Name: Kathleen K. Moberg ____________________________ Date: ______________

Signature of the Chief Instructional Officer: ____________________________
Name: Kathleen Rose, Ed.D. ____________________________ Date: ______________

Signature of College Academic Senate President: ____________________________
Name: Bea Lawn ____________________________ Date: ______________

Signature of College President: ____________________________
Name: Steven M. Kinsella, D.B.A. ____________________________ Date: ______________

Signature of District Chancellor: ____________________________
Name: ____________________________ Date: ______________

Contact information for persons preparing the plan:

Name: Rosa Sharboneau, Ed.D.  Title: Counseling Faculty
Email: rsharonbeau@gavilan.edu  Phone: (408) 848-4758

Name: Randy Brown, Ph.D.  Title: Institutional Researcher
Email: rbrown@gavilan.edu  Phone: (408) 848-4852

Name: Veronica Martinez  Title: Chair, Student Success Task Force
Email: vmartinez@gavilan.edu  Phone: (408) 848-4752
SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

IIa. Core Services

I. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).

Target Audience:
The General Counseling Department targets all incoming students who have never attended any college during the first term of attendance. Approximately, 1300 students are served per term, see table below:

<table>
<thead>
<tr>
<th>Number of New Students, Never Attended College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting Spring 14</td>
</tr>
<tr>
<td>Starting Fall 2013</td>
</tr>
</tbody>
</table>

Categorical, grant-funded, and cohort specific programs target all incoming students who have never attended college and meet program specific guidelines during the first term of attendance. For example:

a) Athletics – serves approximately 150-200 annually
b) Basic Skills
c) CalWORKS – serves approximately 50-100 annually
d) Career Technical Education (CTE)
e) Disability Resource Center - ranges between 250 to 300 students annually
f) Extended Opportunity Programs and Services (EOPS)- serves 200 students annually
g) MESA
h) Puente
i) TRIO

Many students participate in more than one program, collaboration among the program coordinators and counseling faculty minimizes the duplication of services.
Orientation consists of 2-parts:

Part 1: Two-hour, Kick-Start session completed prior to enrollment focuses on providing students with essential information to facilitate enrollment. This session includes but is not limited to: assessment scores interpretation, placements, use of student portal for selection of general education patterns, course selections and registration, purchasing of parking permit, payment of fees, completing financial aid fee waiver applications, FASFA, and accessing financial aid forms from student portal, pre-requisites/advisories, academic calendar and deadlines, etc. See Exhibit D for online version of Kick-Start session.

Part 2: Eight-hour, First Year College Student Seminar, Guidance 210 (.5 unit). Students also have the option to complete Guidance 6 (2 units), Kinesiology 1 (1 unit), or Guidance 560 (1 unit). Guidance 210 is completed within the first nine weeks of the first term of enrollment. The course covers topics such as: Academic expectations, academic standing, student services, academic support services, financial aid expectations and responsibilities, maintaining registration priority, declaring major, educational planning, study skills, etc. See Exhibit E for Guidance 210 course outline.

Delivery Methods:
Both components (Kick-Start and Guidance 210) are delivered both in-person and online, at all three sites with morning, day, evening, and weekend options. The Kick-Start sessions are also delivered at local high schools throughout the academic year. In addition, individual sections of both Kick-Start and Guidance 210 are offered to accommodate designated populations such as student-athletes, EOPS students, Veterans, CTE, Basic Skills, etc.

An alternative option to the First Year Student Seminar is completion of Guidance 6, ‘Life Skills for Higher Education,’ a 2 unit CSU/UC transferable course that also satisfies general education for the CSU Breadth and the Gavilan College AA/AS, and Kinesiology 1, ‘Orientation for Student-Athlete Success.’ Both Guidance 6 and Kinesiology 1 are offered during the summer. The Guidance 560 course is designed for students who participate in Disability Resource Center program.

Students select the delivery option for both orientation components. The pilot delivery methods was designed to serve 300 students and implemented spring 2014 resulting in the following data:
### Spring 2014

<table>
<thead>
<tr>
<th>Component</th>
<th>In-Person - Delivery</th>
<th>On-line Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sessions offered</td>
<td>Number of Students enrolled/completed</td>
</tr>
<tr>
<td>Part 1 – Kick Start</td>
<td>13</td>
<td>88</td>
</tr>
<tr>
<td>Part 2 – Guidance 210</td>
<td>10</td>
<td>99/91</td>
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<tr>
<td>Part 2 – Guidance 6</td>
<td>1</td>
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</tbody>
</table>

### Summer and Fall 2014

<table>
<thead>
<tr>
<th>Component</th>
<th>In-Person - Delivery</th>
<th>On-line Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sessions offered</td>
<td>Number of Students enrolled/completed</td>
</tr>
<tr>
<td>Part 1 – Kick Start</td>
<td>24</td>
<td>388</td>
</tr>
<tr>
<td>Part 2 – Guidance 210</td>
<td>18</td>
<td>540/Completed number is pending</td>
</tr>
<tr>
<td>Part 2 – Guidance 6</td>
<td>2</td>
<td>50/Completed number is pending</td>
</tr>
<tr>
<td>Kinesiology 1</td>
<td>1</td>
<td>45/Completed number is pending</td>
</tr>
<tr>
<td>Guidance 560</td>
<td>1</td>
<td>8/Completed number is pending</td>
</tr>
</tbody>
</table>

Categorical, grant-funded, and cohort specific programs provide specialized orientation either at the pre-enrollment stage or at the beginning of each semester—these sessions cover the standard content that is offered by the college for all students and augments by adding content that is considered “above and beyond” the standard. For example,

**DRC** – Pilot fall 2014, students will enroll in Guidance 560 which will include a specialized DRC orientation plus services and accommodations and is coupled with what is offered in Guidance 210. For Fall 2014 semester, (1) section of Guidance 560 enrolled 8 students.

**Early Alert/Basic Skills** – Pilot starting fall 2014, pre-enrollment group advising sessions for students interested in enrolling in the acceleration courses will be offered a campus tour, in addition to content covered in Kick-Start sessions.
EOPS - EOPS program overview is offered at the beginning of each semester prior to receiving an EOPS book voucher and covers Kick-Start and Guidance 210 content.

CalWORKs - A four hour meeting prior to the start of the first semester that adds county policies and a Q&A session to the Kick Start content.

TRIO – Summer Bridge (planned Summer 2014) will offer Guidance 6.

<table>
<thead>
<tr>
<th>Summer 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Guidance 6</td>
</tr>
</tbody>
</table>

Notification:
Students are notified of Part 1 and Part 2 requirements during outreach presentations, via class schedule, new student checklist (online and in print), and new student letters. Further, students are informed by Peer Mentors, staff, and counseling faculty. Two letters from the General Counseling Department are mailed to students reminding students of the orientation requirements. General Counseling is working with the MIS department to create an online-checklist on the student portal that communicates clearly to the students: what requirements have been met; which are pending; and the impact missing items have on their enrollment priority status. Plans include enhancing SARS functionality with texting and e-advising (chat software), and fully using the Gavilan student email system and social media.

Partnerships:
Gavilan counselors collaborate with service area high schools to offer the Kick-Start sessions to graduating seniors at the high schools prior to registration. High school counselors are also regularly apprised of updates and changes to orientation and other pre-enrollment processes and services. Gavilan Counselors also collaborate with local high school personnel to offer Kick-Start sessions to special populations as needed (for example, students enrolled in Special Education programs are directed to Guidance 560 for specialized accommodations). For the Fall 2014 term, the following collaborations occurred:

General Counseling – Fall 2014 Guidance 6 scheduled at Gilroy High School; seniors including Cal-SOAP students are being targeted for enrollment. The California Student Opportunity and Access Program (Cal-SOAP) serves first-generation, at-risk students.

Outreach coordinates Gavilan traveling days for Cal-SOAP students at all local high schools and alternative schools. Student Rambassadors present college information along with Financial Aid, EOPS, MESA, STEM, Puente and DRC.

EOPS collaborates with Santa Clara County Department of Social Services and San Benito
County Foster Youth Services to provide information and services for incoming foster youth.

Basic Skills/Early Alert - A partnership has been created with Gilroy High School for recruiting incoming freshman into the acceleration program for Fall 2014.

CalWORKS- County workers participate in Kick-Start session for program students.

The Counseling Department will continue to collaborate further with high school counselors to identify additional cohort groups in order offer additional customized Kick-Start sessions. For example, ESL, nursing, student-athletes, STEM, majors, etc. The College is also exploring a pathway for high school students that would be a combination of short-term classes and a Guidance 1 class to better prepare them for college. This is being discussed with noncredit and credit departments.

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

L. Tenney – Full-time General Counseling Faculty. Twenty-percent re-assignment for the coordination, staffing, evaluation, and scheduling of the Kick-Start sessions for both on and off campus.

Counseling Faculty - Full-Time and Part-Time, including counselors from categorical, grant-funded, and cohort specific programs deliver both the Kick-Start sessions and teach Guidance 210, and/or Guidance 6. This is encouraged to ensure constancy in the Kick-Start and Guidance 210 format, content, and delivery. All counseling faculty can teach, and provide on-going personal, academic, career, vocational, and transfer counseling services. The counseling faculty is comprised of:

<table>
<thead>
<tr>
<th>General Counseling</th>
<th>Special Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blanca Arteaga</td>
<td>Tammie Atway</td>
</tr>
<tr>
<td>Debbie Christianson</td>
<td>Katie Bennett</td>
</tr>
<tr>
<td>Sergio Diaz</td>
<td>Brooke Boeding</td>
</tr>
<tr>
<td>Evan Gilstrap</td>
<td>Gabriel Bravo</td>
</tr>
<tr>
<td>Jane Godley</td>
<td>Devon Carlson</td>
</tr>
<tr>
<td>Charles Majuri</td>
<td>Darlene Del Carmen</td>
</tr>
<tr>
<td>Cella Marquez</td>
<td>Felicia Fierro</td>
</tr>
<tr>
<td>Rosa Rivera-Sharboneau</td>
<td>Mari Garcia</td>
</tr>
<tr>
<td>Johanna Stewart</td>
<td>Leticia Palacios</td>
</tr>
<tr>
<td>Leslie Tenney</td>
<td>Vania Parakati</td>
</tr>
</tbody>
</table>
A Student Success Center Specialist manages student enrollment for the in-person Kick-Start sessions, as well the compilation of support materials (schedules, catalogs, Student Handbook, and misc. handouts) for student information folders. Records attendance for the in-person Kick-Start sessions.

Welcome Center Peer Mentors - Student workers who direct students to Kick-Start sessions, First Year College Student Seminar and assist counseling faculty with Kick-Start sessions.

Student Rambassadors – Student workers who assist the Student Success Center Specialist create student information folders for the in-person Kick-Start Sessions.

Admissions & Records staff record student credit for completion of Part Two of the Orientation (Guidance 210, Guidance 6, Kinesiology 1, and Guidance 560 attendance) in Banner system.

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

Students currently access online Kick-Start sessions via the college’s website; content has been developed using Adobe Contribute software. Content for the Kick-Start has also been prepared to be delivered in iLearn using Moodle online platform; the conversion to Moodle is currently awaiting activation by the Distance Learning and MIS departments. Online sections of Guidance 210 will be taught via iLearn starting Fall 2014.

The Kick-Start sessions and First Year College Student Seminars include instruction in use of Gavilan technology including Self-Service Banner – student Gavilan portal, DegreeWorks, the Gavilan College mobile application, and use of websites such as Assist.org, Eureka, Kognito, and other online educational planning and career development tools.

SARS software is being used to collect data for the completion of Kick-Start. MIS is exploring how to export data from SARS into Banner for data reporting purposes.

Because of the heavy emphasis on the use of technology, continued funding and dedicated computer lab space is required to support orientation components (Part 1 and II). This includes purchasing laptops or computers for computer lab. The College is also considering use of vacant portable building for use as future computer lab. In addition, continued funding for Eureka, College Source, and Kognito software programs and technical support to maintain
DegreeWorks data and functionality is required. Technical support is required to automate the completion of orientation components – currently a manual system is being utilized. In addition, a user-friendly way to communicate to students what they are required to do during their first year of attendance is needed (MyGav – Student Checklist that lets students know in a timely manner if they have completed or need to complete Kick-Start, Guidance 210, Abbreviated Ed Plan, Comprehensive EdPlan, Declared Major, etc.). A prototype of this type of checklist is being explored by MIS with implementation for spring 2015.

4. Describe the college’s plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

   Orientation Checklist (Required Policy or Procedure)
   (1) Academic expectations and progress and probation standards pursuant to section 55031;
   (2) Maintaining registration priority pursuant to section 58108;
   (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
   (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
   (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
   (6) Academic calendar and important timelines.
   (7) Registration and college fees.
   (8) Available education planning services

The orientation program (Part 1 and Part 2) was developed over a three year period via a task-force comprised of counselors (general and categorical), directors, deans, and administrators. The recommendation to implement a two-part process was launched in fall 2013 and spring 2014. New students who never attended college and completed the Kick-Start sessions from October-January 2013 were directed to complete Guidance 210 or Guidance 6 during the first nine weeks of the spring 2014 term. The data for the pilot for Spring 2014 is as follows:

<table>
<thead>
<tr>
<th>Spring 2014</th>
<th>Total Enrollment</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session: Kick-Start</td>
<td>N/A</td>
<td>175</td>
</tr>
<tr>
<td>Course: Guidance 210</td>
<td>99</td>
<td>91</td>
</tr>
<tr>
<td>Course: Guidance 6</td>
<td>14</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer/Fall 2014</th>
<th>Total Enrollment</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session: Kick-Start</td>
<td>1025</td>
<td>1025</td>
</tr>
<tr>
<td>Course: Guidance 210</td>
<td>629</td>
<td>Pending</td>
</tr>
<tr>
<td>Course: Guidance 6</td>
<td>50</td>
<td>Pending</td>
</tr>
</tbody>
</table>

Orientation Consists of 2-parts:
Part 1: Two-hour, Kick-Start session completed prior to enrollment. This session focuses on providing students with essential information to facilitate enrollment, this includes but is not limited to assessment scores interpretation, placements, use of student portal for selection of
general education patterns, course selections and registration, purchasing of parking permit, payment of fees, completing financial aid fee waiver applications, FAFSA, and accessing financial aid forms from student portal, pre-requisites/advisories, academic calendar and deadlines, etc. See Exhibit D.

Part 2: Eight-hour, First Year College Student Seminar, Guidance 210 (.5 unit). Students also have the option to complete Guidance 6 (2 units), Kinesiology 1 (1 unit), or Guidance 560 (1 unit). Guidance 210 is completed within the first nine weeks of the first term of enrollment. The course covers topics such as: Academic expectations, academic standing, student services, academic support services, financial aid expectations and responsibilities, maintaining registration priority, declaring major, educational planning, study skills, etc. See Exhibit E for Guidance 210 course outline.

Categorical, grant-funded, and cohort specific programs augment the standard Part 1 and 2 content with program specific eligibility requirements, expectations, and services.

See Exhibits F - H: Guidance 6, Kinesiology 1, and Guidance 560 course outlines.

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

A dedicated space is needed for a computer lab to provide Part 1 and 2 of the orientation (Kick-Start Sessions and Guidance 210) to ensure a wide range of offerings to accommodate various times, schedules, locations, and student cohorts. Laptops or computers are necessary to create education plans, reviewing degree audits, etc. A lab space is also required for Kick Start and Orientation classes.

SARS enhancements (which allow for texting and e-advising) and upgrades to allow for automated student messages. SARS upgrades would provide additional components to our current system.

Students require the ability to Declare a Major or Change Majors via their student portal; this ability will improve the accuracy of information obtained on MyDegree Works degree audit system.

On-going collaboration with categorical and cohort specific programs is necessary to ensure the Part 1 and Part 2 content is consistent and delivered to targeted audiences eliminating the duplication of service. It would be highly desirable to identify during pre-enrollment all eligible students who participate in categorical programs so they can attend Kick-Start Sessions and enroll in Guidance 210 sections taught by categorical counselors.

Adjunct counseling faculty turn-over, load limitations, varying schedules and availability impact the ability to provide a consistent schedule of both Part 1 and Part 2 of the Orientation and negatively affects the counseling faculty training program designed to ensure consistency of delivery of the orientation information. Additional counseling faculty, full-time and part-time,
are needed to provide on-going services.

Consistent faculty compensation and load allocation for the delivery of Kick-Start sessions and teaching Guidance 1 and 6 would eliminate staffing issues.

On-going collaboration and planning with Outreach/Recruitment Services are required to ensure campus tours, college materials and information are accessible when Part 1 and Part 2 orientation components are offered. The College will develop a marketing and outreach plan with associated marketing materials to distribute during recruitment cycle.

Other factors that facilitate matriculation entry include availability of summer counseling services at all sites. Increasing summer ESL assessment opportunities at off-site location of Hollister is a goal.

6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

### ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student’s academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

The college has two distinct yet connected assessment and placement systems: 1). ESL placement, which is assessed through the use of the Gavilan English as a Second Language Assessment (GESL) and the Combined English Language Skills Assessment (CELSA) and 2). Reading, Writing, and Math placement which is assessed through the use of Accuplacer®.

**ESL (CELSA/GESL) Students:**
Students for whom English is their second language are identified as potential ESL placement via Accuplacer, which is administered on average to 140 students per year. Referrals for placement are made by counselors and instructors. All students who are new to the ESL Program are assessed.

**Methods of delivery:**
Students make an appointment for assessment in the Admissions and Records Office. On the day of the appointment, students are met at the A&R Office and walked to the assessment location. Students are given a multiple measure assessment that includes an oral interview and a multiple choice exam that evaluates grammar recognition and writing sample (pilot project). Students are assessed and may register for the classes of their choice on the same day. Assessment and placement are provided three weeks prior to the start of each semester. Additional assessments would assist with early placement. Advanced level
placements occur during first week of terms with counselor recommendation for further
assessment by ESL proctor. Assessment is provided on limited basis at the educational
center at Hollister.

**Reading, Writing, and Math (AccuPlacer):**
The placement test is administered to students who apply to Gavilan with the intent to
enroll in classes. For the 2013 calendar year, 2,574 potential students took the placement
test. Students complete the placement test prior to their enrollment in any Math or English
course. Not all students who take the placement test matriculate.

**Methods of delivery:**
ACCUPLACER computerized assessment placement test is administered by trained Gavilan
Proctors. The assessment placement test is administered year-round at all three Gavilan campuses
as well as at all 12 of our area high schools. High schools coordinate the room reservations, and
student applications and tests are administered by Gavilan assessment staff. Accuplacer placement
scores are made available on student Gavilan portal.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-
sentence statement of their role. Include staff providing direct assessment related research services.

**ESL:**
ESL faculty and staff provide assessment. Full time and adjunct faculty (2 or 3 per session)
give the oral interview, score the writing sample, evaluate scores and discuss placement with
the student, explain the program, and fill out and sign the registration card. ESL Program
Specialists (2 classified staff) meet students, walk them to the testing area, explain the
assessment process, proctor the writing component and the multiple choice exam, and
provide general information about the college and student services. Counseling faculty
review placement results and course options with students. Director of Institutional
Research conducts validation studies and reports which are submitted to CCCCO for
approval.

**Reading, Writing, and Math:**
Assessment Specialist (1 FTE) coordinates services of the Assessment Office, develops
test schedule, and interfaces with staff and faculty regarding assessment services. Two
periodic substitute proctors assist during evening, weekend and peak time assessments
as needed. Director of Institutional Research conducts validation studies and reports.
Counseling faculty review placement results, other assessment information, and course
options with students throughout the year.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-
party tests, be specific about the versions and forms used. Describe which tests and services are offered online,
in person, individually or in groups, etc.

   a. If using a test, describe what other measures are used and how they are used to meet the multiple measures
      requirement.
ESL:
CELSA - English Language Skills Assessment Forms 1 and 2 - In person, group. (Association of Classroom Teacher Testors)

GESL - Gavilan College ESL Assessment (alternate forms 1 and 2), which includes oral interview and written assessment - in person, and group (Gavilan College original assessment, approved through California Community College Chancellor’s Office.

Reading, Writing, and Math
ACCUPLACER - an online assessment tool offered in a proctored computer lab in groups as well as in person individually if accommodations are needed requiring Companion formats (Zoom Text, Kurzweil, Braille, or Large Print).

Test includes background questions which are weighted for multiple measures. Accuplacer automatically applies this additional data to the student’s raw score at the conclusion of the test.

b. If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.

Reading, Writing, and Math
Counselors use Accuplacer test results as part of their multiple measures. Other considerations include previous coursework as noted on transcripts, standardized test scores (e.g. ELM, EPT, EAP, SAT/ACT, AP exams), and prior academic competency and basic knowledge.

c. Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

ESL:
Measures are used for placement on ESL program levels based on established and validated cut scores. Testers give all three multiple measures equal weight. Testers calibrate the measures according to protocols established in norming sessions to assure inter-rater reliability.

Reading, Writing, and Math
Counselors use Accuplacer test results as part of their multiple measures. Other considerations include previous coursework as noted on transcripts, standardized test scores (e.g. ELM, EPT, EAP, SAT/ACT, AP exams), and prior academic competency and basic knowledge.
4. Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

ESL:
Gavilan College, with counselor and ESL faculty evaluation, will accept ESL placement results from other colleges that are within a 2-year recency and combined with course history.

Reading, Writing, and Math
As noted in the Gavilan College Assessment Policy, "If you have attended another college, you may submit test scores that have a 2 year recency from that college for a Gavilan counselor to review. These test scores are considered with other multiple measures for final course placement." Counselors use Accuplacer test results as part of their multiple measures. Other considerations include previous coursework as noted on transcripts, standardized test scores (e.g. ELM, EPT, EAP, SAT/ACT, AP exams), and prior academic competency and basic knowledge.

5. Describe college or district policies and practices on:
   a. Pre-test practice - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
   b. Re-take - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
   c. Recency - How long are test scores, high school grades, etc. accepted before the student is required to re-assess?

ESL:
Pre-test practice is provided, which includes sample questions. Students receive immediate feedback. Re-taking ESL placement test is not permitted within the same semester. There is not a wait period specified by publisher guidelines. Regarding recency, placement scores are valid for two consecutive semesters from the date of the assessment. Scores are provided directly to students and noted in Banner for easy retrieval of scores by counselors and college staff.

Reading, Writing, and Math
Pre-test practice is made available on the Assessment web page with links to Khan Academy and the Accuplacer website where students can find a 14 page study guide. Any feedback is provided through these sources. Currently there is non-credit course, Guidance 700 "Skill Tutor Program," that offers modules which allow a student to review skills to improve their Accuplacer scores. The course option will be available as a pilot spring 2015. The focus of the pilot would be to target specific student populations (high school seniors, and re-entry students) and students who never attended college.

Students may re-take placement test once after 15 days, but within 90 days following placement test. The waiting period is consistent with publisher guidelines. After the 90 day
waiting period expires, a student must meet specific conditions to obtain a recommendation from a counselor to appeal the assessment retake policy for another assessment attempt.

Recency: Accuplacer and EAP, ELM, SAT/ACT and high school and college transcripts scores are valid for 2 years.

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of “college ready” to exempt students from the college placement test in English? In math?

   ESL:
   N/A

   Reading, Writing, and Math
   Assessment tests are accepted from other colleges. Gavilan College accepts EAP test results for both English and Math. EAP scores are noted on a high school student’s STAR report and the student must provide the information. An automatic download of EAP scores can ensure students are immediately exempted from additional assessment. SAT/ACT scores and high school transcripts must also be provided by students; automatic delivery of these scores to the college would facilitate the exemption of additional assessment.

   Disability Resource Center utilizes Individualized Educational Plans (IEP) from local high school districts to facilitate course placements for students eligible for department services.

7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

   Full-time instructors participate in ESL assessment for flex/co-curricular, which are not payable unless assessment process is conducted outside of faculty contract. In the past, adjunct instructors have facilitated ESL assessment, paid at times from matriculation funds ($35 per hour, sometimes less).

   In recent years, ESL assessments conducted by faculty were completed using flex hours (non-paid). Limitations with this option include adjunct instructors cannot assess at the end of semester so as not to exceed unit load; the ESL Program Specialists (professional support staff) also performs ESL assessments at no extra compensation. On-going ESL assessment would allow for early placement information.

iii. Counseling, Advising, and Other Education Planning Services

1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community
partners that assist with providing these services. Describe at what point(s) in the student’s academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

Target Audience
Students who are targeted for counseling services include:
- new and never attended college
- new to Gavilan with prior college work
- undeclared, undecided
- continuing, returning and transfer students
- under 15 units
- not in good academic standing or financial aid standing
- without an educational plan (new, continuing, or returning)
- receiving financial aid and completed at least 12 units
- receiving financial aid and attempted more than 60 units
- receiving financial aid and attempted more than 90 units attempted, excessive units
- transfer-bound
- cohort specific students (Veteran’s, Re-enty, Puente, etc.)
- meet specific program eligibility and/or grant-funded criteria

Students Served:

For the 2013-2014 academic year, the following number of students had scheduled counseling appointments or obtained walk-in services:

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Appointment</th>
<th>Walk-In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>335</td>
<td>0</td>
</tr>
<tr>
<td>CTE</td>
<td>57</td>
<td>0</td>
</tr>
<tr>
<td>DRC</td>
<td>632</td>
<td>0</td>
</tr>
<tr>
<td>Early Alert/Basic Skills</td>
<td>187</td>
<td>0</td>
</tr>
<tr>
<td>EOPS &amp; CalWORKs</td>
<td>563</td>
<td>357</td>
</tr>
<tr>
<td>General Counseling</td>
<td>3679</td>
<td>3046</td>
</tr>
<tr>
<td>MESA/STEM/TRIO</td>
<td>283</td>
<td>0</td>
</tr>
</tbody>
</table>

Counseling Services:
Counseling services offered include: career, academic, educational, transfer, personal, vocational, financial aid, and crisis intervention. Counselor’s complete abbreviated and comprehensive plans, teach guidance courses, deliver kick-start sessions, provide follow-up services, referrals, and conduct case management services for cohort or at-risk students. In addition, categorical, cohort, and grant-funded counseling services provide required program information and services.
Service Delivery Methods:
Students have the option to meet with counselors in person, in a workshop setting, or in FTES Guidance courses (online/in-person options). Counselors also communicate with students through email and phone calls. In addition, online and walk-in counseling services are provided on an on-going basis by counselors from the General Counseling department. For the self-directed student, the General Counseling department webpage provides a variety web links, resources, guides, and directions to aid new, continuing, and returning students.

For the Spring 2014 term, the following student workshops were coordinated by EOPS/CalWORKs with participation from CalWORKs, Student Success Center, TRIO/MESA, General Counseling and the Writing Center. Basic skills counselors provided 30 class visits to basic skills math, English and ESL classes.

<table>
<thead>
<tr>
<th>Workshop Title</th>
<th>Student Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 class visits to all basic skills math, English and ESL classes</td>
<td>Average 900</td>
</tr>
<tr>
<td>Community Resources</td>
<td>10</td>
</tr>
<tr>
<td>CSU Online Applications</td>
<td>9</td>
</tr>
<tr>
<td>Email Etiquette</td>
<td>2</td>
</tr>
<tr>
<td>Health Resources</td>
<td>6</td>
</tr>
<tr>
<td>How to Talk with your Instructor</td>
<td>1</td>
</tr>
<tr>
<td>Kognito</td>
<td>2</td>
</tr>
<tr>
<td>Personal Statement for Scholarships</td>
<td>41</td>
</tr>
<tr>
<td>Project Sentinel</td>
<td>4</td>
</tr>
<tr>
<td>Stress Management</td>
<td>7</td>
</tr>
<tr>
<td>Time Management</td>
<td>9</td>
</tr>
<tr>
<td>Prepare for Your Next Term</td>
<td>20</td>
</tr>
<tr>
<td>Transfer Process</td>
<td>15</td>
</tr>
<tr>
<td>Selecting a Major</td>
<td>4</td>
</tr>
<tr>
<td>Job Search Skills</td>
<td>1</td>
</tr>
<tr>
<td>Resume Basics</td>
<td>1</td>
</tr>
<tr>
<td>Sexual Assault and Awareness</td>
<td>7</td>
</tr>
</tbody>
</table>

Additional workshops offered in spring 2014 term by other student services departments like Financial Aid include: “Scholarships Workshop” which was attended by 25 students. Student veterans were also provided a workshop sponsored by Financial Aid, Disability Resource Center, and general counseling on “Veteran Success” which had 18 participants.

Partnerships:
The General Counseling Department, in partnership with local high schools, offers guidance courses at the high school site to help students meet Part 2 of the orientation requirement or to help undecided students declare a major. For the Fall 2014 term, Guidance 6 course will be offered at Gilroy High School which will be targeted to CalSOAP juniors and seniors.
Existing working relationships with transfer institutions (CSU, UC, private) continue to facilitate the student transfer process and the completion of Transfer Agreements (TAGS). The discontinuance of the Transfer Center services has limited the number of visitations and early outreach efforts from universities and colleges. The college hopes to use Student Equity funding to resume limited Career and Transfer services.

The Early Alert and Basic Skills counselors have partnered with Gilroy High School during the Spring 2014 term to recruit high school seniors to participate in JumpStart acceleration program designed first-year college students at basic skills placement levels.

The Disability Resource Center works closely with the State Department of Rehabilitation and partners with all local area high schools, including Sobrato HS, Live Oak HS, Christopher HS, Gilroy HS, San Benito HS, and Anzar HS along with a few alternative high schools each semester to help matriculate program eligible students to Gavilan and help them work toward meeting their educational goals.

Career Technical Educational counselor partners with CSU Monterey Bay and Hartnell College to target Hispanic students interested in Nursing, Computer Science, and Digital Media by providing major specific counseling and develop educational plans.

Many students are in one or more support programs such as MESA, EOPS, DRC which is taken into account when establishing services and creating educational plans to eliminate duplication of services. Usually a lead counselor is identified.

Students are assisted in following points of service: pre-enrollment, enrollment, and post enrollment.

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

Students schedule counseling appointments which are 30 minutes in duration for individual 1:1 counseling session. Walk-in counseling sessions are limited to 10 minutes. Depending on student circumstances, a counseling appointment may be extended to 60 minutes and walk-in services can extend to 15-20 minutes. Categorical, cohort, and grant-funded counselors typically offer 45-60 minute individual appointments and walk-in is limited or availability results from students not keeping appointments. Wait times for counseling and walk-in appointments will vary:
<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Scheduled Appointment</th>
<th>Walk-In Frequency/Wait Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>One week; during peak periods 2 weeks</td>
<td>No Show Appointment – will take Walk-In/ None</td>
</tr>
<tr>
<td>CalWORKs</td>
<td>2-3 days; during peak periods 2 weeks</td>
<td>once per week/15-30 minutes</td>
</tr>
<tr>
<td>CTE</td>
<td>none</td>
<td>No Show Appointment – will take Walk-In/ None</td>
</tr>
<tr>
<td>DRC</td>
<td>2-3 days; 2 weeks</td>
<td>No Show Appointment – will take Walk-In/ None</td>
</tr>
<tr>
<td>Early Alert/Basic Skills</td>
<td>none</td>
<td>No Show Appointment – will take Walk-In/ None</td>
</tr>
<tr>
<td>EOPS</td>
<td>2-3 days; during peak periods 2 weeks</td>
<td>once per week/15-30 minutes</td>
</tr>
<tr>
<td>General Counseling</td>
<td>5-10 days; during peak periods 3 weeks (November, December, April, and May)</td>
<td>Daily / 20-25 minutes; Peak Periods (January, June, July, and August) wait time 2.5 hours</td>
</tr>
<tr>
<td>MESA/STEM/TRIO</td>
<td>none</td>
<td>No Show Appointment – will take Walk-In/ None</td>
</tr>
</tbody>
</table>

Peak periods= first week of pre-priority registration and last two weeks of instruction

Students may schedule General Counseling appointments 10 days in advance either online, with the counseling secretary, using kiosk located at all sites, phone call, or email. Peer Mentors assist students with the use of the appointment/Walk-In kiosks or the online scheduling system. Expansion of Welcome Center and Peer Mentors at off-sites is required.

Counseling appointments with DRC, EOPS, CalWorks, Athletics, TRIO/MESA/STEM, Early Alert/Basic Skills must be scheduled in-person or by telephone by contacting office support. CTE appointments are scheduled by calling the counselor or using a laptop located in the Business building where the counselor is housed.

3. Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.

Abbreviated educational plans are completed during the Kick-Start sessions. Counselors assist students to understand how to use MyDegree Works, general education options, placement and course selections, major and elective course options. A discussion about pre-requisites, advisories, course sequences, unit load and required study hours helps students identify appropriate, individualized course loads per term. A series of questions are answered by students that help the student understand the educational commitment in light of commitments outside of school. A sample plan is reviewed with students and, with counselor guidance; the two term plan is crafted and reviewed by counselor delivering the Kick-Start session. If necessary, the student changes their general education pattern online.
and completes a Change of Major form so that MyDegreeWorks displays the educational path that was clarified during the Kick-Start session. The abbreviated plan is used to guide students through the registration process for the current term. The abbreviated plan is used by students, peer mentors, or counselor to guide students to make appropriate course selections is the student requires one-one help with the enrollment process. These plans are completed on NCR paper and scanned into Banner document management system. See Exhibit I for worksheet used for the abbreviated plan.

Students eligible for categorical programs, or grant-funded programs, or cohorts obtain individualized assistance with the abbreviated plan (two-terms) either by attending a Kick-Start Session with a special focus on the targeted group or with program counselor after program eligibility is established. Since all new, never attended college students are not aware or have not completed program eligibility requirements, they attend Kick-Start Sessions that meet their scheduling needs, which are provided by general counselors. Increase of general full-time and part-time counselors are required to provide sufficient Kick Start and Guidance 250 sections.

To ensure that all students receive the same level of service and ensure consistency within the scope and content of the abbreviated plan development, there must be on-going training.

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student’s education goal, course of study, and the courses, services, and programs to be used to achieve them.

Part 2 of the Orientation (Guidance 210, 6, 560, and Kinesiology 1) all require a comprehensive educational plan as part of the curriculum. As part of the course curriculum, students are required to meet with a counselor to identify their educational and career objectives, courses, and support programs necessary for success. The counselor completes the comprehensive education plan on MyDegree Works during a scheduled appointment. In Guidance 210, the plan is completed within the first nine weeks of instruction. The additional course options ensure that the plan is completed within the 10th week of instruction.

The educational plan lays out the general education pattern and the educational goal the student identifies. The educational plan identifies all courses (general education, major and elective), transfer (if applicable) and unit requirements, support programs/services necessary for success, and GPA standards. The counselors locks the educational plan which in turn classifies the educational plan as being the official plan for the student along with identifying the counselor who is working with the student. The plan can be accessed by students via their Gavilan student portal and MyDegreeWorks. The counselor can update or modify the plan, add term notes, and make course changes if necessary.

Students who are still exploring career options and need assistance with major selection are referred to take a Self-Assessment and Career Development (Guidance 1) course or
encouraged to attend free workshops designed for undeclared or undecided students. Having the ability to easily and automatically identify the undecided/undeclared student cohort is necessary to provide directed, timely counseling interventions and services.

General Counseling conducts classroom presentations, both in the fall and spring terms (October and March), to all general education courses (Psychology, History, Communication, College-level English and Math, and Science courses) regarding the value of completing a comprehensive plan early in the term. Twenty classes were visited during the 2013-2014 AY.

Continual access to Eureka Online is essential as it is a service that provides students access to career and educational information. Counselors direct students to use Eureka Online and Career Development courses all utilize the website as well. The Career Center, during its operation, provided students with one-one-one assistance with the use of the software program.

Many students are in one or more support programs such as MESA, EOPS, DRC which is taken into account when establishing services and creating educational plans to ensure that there is no duplication of services. Usually a lead counselor is identified.

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full-time and part-time counseling hours divided by 2080).

<table>
<thead>
<tr>
<th>Staff providing counseling services</th>
<th>General Counseling</th>
<th>Special Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blanca Arteaga</td>
<td>Full-Time 80%</td>
<td>Tammie Attway</td>
</tr>
<tr>
<td>Debbie Christianson</td>
<td>Part-Time 65%</td>
<td>Katie Bennett</td>
</tr>
<tr>
<td>Sergio Díaz</td>
<td>Part-Time 50%</td>
<td>Brooke Boeding</td>
</tr>
<tr>
<td>Evan Gilstrap</td>
<td>Part-Time 65%</td>
<td>Gabriel Bravo</td>
</tr>
<tr>
<td>Jane Godley</td>
<td>Part-Time 65%</td>
<td>Devon Carlson</td>
</tr>
<tr>
<td>Charles Majuri</td>
<td>Part-Time 65%</td>
<td>Darlene Del Carmen</td>
</tr>
<tr>
<td>Celia Marquez</td>
<td>Full-Time 60%</td>
<td>Felicia Hierro</td>
</tr>
<tr>
<td>Rosa Rivera-Sharboneau</td>
<td>Full-Time 20%</td>
<td>Mari Garcia</td>
</tr>
<tr>
<td>Johanna Stewart</td>
<td>Full-Time 100%</td>
<td>Leticia Palacios</td>
</tr>
<tr>
<td>Leslie Tenney</td>
<td>Full-Time 80%</td>
<td>Vania Parakati</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mark Taberna</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Claudia Valencia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CalWORKs – 10%</td>
</tr>
</tbody>
</table>
Counseling faculty provide career, academic, educational, transfer, personal, vocational, financial aid, and crisis intervention services. Counselors complete abbreviated and comprehensive plans, teach guidance courses, deliver kick-start sessions, provide follow-up services, referrals, and conduct case management services for cohort or at-risk students. In addition, categorical, cohort, and grant-funded counseling services provide required program information and services. Increasing the number of general counselors available to provide student services is planned for Spring 2015. Continued training sessions will be required to ensure counseling standards are implemented.

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

MyDegreeWorks, developed by Ellucian, is the primary technology tool used by all counselors to develop comprehensive education plans. The program interfaces with Banner. The software program is used to develop excessive unit plans for students petitioning for financial aid; to develop educational plans for students receiving Veterans benefits (the plan includes prior unit evaluations); it is used to certify transfer GE patterns (IGETC, CSU GE Breath), to confirm associate degree completion with the use of the degree audit, and to explore possible majors and to note acceptance and applicability of courses completed at other colleges. Financial aid and Admissions and Records have MyDegreeWorks view capabilities and use the information to clear students from requirements or to communicate with students regarding certifications and degree completions.

SARS is a scheduling software program that also allows counselors to keep counseling notes, place alerts (used to notate assigned counselor for case load), to review student history of counseling services, and to collect service data. SARS also provides for the ability to have online scheduling services, early alert system, and e-advising. The system collects information regarding services obtained and how service was accessed. Orientation and assessment completion is noted on SARS.

College Source and TES (transcript evaluation system) is also used by counseling faculty to evaluate course work from non-CA community college to determine equivalency, GE applicability, and transferability for major or transfer purposes. The use of the software ensures consistency of how courses are applied. The software license was secured under Title 5 funding and on-going support is required. Regarding transcript evaluation,
coursework is currently not recorded in Banner, and as result, does not appear on Gavilan transcript.

The General Counseling Department website has a variety of links to many other websites utilized by counselors in their work with students.

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college’s process to identify them. Describe the strategies for addressing the needs of these students, including:
   a. Types of services are available to these students; how they are notified and when.
   b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
   c. How the services identified in “a” and “b” above are provided (online, in groups, etc.).
   d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Target Audience
- Academic and Progress Dismissals – New or Continuing on status
- Progress Probation, Warning 1- New or Continuing on status
- Progress Probation, Warning 2 - New or Continuing on status
- Academic Probation, Warning 1 - New or Continuing on status
- Academic Probation, Warning 2 - New or Continuing on status
- Basic Skills Students – First-Year College Students
- Students on Financial Aid who have excessive units and have not completed degree objective
- First-Generation College Student, academically and financially underprepared
- Low income and economically disadvantaged full time students
- Students eligible and participating in categorical, grant-funded, program, or select cohorts (EOPS, CalWORKs, TRIO/MESA/STEM, Veteran’s, Puente, etc.)

Number of Students At Risk
Approximately 485 are placed either on academic or progress probation or dismissal per term; out of this group, approximately 269 (55.1%) re-enroll for the next term. Not all students re-enroll for the next term, some opt to not reenroll and thus the numbers served will fluctuate per term/year. Some students are on multiple standings. For example, for AY fall 13-spring 14
<table>
<thead>
<tr>
<th>Academic Progress Status</th>
<th>Fall 13</th>
<th>Re-enrolled Sp 14</th>
<th>Persistence rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Dismissal</td>
<td>134</td>
<td>76</td>
<td>56.7%</td>
</tr>
<tr>
<td>Academic Probation</td>
<td>256</td>
<td>144</td>
<td>56.3%</td>
</tr>
<tr>
<td>Progress &amp; Academic Probation</td>
<td>38</td>
<td>16</td>
<td>42.1%</td>
</tr>
<tr>
<td>Progress Dismissal</td>
<td>20</td>
<td>13</td>
<td>65.0%</td>
</tr>
<tr>
<td>Progress Probation</td>
<td>37</td>
<td>17</td>
<td>45.9%</td>
</tr>
<tr>
<td>Status Unknown</td>
<td>3</td>
<td>3</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>488</strong></td>
<td><strong>269</strong></td>
<td><strong>55.1%</strong></td>
</tr>
</tbody>
</table>

**How Students are Identified**

After grades are officially posted by the Admissions and Records (A&R) office, students are placed on Academic and Progress Dismissal or Probation and notified via letters sent by the A&R office informing them of their academic standing (Exhibits J and K). Students receive this information approximately 1-2 months after grades are posted – the time frame will depend on how timely grades are submitted by instructional faculty. Because of the short window of time from when fall grades are posted, students do not receive information regarding their academic standing until the spring term is in session.

A shorter turn-around time for the posting of academic standings and a more efficient student notification system (MyGAV portal notification and email) would benefit students by prompting them to meet with a counselor or schedule counseling appointments early. The counselors could also benefit by having this targeted population easily identified as a cohort so notifications of services could be targeted to encourage student action.

The Financial Aid department identifies students who are reaching their maximum units and requires them to have a Request for Extension completed, reviewed and approved by a counselor, and to have an updated educational plan listing only classes needed to meet academic objective. The students are notified by email each semester of their overunit status.

Although all students receive notifications regarding their academic status, students in categorical, grant-funded programs, or select cohorts receive additional support services from the respective programs. Additional support services ensure students follow the readmission procedures and/or understand the ramifications of maintaining priority enrollment and services in light of their academic standing.
Services, Strategies, and Delivery Model

For Fall 2014 semester, the College identified approximately 800 new to college students, who had not enrolled in Guidance 210 course. The Counseling department created and notified these 800 students of core services and their completion requirement to gain enrollment priority. The mailer (Exhibit L) also included information regarding open sections of Guidance 210 for fall 2014 semester. Information is not yet available on the success of the mailer, as registration for Spring 2015 semester is scheduled for mid-November 2015.

Students on Academic or Progress Dismissal are required to complete a Petition for Readmission and have the petition reviewed and approved by counselor before a student can register for a following term. Students, who pre-register while still enrolled in courses and are deemed on dismissal status once grades are posted, remain enrolled even without a Readmission Petition on file with the Admissions and Records office. Nevertheless, these students are locked out from using the online registration system and if the student attempts to adjust their future course schedule, they are prompted to complete the Readmission Petition. Students must adhere to established deadlines for the submission of petitions and are allowed to enroll in open courses only. This helps encourage students to plan early and to enroll in courses listed on their educational plan or courses designed to improve their academic standing.

Often a reduced course load is approved with various required follow up services which include; but are not limited to: Tutoring, Progress Report submission, Completion of Ed Plan, 2-3 meetings with counselor and appropriate workshop attendance. Dismissed students are required to meet with the counselor who approved the readmission until the student reaches a “good standing” status. Counselor approval is needed in order to add or drop any courses. The counseling case management approach helps students stay on track, receive consistent information, improve monitoring, and contributes to the student-counseling relationship. The General Counseling Department and EOP&S send out notices to students (email and postcards) who have completed a readmission petition reminding them of the required conditions and deadlines. Some students who are eligible for categorical, grant-funded, program or cohort services may lose program eligibility for not maintaining a good-standing status. These students are re-directed to other services and General Counseling.

Although the Readmission petition is available online, the review process is available in person at all three sites, day and evening appointments (General Counseling). Students participating in program specific or categorical, or grant-funded programs are required to schedule counseling appointments to review the petition.

Limited classroom space and counseling faculty impact the ability to offer a wider range of academic intervention workshops in-person and online. Furthermore, it is clear to the counseling faculty that student reasons for reaching dismissal status vary and some of the reasons students are placed on dismissal are very personal and discussion of the issues require more privacy than afforded in group settings.
Only dismissed students are required to have a counseling session and file a petition for re-enrollment. Probationary students are encouraged, not mandated, to review their status with a counselor. Student notification letters (Exhibits J and K) are sent to students on Warning 1 and Warning 2 encouraging appointments with a counselor to discuss interventions. When students initiate a counseling appointment, they have a discussion with their counselor about challenges, barriers, and resources available on and off-campus (i.e. tutoring, writing center, health services, etc.)

Some basic skills and specific general education instructors participate in the Gavilan Early Alert System and if students receive an alert they are encouraged to meet with their instructor or counselor.

Interventions are primarily individualized and unique to the student’s circumstances. Generally, students who lack identified goals are directed to a Career Development and Self-Assessment course, students lacking study skills are encouraged to register for Skills in Higher Education, or attend appropriate workshops. Other resources (online, on-campus and off-campus) are provided to students based on their needs.

Counseling faculty would prefer to mandate participation in the Probation and Dismissal Intervention (PDI) workshops as part of a new petition process for Probation, Warning 2 students. However, based on the number of students that are placed on this status, increased counseling faculty as well as dedicated space for workshops is needed to provide a variety of scheduling options.

Not all students fair well in online workshop environment and thus in-person workshop options are necessary. EOPS requires in-person probation workshops for all EOPS students on probation before receiving program services.

Students who require financial aid extensions schedule counseling appointments to complete the petition process with a counselor. Counselors use a case-management approach with this cohort as it helps students maintain a clear understanding of their responsibilities to following their educational plan. The counselor who approves the extension is the only individual who can add or delete coursework from the educational plan. A Financial Aid staff contacts assigned counselor to obtain clarifications when needed.

**Instructional Early Alert System**

Fourteen instructors used the early alert (GEARS - Gavilan Early Alert System) during the fall 2013 and spring 2014 academic year. Two-hundred and three alert notifications were delivered to students. The Early Alert/Basic Skills Counselor explains the early alert notification process to instructional faculty and to the classes that select to participate in the program. The Early Alert/Basic Skills Counselor receives all alerts, determines if the student has completed an educational plan, contacts the student via phone or email, sends a list of support services and guidance on next steps via email, and follows up with an additional contact if needed.
If the student schedules a counseling appointment, an educational plan is created if necessary. In addition, a counseling action plan is created, with the intention of improving the student's success and retention rates. Although students supported in the GEARS intervention had a 10% higher success rate and 9% higher retention rate as compared to students without early alert from the previous terms, additional data on effectiveness of GEARS Program is necessary to develop best practices and to determine instructional faculty role in the intervention process.

If a student participates in DRC, EOPS, CalWORKS, TRIO, Athletics, Puente, or CTE, an early alert email is disseminated to program counselor by the Early Alert/Basic Skills Counselor. Students will be contacted by the program counselor and Early Alert/Basic Skills Counselor. Further data are required to determine if contact by two counselors impacts the student’s retention or success rate.

All basic skills instructors are encouraged, but not required, to use the early alert system. Instructors volunteer to participate in GEARS and thus intervention is limited to specific students. Expansion of GEARS to all classes will require the automation of the notification system; this will improve the efficiency of the notifications as they will not rely on availability of one, part-time counseling faculty. Automation can also facilitate the integration of the intervention into the on-going practices of the institution.

Collection of GEARS data would aid in the analysis of the effectiveness of the intervention and would assist with the planning of instructional improvements and prescribed counseling interventions. Additionally, collecting information regarding the reasons students withdraw from courses, at the time courses are dropped, can help the institution gain a better understanding of students’ needs. Automation of system is highly desirable to allow for expansion.

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

Admissions & Records - (2 staff positions) Letters regarding academic standing and to new students who have not completed orientation, and/or assessment and/or an education plan.

General Counseling secretary (1 staff person) – schedules counseling appointments and sends out student reminders regarding readmission conditions.

Counseling Faculty – (22 staff members) Full and part-time counseling faculty provide counseling services to students who have readmission petitions and those who need improvement plans to return to good academic standing.

Early Alert/Basic Skills Counselor – (1 staff member) – receives all alerts and follows-up with students or redirects them to program counselors.
Financial Aid – (1 staff member) – Identifies and sends out notices to students who reaching maximum units

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

SARS - Early Alert functionality; integrated with student counseling history and program affiliations. System can independently identify a student’s program affiliation and direct a copy of the notification to a student’s counselor. The system is not currently used to its capability as the intervention service has been running on pilot mode.

SARS – used by counseling faculty to place student alerts, counseling notes, and to determine students' program affiliation.

Degree Works – counseling faculty use the educational plan function to create comprehensive plans. The GPA function is used with students to help them calculate term GPA and overall GPA. The degree audit function helps students determine how close they are to completing identified degree objective. Counselors can also send student notifications for follow up services via emails through this system. Prior course credit from other colleges and exams are noted on system. CSU and IGETC certificates are completed on Degree Works.

Banner – Internet Native Banner/Self-Service system – this student system houses Gavilan academic records of each student, including assessment test results, scanned transcripts from previous colleges, and is connected to DegreeWorks. Currently, evaluated transcripts are not recorded in Banner, but on Degree Works. Gavilan transcripts do not include applicable coursework from prior schools.

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

Direct Costs – purchase, maintain

SARS

DegreeWorks – 115 hours per AY to update and maintain data by counseling faculty.

Iib. Related Direct Program Services (District Match Funds only)

I. Instructional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

Institutional research will be provided for each of the SSSP categories. For example,
orientation enrollment and effectiveness will be measured and reported upon annually. For assessment, the Office of Instructional Research (OIR) provides validity analysis and reporting for the placement instruments. For counseling, the OIR will work with the MIS department to develop dashboard tools to make more data available to counselors and decision-makers. Follow-up and at-risk services are evaluated, i.e. Early Alert. More intensive process evaluation efforts will be devoted to new follow-up and at risk student pilot efforts.

### ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

**Orientation:**
The two parts of the orientation process, Part 1: Kick-Start sessions; and Part 2: First-year College Student Seminar, utilizes the Moodle instructional platform, customized web page, MyDegree Works degree audit and educational plan, the student portal, and Internet Native Banner. SARS is used to collect data of services rendered to students.

**Counseling- Educational Plans:**
Counseling sessions (pre-enrollment, enrollment, and post-enrollment stages) use MyDegreeWorks degree audit and educational plan, the student portal, and Internet Native Banner.

College Source/TES is used by counseling faculty to determine transferability of courses from independent, private, and out-of-state colleges to ensure a comprehensive educational plan is created.

SARS GRID is used to schedule counseling appointments, monitor walk-in counseling services, houses counseling notes, alerts, identify assigned counselor or program affiliation, and collect data of services rendered to students. It is also used to send students reminders of scheduled appointments.

For on-line counseling the General Counseling department uses Outlook email system along with the department website that has a variety of links to on-and-off campus resources (Student Health Services, Career Café, Assist, CSU Mentor, Study Skills Sites, etc.).

SARS Early Alert system is used by instructional faculty and counseling faculty to provide intervention services. In the future, SARS E-Advising can be used when campus counseling faculty can obtain support to provide the service.

ARGOS is software that ties in to Banner and enables users to extract data to produce reports.
IIIC. Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

Based on the Student Success and Support Program match survey conducted in June 2014, Gavilan College identified matching funds of $1.3 million. The majority of matching funds, $670,690, are allocated to academic salaries and benefits devoted to counseling, advising and education planning. An additional $482,776 in matching funds are identified in transitional services for staffing in Admissions and Records, Institutional Research and Financial Aid departments. The College will be considering return of Career/Transfer Center, which was discontinued as result of budget cuts.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy
   Provide a description of the college or district’s adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

2. Appeal Policies
   Describe the college’s student appeal policies and procedures.

   Per Title 5, section 58108 students may submit “Petition to Appeal the Loss of Enrollment Priority” (Exhibit M). This form is completed by student and reviewed by counselor, who also signs the petition. The petition allows students to be reconsidered due to not meeting necessary academic requirements or because of exceeding the 100 units maximum excluding 30 units of basic skills and/or ESL. The Appeals Committee consists of Admissions and Records Director, Financial Aid Director, (1) Counseling Faculty, and (1) professional support staff.

3. Prerequisite Procedures
   Provide a description of the college’s procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

   Course Prerequisites and the Prerequisite Challenge procedure (Exhibit N) are described on pages 34-35 of the Gavilan College catalog. If a new course has an advisory or prerequisite, the prerequisite form is completed and included with the new course proposal. Courses are required to be updated every 5 years. If a course has an advisory or prerequisite, the Prerequisite/Co-Requisite Challenge Form (Exhibit O) is completed along with the update.

4. Professional Development
   Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

   At August 2014 Professional Development Day, faculty and staff provided a presentation on
the SSSP Plan and requirements. Additional presentations have been made at Academic Senate, Department Chairs meetings, Student Services Council meetings, President’s Council and the Board of Trustees meetings. Plans for the future include increasing participation by Math and English faculty on SSSP task force.

5. **Coordination with Student Equity Plan and Other Planning Efforts**
   Describe how the SSSP Plan and services are coordinated with the college’s development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

The SSSP plan was developed in concert with the college’s Student Equity Plan and other campus planning efforts. Both the Equity and Basic Skills plan drafts were developed as a result of collaborative dialogues conducted in Spring and Fall 14. Multiple SSSP task force representatives were also members of the committees that developed the Equity and Basic Skills plans. As a part of the Student Equity plan, several specific activities were proposed in response to identified inequities. Additionally, the Basic Skills plan identified particular activities to respond to ongoing data collection and evaluation reports. These proposed activities were passed on to the SSSP Task Force for discussion and incorporation into the SSSP.

In accordance with accreditation standards, the college has an integrated planning and allocation effort which includes an annual planning and allocation cycle, program review, and strategic plan. Each year Gavilan College reviews and updates its strategic plan. SSSP and equity plan goals will be incorporated into the internal scan, which informs each annual update. Program areas that are responsible for different elements of the plan will be including objectives and funding requests as a part of their respective annual program plans. Progress on the SSSP objectives will be monitored and reviewed along with other program area activities as a part of the program review process.

6. **Coordination in Multi-College Districts**
   In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

   Gavilan College is single college district.
SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:

Attachment A, **Student Success and Support Program Plan Participants.** Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, **Organizational Chart.** Please attach a copy of your colleges’ organization chart and highlight the Student Success and Support Program Coordinator’s position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator’s position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Attachment C, **SSSP Advisory Committee.** Attach a list of the members of the college’s SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

**Other Attachments (optional)**
Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

ADDITIONAL INFORMATION
Questions regarding the development of the college SSSP Plan may be directed to:

Debra Sheldon
California Community College Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818
### Required Attachments for 2014-2015 SSSP Plan

<table>
<thead>
<tr>
<th>Exhibit</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Student Success and Support Program Participants</td>
</tr>
<tr>
<td>B</td>
<td>Gavilan College Organizational Chart</td>
</tr>
<tr>
<td>C</td>
<td>Gavilan College SSSP Advisory Committee</td>
</tr>
</tbody>
</table>

### Additional Attachments for 2014-2015 SSSP Plan

<table>
<thead>
<tr>
<th>Exhibit</th>
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<tbody>
<tr>
<td>D</td>
<td>Online version: Kick-Start session</td>
</tr>
<tr>
<td>E</td>
<td>Course Outline: Guidance 210 “First Year Student Seminar.”</td>
</tr>
<tr>
<td>F</td>
<td>Course Outline: Guidance 6</td>
</tr>
<tr>
<td>G</td>
<td>Course Outline: Kinesiology 1</td>
</tr>
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<td>H</td>
<td>Course Outline: Guidance 560</td>
</tr>
<tr>
<td>I</td>
<td>Worksheet for Abbreviated Education Plan</td>
</tr>
<tr>
<td>J</td>
<td>Student notification regarding academic dismissal status</td>
</tr>
<tr>
<td>K</td>
<td>Student notification regarding academic probationary status</td>
</tr>
<tr>
<td>L</td>
<td>Follow-Up Notification re: Core Services and Enrollment Priority (new students)</td>
</tr>
<tr>
<td>M</td>
<td>Petition to Appeal the Loss of Enrollment Priority</td>
</tr>
<tr>
<td>N</td>
<td>Course Prerequisite – Gavilan College Catalog</td>
</tr>
<tr>
<td>O</td>
<td>Prerequisite/Co-Requisite Challenge Form</td>
</tr>
</tbody>
</table>
## Attachment A

**Student Success and Support Program Plan Participants**

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathleen Moberg</td>
<td>Vice President, Student Services</td>
<td>Student Success Task Force</td>
</tr>
<tr>
<td>Kathleen Rose, Ed.D.</td>
<td>Executive Vice President, Chief Instructional Officer</td>
<td>Administration</td>
</tr>
<tr>
<td>Blanca Arteaga, Ed. D.</td>
<td>Counseling Faculty</td>
<td>General Counseling</td>
</tr>
<tr>
<td>Mimi Arvizu</td>
<td>Director, MIS</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Katie Bennett</td>
<td>Counseling Faculty</td>
<td>Early Alert/Basic Skills</td>
</tr>
<tr>
<td>Kyle Billups</td>
<td>Assistant Director, MIS</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Randy Brown, Ph.D.</td>
<td>Director, Institutional Research</td>
<td>Assessment, Course Alignment, Enrollment Management</td>
</tr>
<tr>
<td>Grace Cardinali</td>
<td>Executive Assistant</td>
<td>Student Services</td>
</tr>
</tbody>
</table>
Name: Devon Carlson  
Title: Counseling Faculty  
Stakeholder Group: Career Technical Education

Name: Judy Breza  
Title: Director, Business Services  
Stakeholder Group: Finance

Name: Darlene DelCarmen  
Title: Counseling Faculty  
Stakeholder Group: Kinesiology Department

Name: Bonnie Donovan  
Title: Sr. Program Services Specialist - Curriculum  
Stakeholder Group: Curriculum

Name: Jane Godley  
Title: Counseling Faculty  
Stakeholder Group: General Counseling

Name: Bea Lawn  
Title: President, Academic Senate  
Stakeholder Group: Academic Senate

Name: Fran Lozano  
Title: Dean, Liberal Arts and Sciences  
Stakeholder Group: Administration, Basic Skills

Name: Charles Majuri, Ph.D.  
Title: Counseling Faculty  
Stakeholder Group: General Counseling

Name: Celia Marquez  
Title: Counseling Faculty  
Stakeholder Group: General Counseling

Name: Doug Martin  
Title: Programmer/Analyst  
Stakeholder Group: Information Technology
<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Veronica Martinez</td>
<td>Director, Financial Aid</td>
<td>Board of Governor's (BOG) Tuition Waiver Work Group</td>
</tr>
<tr>
<td>Vania Parakati</td>
<td>Counseling Faculty</td>
<td>Student Success Center</td>
</tr>
<tr>
<td>Anne Ratto</td>
<td>Associate Dean, EOPS/CalWORKs/CARE</td>
<td>Student Equity Steering Committee</td>
</tr>
<tr>
<td>Rosa Rivera-Sharboneau, Ed. D</td>
<td>Counseling Faculty</td>
<td>General Counseling</td>
</tr>
<tr>
<td>Johanna Stewart</td>
<td>Counseling Faculty</td>
<td>General Counseling</td>
</tr>
<tr>
<td>Leslie Tenney</td>
<td>Counseling Faculty</td>
<td>General Counseling</td>
</tr>
<tr>
<td>Carla Velarde-Barros</td>
<td>Counseling Faculty</td>
<td>CalWORKs</td>
</tr>
<tr>
<td>Candice Whitney</td>
<td>Director, Admissions &amp; Records</td>
<td>Enrollment Priorities Work Group</td>
</tr>
</tbody>
</table>
Attachment C
Student Success and Support Program Plan Advisory

Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

**Gavilan College SSSP Task Force**

<table>
<thead>
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<tr>
<td>Kathleen Moberg</td>
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<tr>
<td>Doug Achterman</td>
<td>Librarian</td>
<td>Instruction</td>
</tr>
<tr>
<td>Mimi Arvizu</td>
<td>Director, MIS</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Kyle Billups</td>
<td>Assistant Director, MIS</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Randy Brown, Ph.D.</td>
<td>(Previous - Director, Institutional Research)</td>
<td>Assessment, Course Alignment, Enrollment Management</td>
</tr>
<tr>
<td>Randy Brown, Ph.D.</td>
<td>Currently – Interim Associate Dean, Community Development/Grants Management</td>
<td></td>
</tr>
<tr>
<td>Jan Chargin</td>
<td>Director, Public Information</td>
<td>Public Information</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Stakeholder Group</td>
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Welcome to Gavilan’s Online Kick-Start!

Attending college is an adventure.

The Counseling Department at Gavilan College has designed this online presentation with your success in mind. We hope that after completing the Kick-Start, you will have the tools you need to get started at the college so you can reach your educational goals in a timely manner.

Kick-Start is the first component of the College’s two-part Orientation process. Following completion of Kick-Start, you will complete the New College Student Seminar (GMD 210) during your first semester of attendance.

The Orientation requirement needed to qualify for priority registration is satisfied once you complete both the Kick-Start and New College Student Seminar.

Your success at Gavilan is part of a partnership between you and the college. Your part of the partnership is to:

- Identify and declare an educational goal and major
- Meet with a counselor to make and update your educational plan so that you stay on track
- Seek out services on campus that will support you and help you stay in school
- Make progress towards your goal.

Although we encourage all students to complete the Orientation process, some students are exempt.

In order to be exempt from the Orientation process you...

- Must have an AA degree or higher, or
- Must have accumulated fewer than 12 units in transfer courses, and
- Must not plan to earn a certificate or degree; and
- Must be presently enrolled in fewer than six units.

If you are not exempt from Orientation, you have the right to formally waive your participation in the service. By doing so, please be aware that you will also waive your eligibility to participate in priority (early) registration as a continuing student. New students will not be eligible for registration advising in the Counseling Department until the Kick-Start session is complete. Waiver forms are available at the Admissions Office.

The information covered here will help prepare you for your first counseling appointment, select your semester courses, and complete the registration process. Additional topics include:

- Admissions and Assessment
- Educational Programs
- Campus Publications and Teams to Know
- Student Services
- Student Activities
- Study and Classroom Tips
- Registration Process and Selecting Classes
- Summary and Q & A.

Quiz - must answer 76% correctly.

Please note that at the conclusion of the Kick-Start, you will be given a quiz to see how much you have learned. In order to receive credit for completion, you must answer at least 76% of the questions correctly. If you are unable to pass the quiz after three attempts, please schedule an in-person Kick-Start session.

Please note that this entire lesson is only the FIRST part of Gavilan’s orientation. In order to complete the orientation, you must follow up by enrolling in the New College Student Seminar (GMD 210) during your first semester.
In order to participate in PRIORITY registration as a current, continuing student, your orientation MUST be completed a minimum of three weeks before the priority registration date. If your orientation is completed within three weeks of the start of registration, you will be able to register on the "Open Registration" date.

After reviewing each web page, click on "Next" to proceed to the next topic.

Next >
Admissions

Submitting the admissions notification is the first step at Gavilan College. You must submit your application to the Office of Admissions and Records at least 5 business days prior to registering for classes. You may also submit an application at the Hollister and Morgan Hill sites.

Student academic records are kept in the Office of Admissions & Records. It is the student’s responsibility to ensure that all academic records from all schools attended (high school, college, universities, advanced placement courses, etc.) are turned in to the Admissions office. Students are highly advised to retain personal copies of all academic records and to have them available when meeting with a counselor at Gavilan.

The Office of Admissions & Records is also where you can:

- add or drop classes (if your add/drop cannot be processed via MyGavSSR)
- request refunds
- petition for graduation (after meeting with a counselor)
- file dismissal petitions (after meeting with a counselor)
- request transcripts
- file course repeat petitions (after meeting with a counselor)*

*If you do not pass a class (D, F or W grade), you may only attempt the same class one more time; after that, you will be blocked from registering for that specific class. To request to attempt a class for a third time, you must meet with a counselor.

**Courses that you pass with a "C" grade are generally not repeatable.

Assessment/Placement Testing

Assessment will help ensure that students are enrolled in courses that match their abilities in language and computational skills. There is no fee for the placement test. Check the website or Class Schedule for dates and hours.

You cannot register for a course that has a math or English prerequisite until you either take the placement test and score at a high enough level to meet the prerequisite, or take the prerequisite coursework. If you have taken placement tests or math/English coursework at another college or university, please see a counselor prior to registration. You might not need to take the placement exams at Gavilan.

The placement test is repeatable (one time). Scores are honored by the registration computer for two years; if your scores are older than two years, you may need to retest.

The math and English course sequences are pictured below. Please see a counselor for assistance understanding these sequences and help selecting the best course for you.
English Course Sequence

ENGLISH COMPOSITION AND READING COURSE SEQUENCE

ENGLISH 420 Basic Reading
ENGL 250
ENGL 1A
ENGL 1B
ENGL 1C/PHIL 1

Math Course Sequence

MATH 400
MATH 400 A,B,C
MATH 209
MATH 402
MATH 404 D,E,F
MATH 205A
MATH 205D
MATH 233
MATH 233A
MATH 233B

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Start Over
Educational Programs

Gavilan College provides a number of educational opportunities to assist students in achieving their career, academic, and personal goals.

Students who are undecided about their goals may wish to enroll in a course titled, Self-Assessment and Career Development (Guidance 1/Psychology 5) to obtain guidance in clarifying goals. Students may also wish to meet with a counselor to discuss options.

Depending upon your goal, Gavilan College offers a variety of options. Students can select from the following:

2. Associate Degree Programs (A.A. or A.S.).
3. Transfer Preparation Programs (for students who want to transfer to “four-year” baccalaureate degree institutions. A few examples are San Jose State University, CSU Monterey Bay, Santa Clara University, or UC Santa Cruz).

Some students also attend Gavilan for personal enrichment or to upgrade job skills.

It is highly recommended you meet with a counselor to develop an educational plan and define your educational goals. The educational plan will identify the steps required to achieve your goals.
Certificates of Completion and Certificates of Achievement

Students who wish to learn a specific trade or job skills in a short amount of time may want to consider completing one of the Certificate programs Gavilan offers.

A Certificate of Achievement is available in a number of occupational and academic programs. Certificate programs focus specifically on the classes required to prepare you for an occupation; programs do not include the general education classes necessary to earn an Associate degree. These Certificate programs require as few as 18 units or as many as 42 units.

Gavilan also offers a number of Certificates of Proficiency, designed with 3-17 units to allow students to achieve job-specific proficiencies in a variety of fields.

Each of the Certificate programs typically take from two to four semesters to complete, although Certificates of Proficiency can generally be obtained more quickly than Certificates of Achievement. For more information, please see the Gavilan College Catalog (print or online format).

Certificates of Completion and Achievement

- Allied Health and Nursing: Home Health Aide, Nursing Assistant, Convalescent, Vocational Nursing (LVN), Registered Nursing (RN)
- Administration of Justice: Law Enforcement and Paralegal Academy options
- Apprenticeships: Drywall/Lathing Apprenticeship, Carpentry Apprenticeship
- Aviation Maintenance Technology: Airframe and Powerplant
- Biological Science: Biotechnology
- Business: Accounting, Business Computer Applications, Computerized Accounting, Economics, General Business, General Office, Real Estate, and Retail Management options
- Child Development: Early Childhood Education, Early Interventionist, School Age Child Care, and Spanish Early Childhood Education options
- Communication Studies: Communication Studies, Interpersonal Communication
- Digital Media: Digital Art & Imaging, Digital Audio/Video, Interactive Media and Authoring, Digital Imaging/Graphics Production, Digital Print Production, Digital Video Editor Specialist, Web Page Production Specialist
- Drywall/Lathing Apprenticeship

English as a Second Language: Intermediate and Advanced
General Education: CSU GE and IGETC GE

Media Arts: Broadcast Television

Music: Music Composition and Production

Philosophy

Social Science: Community Studies

Spanish: Non-Native Speaker and Native Speaker options

Theatre Arts: Television Performance

Note: Programs and certificate requirements are subject to change. Always be sure to verify accuracy of information in the current college catalog or with the counseling faculty.

Note: There are times when a course listed as a requirement for a major or certificate cannot be offered in a reasonable timeframe. In such cases, course substitutions and waivers will be considered by the department. Please contact the department chairperson. This information is available from the Office of Instruction - 408-848-4781.
Associate of Arts (A.A.) and Associate of Science (A.S.) Degrees

Gavilan College offers a variety of associate degrees with specific majors or emphases. Many students planning to transfer to a university for a bachelor’s degree will also be able to earn an associate degree along the way.

Earning an associate degree requires a minimum of 60 degree-applicable units:

\[ \text{Major Course Requirements} + \text{General Education} + \text{Elective courses} = 60 \text{ or more degree-applicable units.} \]

**Major course requirements** are a group or series of courses that are designed to provide a depth of education in a certain area. Each major consists of a minimum of 18 units, but it is possible for a major to consist of 30 or more units, especially in intensive fields of study like Engineering. Some of the major courses might also satisfy one or more general education requirements.

**General education courses** are courses that expose students to a wide range of subjects and ideas. "G.E." is intended to introduce students to a variety of disciplines through which they comprehend and interact with the modern world. Courses include those that develop students’ abilities to think and communicate clearly; to use mathematics and the scientific method; to understand modes of inquiry; to be aware of other cultures and eras; to apply critical thinking to ethical and social issues; and develop the capacity for self-understanding. Students generally complete about 25–40 units of general education for the associate degree.

**Elective courses** are those that a student chooses to take, but are not required for either the major or general education. Students might take elective courses to explore a potential major, or to develop skills that will be helpful in other classes (for example, computer skills). Students who take elective courses to meet the 60 unit minimum requirement for the AA or AS degree must be careful to ensure that the units are "degree applicable." This information can be found in each course's description.

It usually takes two to three years of full-time study to obtain an associate degree. Many students attend school on a part-time basis or require non-degree-applicable basic skills course work prior to beginning the major and general education courses. As a result, it may take longer than two years to complete a degree.

Note: If students complete an Associate degree program at Gavilan, it doesn't necessarily mean that all of the requirements for university transfer have been fulfilled. See a counselor for more information.

**Associate Degrees offered at Gavilan College:**
Associate of Arts
- Administration of Justice
- Art: Studio Art or Expressive Arts
- Business
- Carpentry Apprenticeship
- Child Development
- Communication Studies
- Digital Media
- Drywall/Lathing Apprenticeship
- Elementary Education
- Kinesiology
- Language Arts & Humanities
- Liberal Arts (Multiple Subjects)
- Media Arts
- Music
- Natural Science
- Social Science
- Spanish
- Theatre and Television

Associate of Science
- Aviation Maintenance Technology
- Biological Science
- Business Computer Applications
- Computer Graphics and Design
- Computer Science & Information Systems
- Cosmetology
- Economics
- Engineering & Physical Science
- Health Science
- Mathematics
- Nursing

"Associate of Arts" and "Associate of Science" are terms that refer to the type of academic field you studied. Typically, but not always, majors in business, computers, mathematics and sciences are referred to as an "A.S." Beyond the title, there is little functional difference between an A.A. and an A.S., and employers typically view them similarly.

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Start Over
General Education Requirements
for the Associate of Arts (A.A.) and Associate of Science (A.S.) Degrees

"Which pattern of General Education is right for me?"

All students who wish to earn a degree (A.A. or A.S.) must complete general education and major courses. Students can choose the general education pattern they wish to follow. Gavilan offers students three choices:

Three General Education Patterns

Name of GE Pattern: Who should select pattern?

IGETC
Transfer-bound students who have not selected a transfer institution or plan to attend a University of California campus (like UC Santa Cruz or UC Santa Clara University) or the Academy of Art University - also appropriate for students who plan to apply to multiple types of universities (UC, CSU, private)

CSU Breadth
Transfer-bound students who plan to attend a California State University (like San Jose State or CSU Monterey Bay)

Gavilan
Students who do not plan on transferring to a university after earning an associate degree

To officially select your GE pattern, log in to the MyGov portal, click on the Students tab, click on Self-Service Banner, click on the Student tab, and then click "Select your General Education Pattern."

Outlined below is the general education pattern for students who do not intend to transfer. This pattern, together with major courses, is required for the associate degree for occupational and academic majors.

GAVILAN GENERAL EDUCATION PATTERN

- AREA A - Communication and English Language
- AREA B - Physical Universe and Its Life Forms
- AREA C - Arts, Foreign Language, Literature, Philosophy
- AREA D - Social, Political, and Economic Institutions
- AREA E - Life Long Learning & Self Development
- AREA F - Cultural Diversity

The College Catalog will provide you with the specific number of units that must be completed in each General Education (GE) area and a comprehensive list of course options that meet area requirements. You can also find this information by using the "MyDegreeWorks" program located within the MyGov portal.

** Note: It is possible to complete an Associate Degree at a community college and prepare to transfer to a four-year college or university. To do this successfully, a student should meet with a counselor and develop an educational plan.

Start Over
Graduation Requirements

- Associate of Arts (A.A.)
- Associate of Science (A.S.)
- Certificates

An associate's degree (A.A. or A.S.) at Gavilan College is earned by completing general education courses and a specific major selected from the Gavilan College catalog. A minimum of 60 units, which include the major course requirements, are required to earn a degree at Gavilan.

Students planning to complete the requirements for a certificate must complete the designated amount of units within the certificate option.

To be eligible for graduation, a student must:

1. Maintain a cumulative grade point average of 2.0 (C) or higher for all coursework attempted at Gavilan College.
2. Earn an overall grade point average of 2.0 (C) or higher for all coursework in the major.
3. If using coursework from any other colleges towards a degree or certificate, complete the most recent 12 units or a minimum of 48 total units in residence at Gavilan College.
4. Complete a graduation petition for the desired Associate Degree or Certificate (see your counselor for assistance). These petitions must be filed with the Admissions and Records Office by the deadlines specified in each semester’s academic calendar. A graduation ceremony is held once per year at the end of the spring semester.
Associate Degree Options for Transfer-Bound Students

Often, students attend a community college to prepare themselves for further studies at a four-year college or university; we refer to these students as being "transfer-bound."

Transfer-bound students may want to complete Gavilan's Associate of Arts degree in Liberal Arts with an "Area of Emphasis" that is closely related to the major they plan to pursue at once they transfer to a four-year institution. These degrees provide students the opportunity to complete general education courses needed for transfer, but also the preparation courses that support the major into which you want to transfer. These "major preparation" courses should be completed prior to transfer whenever possible. It is highly recommended that you plan your major preparation course of study together with a counselor as soon as you know your transfer major.

Associate degrees called AA-T or AS-T degrees are available in several fields of study. These T-degrees have been designed in partnership with local CSU campuses (like SJCC and CSU Monterey Bay) to help streamline the transfer process. The coursework needed for the AA-T/AS-T major is selected to closely align with the coursework you would already take to prepare for university entry. Completion of an AA-T or AS-T degree may earn you certain benefits at your transfer school. Please visit a counselor to determine if an AA-T or AS-T degree is right for you.

With careful planning, students can complete transfer requirements and enroll at a university with junior standing. Transfer students usually complete 50-70 further units at the university, for a significant savings in overall tuition fees paid.

Because it is important to start planning for transfer early, if you are unsure of your major, it is highly recommended that you enroll in Guidance 1, Self-Assessment and Career Development, during one of your first semesters at Gavilan.

Remember, not all courses are university-transferable. Universities typically do not grant credit for vocational coursework (hands-on job training) and courses in math and English that are considered "developmental." You may need to take more than 60 units of coursework at Gavilan in order to attain the 60 university-transferable units you need for transfer.

For students who plan to apply to out-of-state or private universities, the IGETC GE pattern is a good start, but you should consult with a counselor, as the requirements for each school may be different.
GAVILAN COLLEGE

Associate Degree in Liberal Arts,
Areas of Emphasis

Students who plan to pursue careers that require them to continue their studies at a four-year institution may want to consider completing a degree in Liberal Arts with a specific "area of emphasis." These degrees will provide the flexibility a student needs to complete lower-division general education courses and major preparation requirements, as defined by the school to which they eventually plan to transfer.

Completion of one of the three general education patterns is required for the Liberal Arts degree. In addition, students must select an area of emphasis and complete a minimum of 18 units in the specified course options. Students are encouraged to consult with a counselor in order to determine the appropriate course work that will satisfy this 18-21 unit requirement.

Following are the Area of Emphasis options:

- Administration of Justice
- Business
- Computer Science and Information Systems
- Elementary Education
- Expressive Arts
- Language Arts and Humanities
- Natural Science
- Social Science
- Multiple Subjects

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Start Over
CSU General Education Requirements

This is the general education pattern you should follow if you plan to apply to only California State University (CSU) campuses. It is called the CSU Breadth Pattern of General Education.

- AREA A - English Language, Communication & Critical Thinking (9 units)
- AREA B - Scientific Inquiry and Quantitative Reasoning (9 units minimum)
- AREA C - Arts and Humanities (9 units)
- AREA D - Social Sciences (9 units)
- AREA E - Lifelong Understanding and Self-Development (3 units minimum)
- Total CSU GE units: at least 39

The Gavilan College will provide you with a comprehensive list of course options that meet the area requirements. You can also use the MyDegreeWorks program, located in the MyGav portal, to access lists of approved GE courses.

Remember, it takes a minimum of 60 university-transferable units in order to transfer. About 40 of those units come from your General Education. The other approximately 20 units come from elective (exploratory) courses or preparatory courses in your major, so it is wise to select a major early in your academic career. Guidance is an excellent course to take if you are unsure which major to select.
IGETC General Education Requirements

This is the general education pattern you should follow if you plan to apply to University of California (UC) campuses, or to both UC and California State University (CSU) campuses. This pattern is also a good choice for students who are undecided regarding their transfer options.

- AREA 1 - English Communication (9 units)
- AREA 2 - Math Concepts and Quantitative Reasoning (minimum 3 units)
- AREA 3 - Arts and Humanities (9 units)
- AREA 4 - Social Behavioral Science (9 units)
- AREA 5 - Physical and Biological Sciences (minimum 7 units)
- AREA 6 - Language Other Than English (UC only)
- Total IGETC GE units: at least 34

The Catalog will provide you with a comprehensive list of course options that meet the area requirements. You can also use the MyDegreeWorks program, located in the MyGav portal, to access lists of approved GE courses.

Remember, it takes a minimum of 60 university-transferable units in order to transfer. About 60 of these units come from your General Education. The other approximately 20 units come from elective (exploitation) courses or preparatory courses in your major, so it is wise to select a major early in your academic career. Guidance is an excellent course to take if you are unsure which major to select.

Notes:
- American History and US Government may not be double counted for Area 4 or for the CSU graduation requirement in U.S. History, Constitution, and American Ideals.
- The equivalent of two years of high school coursework in the same foreign language is required for the IGETC general education certification. See an advisor for equivalents.

Transfer Admission Guarantee Programs (TAG/TAO)

Gavilan College currently participates in guaranteed admission programs with the following universities. Requirements can change annually, so if you are interested in a TAG/TAO program, please be sure to work closely with a counselor, beginning early in your college career. For further information, please see the Transfer Center website.

- Bethany University
- CSU Monterey Bay
- Santa Clara University
- UC Davis
- UC Irvine
- UC Merced
- UC Riverside
- UC Santa Barbara
- UC San Diego
- UC Santa Cruz

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Financing Your Education

A variety of types of financial assistance are available to Gavilan students. All of the items listed below are referred to collectively as "Financial Aid." The fastest way to begin the Financial Aid process is to fill out the Free Application for Federal Student Aid (FAFSA). Before you get started, it is helpful to view the FAQ section and print out the list of recommended documents to have handy while filling out your FAFSA.

Grants (Federal Pell Grant, Cal Grant)

- Grant money does NOT have to be repaid
- Priority deadline is very early: March 2nd for the following academic year
- New lifetime limits on Pell Grants: maximum of 6 years of full-time study at ALL colleges attended

Board of Governors (BOG) Fee Waiver

- No tuition fees (you just need to pay the student fees, which run about $30 per semester)
- Need high school diploma or GED to qualify
- No deadline

Scholarships

- Do not have to be repaid
- Separate application form for each scholarship, in addition to your FAFSA
- A list of scholarship opportunities is available on the Gavilan Financial Aid website
- Deadlines vary

Work-Study

- Federal Work Study programs allow students to work on campus up to 20 hours a week and potentially earn up to the amount of their total cost of attendance
- Spaces are limited; please inquire at the Financial Aid office for more information

Loans

- Borrowed money must be repaid after you leave school
- Terms vary, but federal subsidized loans usually offer lower interest rates than what you would find at a private bank
- Federal loans have lifetime borrowing limits

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Start Over

Campus Publications and Terms to Know

**Schedule of Classes**

The Schedule of Classes is a bulletin issued prior to the start of each semester or session indicating the subject and course number, course title, section number, number of units, days, time, room number, and instructor's name for each course being offered. The schedule also indicates important phone numbers, dates & deadlines, final exam schedule, and a campus map. Read the schedule carefully. It will help you navigate through the registration process.

Important dates and deadlines to be aware of each semester (these can be found online or in the printed schedule of classes):

- Priority Registration date - continuing students get to enroll sooner; take advantage of that benefit.
- Payment deadlines - don't get dropped from your classes for non-payment.
- First day of the semester - failure to show up on the first day might result in being dropped from classes.
- Last day to register for a semester-long course - there are no exceptions to this deadline!
- NRS (no record shown) deadline - the point in the semester by which you can drop a class and not have it show up on your transcript.
- Withdrawal ("W") deadline - the point in the semester by which you can drop a class and receive a non-punitive grade of "W" (withdrawn).
- Final Exam schedule - usually different from your regular class meeting times.
- Last day of the semester.

**College Catalog**

The College Catalog is a bi-annual publication describing the courses, academic policies, majors, admission policies, and grading system. It also describes student services and activities, campus safety regulations, student rights and responsibilities.

Everything covered in this orientation can be found in the catalog. Students may purchase the catalog through the College Bookstore or the Admissions and Records office; the cost is $4.00. The catalog can also be viewed in alternative formats such as Braille, large print, or e-text. Contact the Disability Resource Center for more information.

**Student Handbook**

The student handbook is a great college survival resource for all students. The handbook highlights critical student information in an easy to read format. The handbook also has a Student Services grid that will help you locate services on campus. You can view the student handbook online or pick-up your free copy from the Admissions and Records Office.

Some Terms to Know

ID or Identification Number: "G-Number"

Your Gavilan ID Number (G-Number*) will be issued to you after your application for admission has been processed. The G-Number is used to identify you as a Gavilan student and will be used to access all of your student documents. If you have not already obtained your student G-Number, you can do so here: MyGav (click "New Users: Get Your Gav ID and PIN").

For your own protection and privacy, it is important to memorize your G-number and use it (instead of a social security number) when filling out college forms.

COURSE NUMBERING SYSTEM

Courses numbered from 1-99 are recommended for transfer to all campuses of the California State University System.** Students transferring to a campus in the University of California system should review the course-by-course articulation agreement available from all counselors.

- 1 - 99: 9-60A level courses that will receive transfer credit at most four-year colleges and universities.**
- 100 - 199: May be transferable to four year schools. Students transferring to a university should study the catalog of the campus to which they wish to transfer. Students should also consult with a counselor.
- 200 - 299: Associate Degree applicable. Non-transferable credit courses.
- 300 - 399: Non-transferable, non-degree applicable courses that apply only to occupational certificates.
- 400 - 499: Developmental courses (30 unit limitation applies)
- 500 - 599: Developmental credit courses for students with disabilities and/or other specific populations; courses not restricted by standard limits on repetitability.
- 600 - 699: Non-credit courses (including training and developmental courses for disabled students and/or other specific populations).
- 700-799: Noncredit courses for remedial, developmental, occupational, and general education opportunities.

** Please refer to the College Catalog or Schedule of Classes regarding transferability of individual courses.
Some Terms to Know

PREREQUISITE

A course or requirement that must be completed in order for a student to enroll in another course. The material and skill achieved in the previous course (with a 'C' grade or equivalent) are the signs that a student is ready for the following course. A student may challenge a prerequisite by following the Prerequisite Challenge Procedure. The procedure is described in detail in the College Catalog and on the Gavilan College website. The challenge form is available from the Admissions and Records Office.

COREQUISITE

A course which must be taken at the same time as another because the skills and content in one area are needed for success in the other. A student may challenge a corequisite by following the Corequisite Challenge Procedure. The procedure is described in detail in the College Catalog. The challenge form is available from the Admissions and Records Office.

ADVISORY

A strong recommendation for you to consider before registering for a particular class. The chances of success in a desired class are significantly better when you have mastered the skills in a preparatory class. See the college catalog for additional information.
Some Terms To Know

GRADE POINTS

A grade point is the numerical value assigned to the letter grade for each unit you receive for completing a course. Your grade point average (GPA) is used to determine your academic standing.

Gavilan uses the letter grades (A, A-, B+, B, etc.) to calculate your GPA. Grades of CR (Credit), NC (No Credit), I (Incomplete), IP (In Progress), W (Withdrawal), and RD (Report Delayed) are not counted in your GPA.

Read the College Catalog and Student Handbook to learn how to calculate your grade point average (GPA). A counselor can also help you calculate your Gavilan GPA and/or university-transferable GPA.

TRANSCRIPT

A transcript is a summary of a student's academic record including units attempted, completed, and grades earned in all terms of attendance. Your Gavilan transcript includes Gavilan coursework only. Courses taken at other colleges are not merged into your Gavilan record, however, they can be honored towards graduation requirements. Please bring copies of your transcripts to a counselor if you have coursework from other colleges.

All official transcript requests are handled by the Admissions and Records office. There is a minimal fee charged for official transcripts.

Students can access unofficial copies of transcripts through the Self Service Banner system, located within the MyGkar portal.

College transcripts are unalterable by law. Every class that you take goes on your PERMANENT college record, so it is very important to:

- choose your classes carefully (the appropriate courses and the right number of units)
- double-check that courses are officially dropped when you wish to withdraw
- check your grades promptly at the end of the semester

(If you encounter problems with the transcript, you can find more information - nothing is ever deleted.)

ALL prior transcripts MUST be released to any university that you attend. Failure to do so is considered academic fraud and can have severe consequences.

WITHDRAWAL

Withdrawal is the process by which a student officially drops a class. A student might drop a class mid-semester if he or she has fallen behind on the course material, or had a significant change in out-of-school commitments. Unless dropped before the refund deadline, tuition fees paid for the course are nonrefundable.

Withdrawal procedures are outlined in the Schedule of Classes and College Catalog. A "W" grade is assigned for the course if it is dropped by a certain deadline. A "W" grade does not affect GPA, but it does count toward the maximum number of times that a student may attempt the same class. You are strongly encouraged to visit a counselor to discuss the pros and cons, if you are...
considering dropping a class. If you receive Financial Aid, it is wise to check with the Financial Aid office as well, to learn of any potential consequences before you make the decision to drop a class.

It is the student's responsibility to withdraw from courses. In some instances, an instructor may drop a student from a course if he/she fails to attend. However, it is wise to never assume that an instructor will drop you. If the instructor does not notice that you have stopped showing up, you may receive an "F" grade on your transcript.

The MyGavSelf Service Banner system is the primary method used to withdraw from classes. If needed, you may also withdraw from a class in person by submitting a pink withdrawal card at the Admissions and Records office.

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Start Over

Some Terms To Know

ACADEMIC PROBATION

A student completing 12 units or more at Gavilan is placed on academic probation if his/her cumulative (overall) grade point average falls below 2.0.

PROGRESS PROBATION

A student who has enrolled in at least 12 units at Gavilan is placed on progress probation if the cumulative percentage of "W", "I", and "NC" units at Gavilan reaches or exceeds 50 percent of all units attempted at Gavilan.

ACADEMIC DISMISSAL

A student on academic probation will be dismissed after the student's cumulative grade point average is below 2.0 for three consecutive semesters. Following dismissal, students must petition to be readmitted to the college. The procedure and forms are available from the Admissions and Records Office. If the petition to be readmitted is approved, the student will be required to work closely with his or her counselor to develop a plan for returning to good academic standing. There may be supplemental requirements or restrictions for students who are in academic dismissal status.

PROGRESS DISMISSAL

A student who has been placed on progress probation shall be subject to dismissal if the percentage of units in which the student has been enrolled for which entries of "W", "I", and "NC" are recorded in at least three consecutive semesters reaches or exceeds fifty percent (50%).

Following dismissal, students must petition to be readmitted to the college. The procedure and forms are available from the Admissions and Records Office. If the petition to be readmitted is approved, the student will be required to work closely with his or her counselor to develop a plan for returning to good standing. There may be supplemental requirements or restrictions for students who are in progress dismissal status.
Student Services

Gavilan College provides a variety of resources to help you reach your educational goals. You can locate additional information regarding these services on our campus website, college catalog, and class schedule.

Academic Counseling: Gavilan College counselors provide students with up-to-date information and professional advice regarding their career and educational goals, including certificates, associate degrees, and/or transfer planning.

Academic Skill Assessment: Entering, first-time college students are expected to complete the college skills assessment (assessment/placement test), designed to measure achievement in reading, language usage, and mathematics. Assessment for non-English speaking students and those with special needs is also available; please check with the Admissions Office for more details.

Basic Skills Network: The Basic Skills Network is designed to assist students in obtaining on and off-campus services and resources that will enable them to become academically successful. The project works specifically with students who assess into pre-transfer level English and math courses. (English 440, 450, 260, 250 and/or Math 404, 402, 400, 265, 233)

CalWORKS: The CalWORKS program is designed to assist students who receive public assistance in becoming self-sufficient through the provision of education, employment, and supportive services.

Career Services: The Career Transfer Center offers numerous resources to help in making career decisions, planning for college, obtaining specialized training or entering an academic or vocational field at Gavilan College.

Child Development Center: The Child Development Center provides care for preschool children, infants, and toddlers.

Computer Place: The Computer Place supports student learning and academic success by providing the following resources:

- Internet and e-mail access
- word processing
- ESL support software
- Spanish support software
- Math support software
- Allied Health support software

Counseling: Gavilan’s counselors are available to assist students with educational, career, and life goals. Personal counseling is available on a short-term basis. Students may seek assistance of any counselor by scheduling an appointment or by dropping in during walk-in hours. Counseling is also available from the college health nurse when concerns are health related. For matters relating to personal safety and security, including sexual assault and violence, also contact the campus security office.

Disability Resource Center: Disability Resource Center (DRC) provides a variety of services in an effort to equalize educational opportunities for students with temporary or permanent disabilities as they move toward their educational or vocational goals. Services include academic advising, counseling, tutoring, transfer assistance, job training and placement, learning skills assessment, mobility assistance, and note taking services, among many others.
Extended Opportunity Programs and Services (EOPS): The EOPS program is designed to provide an accessible college experience to students facing social, economic, and educational disadvantages. Services include financial assistance, counseling, tutoring, book lending, and other support services.

Financial Aid Programs: Several types of financial assistance are available to Gavilan College students: grants, work study (employment), scholarships, special programs (for veterans and Indian Affairs programs), and fee waivers. In order to determine financial aid eligibility, students must complete the Free Application for Federal Student Aid (FAFSA), available online or in the Financial Aid office.

GasPrint: There is a fee of 5 cents per page to print or make copies on campus. It is recommended that you purchase an ASB card for $8, which includes 100 free pages of printing or copies. To add money to your card, you can visit the Computer Place, Library, or vending machine by the Gavilan College Bookstore.

Health Services: Health Services is a comprehensive "one-stop" center. Services are free and available Monday through Friday. The Health Services Center provides first aid treatment, blood pressure screening, TB testing, condoms, and over-the-counter medications. Referrals to local health care agencies are also available.

Library: The Gavilan College Library delivers an array of print and electronic resources to the college community. Library faculty provide hands-on personalized assistance. The lab is open Monday through Friday.

Math Lab: The Math Lab offers free tutoring for Math problems or applications, free computer use of specific math and science software, and free programs for TI calculators.

MESA: The Mathematics, Engineering, and Science Achievement Program (MESA) provides support services to eligible students majoring in math-based fields (e.g., Chemistry, Computer Science, Engineering, etc.) who plan to transfer to four-year universities. The program provides a study center, workshops, and trips to universities. MESA is located in PH 103. For more information, call 408-848-4687.

Puente Program: The mission of the Puente Program is to increase the number of educationally underserved students who plan to transfer to four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations. Puente is open to all students. Support in the form of English instruction, counseling, and mentoring is provided. For more information, call 408-848-4687.

Reading Lab: The Reading Lab supports students enrolled in English reading and ESL classes. It is located upstairs in the library mezzanine. Call 408-848-4682 for more information.

Transfer Services: The Career/Transfer Center provides support services to students interested in transferring to four-year colleges and universities. Services include: specific transfer requirements, information on university majors and graduation requirements, application assistance, and numerous workshops.

TRIO: TRIO is a federally funded grant program offering academic and personal assistance and support to qualified students (first-generation, low-income, and/or disabled) at Gavilan College. TRIO seeks to assist students to stay in college, graduate, and transfer to other schools. Services include tutoring, counseling, financial aid assistance, technology access, college visits and cultural activities.

Tutoring Center: Students with diverse academic needs receive learning assistance at the Tutoring Center. Tutoring services are free to all Gavilan students.

Veterans' Services: Special assistance is offered to student veterans enrolled at Gavilan College. The Office of Veterans' Services is located in the Financial Aid Office.

Writing Center/Literacy Lounge: The Writing Center offers writing assistance for any class. Students may use the lab on a drop-in basis or can receive writing assistance online by sending their written materials via email. Computers are also available for student use.

As a Gavilan College student, you have rights and responsibilities. The policies and procedures are available in detail in the Gavilan College Catalog and on the Gavilan College website.

http://www.gavilan.edu/orientation/english/p16.html
Student Activities

Gavilan College provides opportunities for students to become involved in student government, college governance, campus clubs and intercollegiate athletics.

The Associated Student Body (ASB) is the official student organization on campus and provides the majority of student input on critical campus issues. Any student who meets the requirements of the ASB’s bylaws may become a voting member of the Student Senate.

Campus-wide social and cultural activities are sponsored by the funds raised through the sale of ASB student discount cards. The purchase of the ASB card also entitles students to a variety of discounts, both on and off campus.

Campus Clubs: Gavilan College has established a variety of student clubs and organizations that promote scholastic, social, political, cultural and recreational pursuits. For information regarding clubs currently active on campus, contact ASB.

Publications: The Gavilan Press, Gavilan’s student newspaper, provides journalistic opportunities for all interested students. It is also a forum for student information, opinions, and ideas. For more information, call the Gavilan Press Office at 408-848-4837.

Intercollegiate Athletics: Gavilan College Athletes teams engage in competition in competition in intercollegiate sports with other California community colleges.

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Start Over
Taking Charge!

Study and Classroom Tips

Please review this section carefully. It will provide you with an overview of some basic study skills and strategies that successful students have found helpful.

If you wish to obtain further instruction on how to develop good study habits and skills, you may want to register for Guidance 8 (Life Skills for Higher Education) or Guidance 200 (Planning College Success).

Be active in the Classroom

- Bring your gear: textbook, notebook, pen or pencil, and colored marking pen (highlighter).
- Arrive on time. Don't miss the warm-ups. Be familiar with the instructor's attendance policies. Some instructors will not permit students to enter the classroom once class has begun; some will drop students after a specified number of absences.
- Listen carefully, take notes, speak up in discussions, ask questions. If you are having difficulties taking notes, please see a counselor. Counselors teach study skills courses and can teach you the skills necessary to succeed in a college environment.
- Review your notes as soon as possible after class. Highlight or underline the most important points while they're still fresh in your mind. Take reading notes as you read your text. They will be helpful to you when you prepare for an exam.
- Let your instructor know if you're going to be absent. Arrange to get class notes from a friend. If an emergency arises, be sure to obtain a Leave of Absence form from the Admissions office. The approved official leave will not affect your attendance record.

If you're having difficulties with a class, take action!

- Ask your instructor for help during office hours.
- Set up a study group.
- Get tutoring.
- Talk to a counselor.

Taking Charge!

Be active when you study

Set up a study schedule and stick to it. Remember to allow yourself two hours of study time for each hour you spend in class. For example, if you are taking 16 units, you should allocate 32 hours per week of study time.

Choose a good place to study. It can be at the library, at home, or wherever you find you can study most effectively. Make sure you have good lighting, ventilation, and plenty of room for all your materials: texts, notes, paper, pencils, dictionary, reference books.

Read actively. Underline important points. Make notes in the margins. Put question marks next to material you don't understand. Look up words you don't know and write their definitions in the margins. Circle key words and phrases. Put an asterisk or star in the margin to emphasize the most important statements. Take notes from the text in your own words; writing reinforces learning and aids memory. Gavilan offers reading courses for students who wish to improve their reading comprehension skills.

Review your notes carefully, both those from class and those from the text. Get help from your instructor or your study group on material you don't understand.

Keep a calendar. Note dates when assignments, projects, or papers are due. Then set a study plan and follow it. Use your time wisely!

Utilize your strengths. Not everyone studies the same way. Attend a study skills workshop, enroll in Guided Reading, or visit a counselor to start discovering your personal strengths that you can use to make your study time more efficient.

Turn in assignments, projects, and papers on time.

You must take the final exams for all of your courses. You could earn a failing grade for not being present at the final exam.
Registration Process and Selecting Classes

Registration Process

At Gavilan College, most students will register for courses online, using the MyGav portal (go to www.gavilan.edu and look for the MyGav icon).

Registering early is a way for you to get the classes and the times that are ideal for you. Priority Registration is available to all currently enrolled students who have completed an orientation. Priority Registration is open to students one week prior to the Open Registration period.

Registering for classes is a simple process. Select coursework using the College Schedule of Classes, or by using the "Search for Classes" function within MyGav/Self-Service Banner, and then use online registration to officially enroll for classes. Please read the class schedule carefully. You will find all the information you need regarding registration, fees, fee waivers, parking, and deadlines.

If you register in person, once the Admissions Office receives and processes your registration materials and fees, they will provide you with a registration confirmation/receipt. If you register online, please print out your confirmation/receipt, or save a screen-shot, before exiting the program.

Work/School Balance

Many students have other commitments outside of Gavilan College. Taking more classes than you really have time for can lead to stress and burnout. Please take care of yourself and enroll in an appropriate number of classes that you are adequately equipped to handle at this time in your life. Remember, each time you enroll for a new semester, you will get to reevaluate your decision of how many classes to take.

- Full-time students take 12 units or more
- Part-time students take less than 12 units
- Suggested course schedules for your first semester, if you also have a job or other life/family commitments:
  - 30-40 hours of work — take 3-6 units (1 or 2 courses)
  - 20-29 hours of work — take 6-10 units (2 or 3 courses)
  - 10-19 hours of work — take 12 units (+ courses)

Selecting Classes

Some students have some difficulties in selecting courses. If that is your situation, here are some tips:

- Select courses that will help you improve your math, reading, or writing skills - the college assessment can help determine the level that would best address your skill needs.
- Select courses that are considered "G.E." - general education - the course patterns are listed in the college catalog for your convenience.
- Select courses you find interesting or a field of study you are exploring.

For example, if you are interested in ...  
  - Business, consider ACCT 20, BUS 1, or ECON 1
  - Communication, consider CMUN 1A, 5, 8 or 10
  - Engineering, consider ENGR 10A

Nursing, consider AH 3, AH 11, or BIO 15
Psychology, consider PSYC 1A

- Select courses that you would find personally rewarding or enjoyable.
- You can also meet with a counselor to discuss your goals and needs. A counselor can suggest courses for you.

Please note:

A Counseling appointment and registration card are needed to register for classes if:
- you would like to take more than 16 units (Spring/Fall) or more than 8 units (Summer)
- the class you plan to take has a prerequisite which was not completed at Gavilan*
- you are on academic probation or “dismissed” status
- you are a high school contract student
- you are an international student

*If you have transcripts from a college other than Gavilan, you should submit a sealed, official copy to the Admissions & Records office. However, please be aware that outside records are NOT merged into your Gavilan transcript. Therefore, the registration computer will not be able to automatically recognize coursework that you have taken elsewhere. A counselor can help you determine which courses you are eligible for, and enter appropriate permissions into the registration system.

Initial Student Education Plan

This exercise will prepare you to register for courses. Please prepare a blank sheet of paper and a pen or pencil, open a blank word processing document, or print the lower portion of this page.

- First, list other priorities outside of school and the number of hours per week you spend on those priorities.
- Then, decide if you want to be a full-time (12+ units) or part-time (11.5 or fewer units) student. Remember that your rough weekly time commitment to school is THREE times the number of units in which you are enrolled (for example, 27 hours per week for a 9-unit course load). Also please remember that you do need some time for fun and relaxation!

The average full-time first-semester student will take one or two English classes, one Math class, GUID 210, and possibly one general education, elective, or major-related course. List the courses you plan to take.

- GUID 210 (1/2 unit)
- the Math course you placed into
- the English course you placed into
- the second English course you placed into, or a GE/major/elective course (first, second, and third choice)

For ideas for GE courses, you can reference MyDegreeWorks or the appropriate general education pattern from Gavilan’s catalog. For ideas for major-related courses, you can reference MyDegreeWorks or the specific catalog section for your major. For ideas for free-choice elective courses, you can look at the current course schedule of classes. Remember to double check whether or not the course has any PREREQUISITES. If the course has a prerequisite that you have not yet completed, you will not be able to enroll.

Worksheet Questions:

- I plan to work while going to school. Yes ___ No ___ If yes, hours/week ______
- Based upon the information presented in orientation, I plan to take _______ units next semester.
- Based upon the formula presented in orientation, I should plan to commit _______ hours/week to school, including time in class and homework, studying, etc. (3 hours/unit)
- My combined work and school time commitment will be _______ hours per week. (#1+#2)
- Based upon the information presented in orientation, I believe the best pattern of General Education for me to follow is Gavilan GE ______ CSU Breadth ______ IGETC ______

Gavilan College Counseling Department
Kick Start Orientation
Initial Abbreviated Education Plan

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUID 210: First Year College Student Seminar</td>
<td>0.5</td>
</tr>
<tr>
<td>English:</td>
<td></td>
</tr>
<tr>
<td>English:</td>
<td></td>
</tr>
<tr>
<td>Math:</td>
<td></td>
</tr>
<tr>
<td>GE/major/elective*:</td>
<td></td>
</tr>
<tr>
<td>GE/major/elective*:</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

*Courses, major, or elective course selections have advisories and/or prerequisites.

Have you met them?

Sample Abbreviated Ed Plan

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Great job! With your initial, one-semester plan, you are ready to enroll in your first semester of classes. If you have any questions about your initial plan, please feel free to visit the counseling office or the Student Welcome Center (both in the Student Services Building, Gilroy campus). Be sure to bring this worksheet with you when you visit a counselor. You may print the questions and picture file above and fill them out, or just use them as a template for your own notes.
Online Tools

**MyGav**
Register for Classes, Grades, Unofficial Transcripts

The MyGav portal saves students time by putting many services in one place. Before traveling to campus and standing in line, check online! To access the portal, go to www.gavilan.edu and look for the MyGav icon.

Things you can do via the MyGav portal include:

- Update your personal information
- Register for classes
- Drop classes/change your schedule
- Process an add code if you receive one from an instructor
- View your grades and transcript
- Access financial aid status and requirements
- View payment deadlines and make payments
- Access online classes
- Select a pattern of General Education
- Access MyDegreeWorks and view your degree audit and educational plan

**MyDegreeWorks**

MyDegreeWorks is a program that allows students to view their degree audits and educational plans. When you click the MyDegreeWorks icon from the student tab in MyGav, the program will automatically compare your completed and in-progress coursework to the necessary pattern of coursework for your current declared major and GE pattern. Please see a counselor if you would like to update your declared major.

You can also use the “What-if” feature from the left-hand column to see how your coursework compares to the requirements for other majors.

MyDegreeWorks can only "read" your Gavilan coursework, unless a counselor has evaluated your official transcripts and entered substitutions into the program. Please schedule an appointment with a counselor if you have non-Gavilan transcripts that need to be reviewed.

MyDegreeWorks also includes tabs that allow you to:

- view your most recent educational plan, created by scheduling an in-person appointment with a counselor
- view any completed or in-progress petitions
- view important notes from your counselor and/or the Admissions & Records office
Registration Process

Online Registration Process using MyGav

Step 1. Go to www.gavilan.edu and click on the MyGav icon, usually located on the lower left.

Step 2. Log into MyGav using your "G-number" and pin. If you have not yet established a pin, first click the link for new users and you will be prompted to set up a pin number and security question. If you have forgotten your pin, click the appropriate link to be presented with your security question. If you cannot remember the answer to your security question, or a security question is not set up, please see a counselor or the Admissions & Records office for further assistance.

Step 3. Click the "Student" tab at the top of the screen. You probably only have a couple of tabs available, that's okay.
Step 4. Use the registration quick links to begin the registration process. If you already know exactly which class you want to add, and you have the 5-digit CRN number, go to step five. If you don't know exactly which classes you want to add, and you want to search for classes, go to step seven.

Step 5. If you know the CRN number of the class you want to add, click "Add or Drop Classes" from the Quick Registration Tools menu. Confirm that the current term is selected from the drop-down menu, and press "Submit."
Step 6. Enter the CRN number into one of the blank rectangles and click "Submit Changes." The computer will try to register you for the class. On the next screen, verify success by confirming that the course appears in a list, with the notation "Web Registered." If the computer cannot add you to the class, you will get an error message explaining why. You can always see a counselor for help troubleshooting an error message that you don't understand.

Step 7. If you would like to search for classes, click "Search for Classes" from the Quick Registration Tools menu. Select the current term from the drop-down menu and press "Submit."

Step 8. Click "Advanced Search."
Step 8. On the advanced search screen, you will notice that there are a variety of different ways to restrict your search for classes. When you are just beginning, it is best to leave the search parameters as wide as possible, so that you have many results to choose from. You can always press the “back” button and add another restricting factor to your search.

Subject limits your search to a single subject area.

Course number limits your search to a specific course number. If you are searching for History 2, highlight subject History and type the number 2 in this box.

Title allows you to search for a class by title or keyword. For example, you can type "yoga" into this box if you don’t know what subject area a yoga class would fall into.

Schedule Type is not frequently used by students, but it is handy if you are looking only for online classes. If that is the case, highlight "Dist. Ed Internet Delayed" and your search will return only online classes.

Credit Range allows you to limit the number of units; for example, when you are looking for a one-unit physical activity course or a four-unit science course.

Campus allows you to specify courses on the Morgan Hill, Hollister, or Gilroy campuses.

Part of Term is useful if you are looking for late-start classes (highlight “Extended Term”).

Session allows you to specify whether you are looking for day or evening classes.

Attribute Type allows you to search for courses that meet a specific General Education area on the CSU, IGETC, or Gavilan GE patterns. To search for any GE course, highlight all attribute types that start with "GAV."

Start Time and End Time allow you to specify a certain time window in which you would like to take classes.

Days allows you to select certain days of the week.

Remember, you DON’T need to fill out all of these fields; they are just there to help you narrow down your search, if you need to. If you want to select multiple options within a field, hold down the control key for windows computers or the command key for macs.

Step 9. This is what a search results screen looks like. Here, I have searched for the course CSIS 1, Computer Literacy. Lots of information is listed here including whether or not the course is full, the CRN numbers, the number of units (credits), the course title, meeting days and times, instructor name, meeting dates and location. Pay special attention to the date column, not all classes always meet for the full sixteen weeks of the term. Also take note of the location column: HOL refers to the Hollister campus; MHG refers to the Morgan Hill campus; all other abbreviations
refer to the Gilroy campus.

The far left column indicates course availability. Courses with a "C" in this column are currently closed, but you can always check back to see if seats open up later. Courses with a click-box are available for you to select and register. If you see "SR" in this column, you probably have some kind of "hold" on your account that is preventing you from being eligible to add classes. You can view holds from the "Student" tab, or visit a counselor for assistance.

When you have selected the class that you want to add to your schedule, select the click-box and press "Register." On the next screen, verify success by confirming that the course appears in a list, with the notation "Web Registered." If the computer cannot add you to the class, you will get an error message explaining why. You can always see a counselor for help troubleshooting an error message that you don't understand.

Step 11. Congratulations! You have just added a class to your schedule. Repeat this process until you are registered for the number of units or courses that you wish to take. Many students find it helpful to look at the scheduling options and write them down in advance, to avoid accidentally trying to register for classes that overlap with each other. Remember, if you are having trouble, you can always visit a counselor.
Summary and Questions & Answers

Summary

Congratulations, you are a "Quiz" away from completing the first Orientation session. Here are a few points we would like you to remember:

- Most of what you have learned through orientation can be reviewed by reading the College Catalog, Schedule of Classes, and the Student Handbook. You can also go through the orientation material again. When you have doubts about any policies, procedures, or requirements, refer to these resources for accurate information. You are also highly encouraged to seek out counseling services for assistance.

- Credit for the first session of orientation will be granted within 72 hours of receipt of your quiz. You will only be notified if you do not pass the quiz. In that case, you will need to enroll in an in-person orientation session.

- Students are strongly encouraged to schedule an assessment (placement test) if they have never attended college and wish to register for English, Math, or any other courses that have prerequisites. Check the Gavilan website or Schedule of Classes for dates and times.

- Students who wish to meet with a counselor should prepare in advance to do so. You can prepare yourself by:
  - reviewing the Schedule of Classes
  - pre-selecting courses you wish to take
  - thinking about your educational and career goals

- Being prepared will help make the best use of your counseling time. Counseling services are available on a walk-in basis during peak registration times, and by appointment during the academic year.

- In order to fully complete your orientation, you MUST follow up by enrolling in GUID 210 (1/2 unit) during the next available term. Keep in mind that by completing orientation, you are eligible to participate in priority (early) registration during your time at Gavilan.

- Below is the "Passport" Assignment that you will complete as part of your GUID 210 class (it will be due at the final class meeting). You are encouraged to print this picture file below and begin working on your passport now.

When you visit each location, you will need to have someone initial your passport as evidence that you have been there. You are also encouraged to explore the available resources at each location and take note of anything that might be helpful to you in the future!
Questions and Answers

Should I take the placement test (assessment) before or after the orientation? It does not matter what you do first, but you are highly recommended to do both prior to meeting with a counselor or registering for classes.

I completed the orientation and emailed the quiz, now what do I do? Register for classes. Review the Schedule of Classes, select courses, register online, and pay for your courses. If you want to discuss your options with a counselor, you may do so. Check the hours for counseling services.

Do I have to see a counselor prior to registering for courses? No, you don’t have to. You are encouraged to meet with a counselor, but not required to. The only students who must meet with a counselor prior to registering are those who:

- Want to enroll in more than 18 units (Fall/Spring) or 6 units (Summer)
- Have a prerequisite that was not completed at Gavilan
- Are on academic probation, disqualification, high school contract, or an international student

I am undecided about a major and I am still not clear about my options at Gavilan, what should I do? Meet with a counselor to discuss your situation. Make sure that you take the assessment prior to meeting with a counselor because it will be helpful for the counselor to have additional information regarding your language and math skills. Check the counseling department.

http://www.gavilan.edu/orientation/english/summary.html
website for hours of service. You might also want to consider enrolling in Guidance 1, Self-Assessment and Career Development.

This is my first semester and I am confused, who can help me? There are many programs and services available to help you. You can start by meeting with a counselor who can assist you with selecting courses for your first semester and who can then refer you to programs and services that can best meet your needs, including Financial Aid, the Child Development Center, etc.

< Back  Page 24 of 24  Quiz >
Start Over
Orientation Quiz

NOTE: Upon receipt of your quiz, you will receive credit for completing the orientation within 12 hours. You must answer 25 questions correctly to obtain credit for the orientation. You will be notified if you do not pass the orientation. Those who successfully complete the orientation will not receive notification, however, ASI will not permit you to participate in priority registration.

New students MUST successfully pass the Orientation Quiz prior to obtaining counseling services.

PERSONAL INFORMATION - Must submit a response for each item for credit to be granted:

- **Gavilan ID Number:** G00
- **Do not enter your Gavilan ID number if requested:**
- **Full Name:**
- **E-mail:**
- **Phone Number:**
- **Major:**
- **Educational Goal:**

Your quiz results will not be reviewed or processed if the above information is not provided.

1. Your commitment to Gavilan College is to:
   a. ○ Identify and declare an educational goal and major.
   b. ○ Meet with a counselor to make and update your educational plan so that you stay on track.
   c. ○ Seek out resources on campus that will support you and help you stay in school.
   d. ○ Make progress towards your goal.
   e. ○ All of the above.

ACADEMIC PROGRAMS

2. What is the difference between a Certificate of Achievement or Completion and an Associate Degree?
   a. ○ They both take the same amount of time to complete.
   b. ○ They both require the same amount of units.
   c. ○ A Certificate requires you to complete major courses only and an Associate Degree requires major and general education courses to be completed.
   d. ○ There are no differences between the two options.

3. What is the most common term used on campus when referring to general education courses?
   a. ○ "G.E."
   b. ○ "G.E.D."
   c. ○ "Why do I have to take these?"

4. Which of the following is a general education pattern that you can choose to follow while attending Gavilan?
   a. ○ Gavilan College general education.
   b. ○ California State University general education.
   c. ○ Intersegmental General Education Transfer Curriculum (IGETC).
   d. ○ All of the above.

5. Which general education pattern is recommended if you are applying to schools in both the CSU and UC systems?
   a. ○ Gavilan College general education.
   b. ○ California State University general education.
   c. ○ Intersegmental General Education Transfer Curriculum (IGETC).
   d. ○ None of the above.

6. You can earn an AAAS degree at Gavilan College by taking ONLY general education courses.
   ○ True
   ○ False

7. You must have an overall GPA of at least 2.0 in order to graduate, even if the "D" and "F" grades are not in your GPA.
   ○ True
   ○ False

8. Every student is eligible to transfer to a university after completing exactly 60 units of coursework at Gavilan.
   ○ True
   ○ False

http://www.gavilan.edu/orientation/english/quiz.php

10/3/2014
SOME WORDS TO KNOW

9. A co-requisite is a course that must be taken at the same time as another course. What is a prerequisite?
   a. ☐ A course that you must take AFTER a particular course.
   b. ☐ A course that you must take AT THE SAME TIME as a particular course.
   c. ☐ A course that you must take BEFORE a particular course.
   d. ☐ A course that is recommended before enrolling in a particular course.

10. Which of the following is not found in the College Catalog?
   a. ☐ Academic policies and standards
   b. ☐ Campus safety and regulations
   c. ☐ Student rights and responsibilities
   d. ☐ Days, times and location of classes

11. Which of the following is not found in the Schedule of Classes?
   a. ☐ Days, times and location of classes
   b. ☐ Complete descriptions of major programs and requirements
   c. ☐ Final exam schedule
   d. ☐ Registration information for the semester (dates and procedures)

12. Which of the following is not included on a student's Gavilan College transcript?
   a. ☐ Grade point average
   b. ☐ Units attempted and completed
   c. ☐ Grades from other institutions you have attended
   d. ☐ Your official academic standing

STUDENT SERVICES

13. Where can students go to receive guidance, information, and support on campus?
   a. ☐ Extended Opportunity Program and Services
   b. ☐ Counseling
   c. ☐ Career/Transfer Resource Center
   d. ☐ Health Services
   e. ☐ All of the above

14. Where can students obtain additional instructional support?
   a. ☐ Tutoring Center
   b. ☐ Computer Place
   c. ☐ Math Lab
   d. ☐ Library/Lounge
   e. ☐ Reading Lab
   f. ☐ All of the above

15. What services do counselors provide?
   a. ☐ Academic advising
   b. ☐ Career counseling
   c. ☐ Personal/Student counseling
   d. ☐ Transfer information
   e. ☐ All of the above

16. What is the FASTEST way to initiate the Financial Aid process?
   a. ☐ Visit a counselor
   b. ☐ Visit the Financial Aid office
   c. ☐ Go to www.fafsa.ed.gov
   d. ☐ Go to www.gavilan.edu

17. What is the PRIORITY deadline for Financial Aid? You can still apply after this date, but less grant money may be available.
   a. ☐ February 2nd
   b. ☐ March 2nd
   c. ☐ April 2nd
   d. ☐ May 2nd

STUDENT ACTIVITIES

18. Which office do you consult about campus clubs?
   a. ☐ President's Office
   b. ☐ Financial Aid
a. ☐ Associated Student Body (ASB) Office
b. ☐ Admissions and Records

d. ADMISSIONS

19. What services does the Admissions and Records office provide?

a. ☐ Provide official transcripts
b. ☐ Request for tuition refunds
c. ☐ Approve Certificates and Associate degrees
d. ☐ Add or drop classes if you cannot register online
e. ☐ All of the above

REGISTRATION

20. How can you register for classes?

a. ☐ In-Person Registration
b. ☐ Online Registration using myGau/ Gavilan Self-Service Banner (GavSSB)
c. ☐ Facebook
d. ☐ YouTube
e. ☐ a and b only

21. Why is it important to register early?

a. ☐ The college collects its fees early
b. ☐ You can select the ideal schedule in terms of courses and times
c. ☐ You can earn extra credit points
d. ☐ You get to sit at the front of the class

22. If you decide that you will not complete a class, what is the first thing that you should do?

a. ☐ Tell your friend
b. ☐ Visit a counselor
c. ☐ Drop the class via MyGau/ Self-Service Banner
d. ☐ Just stop coming to campus
e. ☐ Either B or C

23. What is most likely to happen if you simply stop showing up to a class?

a. ☐ The instructor will drop you.
b. ☐ Nothing.
c. ☐ You may receive an “F” grade on your transcript.

d. ☐ Other

24. What happens if your cumulative GPA drops below 2.0 (“C” average), or you withdraw from 50% or more of your classes?

a. ☐ You go onto probation status.
b. ☐ You are required to enroll in fewer units.
c. ☐ You are dismissed from the college.
d. ☐ You must meet with a counselor if you want to return to Gavilan and take more classes.
e. ☐ ☐ and D

25. What happens if your cumulative GPA is less than 2.0 (“C” average), or you withdraw from 50% or more of your classes?

a. ☐ You go onto probation status.
b. ☐ You are required to enroll in fewer units.
c. ☐ You are dismissed from the college.
d. ☐ You must meet with a counselor if you want to take more classes.
e. ☐ C and D

26. If you want to select a course that will transfer to universities, you should select a course numbered between

a. ☐ 99
b. ☐ 199
c. ☐ 299
d. ☐ It does not matter what the course number is.

27. If you just want to find ANY General Education class, what restricting factor should you use when you search for a course?

a. ☐ Course number
b. ☐ Schedule type
c. ☐ Attribute
d. ☐ Campus

28. Why is it so important to decide whether or not to drop a class BEFORE the NRD (No Record Shown) deadline?

a. ☐ If you drop before that date, you can still get a refund for the class.
b. ☐ If you drop after that date, the class will not show up on your transcript.
29. If you get a "C" grade in a course, you can retake it later for a higher grade:
   ○ True
   ○ False

30. If you need to repeat a course (because of a D/F/W grade), how many more times can you attempt that same:
   a. ○ 1
   b. ○ 2
   c. ○ 3
   d. ○ 4

31. What should you click from the MyGav portal to find out which general education courses you have already:
   a. ○ Learn
   b. ○ Add or Drop classes
   c. ○ MyDegreeWorks
   d. ○ Self-Service Banner

STUDY SKILLS

32. At a minimum, how many hours of study time should you plan for each hour that you spend in class:
   a. ○ 1
   b. ○ 2
   c. ○ 3
   d. ○ 4

33. Which of the following is NOT recommended if you are struggling in a class:
   a. ○ Arrive to class on time
   b. ○ Listen carefully and take notes during class
   c. ○ Review your notes as soon as possible after class
   d. ○ Ask your instructor for help during office hours
   e. ○ Walk out of class because you don't understand the subject
   f. ○ Set up a study group
   g. ○ Get tutoring
   h. ○ Talk to a counselor

Congratulations!
You are done with the orientation quiz.
If you are ready to send your answers, click the button below.

Send Answers

Course Outline

COURSE: GUID 210    DIVISION: 60    ALSO LISTED AS:

TERM EFFECTIVE: Fall 2014    CURRICULUM APPROVAL DATE: 12/09/2013

SHORT TITLE: FIRST YEAR COLLEGE

LONG TITLE: First Year College Student Seminar

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COURSE DESCRIPTION:

Students will acquaint themselves with college and university requirements, educational alternatives, and strategies for academic success. This will include an orientation to college programs, services, policies and facilities. Students will apply assessment test results, develop an individualized education plan and class schedule, and/or enroll in first semester classes.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
   L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
   02 - Lecture and/or discussion
   05 - Hybrid
   72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:
1. Explain the structure of systems of higher education and be able to identify all options at Gavilan College.
   Measure: Quiz, test, or presentation

12/16/2013
2. Navigate and utilize Gevitan online systems including Self Service Banner, myDegreeWorks, SARS scheduling, and iLearn.
Measure: Appointments scheduled, GE selection, retrieval and/or update on SSB information.
PLO:
ILO: 1,3,6,7
GE-LO:
Year assessed or anticipated year of assessment: Spring 2015

3. Identify an educational goal and complete an education plan.
Measure: Completion of Education plan. Samples of "what if" scenarios.
PLO:
ILO: 2,3,6,7
GE-LO:
Year assessed or anticipated year of assessment: Spring 2015

4. Identify and access campus resources.
Measure: Quiz; completion of campus tour and "passport."
PLO:
ILO: 1,3,4,6,7
GE-LO:
Year assessed or anticipated year of assessment: Fall 2016

5. Apply research and decision making skills to major selection, transfer objectives, and/or career decision making.
Measure: Homework assignments.
PLO:
ILO: 2,3,6,7
GE-LO:
Year assessed or anticipated year of assessment: Fall 2016

6. Explain college classroom expectations and the student/faculty relationship. Articulate differences between college and high school expectations.
Measure: Reflection/journal assignments.
PLO:
ILO: 1,2,3,4,6,7
GE-LO:
Year assessed or anticipated year of assessment: Fall 2016

7. Identify and apply study and test taking strategies.
Measure: Journal assignments, group discussion.
PLO:
ILO: 1,2,3,4,6,7
GE-LO:

12/16/2013
SUPPLEMENTAL DATA:
Basic Skills: N
Classification: H
Noncredit Category: Y
Cooperative Education:
Program Status: 2 Stand-alone
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department:
CSU Crosswalk Course Number:
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:.5
Minimum Hours:.5
Course Control Number: CCC000042729
Sports/Physical Education Course: N
Taxonomy of Program: 493013
Course Outline

COURSE: GUID 6        DIVISION: 60        ALSO LISTED AS:

TERM EFFECTIVE: Spring 2013        CURRICULUM APPROVAL DATE: 09/24/2012

SHORT TITLE: LIFE SKILLS HIGHER ED

LONG TITLE: Life Skills for Higher Education

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COURSE DESCRIPTION:

Evaluation and application of academic study methods to achieve subject matter mastery. Development of critical thinking skills, and application of reading, writing, note taking and test taking methods to improve personal strategies. Exploration of personal lifestyle and health factors, including the causes and management of stress, as it relates to academic success. Assessment of academic and career goals, selection of majors, and development of education plans. Topics covered include creative and realistic goal setting, academic and life management, college and community resources, library and Internet use, time management, and techniques to reduce math and science anxiety. This class will address a multitude of cultural learning styles, with emphasis on attaining professional, personal and academic goals in a diverse society. Topics from developmental psychology, learning theory and personality theory. ADVISORY: Eligible for English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion
05 - Hybrid
72 - Dist. Ed Internet Delayed

10/4/2012
STUDENT LEARNING OUTCOMES:
1. Student will identify personal lifestyle, life balance and assess health factors including habits of diet, sleep, exercise, alcohol/drug use and levels of personal stress as affected by culture, race, gender, disability and sexual orientation and how these factors relate to academic success.
   ILO: 1,2,3,4,6,7
   Measure: homework, written exam/quiz, group discussions, written report
2. Student will examine personal learning styles, career aspirations/life goals, and time management and decision making strategies within one's own cultural framework.
   ILO: 1,2,3,4,6,7
   Measure: homework, written exam/quiz, group discussions, written report
3. Student will develop memory, note-taking strategies and test-taking techniques to improve study habits and learning of subject matter.
   ILO: 1,2,3,4,6,7
   Measure: homework, written exam/quiz, group discussions, written report
4. Student will apply critical thinking, reading and writing processes to gain comprehensive understanding of academic subjects
   ILO: 1,2,3,4,6,7
   Measure: homework, written exam/quiz, group discussions, written report
5. Student will apply learning techniques to reduce math and science anxiety in various settings.
   ILO: 1,2,3,4,6
   Measure: homework, written exam/quiz, group discussions, written report
6. Student will discuss issues of intercultural communication with an academic and professional environment
   ILO: 1,2,3,4,6
   Measure: homework, written exam/quiz, group discussions, written report
7. Student will examine educational/career options and campus resources; develop individual educational plan.
   ILO: 1,2,3,4,6,7
   Measure: homework, written exam/quiz, group discussions, written report

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 09/24/2012
WEEK 1  2 HOURS
Objective: Examine learning strategies and styles, identify preference among learning styles and apply strategies to support learning when teaching styles differ from preference, Discuss learning styles as they relate to socio-economic and cultural groups
Lecture/Group Work: Orientation to the course, introduction, learning theories. Assignment: Read appropriate chapter in text. Complete group activity and lecture related worksheets, web searches
WEEK 2  2 HOURS
Objective: Assess personal concept of time, Develop time management
strategies and learn how to adjust daily, weekly, quarterly schedules
to balance life style. Define long term, short term and immediate
goals: examine decision-making strategies and assess the value of
decision-making and importance of goal setting. Lecture/Group work:
Time Management, Procrastination, Motivation Assignments: Read
relevant chapter in text, Complete lecture related worksheets, group
activity, and web searches
WEEK 3 2 HOURS
Objective: Define difference between short-term and long-term memory,
Examine and apply techniques to increase retention such as mnemonic
devices, acronyms, visualizations and concentration techniques.
Lecture/Group work: Memory and memory enhancement techniques
Assignments: Read relevant chapter in text, complete lecture related
worksheets, group activity and web searches
WEEK 4 2 HOURS
Objective: Identify differences between narrative and expository text
Develop and apply pre-reading techniques: learning to read information
text; Learn to locate the main idea by identifying organizational
patterns of a text Lecture/Group work: Reading comprehension
strategies Assignments: Read relevant chapter in text, complete
lecture related worksheets, group activity and web searches
WEEK 5 2 HOURS
Objective: Examine and apply outline formulating methods: organizing
information from text and lecture, Examine and apply the Cornell
Method: specific method of effective note-taking, Examine and apply
visual mapping strategies: organizing information for visual learners,
Examine and apply active listening techniques to identify cues which
indicate important material during lectures, Incorporate new vocabulary
from lectures/texts Lecture/Group Work: Note taking strategies
Assignments: Read relevant chapter in text, complete lecture related
worksheets, group activity and web searches
WEEK 6 2 HOURS
Objective: Examine and apply strategies to taking subjective and
objective tests, Investigate alternate resources for problem solving
techniques Lecture/Group Work: Test Taking Techniques Assignments:
Read relevant chapter in text, complete lecture related worksheets,
group activity and web searches
WEEK 7 2 HOURS
Objective: Define characteristics and causes of math and science
anxiety, Identify obstacles that affect learning such as previous
experiences in math and science classes, Examine individual beliefs to
evaluate his/her degree of math and science anxiety such as self-
defeating thoughts before and during tests, Recognize individual
patterns and attitudinal systems such as defense mechanisms that
contribute to math and science anxiety, Learn techniques such as
individualized preparation, practice tests exercises, inner
communication skills, biofeedback and physical response conditioning to
stress factors, Apply techniques and identify successful strategies

10/4/2012
through various exercises such as journal writing before and after taking tests. Discuss the effects that math and science anxiety has on intellectual development and balance. Discuss learning disabilities issues and support services available on campus. Lecture/Group Work: Apply Learning techniques to reduce math and science anxiety in various settings. Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity and web searches

WEEK 8 2 HOURS
Objective: Examine the processes of critical thinking including: recall, translation, interpretation, application, analysis, synthesis and evaluation. Develop critical thinking skills through individual and group exercises, problem solving using case studies and self-analysis. Lecture/Group Work: Critical thinking and problem solving - including how to think critically about theories. Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity and web searches

WEEK 9 1 HOUR
1 HOURS
Review for midterm/ Midterm

WEEK 10 2 HOURS
Objective: Discuss issues of intercultural communication within an academic and professional environment. Lecture/group work: Effective communication techniques in the classroom. Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity and web searches

WEEK 11 2 HOURS
Objective: Discuss issues of campus diversity including: gender, sexual orientation, ageism, race and class, Examining student-student and faculty-student interactions. Networking with other students. Speaking and listening in the classroom. Discuss instructor requirements and student responsibilities. Lecture/group work: Living with diversity. Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity and web searches

WEEK 12 2 HOURS
Objective: Identify and discuss the different educational philosophies and mission of the UC, CSU, and select private transfer institutions. Discuss importance of general education and major course requirements. Discuss university requirements for admissions and transfer. Identify and utilize campus resources such as Learning Resource, Tutorial Center, Career and Transfer Centers. Develop individual education plan based on education/career goal. Lecture/group work: Examine educational and campus resources; develop individual educational plan. Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity, and web searches

WEEK 13 2 HOURS
Objective: Discuss the need for life balance. Examine diet, sleep and exercise programs. Identify personal lifestyles. Discuss self esteem and academic success. Discuss and exam definitions, causes, symptoms of...
stress, including stress related to general issues concerning culture, race, gender, disability and sexual orientation, Discuss alcohol and drug awareness Lecture/Group work: Life balance and assess health factors and how these factors relate to academic success Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity, and web searches

WEEK 14   2 HOURS
Objective: Discuss personal wellness issues and theories from developmental psychology, personality theory as areas of study within the field of counseling. Lecture/group work: Maslow's Self actualization Theory, Cultural Identity Theory, Personality Theory, Rational psychology Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity, and web searches

WEEK 15   2 HOURS
Objective: Examine college catalog, policies, transfer information, graduation requirements, student responsibilities Discuss transfer responsibilities Lecture/group work: Importance of a college catalog and use Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity, and web searches

WEEK 16   2 HOURS
Objective: Examine community resources to support academic success, Discuss internships, work experience, scholarships, community service Lecture/Group work: Community Resources from all service areas Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity, and web searches

WEEK 17   2 HOURS
Portfolio Presentations and Review
WEEK 18   2 HOURS
Final
Included in Content section of course outline.

METHODS OF INSTRUCTION:
Lecture, small and large group activities, discussions, demonstrations, and web searches.

METHODS OF EVALUATION:
The types of writing assignments required:
Written homework
Reading reports
Essay exams
The problem-solving assignments required:
Homework problems
Quizzes
Exams
The types of skill demonstrations required:
Class performance
Performance exams
The types of objective examinations used in the course:

10/4/2012 5
Multiple choice
True/false
Matching items
Completion
Other category:
Portfolio, Presentations
The basis for assigning students grades in the course:
Writing assignments: 15% - 25%
Problem-solving demonstrations: 20% - 20%
Skill demonstrations: 20% - 20%
Objective examinations: 20% - 20%
Other methods of evaluation: 15% - 25%

REPRESENTATIVE TEXTBOOKS:
Required:
ISBN: 978-0-13-248086-4
Reading Level of Text: Pending...9/6/12, Verified by: D. Young
Required:
Gavilan College Catalog, current

Reading Level of Text: Exception - per D. Young
Verified by: D. Young

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
GAV E2, effective 200730
CSU GE:
CSU E2, effective 200730
IGETC:
CSU TRANSFER:
Transferable CSU, effective 200730
UC TRANSFER:
Transferable UC, effective 200730

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: A
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: GUID
CSU Crosswalk Course Number: 6

10/4/2012
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000326867
Sports/Physical Education Course: N
Taxonomy of Program: 493013
Course Outline

COURSE: KIN 1  DIVISION: 40  ALSO LISTED AS: PE 1

TERM EFFECTIVE: Summer 2013  CURRICULUM APPROVAL DATE: 11/26/2012

SHORT TITLE: ORIENT ATHLETE-SUCC

LONG TITLE: Orientation for Student-Athlete Success

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<td></td>
<td>18</td>
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COURSE DESCRIPTION:

This course identifies and clarifies issues relevant to student-athletes. Students will be exposed to the student services available to them and learn practical skills which will assist them in obtaining their educational objectives. Time management techniques, goal setting, test and note taking skills, academic eligibility, and transfer rules will be covered. Previously listed as PE 1.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. The student will create a list describing specific methods used to manage their time and prepare for tests and apply them to a given situation.

Measure: role playing, exams

PLO: 7

1/17/2013
HW: Read handout in preparation for discussion next class on learning styles. Complete journal entry. Study for quiz. Work on self serve banner project.
SPO: Students will list the information required on an Ed Plan. They will describe the registration process, how to access self serve banner, and the information available on degree works. They will discuss the importance of a positive mental attitude.
2 Hours: Discussion on learning styles and what it takes to be successful in the classroom. Presentation about the Financial Aid office. Quiz.
SPO: Students will identify their learning style and explain the skills they should utilize based on their learning style. They will identify the skills needed to be successful in the classroom.
3 Hours: Presentation on the student services available to them. Information provided on goal setting. Quizzes.
SPO: Students will describe at least 3 time management techniques. They will discuss the following topics: mental toughness, pride, responsibility, and perseverance.
1 Hour: Discussion on the challenges ahead.
HW: Complete journal entries and study for final.
SPO: Students will describe some of the challenges they will face and explain how they will address them.
2 Hours: Final.

METHODS OF INSTRUCTION:
Lecture, small group discussion, guest speakers, videotaped material.

METHODS OF EVALUATION:
CATEGORY 1 - The types of writing assignments required:
Percent range of total grade: 35% to 50%
Written Homework
Term or Other Papers
Other: Journal Writing

CATEGORY 2 - The problem-solving assignments required:
Percent range of total grade: 10% to 30%
Other: Oral Reports; Projects

CATEGORY 3 - The types of skill demonstrations required:
Percent range of total grade: % to %

CATEGORY 4 - The types of objective examinations used in the course:
Percent range of total grade: 35% to 50%
Multiple Choice
Matching Items
Completion
Other: Short Answer Essay

REPRESENTATIVE TEXTBOOKS:
Required:
Other textbooks or materials to be purchased by the student:

1/17/2013
ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:
GAV E1, effective 201170
CSU GE:
CSU E, effective 201170
IGETC:
CSU TRANSFER:
Transferable CSU, effective 201170
UC TRANSFER:
Not Transferable

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: A
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: KIN
CSU Crosswalk Course Number: 1
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours: 1
Minimum Hours: 1
Course Control Number: CCC000528355
Sports/Physical Education Course: Y
Taxonomy of Program: 127000
Course Outline

COURSE: GUID 560  DIVISION: 30  ALSO LISTED AS:

TERM EFFECTIVE: Fall 2014  CURRICULUM APPROVAL DATE: 04/28/2014

SHORT TITLE: INDIV LRNG SKILLS DEV

LONG TITLE: Individualized Learning Skills Development

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</table>

COURSE DESCRIPTION:

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

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: C - Credit - Degree Non Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: R - Course may be repeated
Maximum of 2 times, 100 credit hours

SCHEDULE TYPES:

02 - Lecture and/or discussion
03 - Lecture/Laboratory
04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:

5/5/2014
1. Navigate and utilize Gavilan online systems including Self Service Banner, myDegreeWorks, SARS scheduling, and iLearn.
Measure: Appointments scheduled, GE selection, retrieval and/or update on SSB information.
PLO:
  ILO: 1,3,6,7
  GE-LO:
Year assessed or anticipated year of assessment: Fall 2016

2. Apply research and decision making skills to major selection, transfer objectives, and/or career decision making.
Measure: Homework assignments.
PLO:
  ILO: 2,3,6,7
  GE-LO:
Year assessed or anticipated year of assessment: Fall 2016

3. Student will examine personal learning styles, time management and decision making strategies within one's own cultural framework.
Measure: homework, written exam/quiz, group discussions, written report
PLO:
  ILO: 1,2,3,4,5,6,7
  GE-LO:
Year assessed or anticipated year of assessment: Fall 2016

4. Student will learn strategies and test taking techniques to improve study habits and learning of subject matter based on their learning skills.
Measure: Student will learn strategies and test taking techniques to improve study habits and learning of subject matter based on their learning skills.
PLO:
  ILO: 1,2,3,4,5,6,7
  GE-LO:
Year assessed or anticipated year of assessment: Fall 2016

5. Student will evaluate and learn assistive computer technologies that will improve success.
Measure: homework, written exam/quiz, group discussions, written report
PLO:
  ILO: 1,2,3,4,6
  GE-LO:
Year assessed or anticipated year of assessment: Spring 2017

6. Identify an educational goal and complete an education plan.
Measure: Completion of Education plan. Samples of "what if scenarios."
PLO:
  ILO: 2,3,6,7
  GE-LO:
Year assessed or anticipated year of assessment: Spring 2017

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

5/5/2014
Curriculum Approval Date: 04/28/2014

2-3 hours

Content:
Introduction to Gavilan College and preparing for the first semester: Group introductions and college goals; review and interpretation of assessment test scores; Introduction to Self Service Banner: registration, adding and dropping classes, making payments, viewing grades, test scores, and transcripts, updating personal information, accessing financial aid; overview and selection of general education patterns. Overview of other myGav Portal resources: myDegreeWorks, iLearn. Considerations for first semester course selections. Overview of campus resources and services. Program-specific supplemental requirements will be provided to meet individual program regulations for students participating in categorical programs (e.g., Extended Opportunity Programs and Services (EOPS); California Work Opportunity and Responsibility to Kids (CalWORKs), Mathematics Engineering Science Achievement (MESA), Disability Resource Center (DRC), TRIO, Athletics, etc.) Students will be referred to categorical programs as appropriate. How to contact instructors, schedule appointments, etc. Important dates and deadlines: late adds, No Record Shown (NRS), payment deadlines. Assignments: Schedule campus tour and begin "passport" assignment. Review selected portions of catalog and general education patterns; identify courses of interest and create potential first semester schedule; meet with a counselor to register for first semester classes.

2-3 hours lecture

Content:
First weeks' college experiences, what to expect and next steps. Textbooks and how to access, purchase, rent, and reserve. Important dates and deadlines. Policies regarding dropping and repeating classes, academic probation and dismissal, financial aid and managing college finances. Review of Early Alert and late start classes. Introduction to Education Plans. Use of myDegreeWorks: major, education goal, use of "what if." Time management challenges and strategies.

Assignments: Read selected portions of College Catalog and Student Handbook. Time management inventory, "what if" worksheet, journal assignment. Continued completion of "passport."

2-3 hours


Assignments: education plan worksheet, initial education plan appointment scheduled, faculty office visit, journal reflection, continued completion of "passport."

2-3 hours

Content:
Moving forward and planning ahead. Grades and progress reports; Calculating Grade Point Average (GPA) and its impact on students' academic history. Campus involvement: clubs, athletics, ASB, learning communities, service learning, college hour, work study.

Assignments: Final exam. Turn in copy of comprehensive education plan.

2 Hours

Content: Instructor will emphasize that evaluation will be based on individual improvement, class participation, essays, and exams.

SPO: Students will be given an overview of course objectives and individual responsibilities.

Out of Class Assignments: Student notebook and planner.

2 Hours

Content: Organizational skills, planning and strategies. Planner and notebook development.

SPO: Students will explore the concept of organization of information, assignment and storage in a notebook. Student will develop a system of their own personal organizational style and system.

Out of Class Assignments: Student notebook and planner.

2-6 Hours

Content: Definition of different learning styles. Individual evaluation and assessment of learning styles. Develop an individual learning profile based on information for assessments and web searches.
SPO: Students will examine and define their own individual learning style, and discuss ways to apply the learned information. Students will complete an individual learning style quiz to assist in determining their own learning style. Students will develop an individual learning profile based on the information they found from the assessment results. Students will search the web for learning skills videos

2 Hours
Content: Time Management strategies, procrastination, barriers, motivation, decision-making skills and individual goal-setting.

SPO: Students will assess personal concept of time. Develop individual time management strategies and learn how to adjust daily, weekly, quarterly schedules to balance their own life style, define long term, short term and immediate goals. examine decision-making strategies and assess the value of decision-making and importance of goal setting.

2 Hours
Content: memory and memory enhancement techniques. Instruction will focus upon techniques and strategies based on individual learning style.

SPO: Students will define difference between short-term and long-term memory, examine and apply techniques to increase retention such as mnemonic devices, acronyms, visualizations and concentration techniques.

2-3 Hours
Content: Developing strategies and techniques that will be useful to the student in the classroom, define individual educational goals, develop short and long term educational goals based on learning strategies. Review each Learning Evaluation report and discuss results with the students individually.

SPO: Student will develop an educational goal based how to make use of the learning skills evaluation. Students will develop educational strategy plan based on their individual learning skills evaluations.

2-3 Hours
Content: Developing personal voice and individual self advocacy, students will learn how to discuss difficulties they are experiencing in the classroom and assignments with their instructors.

SPO: Students will develop a strategy on how to advocate for themselves for the assistance and accommodations they desire.

2-3 Hours
Content: Define characteristics and causes of test anxiety, identify obstacles that affect learning, learn strategies and techniques based on individual learning style in order to be successful. Discuss the effects that test anxiety has on intellectual development and balance, discuss learning disabilities issues and support services available on campus.

SPO: Students will apply learning techniques and strategies to reduce test anxiety in various settings based on given difficulties they may have.

2-3 Hours
Content: Discuss the need for life balance, examine diet, sleep and exercise programs, identify personal lifestyles, discuss self esteem and academic success, causes, symptoms of stress, including stress related to general issues concerning culture, race, gender, disability and sexual orientation and discuss alcohol and drug awareness. Life balance and assess health factors and how these factors relate to academic success.

SPO: Students will develop educational/ health plans to be successful.

2 Hours
Portfolio Development and Presentations

2 Hours
Final Project

METHODS OF INSTRUCTION:
Course content will be derived from newsworthy, high interest topics summarized in brief articles with a series of oral discussion questions. The article will be read orally by the students and discussed. Each discussion will be followed by a written assignment in which the students take a position on the topic and provide support for that position.

5/5/2014
METHODS OF EVALUATION:
Category 1 - The types of writing assignments required:
Percent range of total grade: 20% to 40%
Written Homework
Lab Reports
Essay Exams
Term or Other Papers

If this is a degree applicable course, but substantial writing assignments are not appropriate, indicate reason:
Field Work
Quizzes
Exams

Category 3 - The types of skill demonstrations required:
Percent range of total grade: 25% to 40%
Class Performance/s
Field Work
Performance Exams

Category 4 - The types of objective examinations used in the course:
Percent range of total grade: 10% to 25%
Multiple Choice
True/False
Matching Items
Completion
Other: oral presentation

REPRESENTATIVE TEXTBOOKS:
Recommended:
Gavilan College Catalog and Student Handbook and current schedule of classes.

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
CSU GE:
IGETC:
CSU TRANSFER:
   Not Transferable
UC TRANSFER:
   Not Transferable

SUPPLEMENTAL DATA:
Basic Skills: N

5/5/2014
Classification: B
Noncredit Category: Y
Cooperative Education:
Program Status: 2 Stand-alone
Special Class Status: S
CAN:
CAN Sequence:
CSU Crosswalk Course Department:
CSU Crosswalk Course Number:
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000230761
Sports/Physical Education Course: N
Taxonomy of Program: 493032
Gavilan College Kick-Start: Abbreviated Education Plan

Name_________________________ G00#__________ Date__________ Semester:_____

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<td><strong>Total</strong></td>
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*Do your GE, major, or elective course selections have advisories and/or prerequisites? If so, do you meet them?

Sample Abbreviated Ed Plan

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<th>Units</th>
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<td><strong>Total</strong></td>
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Find Your Balance: Planning Your First Semester Schedule

1. I plan to work while going to school. Yes____ No____ If yes, hours/week:_____

2. Based upon the information presented*, I plan to take _____units next semester.

3. Based upon the formula presented*, I should plan to commit_____ hours/week to school, including time in class and homework, studying, etc. (3 hours/unit)

*For each unit taken, students need to plan on a minimum of 1 hour/week in class and 2 hours per week of study. Therefore, a 3-unit class would require a minimum of 9 total hours per week.

<table>
<thead>
<tr>
<th>Units Per Semester &amp; Time Commitment Per Week</th>
<th>Maximum Recommended Work Hours</th>
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<tbody>
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<td>12+ units (4+ classes) = 36+ hours/week</td>
<td>10-20 hours per week</td>
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<tr>
<td>6-10 units (2 or 3 classes) = 18-30 hours/week</td>
<td>20-29 hours per week</td>
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<tr>
<td>3-6 units (1 or 2 classes) = 9-18 hours/week</td>
<td>30-40 hours per week</td>
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</table>

4. My combined work and school time commitment will be______ hours per week. (#1+#3)

5. Based upon the information presented in orientation, I believe the best pattern of General Education for me to follow is Gavilan GE____ CSU Breadth____ IGETC____ Undecided:_____

Example:

1. I plan to work while going to school. Yes X No____ If yes, hours/week: 20

2. Based upon the information presented, I plan to take 12 units next semester.

3. Based upon the formula presented, I should plan to commit 36 hours/week to school, including time in class and homework, studying, etc. (3 hours/unit) (12 hours in class + 24 hours outside of class = 36 hours)

4. My combined work and school time commitment will be 56 hours per week. (#1+#3) (20 hours for work + 36 hours for school)

5. Based upon the information presented in orientation, I believe the best pattern of General Education for me to follow is Gavilan GE____ CSU Breadth______ IGETC____ Undecided:_______
September 16, 2014

Dear «FIRST»,

A review of your academic performance for the Spring 2014 semester indicates that you are now in a dismissed status. This is the result of three or more consecutive semesters of one of the following:

1) a grade point average of less than 2.0
   OR
2) more than half of the units for which you enrolled resulted in "W" (withdrawn), "I" (incomplete), or NP (no pass) grades.

It will be necessary for you to complete a Petition for Re-Admission and have it reviewed by a counselor before enrolling for the Spring 2015 term. The petition is available online: http://www.gavilan.edu/counseling/forms.html.

A counselor will be glad to help you find appropriate support services so that your next semester will be a success. If you wish to enroll for the Spring 2015 term, we recommend you make an appointment and meet with a counselor before October 30, 2014 in order to get your paperwork completed. Visit the Counseling webpage for the Fall schedule http://www.gavilan.edu/counseling/.

Please be advised due to changes in State law, students who are on dismissal status are not eligible for priority registration.

If you have any questions regarding your dismissed status, please feel free to contact me.

Sincerely,

Candice Whitney
Director of Admissions and Records
Phone: (408) 848-4754
cwhitney@gavilan.edu
September 16, 2014

Dear «FIRST»;

After reviewing your academic records for the Spring 2014 semester, we are sorry to inform you that your poor academic performance at Gavilan means that you are now on probation. You are in this category for the following reason:

Academic Probation: Your cumulative grade point average (gpa) is below 2.0

Gavilan College wants you to be successful and the staff and faculty are here to help. Since a student on probation is subject to dismissal if the probation continues beyond a second semester, we strongly encourage you to meet with a counselor. A counselor can assist you in developing an individualized academic plan to help you improve your academic record. Please note that you will need a counseling appointment to develop an Educational Plan—and appointments are only available during the Fall and Spring Terms.

However, you do not need an appointment for an initial meeting. Drop in counseling is available. By meeting with you in person, we can decide together what will be best for your situation. Please go to the Counseling webpage for the current schedule http://www.gavilan.edu/counseling/.

If you are in a dismissal category at the end of Fall 2014 semester, you will be required to meet with a counselor and file a Petition for Re-Admission in order to enroll in classes for Spring 2015.

Please be advised due to changes in State law, students who are on dismissal status are not eligible for priority registration. We hope you take advantage of the support services on campus that can help you improve your academic performance.

Sincerely,

The Counseling Department
Gavilan College
www.gavilan.edu/counseling
Dear Student:

Welcome to Gavilan College! We are excited you're here and want to make every effort to assist you in making a smooth transition into college.

One of the advantages of being a continuing student at the college is the ability to participate in priority registration, an early registration opportunity that allows you select and enroll in classes before registration opens to the general public. As a continuing student, you will be eligible for priority registration starting with the Spring, 2015 semester once you have met three required criteria:

✓ Orientation. This is a two-part process that includes completion of Gavilan Kick-Start and one of the following:
  - Guid 210: New College Student Seminar or
  - Guid 6: Life Skills for Higher Education or
  - Kin 1: Orientation for Student-Athlete Success or
  - Guid 560: Individualized Learning Skills Development

✓ Placement Assessment: If you have not yet completed a placement assessment, please sign up online.

✓ Education Plan: New Students complete an Abbreviated Ed Plan during their Kick-Start session and a Comprehensive Ed Plan during the second component of Orientation.

New students who have not completed these three components will not be able to register for future semesters until the open registration period, when many course sections are already closed.* We urge you to take advantage of this opportunity to ensure getting the classes you need!

The First Year College Student Seminar is a very short term course with no more than five class meetings and is designed to introduce you to the community college system, its expectations, and requirements. You will also learn strategies for academic success and work with a Gavilan College counselor to develop a comprehensive educational plan that will guide you toward your goals at Gavilan. Your success is our first priority!

If you have not already registered for this course or one of the other options listed above, please review the enclosed schedule of classes that are still available and register for a section as soon as possible. Again, completion of the course ensures your ability to participate in priority registration as a continuing student. We hope your semester is off to a good start and we look forward to working with you!

Sincerely,

Gavilan College Counseling Faculty

*Students in Fire or Police Academy courses need to complete Guidance 210 (or another of the options) if they plan to take additional classes outside of these programs.
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Petition to Appeal the Loss of Enrollment Priority

PETITIONS WITH INSUFFICIENT INFORMATION, EXPLANATION OR DOCUMENTATION WILL BE DENIED.

Per Title 5, section 58108, you may submit this form for consideration if you have lost your enrollment priority due to not meeting the necessary academic requirements or because you have reached or exceeded the 100 unit maximum (excluding a maximum of 30 units of basic skills and/or ESL classes). You may also petition if you have an extenuating circumstance as described below. If you feel that you have met the requirements for an exception, please complete this form, attach the necessary documents, and submit it to the Admissions & Record Office. You will receive an email response indicating the outcome of your petition. Please note that, in order to receive priority registration for the next semester, your petition must be submitted and approved at least 2 weeks before the start of priority enrollment.

Name: ___________________________________________ G#: __________________________

Email: ___________________________________________ Major: ____________________________

Phone #: _______________________________________

Semester/Year: ______________________ Current priority level: ______ Requesting consideration for level: _______

Please attach a typewritten personal statement explaining your situation – 1 page maximum

Check which applies to you:

☐ 1. Extenuating circumstance that resulted in a Probation 2 or Dismissal status – Approval is based on evidence of unavoidable extenuating circumstances beyond your control, such as a death in the family, serious accident, hospitalization, etc. To be considered, you must provide documentation, which may include such items as medical documents, death certificate, funeral program, etc.

☐ 2. I have demonstrated significant academic and/or progress improvement – Attach evidence (transcripts) indicating that, since you lost priority registration, you have successfully completed a minimum of 2 semesters with a 2.0 GPA and completed all of the units attempted. The coursework may be from Gavilan College or another regionally accredited college/university.

☐ 3. I am enrolled in a high unit program – Program designated as high unit programs such as nursing. See your counselor for more information. Attach a copy of your current Education Plan. Schedule an appointment with a Gavilan College counselor to develop a plan and to review your extension request. An appointment is required, no exceptions. You may schedule an appointment online (www.gavilan.edu/counseling). Appointments are not available January, June, July, or August. Plan ahead. Counselors may submit petition on student’s behalf – Student’s signature not necessary.

☐ 4. I have a disability and applied for services but did not receive a timely, reasonable accommodation – please attach a typed written statement of your situation and any documentation to substantiate your petition. A letter from the Disability Resource Center on campus is required.

☐ 5. This is my final semester at Gavilan College. I will complete the stated goal on my approved Education Plan (certificate, AA/AS degree, or transfer for first Baccalaureate program). Please attach education plan.

I understand that approval of this petition allows me to retain my current registration standing for two semesters, beginning with the semester indicated above. I also understand that this is a one-time exception. There is no guarantee that this petition will be approved and, if approved, does not guarantee enrollment in any class. I acknowledge that all committee decisions are final and are not subject to further appeal. I also understand that by submitting this petition all transfer units will be posted to my Gavilan transcripts, which may affect my eligibility for financial aid.

Student’s Signature ___________________________ Date ______________

Counselor’s Signature ___________________________ Date ______________

OFFICE USE ONLY

☐ Form not necessary ☐ Denied

☐ Returned for documentation ☐ Approved

A&R Director ___________________________ Date ______________

A&R 03/25/2014
ACADEMIC INFORMATION

Student Classification

Students at Gavilan College are classified by the following definitions:

FRESHMAN - Student who has completed 29-1/2 semester units or less of college credit
SOPHOMORE - Student who has completed 30 or more semester units of college credit.
FULL-TIME - Student enrolled in 12 or more semester units. (4 units for summer session)
PART-TIME - Student enrolled in less than 12 semester units.

Definition of a Semester

An academic year at Gavilan is comprised of two sixteen-week semesters, fall and spring. Classes are also offered during summer and winter intersessions.

Course Availability

Every course, course section or class, the average daily attendance of which is to be reported for State aid, wherever offered and maintained by the district, shall be fully open to enrollment by any person who has been admitted to the college and who meets such prerequisites as may be established pursuant to Chapter III, Division 2, Part VI, Title V of the California Administrative Code, unless specifically exempted by statute.

Gavilan College provides special registration assistance to students with disabilities in compliance with Title V of the California Administrative Code, Section 504 of the Federal Rehabilitation Act and the Americans with Disabilities Act.

Attendance Standards

Students at Gavilan College are expected to attend all classes for which they are enrolled.

Students missing one more class hour than the unit value for a particular course without making prior arrangements may, at the instructor’s option, be dropped without possibility of credit.

Students who do not attend the first class session may be dropped from class in order to admit other students desiring to enroll. If it is necessary for a student to miss more than three consecutive class periods, a Leave of Absence Petition Form should be obtained from the Admissions and Records Office.

The petition must be approved by all the student's instructors and returned to the Admissions and Records Office. Ordinarily, a collaboration for leave of absence will not be granted for more than two weeks. Prolonged absence, even when excused, may result in grade penalties, since the student is still responsible for course requirements.

Catalog Rights

Students who maintain continuous attendance status may, for purposes of meeting graduation requirements, elect to meet the requirements in effect at:

1. The time of entrance to Gavilan College, or
2. The most recent catalog

Developing new course curricula is an ongoing process. After the catalog has been printed, new and revised courses and majors may be available. These changes will be available on the web version of the catalog, as it is a "living document." Consult with a counselor if your area of study has changed.

Continuous attendance is defined as enrollment in at least one credit course per academic year. An academic year begins during the summer term (Summer-Fall-Spring).

Attendance at another accredited institution of higher learning is not considered an interruption, providing the absence from Gavilan College does not exceed four (4) years.

A student who is absent for at least three (3) consecutive terms, including the summer term, is considered to be a returning student for purposes of "catalog rights" and must follow the graduation requirements in effect at the time he or she returns.

Course Prerequisite

A prerequisite is a measure of readiness for a course or program that a student is required to meet as a condition of enrolling in a course or program. Successful completion (a grade of "C" or better) of the prerequisite is required.

HOW COURSE PREREQUISITES ARE ESTABLISHED

Course prerequisites are developed by faculty members and accepted by the Gavilan College Curriculum Committee with the intent of promoting student success. Courses are individually reviewed to ensure that prerequisites are a valid measure of readiness for student success. Criteria used to establish prerequisites include, but are not limited to the following:

1. Most prerequisites are in degree programs within sequential content areas. A course may be established as a prerequisite for another course provided that skills, concepts and/or information taught in the first course are presupposed in the second course;
2. The course for which the prerequisite is required is one in which the student might endanger his or her own health and safety or the health and safety of others if the prerequisite is not met; or
3. A course may be established as a prerequisite for another course because appropriate faculty and the Curriculum Committee have established it as equivalent to the prerequisite established by at least three campuses of the University of...
California and/or the California State University.

4. Other prerequisite criteria may be developed and utilized by Gavilan College. These are available through the Office of the Vice President of Instruction.

**CHALLENGE OF PREREQUISITE**

Students who have reason to believe that they have already fulfilled a prerequisite, or that a prerequisite has been improperly established or implemented, may challenge the prerequisite. The student is responsible to provide compelling evidence to substantiate the challenge claim. Challenge forms are available at the Admissions and Records Office and must be completed and returned to the Vice President of Instruction prior to the first day of classes.

The college must respond to a completed challenge submitted by a student within a period of five (5) school days or the challenge is valid. Although the student may register in the class for which the prerequisite is being challenged, if the challenge is denied, the student will be dropped from the class. Academic credit will not be awarded for successfully challenged prerequisites. For further information regarding the prerequisite challenge, contact a counselor.

**Course Advisories**

An advisory is a measure of readiness for a course or program that is recommended a student meet in order to enroll in a course or program. Successful completion with a "C" or better is strongly recommended.

**How Course Advisories Are Established**

Course advisories are developed by faculty members and accepted by the Gavilan College Curriculum Committee. Courses are individually reviewed to assure that the advisories assist a student to efficiently and successfully complete the course. The departments and the Curriculum Committee have concluded, after review of content, that the advisory or its equivalent is strongly recommended.

**Course Repetition**

BP 4225, Title 5, Sections 55040-55045, 58161

Students may repeat courses in which substandard grades (less than "C") were earned in accordance with Title 5, sections 55040-55045. The limitations on course repetition and the processes for repeating courses are enumerated in administrative procedures.

When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

Under certain circumstances, students may repeat courses in which a "C" or better grade was earned. The special circumstances are defined in administrative procedures.

- Students may repeat courses in which substandard grades (D, F, NC or NP) were awarded.

- Students may repeat twice any course for which a substandard grade (D, F, NC or NP) has been received with the following limitations:

  **First Repeat:** For the first repeat, student may self-select to repeat a course with a substandard grade without counselor approval.

  **Second Repeat Request:** Upon the second request to repeat a course, the student must meet with a counselor to review the reasons for the previous failures to complete the course with a satisfactory grade (A, B, C, CR or P). The counselor may require that the student receive special services (such as tutoring or assistance in one of the specialized skill labs) as a requirement of repeating the course again. Alternatively, the counselor may recommend enrollment in an earlier course in the course sequence as a condition of repeating the course again. When appropriate, the counselor may recommend that the student attempt an alternate course to satisfy the same educational objective (such as a different course that will satisfy the same general education requirement).

If, in the opinion of the counselor, continued attempts to improve the substandard grade seem warranted, the student will be allowed to repeat the course.

The counselor will sign a "Final Attempt - Course Repetition" form. The student must then file the signed form with the Admissions and Records Office.

- **Third Repeat Request:** Students may petition to repeat a course a third time for which a substandard grade (D, F, NC, NP) has been received if extenuating circumstances exist. Ex-
GAVILAN COLLEGE

PREREQUISITE/COREQUISITE CHALLENGE FORM

NAME: ____________________________ GAVILAN ID# ____________________________

ADDRESS: ____________________________ PHONE# ____________________________

City: ____________________________ EMAIL ____________________________

STATE: ____________ Zip ____________ (REQUIRED FOR NOTIFICATION)

Student may register for desired course, pending final outcome of this Challenge Petition, after s/he:
1) Fills out this Prerequisite/Corequisite Challenge form.
2) Attaches a written statement and documentation supporting the reason or basis for the challenge.
3) Submits this form with all attachments by the published deadlines to the Admissions & Records Office.

• COURSE I WISH TO ENROLL IN: ____________________________ SEMESTER/YR (i.e. Fall/2013) ____________________________

• REFERRED BY: ____________________________

• PREREQUISITE, COREQUISITE OR COURSE REQUIREMENTS I WISH TO CHALLENGE: ____________________________

• GROUNDS FOR CHALLENGE: (check one or more boxes)
  □ 1. The prerequisite course has not been made reasonably available
  □ 2. The prerequisite was established in violation of regulation or in violation of the District-approved processes (student must document)
  □ 3. I challenge the prerequisite on the grounds that it is discriminatory or is applied in a discriminatory manner (student must document)
  □ 4. I challenge the prerequisite based on my knowledge or ability to succeed in the course despite not meeting the prerequisite (student must document knowledge and/or ability)

I acknowledge that Gavilan College has determined that this prerequisite is necessary for success in the course and that I am taking personal responsibility for succeeding without this prerequisite.

_________________________________________ ____________________________
STUDENT SIGNATURE DATE

COLLEGE USE ONLY

Review and Evaluation

Date filed with the A&R Office: ____________________________ Received By: ____________________________

Challenge form referred to:

_________________________________________ ____________________________ ____________
DEPARTMENT CHAIR (PRINT NAME) DEPARTMENT CHAIR SIGNATURE DATE

_________________________________________ ____________________________ ____________
DIVISION CHAIR (PRINT NAME) DIAN/ADM SIGNATURE DATE

ORIGINAL – A&R OFFICE COPY – STUDENT

REVISED 01/03/2014
Gavilan Joint Community College District
Governing Board Agenda

October 14, 2014

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

SUBJECT: Administrative Procedures and Board Policies

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

Proposal:
That the Board review and comment as appropriate regarding the proposed changes to the administrative procedures and Board policies as attached.

Background:
The policies and procedures have gone through the shared governance process.

Budgetary Implications:

Follow Up/Outcome:
The procedures will be posted online and implemented. The policies will be presented to the Board of Trustees for a second reading and action at the next Board meeting.

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

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

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/ President
AP 2712 Conflict of Interest Code

References:
Government Code Sections 87103(e), 87300-87302, 89501, 89502, and 89503;
Title 2 Section 18730;

Note: This procedure is essentially verbatim from Title 2 Sections 18730 et seq. The number system reflects the system used in the code and includes gaps in numbering. The first paragraph states that if an agency adopts the verbatim text of that regulation, the agency will be presumed to have adopted a code that complies with the Political Reform Act.

Pursuant to Section 18730 of Title 2 of the California Code of Regulations, incorporation by reference of the terms of this regulation along with the designation of employees and the formulation of disclosure categories in Section 13 to below constitute the adoption and promulgation of a conflict of interest code within the meaning of Government Code Section 87300 or the amendment of a conflict of interest code within the meaning of Government Code Section 87306 if the terms of this regulation are substituted for terms of a conflict of interest code already in effect. A code so amended or adopted and promulgated requires the reporting of reportable items in a manner substantially equivalent to the requirements of article 2 of chapter 7 of the Political Reform Act, Government Code Sections 81000 et seq. The requirements of a conflict of interest code are in addition to other requirements of the Political Reform Act, such as the general prohibition against conflicts of interest contained in Government Code Section 87100, and to other state or local laws pertaining to conflicts of interest.

Section 1. Definitions
The definitions contained in the Political Reform Act of 1974, regulations of the Fair Political Practices Commission (2 Cal. Code of Regulations Sections 18100 et seq.), and any amendments to the Act or regulations, are incorporated by reference into this conflict of interest code.

Section 2. Designated Employees
The persons holding positions listed in Section 13 are designated employees. It has been determined that these persons make or participate in the making of decisions which may foreseeably have a material effect on economic interests.

Section 3. Disclosure Categories
This code does not establish any disclosure obligation for those designated employees who are also specified in Government Code Section 87200 if they are designated in this code in that same capacity or if the geographical jurisdiction of this agency is the same
as or is wholly included within the jurisdiction in which those persons must report their economics interests pursuant to article 2 of chapter 7 of the Political Reform Act, Government Code Sections 87200 et seq. In addition, this code does not establish any disclosure obligation for any designated employees who are designated in a conflict of interest code for another agency, if all of the following apply:

(A) The geographical jurisdiction of this agency is the same as or is wholly included within the jurisdiction of the other agency;

(B) The disclosure assigned in the code of the other agency is the same as that required under article 2 of chapter 7 of the Political Reform Act, Government Code Section 87200; and

(C) The filing officer is the same for both agencies. Such persons are covered by this code for disqualification purposes only. With respect to all other designated employees, the disclosure categories set forth in Section 13 specify which kinds of economic interests are reportable. Such a designated employee shall disclose in his/her statement of economic interests those economic interests he/she has which are of the kind described in the disclosure categories to which he/she is assigned in Section 13. It has been determined that the economic interests set forth in a designated employee's disclosure categories are the kinds of economic interests which he/she foreseeably can affect materially through the conduct of his/her office.

Section 4. Statements of Economic Interests

Place of Filing. The code reviewing body shall instruct all designated employees within its code to file statements of economic interests with the agency or with the code reviewing body, as provided by the code reviewing body in the agency's conflict of interest code.

Section 5. Statements of Economic Interests

Time of Filing

(A) Initial Statements. All designated employees employed by the agency on the effective date of this code, as originally adopted, promulgated and approved by the code reviewing body, shall file statements within 30 days after the effective date of this code. Thereafter, each person already in a position when it is designated by an amendment to this code shall file an initial statement within 30 days after the effective date of the amendment.

(B) Assuming Office Statements. All persons assuming designated positions after the effective date of this code shall file statements within 30 days after assuming

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1 Designated employees who are required to file statements of economic interests under any other agency's conflict of interest code, or under article 2 for a different jurisdiction, may expand their statement of economic interests to cover reportable interests in both jurisdictions, and file copies of this expanded statement with both entities in lieu of filing separate and distinct statements, provided that each copy of such expanded statement filed in place of an original is signed and verified by the designated employee as if it were an original. See Government Code section 81004.

2 See Government Code section 81010 and 2 Cal. Code of Regs. section 18115 for the duties of filing officers and persons in agencies who make and retain copies of statements and forward the originals to the filing officer.
the designated positions, or if subject to State Senate confirmation, 30 days after being nominated or appointed.

(C) Annual Statements. All designated employees shall file statements no later than April 1.

(D) Leaving Office Statements. All persons who leave designated positions shall file statements within 30 days after leaving office.

Section 5.5. Statements for Persons Who Resign Prior to Assuming Office
Any person who resigns within 12 months of initial appointment, or within 30 days of the date of notice provided by the filing officer to file an assuming office statement, is not deemed to have assumed office or left office, provided he/she did not make or participate in the making of, or use his/her position to influence any decision and did not receive or become entitled to receive any form of payment as a result of his/her appointment. Such persons shall not file either an assuming or leaving office statement.

(A) Any person who resigns a position within 30 days of the date of a notice from the filing officer shall do both of the following:
   1. File a written resignation with the appointing power; and
   2. File a written statement with the filing officer declaring under penalty of perjury that during the period between appointment and resignation he/she did not make, participate in the making of, or use the position to influence any decision of the agency or receive, or become entitled to receive, any form of payment by virtue of being appointed to the position.

Section 6. Contents of and Period Covered by Statements of Economic Interests

(A) Contents of Initial Statements. Initial statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the code and income received during the 12 months prior to the effective date of the code.

(B) Contents of Assuming Office Statements. Assuming office statements shall disclose any reportable investments, interests in real property and business positions held on the date of assuming office or, if subject to State Senate confirmation or appointment, on the date of nomination, and income received during the 12 months prior to the date of assuming office or the date of being appointed or nominated, respectively.

(C) Contents of Annual Statements. Annual statements shall disclose any reportable investments, interests in real property, income and business positions held or received during the previous calendar year provided, however, that the period covered by an employee's first annual statement shall begin on the effective date of the code or the date of assuming office whichever is later.

(D) Contents of Leaving Office Statements. Leaving office statements shall disclose reportable investments, interests in real property, income and business positions held or received during the period between the closing date of the last statement filed and the date of leaving office.
Section 7. Manner of Reporting

Statements of economic interests shall be made on forms prescribed by the Fair Political Practices Commission and supplied by the agency, and shall contain the following information:

(A) Investments and Real Property Disclosure. When an investment or an interest in real property is required to be reported, the statement shall contain the following:

1. A statement of the nature of the investment or interest;
2. The name of the business entity in which each investment is held, and a general description of the business activity in which the business entity is engaged;
3. The address or other precise location of the real property;
4. A statement whether the fair market value of the investment or interest in real property exceeds two thousand dollars ($2,000), exceeds ten thousand dollars ($10,000), exceeds one hundred thousand dollars ($100,000), or exceeds one million dollars ($1,000,000).

(B) Personal Income Disclosure. When personal income is required to be reported, the statement shall contain:

1. The name and address of each source of income aggregating five hundred dollars ($500) or more in value, or fifty dollars ($50) or more in value if the income was a gift, and a general description of the business activity, if any, of each source;
2. A statement whether the aggregate value of income from each source, or in the case of a loan, the highest amount owed to each source, was one thousand dollars ($1,000) or less, greater than one thousand dollars ($1,000), greater than ten thousand dollars ($10,000), or greater than one hundred thousand dollars ($100,000);
3. A description of the consideration, if any, for which the income was received;
4. In the case of a gift, the name, address and business activity of the donor and any intermediary through which the gift was made; a description of the gift; the amount or value of the gift; and the date on which the gift was received;
5. In the case of a loan, the annual interest rate and the security, if any, given for the loan and the term of the loan.

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3 For the purpose of disclosure only (not disqualification), an interest in real property does not include the principal residence of the filer.

4 Investments and interests in real property which have a fair market value of less than $2,000 are not investments and interests in real property within the meaning of the Political Reform Act. However, investments or interests in real property of an individual include those held by the individual's spouse and dependent children as well as a pro rata share of any investment or interest in real property of any business entity or trust in which the individual, spouse and dependent children own, in the aggregate, a direct, indirect or beneficial interest of 10 percent or greater.

5 A designated employee's income includes his or her community property interest in the income of his or her spouse but does not include salary or reimbursement for expenses received from a state, local or federal government agency.
(C) Business Entity Income Disclosure. When income of a business entity, including income of a sole proprietorship, is required to be reported, the statement shall contain:

1. The name, address, and a general description of the business activity of the business entity;
2. The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such person was equal to or greater than ten thousand dollars ($10,000).

(D) Business Position Disclosure. When business positions are required to be reported, a designated employee shall list the name and address of each business entity in which he/she is a director, officer, partner, trustee, employee, or in which he/she holds any position of management, a description of the business activity in which the business entity is engaged, and the designated employee's position with the business entity.

(E) Acquisition or Disposal during Reporting Period. In the case of an annual or leaving office statement, if an investment or an interest in real property was partially or wholly acquired or disposed of during the period covered by the statement, the statement shall contain the date of acquisition or disposal.

Section 8. Prohibition on Receipt of Honoraria

(A) No member of a state board or commission, and no designated employee of a state or local government agency, shall accept any honorarium from any source, if the member or employee would be required to report the receipt of income or gifts from that source on his/her statement of economic interests. This section shall not apply to any part-time member of the governing board of any public institution of higher education, unless the member is also an elected official. Subdivisions (a), (b), and (c) of Government Code Section 89501 shall apply to the prohibitions in this section.

(B) This section shall not limit or prohibit payments, advances, or reimbursements for travel and related lodging and subsistence authorized by Government Code Section 89506.

Section 8.1. Prohibition on Receipt of Gifts in Excess of $440420

(A) No member of a state board or commission, and no designated employee of a state or local government agency, shall accept gifts with a total value of more than $440420 in a calendar year from any single source, if the member or employee would be required to report the receipt of income or gifts from that source on his/her statement of economic interests. This section shall not apply to any part-time member of the governing board of any public institution of higher education, unless the member is also an elected official.

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6. Income of a business entity is reportable if the direct, indirect or beneficial interest of the filer and the filer's spouse in the business entity aggregates a 10 percent or greater interest. In addition, the disclosure of persons who are clients or customers of a business entity is required only if the clients or customers are within one of the disclosure categories of the filer.
Subdivisions (e), (f), and (g) of Government Code Section 89503 shall apply to the prohibitions in this section.

Section 8.2. Loans to Public Officials
(A) No elected officer of a state or local government agency shall, from the date of his/her election to office through the date that he/she vacates office, receive a personal loan from any officer, employee, member, or consultant of the state or local government agency in which the elected officer holds office or over which the elected officer's agency has direction and control.

(B) No public official who is exempt from the state civil service system pursuant to subdivisions (c), (d), (e), (f), and (g) of Section 4 of Article VII of the Constitution shall, while he/she holds office, receive a personal loan from any officer, employee, member, or consultant of the state or local government agency in which the public official holds office or over which the public official's agency has direction and control. This subdivision shall not apply to loans made to a public official whose duties are solely secretarial, clerical, or manual.

(C) No elected officer of a state or local government agency shall, from the date of his/her election to office through the date that he/she vacates office, receive a personal loan from any person who has a contract with the state or local government agency to which that elected officer has been elected or over which that elected officer's agency has direction and control. This subdivision shall not apply to loans made by banks or other financial institutions or to any indebtedness created as part of a retail installment or credit card transaction, if the loan is made or the indebtedness created in the lender's regular course of business on terms available to members of the public without regard to the elected officer's official status.

(D) No public official who is exempt from the state civil service system pursuant to subdivisions (c), (d), (e), (f), and (g) of Section 4 of Article VII of the Constitution shall, while he/she holds office, receive a personal loan from any person who has a contract with the state or local government agency to which that elected officer has been elected or over which that elected officer's agency has direction and control. This subdivision shall not apply to loans made by banks or other financial institutions or to any indebtedness created as part of a retail installment or credit card transaction, if the loan is made or the indebtedness created in the lender's regular course of business on terms available to members of the public without regard to the elected officer's official status. This subdivision shall not apply to loans made to a public official whose duties are solely secretarial, clerical, or manual.

(E) This section shall not apply to the following:
1. Loans made to the campaign committee of an elected officer or candidate for elective office.
2. Loans made by a public official's spouse, child, parent, grandparent, grandchild, brother, sister, parent-in-law, brother-in-law, sister-in-law, nephew, niece, aunt, uncle, or first cousin, or the spouse of any such persons, provided that the person making the loan is not acting as an agent or intermediary for any person not otherwise exempted under this section.
3. Loans from a person which, in the aggregate, do not exceed five hundred dollars ($500) at any given time.

4. Loans made, or offered in writing, before January 1, 1998.

Section 8.3. Loan Terms
(A) Except as set forth in subdivision (B), no elected officer of a state or local government agency shall, from the date of his/her election to office through the date he/she vacates office, receive a personal loan of five hundred dollars ($500) or more, except when the loan is in writing and clearly states the terms of the loan, including the parties to the loan agreement, date of the loan, amount of the loan, term of the loan, date or dates when payments shall be due on the loan and the amount of the payments, and the rate of interest paid on the loan.

(B) This section shall not apply to the following types of loans:
1. Loans made to the campaign committee of the elected officer.
2. Loans made to the elected officer by his/her spouse, child, parent, grandparent, grandchild, brother, sister, parent-in-law, brother-in-law, sister-in-law, nephew, niece, aunt, uncle, or first cousin, or the spouse of any such person, provided that the person making the loan is not acting as an agent or intermediary for any person not otherwise exempted under this section.
3. Loans made, or offered in writing, before January 1, 1998.

(C) Nothing in this section shall exempt any person from any other provision of Title 9 of the Government Code.

Section 8.4. Personal Loans
(A) Except as set forth in subdivision (B), a personal loan received by any designated employee shall become a gift to the designated employee for the purposes of this section in the following circumstances:
1. If the loan has a defined date or dates for repayment, when the statute of limitations for filing an action for default has expired.
2. If the loan has no defined date or dates for repayment, when one year has elapsed from the later of the following:
   a. The date the loan was made.
   b. The date the last payment of one hundred dollars ($100) or more was made on the loan.
   c. The date upon which the debtor has made payments on the loan aggregating to less than two hundred fifty dollars ($250) during the previous 12 months.

(B) This section shall not apply to the following types of loans:
1. A loan made to the campaign committee of an elected officer or a candidate for elective office.
2. A loan that would otherwise not be a gift as defined in this title.
3. A loan that would otherwise be a gift as set forth under subdivision (A), but on which the creditor has taken reasonable action to collect the balance due.
4. A loan that would otherwise be a gift as set forth under subdivision (A), but on which the creditor, based on reasonable business considerations, has not undertaken collection action. Except in a criminal action, a creditor who claims that a loan is not a gift on the basis of this paragraph has the burden of proving
that the decision for not taking collection action was based on reasonable business considerations.

5. A loan made to a debtor who has filed for bankruptcy and the loan is ultimately discharged in bankruptcy.

(C) Nothing in this section shall exempt any person from any other provisions of Title 9 of the Government Code.

Section 9. Disqualification
No designated employee shall make, participate in making, or in any way attempt to use his/her official position to influence the making of any governmental decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his/her immediate family or on:

(A) Any business entity in which the designated employee has a direct or indirect investment worth two thousand dollars ($2,000) or more;
(B) Any real property in which the designated employee has a direct or indirect interest worth two thousand dollars ($2,000) or more;
(C) Any source of income, other than gifts and other than loans by a commercial lending institution in the regular course of business on terms available to the public without regard to official status, aggregating five hundred dollars ($500) or more in value provided to, received by or promised to the designated employee within 12 months prior to the time when the decision is made;
(D) Any business entity in which the designated employee is a director, officer, partner, trustee, employee, or holds any position of management; or
(E) Any donor of, or any intermediary or agent for a donor of, a gift or gifts aggregating $440,420 or more provided to; received by, or promised to the designated employee within 12 months prior to the time when the decision is made.

Section 9.3. Legally Required Participation
No designated employee shall be prevented from making or participating in the making of any decision to the extent his/her participation is legally required for the decision to be made. The fact that the vote of a designated employee who is on a voting body is needed to break a tie does not make his/her participation legally required for purposes of this section.

Section 9.5. Disqualification of State Officers and Employees
In addition to the general disqualification provisions of section 9, no state administrative official shall make, participate in making, or use his/her official position to influence any governmental decision directly relating to any contract where the state administrative official knows or has reason to know that any party to the contract is a person with whom the state administrative official, or any member of his/her immediate family has, within 12 months prior to the time when the official action is to be taken:

(A) Engaged in a business transaction or transactions on terms not available to members of the public, regarding any investment or interest in real property; or
(B) Engaged in a business transaction or transactions on terms not available to members of the public regarding the rendering of goods or services totaling in value one thousand dollars ($1,000) or more.

Section 10. Disclosure of Disqualifying Interest
When a designated employee determines that he/she should not make a governmental decision because he/she has a disqualifying interest in it, the determination not to act may be accompanied by disclosure of the disqualifying interest.

Section 11. Assistance of the Commission and Counsel
Any designated employee who is unsure of his/her duties under this code may request assistance from the Fair Political Practices Commission pursuant to Government Code Section 83114 or from the attorney for his/her agency, provided that nothing in this section requires the attorney for the agency to issue any formal or informal opinion.

Section 12. Violations
This code has the force and effect of law. Designated employees violating any provision of this code are subject to the administrative, criminal and civil sanctions provided in the Political Reform Act, Government Code Sections 81000-91015. In addition, a decision in relation to which a violation of the disqualification provisions of this code or of Government Code Section 87100 or 87450 has occurred may be set aside as void pursuant to Government Code Section 91003.

Section 13. Designated Positions and Disclosure Requirements
1. The persons occupying following positions manage public investments. They shall file a full statement of economic interests pursuant to Government Code Sections 87200 et seq.:
   - Governing Board Members
   - Chief Executive Officer
   - Chief Business Officer

2. Disclosure Categories: The disclosure categories listed below identify the types of investments, business entities, sources of income, or real property which the designated employees must disclosure for each disclosure category to which he/she is assigned.

   **Category 1:** All investments and business positions and sources of income from, business entities that do business with the District or own real property within the boundaries of the District, plan to do business or own real property within in the boundaries of the District within the next year, or have done business with or owned real property within the boundaries of the District within the past two years.

   **Category 2:** All interests in real property which is located in whole or in part within, or not more than two miles outside, the boundaries of the District.

   **Category 3:** All investments and business positions in, and sources of income from, business entities that are engaged in land development, construction or the acquisition or sale of real property within the jurisdiction of the District, plan to engage in such
activities within the jurisdiction of the District within the next year, or have engaged in such activities within the jurisdiction of the District within the past two years.

**Category 4:** All investments and business positions in, and sources of income from, business entities that are banking, savings and loan, or other financial institutions.

**Category 5:** All investments and business positions in, and sources of income from, business entities that provide services, supplies, materials, machinery, vehicles or equipment of a type purchased or leased by the District.

**Category 6:** All investments and business positions in, and sources of income from, business entities that provide services, supplies, materials, machinery, vehicles or equipment of a type purchased or leased by the Designated Employee's Department.

Designated Positions, and the Disclosure Categories assigned to them, are as follows:

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<th>Position</th>
<th>Categories</th>
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<td>Accountant</td>
<td>Categories 4,5</td>
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<td>Assistant Deans</td>
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<tr>
<td>Assistant Directors</td>
<td>Category 6</td>
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<td>Chief Human Resources Officer</td>
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<tr>
<td>Chief Instructional Officer</td>
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<tr>
<td>Consultant</td>
<td>Categories 1,2,3,4,5,6</td>
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Consultants must be included in the list of designated employees and must disclose pursuant to the broadest disclosure category in this Code subject to the following limitation: The [CEO or designee] may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that are limited in scope and thus is not required to comply fully with the disclosure requirements described in this Section. Such written determination shall include a description of the consultant's duties and, based on that description, a statement of the extent of disclosure requirements. The superintendent/president's determination is a public record and shall be retained for public inspection in the same manner and location as this Conflict of Interest Code.

Amended by the Board of Trustees: March 12, 2013
Approved by the Board of Trustees: July 10, 2012
AP 3200 Accreditation

Addendum for Board Meeting, 11/13/2001

Reference:
Accreditation Eligibility Requirement 21;
Accreditation Standard IV.B.1i
Title 5 Section 51016

External Accreditation

A. Approval

The President of the College shall approve the application to all organizations that accredit Gavilan College programs and shall notify the Governing Board of these approved accrediting organizations.

B. Funding for accreditation

1. The year prior to any accrediting visitation and report preparation, the Accreditation Officer shall notify the appropriate administrator of the upcoming accreditation so that budget allocations may be requested in a timely fashion within regular budget procedures.

2. The Accreditation Officer shall provide estimates of expenses, including fees required by the accrediting agency, and travel expenses of the accreditation team.

3. The Accreditation Officer shall submit the request for funding through the regular budget proposal process. Payments will be made following standard college fiscal procedures.

C. Administrative supervision of the process

1. The accreditation officer shall report regularly to the President of the College regarding status of the application for accreditation, the date, time, and duration of the team visit, and the number of team members.

2. No later than one year prior to the self-study submission deadline, the Accreditation Officer shall submit the plan for the self-study process including timelines, tasks, responsibilities, organization, and structure 2. At least 2 months prior to the submission deadline, the Accreditation Officer, President's Council, and the Vice Presidents shall review a draft of the accreditation report. It shall then be submitted to the President of the College, who shall submit it to the Board.

3. The President of the College and other appropriate parties shall sign the self-study authorizing submission to the accrediting agency.
4. Meetings between team members and school officials shall be arranged as required by the accreditation agency and with the approval of the President of the College.

D. Recommendations of the accreditation team:

1. The accreditation officer shall submit copies of accreditation team reports to the Board and to President's Council.

2. The Accreditation Officer shall submit a report describing actions taken or to be taken in response to recommendations in the accreditation report.

3. The Accreditation Officer shall submit appropriate requests through the usual process to secure funding, equipment, or services recommended by the accreditation report as appropriate.

4. The Accreditation Officer shall submit an annual report on progress on meeting recommendations.

Amended by the Board of Trustees: August 14, 2012
Approved by the Board of Trustees: December 11, 2001
AP 3410 Nondiscrimination

Nondiscrimination References for Education Programs:
Education Code Sections 66250 et seq., 200 et seq., and 72010 et seq.;
Penal Code Sections 422.55 et seq.;
Title 5 Sections 59300 et seq.;
Accreditation Standard II.B.2.c

Education Programs
The District shall provide access to its services, classes and programs without regard to, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics or based on association with a person or group with one or more of these actual or perceived characteristics.

All courses, including noncredit classes, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Penal Code, “gender” means sex, and includes a person’s gender identity and gender expression. “Gender expression” means a person’s gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth.

The District shall not prohibit any student from enrolling in any class or course on the basis of gender.

Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of gender.

Insofar as practicable, the District shall offer opportunities for participation in athletics equally to male and female students.

Nondiscrimination References for Employment:
Education Code Section 87100 et seq.;
Title 5; Section 53000 et seq.;
Government Code Sections 11135 et seq. and 12940 et seq.

Employment
The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status as a Vietnam-era veteran.

All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District’s needs.
The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

Amended by the Board of Trustees: December 10, 2013
Amended by the Board of Trustees: August 14, 2012
Amended by the Board of Trustees: December 12, 2006
Amended by the Board of Trustees: November 14, 2006
Approved by the Board of Trustees: December 11, 2001
AP 3430  Prohibition of Harassment

References:

Education Code Sections 212.5; 44100; 66281.5;
Title IX, Education Amendments of 1972; Title 5, Sections 59320 et seq.;
Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment on campus, and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff or faculty member or student within the District.

This procedure and the related policy protects students and employees in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District’s facilities, a District bus, or at a class or training program sponsored by the District at another location.

Definitions

General Harassment: Harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation of any person, or military and veteran status, or the perception that a person has one or more of these characteristics is illegal and violates District policy. Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment. For example, repeated derisive comments about a person’s competency to do the job, when based on that person’s gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct:

Verbal: Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person’s race gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual’s body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.

Physical: Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person’s gender, race, national origin, sexual orientation or other protected status. Physical sexual harassment includes acts of sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

Visual or Written: The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.
Environmental: A hostile academic or work environment exists where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected status. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

Sexual Harassment: In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature when:

- submission to the conduct is made a term or condition of an individual's employment, academic status, or progress;
- submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
- the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment; or
- submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.

This definition encompasses two kinds of sexual harassment:

"Quid pro quo" sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

"Hostile environment" sexual harassment occurs when unwelcome conduct based on a person's gender is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it is severe, i.e. a sexual assault.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

Examples: Harassment includes, but is not limited to the following misconduct:

- **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's protected status, including but not limited to sex. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or
intimidation of a sexual nature; or sexist, patronizing or ridiculing statements that convey derogatory attitudes about a particular gender.

- **Physical**: Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures.

- **Visual or Written**: The display or circulation of offensive sexually oriented or other discriminatory visual or written material. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

- **Environmental**: An academic or work environment that is permeated with racially or sexually-oriented talk, innuendo, insults or abuse not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. An environment may be hostile if unwelcome sexual behavior or other harassing behavior based on a protected status is directed specifically at an individual or if the individual merely witnesses unlawful harassment in his/her immediate surroundings. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual’s learning or work.

**Consensual Relationships**

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty or staff member must evaluate the student’s or employee’s work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, the District has the authority to transfer any involved employee to eliminate or attenuate the supervisory authority of one over the other, or of a teacher over a student. Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

**Academic Freedom**

To the extent the harassment policies and procedures are in conflict with the District’s policy on academic freedom, the harassment policies and procedures shall prevail. If the faculty member wishes to use sexually explicit materials in the classroom as a teaching technique, the faculty member must review that use with an administrator to determine whether or not this violates the sexual harassment policy.

Amended by the Board of Trustees: August 14, 2012
Amended by the Board of Trustees: October 10, 2006
Amended by the Board of Trustees: Nov. 11, 2003
Approved by the Board of Trustees: December 11, 2001
AP 3560 Alcoholic Beverages

References:
Business and Professions Code Sections 24045.4, 24045.6, and 25608;
34 Code of Federal Regulations Section 668.46(b)

The possession, sale or the furnishing of alcohol on campus is governed by California state law and these procedures. The possession, sale, consumption or furnishing of alcohol is controlled by the California Department of Alcohol and Beverage Control. However, the enforcement of alcohol laws on-campus is the primary responsibility of the event coordinator. The campus has been designated "Drug free" and only under certain circumstances is the consumption of alcohol permitted. The possession, sale, manufacture or distribution of any controlled substance is illegal under both state and federal laws. Such laws are strictly enforced by the event coordinator. Violators are subject to disciplinary action, criminal prosecution, fine and imprisonment. It is unlawful to sell, furnish or provide alcohol to a person under the age of 21. The possession of alcohol by anyone under 21 years of age in a public place or a place open to the public is illegal. It is also a violation of this policy for anyone to consume or possess alcohol in any public or private area of campus without prior District approval. Organizations or groups violating alcohol or substance policies or laws may be subject to sanctions by the District.

Alcoholic beverages on campus are permitted if:

- The alcoholic beverage is beer or wine for use in connection with a course of instruction, sponsored dinner, or meal demonstration given as part of a culinary arts program at a community college campus, and the instructor or individual has been authorized to acquire, possess, use, sell, or consume it by the Office of the President.
- The alcoholic beverage is for use during a non-college event at a performing arts facility built on district property and leased to a nonprofit public benefit corporation.
- The alcoholic beverage is wine produced by a bonded winery owned or operated as part of an instructional program in viticulture and enology.
- The alcoholic beverage is wine that is for use during an event sponsored by the district or Gavilan Educational Foundation in connection with the district's instructional program in viticulture or the district's instructional program in enology.
- The alcoholic beverage is for use at a professional minor league baseball game played at a college stadium pursuant to a contract between the district and a professional sports organization.
- The alcoholic beverage is possessed, consumed, or sold pursuant to a license or permit obtained under this division for special events held at the facilities of a public community college during the special event. “Special event” means events that are held with the permission of the governing board of the community college district that are festivals, shows, private parties, concerts, theatrical productions, and other events held on the premises of the public community college and for which principal attendees are members of the general public or invited guests and are not full-time students of the public community college.
- The alcoholic beverage is acquired, possessed, or used during an event sponsored by the district or Gavilan College Educational Foundation at a community college-owned facility in which any grade from kindergarten to grade 12, inclusive, is taught, if the event is held at a time when students in any grades from kindergarten to grade 12, inclusive, are not present at the facility.

The alcoholic beverage is for use during a fundraiser held to benefit Gavilan College Educational Foundation that has obtained a license under the Business and Professions Code to do so provided that no alcoholic beverage can be acquired, possessed or used at a football game or other athletic contest sponsored by the District.
ALCOHOL ON CAMPUS

ABC-221 (Special Daily License to Serve Beer and Wine) must be filled out.

- ABC-certified pourers must be available at event. Four-hour training from the ABC office in San Jose is available (no fee) at 100 Paseo de San Antonio, room 119, San Jose, CA 95113 (408) 277-1200. Call ahead to schedule and have an estimate number of people attending event. Once certification is received, it is valid indefinitely.
- Gavilan College Director of Security acknowledgement indicating adequate security will be available on campus during the event must accompany application
- Sheriff's Office approval must accompany application

Once form comes back from Sheriff's Office, completed paperwork is sent to ABC. The ABC requires no less than two weeks' notice before the event.
Application for Permit to Serve Alcoholic Beverages

Applicant and Sponsoring Organization ________________________________

Date of Application ________________ Date of Event __________________

Location of Event __________________ Time of Event __________________

Type of Alcoholic Beverages to be Served ______________________________

Serving Hours ____________________ Food Served ______________________

Number of People attending ________ __Faculty __Staff __Other (specify):___

Alcohol Beverage Control Permit Completed: YES (attached) / NO

ABC-Trained Pourers: YES (attach copy of ABC card) / NO
ABC Training: 100 Paseo de San Antonio, Room 119, San Jose, CA (408)277-1200

Adequate Campus Security Available: YES (attach Security acknowledgement) / NO

Sponsor Representative Signature __________________________ Date ______

OFFICIAL USE ONLY

Permission Denied ________________ Permission Granted ________________

Permission Granted with Conditions: _________________________________

Steven M. Kinsella, Superintendent/President Date ______

PLEASE NOTE: After Gavilan College permission is granted, applicant must obtain approval from Sheriff's Office and send completed paperwork to ABC no less than two weeks before event. A copy of the approved ABC license must be filed in the President's Office.

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

Board amended: July 10, 2012
Board approved: August 9, 2011
BP 2315  Closed Sessions

Reference:
Government Code Sections 54956.8, 54956.9, 54957, 54957.6; 11125.4
Education Code Section 72122

Closed sessions of the Board shall only be held as permitted by applicable legal provisions including but not limited to the Brown Act, California Government Code and California Education Code. Matters discussed in closed session may include:

- the appointment, employment, evaluation of performance, discipline or dismissal of a public employee;
- charges or complaints brought against a public employee by another person or employee, unless the accused public employee requests that the complaints or charges be heard in an open session. The employee shall be given at least twenty-four (24) hours written notice of the closed session.
- advice of counsel on pending litigation, as defined by law;
- consideration of tort liability claims as part of the district's membership in any joint powers agency formed for purposes of insurance pooling;
- real property transactions;
- threats to public security;
- review of the District's position regarding labor negotiations and giving instructions to the District's designated negotiator;
- discussion of student disciplinary action, with final action taken in public;
- conferring of honorary degrees;
- consideration of gifts from a donor who wishes to remain anonymous;
- to consider its response to a confidential final draft audit report from the Bureau of State Audits.

The agenda for each regular or special meeting shall contain information regarding whether a closed session will be held and shall identify the topics to be discussed in any closed session in the manner required by law.

After any closed session, the Board shall reconvene in open session before adjourning and shall announce any actions taken in closed session and the vote or abstention of every member present.

All matters discussed or disclosed during a lawfully held closed session and all notes, minutes, records or recordings made of such a closed session are confidential and shall remain confidential unless and until required to be disclosed by action of the Board or by law.

If any person requests an opportunity to present complaints to the Board about a specific employee, such complaints shall first be presented to the President of the College. Notice shall be given to the employee against whom the charges or complaints are directed. If the complaint is not resolved at the administrative level, the matter shall be scheduled for a closed session of the Board. The employee shall be given at least twenty-four (24) hours written notice of the closed session, and shall be given the opportunity to request that the complaints be heard in an open meeting of the Board.

Approved by the Board of Trustees:  June 12, 2001
Amended by the Board of Trustees:  October 11, 2005
BP 2330 Quorum and Voting

Reference:

*Education Code Section 72000(d)(3, 81310 et seq., 81365, 81511, 81432; Government Code Section 53094; 54950, et seq.; Code of Civil Procedure Section 1245.240*

A quorum of the Board shall consist of four members. However, in all meetings the affirmative vote of at least four Board members shall be necessary in order to pass any action, unless otherwise provided for by law, since this number constitutes a majority of the Board.

No action shall be taken by secret ballot. *The Board will publicly report any action taken in open session and the vote or absence of each individual member present.*

The following actions require a two-thirds majority of all members of the Board:

- Resolution of intention to sell or lease real property (except where a unanimous vote is required);
- Resolution of intention to dedicate or convey an easement;
- Resolution authorizing and directing the execution and delivery of a deed;
- Action to declare the District exempt from the approval requirements of a planning commission or other local land use body;
- Appropriation of funds from an undistributed reserve;
- Resolution to condemn real property.

The following actions require a unanimous vote of all members of the Board:

- Resolution authorizing a sale or lease of District real property to the state, any county, city, or to any other school or community college district;
- Resolution authorizing lease of District property under a lease for the production of gas.

Amended by the Board of Trustees: October 11, 2005
Approved by the Board of Trustees: June 12, 2001
BP 3200 Accreditation

Reference:
Accreditation Eligibility Requirement 21, Standard IV.B.1.i
Title 5 Section 51016

The President of the College shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation.

The President of the College shall keep the Board informed of approved accrediting organizations and the status of accreditations.

The President of the College shall ensure that the Board is involved in any accreditation process in which Board participation is required.

The President of the College shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

See Administrative Procedure #3200

Amended by the Board of Trustees: October 9, 2012
Approved by the Board of Trustees: December 11, 2001
BP 3250  Institutional Planning

Reference:

Accreditation Standard 1.B3;
Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55250, 55080, 55190, 55400 et seq., 55510, 56270 et seq.

The President of the College shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.

The planning system shall include plans required by law, including, but not limited to,

- Long range educational or academic master plan, which shall be updated periodically as deemed necessary by the Governing Board
- Facilities pPlan
- Equal Employment Opportunity Faculty and staff diversity pPlan
- Student equity plan
- Student Success and Support Program planMatriculation
- Transfer Center Plan
- Cooperative Work Experience Plan
- EOPS Plan

The President of the College shall submit those plans to the Board for approval as required by Title 5.

The President of the College shall inform the Board about the status of planning and the various plans.

The President of the College shall ensure the Board has an opportunity to assist in developing the general institutional mission and goals for the comprehensive plans.

See Administrative Procedure #3250

Approved by the Board of Trustees December 11, 2001
BP 3410 Non-discrimination

Reference:

Education Code Sections 66250 et seq. 72010 et seq., and 87100 et seq.;
Title 5, Sections 53000 et seq. and 59300 et seq.;
Penal Code Section 422.55;
Government Code Sections 12926.1, and 12940 et seq.
Accreditation Standard II.B.2.c

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The President of the College shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because of his or her association with a person or group with one or more of these actual perceived characteristics.

See Administrative Procedure #3410

Amended by the Board of Trustees: January 14, 2014
Amended by the Board of Trustees: October 9, 2012
Amended by the Board of Trustees: November 13, 2007
Amended by the Board of Trustees: February 8, 2005
Approved by the Board of Trustees: December 11, 2001
BP 3430 Prohibition of Harassment

References:
Education Code Sections 212.5, 44100, 66252, and 66281.5;
Government Code Section 12950.1;
Title VII of the Civil Rights Act of 1964, 42 U.S. Code Annotated Section 2000e

All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation including acts of sexual violence. It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation of any person, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics.

The District seeks to foster an environment in which all employees and students feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any student or employee who believes that he or she has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3435. Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

To this end the Superintendent/President shall ensure that the institution undertakes education and training activities to counter discrimination and to prevent, minimize and/or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The Superintendent/President shall establish procedures that define harassment on campus. The Superintendent/President shall further establish procedures for employees, students, and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and discrimination, and procedures for students to resolve
complaints of harassment and discrimination. All participants are protected from retaliatory acts by the District, its employees, students, and agents.

This policy and related written procedures (including the procedure for making complaints) shall be widely published and publicized to administrators, faculty, staff, and students, particularly when they are new to the institution. They shall be available for students and employees in all administrative offices.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion.

See Administrative Procedures #3430 and #3435

Amended by the Board of Trustees: October 9, 2012
Amended by the Board of Trustees: October 10, 2006
Amended by the Board of Trustees: November 11, 2003
Approved by the Board of Trustees: December 11, 2001
Financial Aid Dept

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

SUBJECT: Financial Aid Update

Resolution: BE IT RESOLVED,
Information Only
Action Item

Proposal:
That the Board of Trustees be informed of College's FY 2011 cohort default rate.

Background:
On September 22, 2014, the Department of Education distributed fiscal year 2011 cohort default rates to postsecondary institutions. The College's latest default rate is 27.2%. The ratio used to calculate the default rate considered the number who defaulted (43 borrowers) over a three year period (2010-2013) divided by the number of students who entered repayment from over one year period from 2010 to 2011, (158 borrowers). Data suggests:

- The College is not subject to sanctions as our default rate is below 30%.
- The national cohort default rate is 13.7%.
- Statewide, average default rate for California community colleges is 20%.
- Our latest default rate demonstrates second year of downward rate in defaults for College. FY 2011 rate of 27.2% is down from previous rate of 29.1% for FY 2010.
- Of 43 borrowers who defaulted for FY 2011, 73% of them attended Gavilan and borrowed during height of recession: 2008 – 2010.
- As of 2013/14, less Gavilan students borrowed than in 2012/13. There were 100 students who borrowed for 2013/14, compared to 212 who borrowed in 2012/13.
- When we consider annual student count (10,713) from Chancellor’s Office Data Mart, the percentage of Gavilan students who borrow federal student loans is at 1%.
Over the last two years, the Financial Aid Office implemented several changes to loan processing, from loan packet to loan review. Each loan request is reviewed by two staff members. The Financial aid director reviews each request and signs off on approval, reduction or denial of each loan. Loan denials are made when there's little or no academic progression, high loan indebtedness, and lack of educational related expenses.

**Budgetary Implications:**
None.

**Follow Up/Outcome:**
The Financial Aid Department will conduct risk analysis of (43) borrowers who defaulted, to identify default trends which will be implemented into College's Default Prevention Plan. The Default Prevention Plan establishes criteria which College will use in individual review of loan requests. Through the use of professional judgment, Financial Aid Department will reduce or deny loan requests based on default trends, factors.

**Recommended By:**
Kathleen Moberg, Vice President, Student Services

**Prepared By:**
Veronica Martinez, Director, Financial Aid

**Agenda Approval:**
Dr. Steven M. Kinsella, Superintendent/President
Consent Agenda Item No. 11. (i) Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Memorial Recognition for Frank Fletcher

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

Proposal:
That the Board of Trustees consider a suggestion to recognize Frank Fletcher.

- Board Policy 6620 Naming Buildings, Classrooms and Other College Facilities states, “All recommendations for naming buildings, classrooms and other college facilities shall be submitted to the Board by the President of the College for such action”.
- Administrative Procedure 6500 Property Management states, “The location of statues and plaques and other memorials donated shall receive Board of Trustees approval prior to placement”.

Background:
Frank Fletcher served the Gavilan College School District as a history instructor for many years. During his tenure, he demonstrated outstanding dedication, commitment, and inspired students, staff and faculty of Gavilan College.

Budgetary Implications:
The cost of the memorial plaque will be paid using funds allocated for signage.

Follow Up/Outcome:

Recommended By: Kent Child, President of the Board of Trustees

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

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

October 14, 2014

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

SUBJECT: Revised 14-15 Academic Calendar

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

Proposal:
That the Board review and approve the revised AY14-15 Academic Calendar.

Background:
The Academic Calendar is being modified to reinstate the spring break week from April 6-12, 2015 to March 30-April 5, 2015.

Budgetary Implications:
None.

Follow Up/Outcome:
None.

Recommended By: Dr. Kathleen A. Rose, Executive Vice President and CIO
Prepared By: [Signature] 
Dr. Kathleen Rose, Executive Vice President and Chief Instruction Officer

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

October 14, 2014

Consent Agenda Item No. 1
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. 2. (a)

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: [Signature]
Dr. Kathleen Rose, Executive Vice President and Chief Instructional Officer

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

Inactivate course:
JLE 178, Probation Officer Core

Place course on Hold:
Math 14, Math for Liberal Arts

NEW COURSE PROPOSAL - SECOND READING

ATH 90  Intercollegiate Sand Volleyball  1-2 Units, 5-10 Lab
This course provides practice and competition in intercollegiate sand volleyball for women. Before participating, students must have completed a physical exam and their athletic eligibility paperwork. May be repeated three times for credit. This course has the option of a letter grade or pass/no pass.

CSIS 573  Assistive Computer Technology for Reading  .5 - 1 Unit, 0 Lec, 1.5 - 3 Lab
This course provides instruction in effective use of assistive computer technology for reading assistance. Students with disabilities will learn how to use software programs such as text-to-speech for improving reading skills. Special emphasis will be placed on reading comprehension, reading fluency, reading vocabulary and study skills.

CSIS 574  Assistive Computer Technology for Writing  .5 - 1 Unit, 0 Lec, 1.5 - 3 Lab
This course provides instruction in effective use of assistive computer technology for writing assistance. Students with disabilities will learn how to use text-to-speech and word prediction programs for improving writing skills. Special emphasis will be placed on vocabulary development, prewriting and editing for correct spelling, word usage and research facilitation.

PSYC ANTH 32  Introduction to Research Methods  3 Units, 3 Lec, 0 Lab
An overview of the methodologies used in experimental, quasi-experimental and non-experimental research in psychology. Students will learn how to design and conduct research, including formulating hypotheses, reviewing the literature, evaluating ethical issues, selecting methodologies, organizing data, applying statistics, and writing reports.

MODIFICATIONS TO EXISTING COURSES - FORM C

AH 51  Medical-Surgical Nursing  11 Units, 6 Lec, 15 Lab
General update: Update textbooks and student learning outcomes.

AH 52  Medical-Surgical Nursing  11 Units, 6 Lec, 15 Lab
General update: Update textbooks and student learning outcomes.

AH 53  Medical-Surgical - Maternal-Neonatal Nursing  11 Units, 6 Lec, 15 Lab
General update: Update textbooks and student learning outcomes.
AH 54  Medical-Surgical/Pediatric Nursing  11 Units, 6 Lec, 15 Lab
General update: Update textbooks and student learning outcomes.

AH 55  Interactive and Mental Health Nursing  10 Units, 5.5 Lec, 13.5 Lab
General update: Update textbooks and student learning outcomes.

AH 56  Compensatory Nursing Practice  10 Units, 5.5 Lec, 13.5 Lab
General update: Update textbooks and student learning outcomes.

AMT 121  Powerplant Systems Technology  14 Units, 9 Lec, 15 Lab
Update description:
This course is part of the curriculum required by the Federal Aviation Administration to obtain certification as an aircraft powerplant maintenance technician. This certificate allows the rated technician to perform maintenance, preventive maintenance repairs and alterations to USA FAA certificated aircraft powerplants.

This section covers theory of operation, maintenance, repair, and troubleshooting procedures of powerplant systems and their relationship to the total powerplant installation package. To include lubrication, electrical systems, instrument systems, fuel metering, fire protection, starting systems, powerplant control systems, and the aerodynamics, theory and maintenance of propellers and their control systems.

ADVISORY: Successful completion the General AMT 100 & 101 sections. Basic hand tools required. Details at the first class meeting.

ANTH 3  Introduction to Cultural Anthropology  3 Units, 3 Lec, 0 Lab
Change description:
This course explores how anthropologists study and compare human cultures. Cultural anthropologists seek to understand the broad arc of human experience focusing on a set of central issues: how people around the world make their living (subsistence patterns); how they organize themselves socially, politically and economically; how they communicate; how they relate to each other through family and kinship ties; what they believe about the world (belief systems); how they express themselves creatively (expressive culture); how they make distinctions among themselves such as through applying gender, racial and ethnic identity labels; how they have shaped and been shaped by social inequalities such as colonialism; and how they navigate culture change and processes of globalization that affect us all. Ethnographic case studies highlight these similarities and differences, and introduce students to how anthropologists do their work, employ professional anthropological research ethics and apply their perspectives and skills to understand humans around the globe. Students will write a research paper based on original fieldwork in a local community.

Update content to align with C-ID. To meet the CID requirements. This course was conditionally approved in Spring 2014.

CD 30A  Practicum 1: Early Childhood Field Experience  4 Units, 2 Lec, 6 Lab
Change units and hours:
From: 3 Units, 3 Lec, 0 Lab
To: 4 Units, 2 Lec, 6 Lab
Change description:
In this course the student will practice and demonstrate developmentally appropriate early childhood program planning and teaching competencies under the supervision of ECE/CD faculty
and other qualified early education professionals. Student will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and develop professional behaviors working with children and families. Child centered, play oriented approaches to teaching, learning and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children.

Meet CAP course alignment and CID descriptors.
Change prerequisite: CD1, CD2 or CD40/Psyc40, CD5 or CD7, CD32 with a grade of "C" or better
Update textbook and student learning outcomes.

CD40 / PSYC 40 Child and Adolescent Development 3 Units, 3 Lec, 0 Lab
Change grading to letter grade only. Transfer colleges will only accept letter grade option.

DRLT 200 Drywall/Lathing Trade Safety 2 Units, 36 Lec, 0 Lab
Change title:
From: Introduction to the Trade
To: Drywall/Lathing Trade Safety
General update: update textbook, student learning outcomes.

DRLT 202 Basic Applications 1.5 Units, 4 Lec, 32 Lab
Change hours:
From: 1.5 Units, 21 Lec, 18 Lab
To: 1.5 Units, 4 Lec, 32 Lab
General update: update textbook, student learning outcomes.

DRLT 205 Mathematics Review 2 Units, 32 Lec, 4 Lab
Change title and hours:
From: Mathematics for Drywall/Lathers
To: Mathematics Review
General update: update textbook, student learning outcomes.

DRLT 210 Residential Metal Stud Framing 1.5 Units, 4 Lec, 32 Lab
Change title and hours:
From: Residential Metal Framing
To: Residential Metal Stud Framing
General update: update textbook, student learning outcomes.

DRLT 212 Doors, Frames, Hardware and Windows 1.5 Units, 4 Lec, 32 Lab
Change title and hours:
From: Doors, Windows, Exterior Systems
To: Doors, Frames, Hardware and Windows
General update: update textbook, student learning outcomes.

DRLT 220 Blueprint Reading I 1.5 Units, 21 Lec, 15 Lab
Change hours:
From: 1.5 Units, 21 Lec, 18 Lab
To: 1.5 Units, 21 Lec, 15 Lab
General update: update textbook, student learning outcomes.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRLT 221</td>
<td>Blueprint Reading II</td>
<td>1.5 Units, 12 Lec, 24 Lab</td>
</tr>
<tr>
<td></td>
<td>Change hours:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>From:</td>
<td>1.5 Units, 21 Lec, 18 Lab</td>
</tr>
<tr>
<td></td>
<td>To:</td>
<td>1.5 Units, 12 Lec, 24 Lab</td>
</tr>
<tr>
<td></td>
<td>General update: update textbook, student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>DRLT 222</td>
<td>Applied Blueprint Technology</td>
<td>1.5 Units, 12 Lec, 24 Lab</td>
</tr>
<tr>
<td></td>
<td>Change title and hours:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>From:</td>
<td>Blueprint Reading III</td>
</tr>
<tr>
<td></td>
<td>To:</td>
<td>Applied Blueprint Technology</td>
</tr>
<tr>
<td></td>
<td>General update: update textbook, student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>DRLT 230</td>
<td>Welding Heavy Gauge</td>
<td>1.5 Units, 6 Lec, 30 Lab</td>
</tr>
<tr>
<td></td>
<td>Change title and hours:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>From:</td>
<td>Welding I</td>
</tr>
<tr>
<td></td>
<td>To:</td>
<td>Welding Heavy Gauge</td>
</tr>
<tr>
<td></td>
<td>General update: update textbook, student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>DRLT 231</td>
<td>Welding Light Gauge</td>
<td>1.5 Units, 6 Lec, 30 Lab</td>
</tr>
<tr>
<td></td>
<td>Change title and hours:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>From:</td>
<td>Welding II</td>
</tr>
<tr>
<td></td>
<td>To:</td>
<td>Welding Light Gauge</td>
</tr>
<tr>
<td></td>
<td>General update: update textbook, student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>DRLT 240</td>
<td>Commercial Framing Systems and Fire Control</td>
<td>1.5 Units, 6 Lec, 30 Lab</td>
</tr>
<tr>
<td></td>
<td>Change title and hours:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>From:</td>
<td>Exterior/Advanced Fire Control Systems</td>
</tr>
<tr>
<td></td>
<td>To:</td>
<td>Commercial Framing Systems and Fire Control</td>
</tr>
<tr>
<td></td>
<td>General update: update textbook, student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>DRLT 242</td>
<td>Exterior Systems and Trims</td>
<td>1.5 Units, 6 Lec, 30 Lab</td>
</tr>
<tr>
<td></td>
<td>Change hours:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>From:</td>
<td>1.5 Units, 21 Lec, 18 Lab</td>
</tr>
<tr>
<td></td>
<td>To:</td>
<td>1.5 Units, 6 Lec, 30 Lab</td>
</tr>
<tr>
<td></td>
<td>General update: update textbook, student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>DRLT 250</td>
<td>Interior Metal Lath Systems</td>
<td>1.5 Units, 6 Lec, 30 Lab</td>
</tr>
<tr>
<td></td>
<td>Change title and hours:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>From:</td>
<td>Interior Metal Lathing, Sound Control</td>
</tr>
<tr>
<td></td>
<td>To:</td>
<td>Interior Metal Lath Systems</td>
</tr>
<tr>
<td></td>
<td>General update: update textbook, student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>DRLT 260</td>
<td>Shaft Protection and Ceiling Systems</td>
<td>1.5 Units, 6 Lec, 30 Lab</td>
</tr>
<tr>
<td></td>
<td>Change title and hours:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>From:</td>
<td>Ceilings, Shaft Protection and Partitions</td>
</tr>
<tr>
<td></td>
<td>To:</td>
<td>Shaft Protection and Ceiling Systems</td>
</tr>
<tr>
<td></td>
<td>General update: update textbook, student learning outcomes.</td>
<td></td>
</tr>
</tbody>
</table>
DRLT 262  Arches, Furring and Advance Systems  1.5 Units, 6 Lec, 30 Lab
Change title and hours:
From: Arches, Furring and Advanced Systems  1.5 Units, 21 Lec, 18 Lab
To: Arches, Furring and Advance Systems  1.5 Units, 6 Lec, 30 Lab
General update: update textbook, student learning outcomes.

DRLT 270  Advanced Construction Techniques  1.5 Units, 1 Lec, 35 Lab
Change hours:
From: 1.5 Units, 21 Lec, 18 Lab
To: 1.5 Units, 1 Lec, 35 Lab
General update: update textbook, student learning outcomes.

JFT 5B  Fire Investigation 1B  1 Unit, .8 Lec, 1.48 Lab
Change description:
This 40 hour course provides information on scene safety, including post blast investigation.
Topics include evidence recognition, documentation, and preservation including scene
photography and trace evidence. Students will gain knowledge and insight related documentation
of findings including case reports, insurance information and other resources available to the
investigator. Course methodology includes presentations, case studies, group exercises, focused
discussions and written assignments.
General update: Update textbook, student learning outcomes and content.

MATH 2  Linear Algebra  3 Units, 3 Lec, 0 Lab
General update: Update textbook and student learning outcomes.

MATH 2C  Differential Equations  3 Units, 3 Lec, 0 Lab
Change description:
An introductory course in differential equations that covers: first order differential equations
including separable, linear, exact, homogenous, bernoulli and Euler's Method; second order
differential equations including homogenous, nonhomogeneous, variation of parameters, method
of undetermined coefficients and reduction of order; series solutions to differential equations;
Laplace Transforms; linear systems; and if time, Fourier Analysis; and applications thereof.
Change course content to meet C-ID requirements.
Add Prerequisite validation form. (Prerequisite is not changing.)
Update content, textbook and student learning outcomes.

PHIL 3B  Contemporary Moral Issues  3 Units, 3 Lec, 0 Lab
General update: Update textbook and student learning outcomes.

PHIL 4  Critical Thinking and Writing  3 Units, 3 Lec, 0 lab
General update: Update textbook and student learning outcomes.

THEA 27  Fundamentals of Lighting  3 Units, 3 Lec, 0 Lab
Modify Course content per comments from C-ID reviewer -ncdcs workshops/practical application added
to instruction. Course currently has conditional approval.
ASSOCIATE DEGREE FOR TRANSFER - NEW PROPOSAL

Associate in Arts in Anthropology for Transfer:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Units</th>
<th>CSU GE/IGETC Area</th>
<th>C-ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core: (9 Units)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 1</td>
<td>Introduction to Physical Anthropology</td>
<td>3</td>
<td>B2/5B</td>
<td>In progress</td>
</tr>
<tr>
<td>ANTH 2</td>
<td>Introduction to Archaeology</td>
<td>3</td>
<td>D1/4A</td>
<td>approved</td>
</tr>
<tr>
<td>ANTH 3</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
<td>D1/4A</td>
<td>conditionally approved</td>
</tr>
</tbody>
</table>

| LIST A: (3 Units)                             |      |                   |               |
| MATH 5   | Introduction to Statistics                 | 3     | B4/2A            | in progress   |

| LIST B: (3-4 Units)                           |      |                   |               |
| BIO 7    | Human Anatomy                              | 4     | B2, B3/5C/5B     | in progress   |
| ANTH 32  | Introduction to Research Methods           | 3     |                 | pending       |

| LIST C: Select one course or any course from LIST B not already used: (3 units) |      |                   |               |
| ANTH 1L  | Biological Anthropology Laboratory         | 1     |                  | pending       |
| ANTH 5   | Magic, Witchcraft, and Religion            | 3     | D1/4A            |               |
| ANTH 6   | Culture and Politics of Africa             | 3     | D7/4G            |               |
| HIST 4A  | Global History Before 1500                 | 3     | C2, D6/4F        |               |
| HIST 4B  | Global History After 1500                  | 3     | C2, D6/4F        |               |
| HIST 12  | Mexican American Cultural History          | 3     | C2, D3, D6/4F   |               |
| MUS 6    | Introduction to World Music                | 3     | C1/3A            |               |
| PHIL 6   | Comparative Religions                      | 3     | C2/3B            |               |
| POLS 3   | Introduction to Comparative Politics       | 3     | D8/4H            |               |
| POLS 4   | Introduction to International Relations    | 3     | D8/4H            |               |
| SOC 1A   | Introduction to Sociology                  | 3     | D0/4J            |               |
| SOC 1B   | Introduction to Sociology: Social Problems | 3     | D0/4J            |               |
| SOC 3    | Sociology of Race, Ethnicity and Cultural Identity | 3 | D0, D3/4J |               |
| SOC 4    | Sociology of Women and Men                 | 3     | D0, D4/4J       |               |

Total Units for the Major: 18-19

Total Units that may be double-counted (Ensure that the total for each Area does not exceed the limit for the specific Area) sum

General Education (CSU GE or IGETC) Units 37 - 39 Units

Elective (CSU Transferable) Units sum

Total Degree Units (maximum) 60
### Associate in Arts in Early Childhood Education for Transfer

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Units</th>
<th>IGETC Area</th>
<th>CSU-GE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD40</td>
<td>Child and Adolescent Development</td>
<td>3</td>
<td>4I</td>
<td>D9,E</td>
</tr>
<tr>
<td>CD5</td>
<td>Child, Family and Community</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD1</td>
<td>Principles &amp; Philosophies of Early Childhood Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD32</td>
<td>Introduction to Curriculum</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD4</td>
<td>Observing and Assessing Children</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD30A</td>
<td>Practicum 1: Early Childhood Field Experience</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD9</td>
<td>Child Health, Nutrition and Safety</td>
<td>3</td>
<td></td>
<td>D7</td>
</tr>
<tr>
<td>CD7</td>
<td>Cultural Context of Child And Family in a Diverse Society</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Units for the Major:** 25

*Total Units that may be double-counted (Ensure that the total for each Area does not exceed the limit for the specific Area)*

| General Education (CSU GE or IGETC) Units   | 37 | 39 |
| Electives (as needed to reach 60 units)    | sum | sum |

**Total Degree Units (minimum):** 60
Gavilan Joint Community College District
Governing Board Agenda

October 14, 2014

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

SUBJECT: Quarterly Financial Status Report, CCFS 311Q at June 30, 2014

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

Proposal:
That the Board of Trustees approve the Quarterly Financial Status Report to the Chancellor’s Office, California Community Colleges for the quarterly period ended June 30, 2014.

Background:
The Quarterly Financial Status Report, CCFS 311Q for the quarter ending June 30, 2014 has been prepared for submission to the Chancellor’s Office, California Community Colleges.

Budgetary Implications:
This report satisfies State reporting requirements.

Follow Up/Outcome:
The Quarterly Financial Status Report, CCFS 311Q will be forwarded to the Chancellor’s Office.

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

Prepared By: Judy Breza, Interim Director, Business Services

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q
CERTIFY QUARTERLY DATA

District: (440) GAVILAN

Your Quarterly Data is Certified for this quarter.

Chief Business Officer
CBO Name: Frederick E. Harris
CBO Phone: 408-848-4715
CBO Signature: 
Date Signed: 10/21/14

Chief Executive Officer Name: Steven M. Kinsella
CEO Signature: 
Date Signed: 10/21/14

Electronic Cert Date: 10/02/2014

District Contact Person
Name: Judy Breza
Title: Interim Director, Business Services
Telephone: 408-848-4739
Fax: 408-848-4789
E-Mail: jbreza@gavilan.edu
**CALIFORNIA COMMUNITY COLLEGES**  
**CHANCELLOR'S OFFICE**

**Quarterly Financial Status Report, CCFS-311Q**  
**VIEW QUARTERLY DATA**

**District:** (440) GAVILAN

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>Actual 2010-11</th>
<th>Actual 2011-12</th>
<th>Actual 2012-13</th>
<th>Projected 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.</td>
<td>Unrestricted General Fund Revenue, Expenditure and Fund Balance:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>Revenues:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.1</td>
<td>Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)</td>
<td>29,309,148</td>
<td>29,345,423</td>
<td>29,444,496</td>
<td>28,756,014</td>
</tr>
<tr>
<td>A.2</td>
<td>Other Financing Sources (Object 8900)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A.3</td>
<td>Total Unrestricted Revenue (A.1 + A.2)</td>
<td>29,309,148</td>
<td>29,345,423</td>
<td>29,444,496</td>
<td>28,756,014</td>
</tr>
<tr>
<td>B.</td>
<td>Expenditures:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.1</td>
<td>Unrestricted General Fund Expenditures (Objects 1000-6000)</td>
<td>26,796,947</td>
<td>28,085,511</td>
<td>27,827,104</td>
<td>27,240,214</td>
</tr>
<tr>
<td>B.2</td>
<td>Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)</td>
<td>1,821,492</td>
<td>2,043,548</td>
<td>1,811,056</td>
<td>1,747,859</td>
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<tr>
<td>B.3</td>
<td>Total Unrestricted Expenditures (B.1 + B.2)</td>
<td>28,618,439</td>
<td>30,129,059</td>
<td>29,638,160</td>
<td>28,988,073</td>
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<tr>
<td>C.</td>
<td>Revenues Over/(Under) Expenditures (A.3 - B.3)</td>
<td>690,708</td>
<td>-764,036</td>
<td>-193,664</td>
<td>-232,039</td>
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<tr>
<td>D.</td>
<td>Fund Balance, Beginning</td>
<td>3,224,910</td>
<td>3,915,619</td>
<td>3,131,583</td>
<td>2,937,919</td>
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<tr>
<td>D.1</td>
<td>Prior Year Adjustments + (-)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D.2</td>
<td>Adjusted Fund Balance, Beginning (D + D.1)</td>
<td>3,224,910</td>
<td>3,915,619</td>
<td>3,131,583</td>
<td>2,937,919</td>
</tr>
<tr>
<td>E.</td>
<td>Fund Balance, Ending (C. + D.2)</td>
<td>3,915,619</td>
<td>3,131,583</td>
<td>2,937,919</td>
<td>2,705,860</td>
</tr>
<tr>
<td>F.1</td>
<td>Percentage of GF Fund Balance to GF Expenditures (E. / B.3)</td>
<td>13.7%</td>
<td>10.4%</td>
<td>9.9%</td>
<td>9.3%</td>
</tr>
</tbody>
</table>

**II. Annualized Attendance FTES:**

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>Actual 2010-11</th>
<th>Actual 2011-12</th>
<th>Actual 2012-13</th>
<th>Actual 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>G.1</td>
<td>Annualized FTES (excluding apprentice and non-resident)</td>
<td>5,553</td>
<td>5,051</td>
<td>5,146</td>
<td>5,224</td>
</tr>
</tbody>
</table>

**III. Total General Fund Cash Balance (Unrestricted and Restricted)**

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>Actual 2010-11</th>
<th>Actual 2011-12</th>
<th>Actual 2012-13</th>
<th>Projected 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.1</td>
<td>Cash, excluding borrowed funds</td>
<td>-1,321,727</td>
<td>2,156,128</td>
<td>2,704,582</td>
<td></td>
</tr>
<tr>
<td>H.2</td>
<td>Cash, borrowed funds only</td>
<td>0</td>
<td>3,000,000</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>Adopted Budget (Col. 1)</th>
<th>Annual Current Budget (Col. 2)</th>
<th>Year-to-Date Actuals (Col. 3)</th>
<th>Percentage (Col. 3/Col. 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.1</td>
<td>Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)</td>
<td>28,497,545</td>
<td>29,011,580</td>
<td>28,756,014</td>
<td>99.1%</td>
</tr>
<tr>
<td>I.2</td>
<td>Other Financing Sources (Object 8900)</td>
<td></td>
<td>618,000</td>
<td>618,000</td>
<td>0</td>
</tr>
<tr>
<td>I.3</td>
<td>Total Unrestricted Revenue (I.1 + I.2)</td>
<td>29,115,548</td>
<td>29,629,580</td>
<td>28,756,014</td>
<td>97.1%</td>
</tr>
<tr>
<td>J.1</td>
<td>Unrestricted General Fund Expenditures (Objects 1000-6000)</td>
<td>27,367,974</td>
<td>27,261,285</td>
<td>27,240,214</td>
<td>99.9%</td>
</tr>
<tr>
<td>J.2</td>
<td>Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)</td>
<td>1,747,574</td>
<td>1,768,192</td>
<td>1,747,859</td>
<td>98.5%</td>
</tr>
<tr>
<td>J.3</td>
<td>Total Unrestricted Expenditures (J.1 + J.2)</td>
<td>29,115,548</td>
<td>29,039,477</td>
<td>28,988,073</td>
<td>99.9%</td>
</tr>
<tr>
<td>K.</td>
<td>Revenues Over(Under) Expenditures (I.3 - J.3)</td>
<td></td>
<td>600,103</td>
<td>-232,059</td>
<td></td>
</tr>
<tr>
<td>L.</td>
<td>Adjusted Fund Balance, Beginning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.1</td>
<td>Fund Balance, Ending (C. + L.2)</td>
<td></td>
<td>2,937,914</td>
<td>2,937,914</td>
<td>2,937,914</td>
</tr>
<tr>
<td>M</td>
<td>Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)</td>
<td></td>
<td>10.1%</td>
<td>12.3%</td>
<td></td>
</tr>
</tbody>
</table>

V. Has the district settled any employee contracts during this quarter? NO

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

<table>
<thead>
<tr>
<th>Contract Period Settled (Specify)</th>
<th>Management</th>
<th>Permanent</th>
<th>Academic</th>
<th>Temporary</th>
<th>Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>YYYY-YY</td>
<td>Total Cost Increase</td>
<td>% *</td>
<td>Total Cost Increase</td>
<td>% *</td>
<td>Total Cost Increase</td>
</tr>
<tr>
<td>a. SALARIES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. BENEFITS:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANs), issuance of COPs, etc.)? NO

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed? This year? NO

Next year? NO

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)
Subject: Annual Financial and Budget Report, CCFS 311

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:
That the Board of Trustees review and accept the Annual Financial and Budget Report.

Background:
The attached Annual Financial and Budget Report represents the final accounting of revenue and expenditures for fiscal year 2013/14 and includes the Final Budget for 2014/15 as adopted by the Board on September 9, 2014. This report has been prepared in accordance with Title 5 Section 58305 and will be submitted to the Chancellor’s Office of California Community Colleges.

Budgetary Implications:
This report satisfies State reporting requirements.

Follow Up/Outcome:
The Annual Financial and Budget Report, CCFS 311, once certified, will be forwarded to the Chancellor’s Office.

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

Prepared By: Judy Braza, Interim Director, Business Services

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

ANNUAL FINANCIAL AND BUDGET REPORT
(Financial Report for Fiscal Year 2013-2014)
(Budget Report for Fiscal Year 2014-2015)

District: GAVILAN
District Code: 440

This is to certify that the Annual Financial and Budget Report has been prepared and the budget adopted in accordance with the California Code of Regulations, beginning with Section 58300. Further, to the best of my knowledge, the data contained in this report are correct.

Frederick E. Hearn
District Chief Business Officer

Date
10/21/14

Steven M. Kuester
District Superintendent

Date
10/6/14

Contact: Frederick Harris
(408) 848-4715

In accordance with the California Code of Regulations, Section 58305(d) a copy of this report is due to the Chancellor's Office on or before October 10, 2014. Please submit the report to:

Chancellor's Office
California Community Colleges
Fiscal Services Unit
1102 Q Street, Suite 300
Sacramento, CA 95814-6511
## Analysis of compliance with the 50 Percent Law (ECS 84362)

### The Current Expense of Education

#### S11 GENERAL FUND - UNRESTRICTED SUBFUND

<table>
<thead>
<tr>
<th>District ID: 440</th>
<th>Name: GAVILAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Object Code</th>
<th>Activity (ECSA)</th>
<th>Activity (ECSB)</th>
<th>Activity (ECSX)</th>
<th>Excluded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ECS 84362 A</td>
<td>ECS 84362 B</td>
<td>Total CEE</td>
<td>Activities</td>
</tr>
<tr>
<td>Academic Salaries</td>
<td></td>
<td>Instructional Salary Cost</td>
<td>Total CEE</td>
<td>Instructional Salary Cost</td>
<td>Total CEE</td>
</tr>
<tr>
<td>Instructional Salaries</td>
<td></td>
<td>AC 0100-5900 &amp; AC 6110</td>
<td>AC 0100 - 6799</td>
<td>AC 6800 - 7390</td>
<td>Total</td>
</tr>
<tr>
<td>Contract or Regular</td>
<td>1100</td>
<td>4,365,896</td>
<td>4,476,777</td>
<td>4,476,777</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1300</td>
<td>5,602,837</td>
<td>6,041,730</td>
<td>6,041,730</td>
<td></td>
</tr>
<tr>
<td><strong>Total Instructional Salaries</strong></td>
<td></td>
<td>9,968,732</td>
<td>10,518,507</td>
<td>0</td>
<td>10,518,507</td>
</tr>
<tr>
<td>Non-Instructional Salaries</td>
<td></td>
<td>AC 6800 - 7390</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contract or Regular</td>
<td>1200</td>
<td>1,729,483</td>
<td>1,729,483</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1400</td>
<td>84,712</td>
<td>84,712</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Non-Instructional Salaries</strong></td>
<td></td>
<td>0</td>
<td>1,814,195</td>
<td>0</td>
<td>1,814,195</td>
</tr>
<tr>
<td><strong>Total Academic Salaries</strong></td>
<td></td>
<td>9,968,732</td>
<td>12,332,702</td>
<td>0</td>
<td>12,332,702</td>
</tr>
</tbody>
</table>

| Classified Salaries |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Non-Instructional Salaries      |                 |                 |                 |                 |                 |
| Regular Status                  | 2100            | 4,368,210       | 58,723          | 4,424,933       |
| Other                           | 2300            | 66,927          | 4,877           | 71,504          |
| **Total Non-Instructional Salaries** | | 0 | 4,435,137 | 61,400 | 4,496,537 |
| Instructional Aides             |                 |                 |                 |                 |                 |
| Regular Status                  | 2200            | 665,561         | 665,561         | 665,561         |
| Other                           | 2400            | 156,113         | 156,113         | 156,113         |
| **Total Instructional Aides**   | | 821,674 | 821,674 | 0 | 821,674 |
| **Total Classified Salaries**   | | 821,674 | 5,256,811 | 61,400 | 5,318,211 |

| Employee Benefits               | 3000            | 2,530,041       | 5,240,252       | 41,157          | 5,281,409       |
| Supplies and Materials           | 4000            | 354,957         | 558             | 355,515         |
| Other Operating Expenses         | 5000            | 3,498,468       | 110,145         | 3,608,613       |
| Equipment Replacement            | 6420            |                 |                 |                 |                 |
| **Total Expenditures Prior to Exclusions** | | 13,320,447 | 26,883,190 | 213,260 | 26,896,450 |
## Analysis of compliance with the 50 Percent Law (ECS 84362)

**The Current Expense of Education**

### S11 GENERAL FUND - UNRESTRICTED SUBFUND

**District ID**: 440  **Name**: GAVILAN

**For Actual Year: 2013-2014**  **Budget Year: 2014-2015**

<table>
<thead>
<tr>
<th>Activities to Exclude</th>
<th>TOP Code</th>
<th>Activity (ECSA)</th>
<th>Activity (ECSB)</th>
<th>Activity (ECSX)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Staff—Retirees' Benefits and Retirement Incentives</td>
<td>5900</td>
<td>ECS 84362 A</td>
<td>ECS 84362 B</td>
<td>Excluded</td>
</tr>
<tr>
<td>Student Health Services Above Amount Collected</td>
<td>6441</td>
<td>Instructional Salary Cost</td>
<td>Total CEE</td>
<td>Activities</td>
</tr>
<tr>
<td>Student Transportation</td>
<td>6491</td>
<td>AC 0100-5900 &amp; AC 6110</td>
<td>AC 0100 - 6799</td>
<td>AC 6800 - 7390</td>
</tr>
<tr>
<td>Noninstructional Staff—Retirees' Benefits and Retirement Incentives</td>
<td>6740</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objects to Exclude</th>
<th>Object Code</th>
<th>Activity (ECSA)</th>
<th>Activity (ECSB)</th>
<th>Activity (ECSX)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rents and Leases</td>
<td>5060</td>
<td></td>
<td>386,758</td>
<td></td>
</tr>
<tr>
<td>Lottery Expenditures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Salaries</td>
<td>1000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>2000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>3000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and Materials</td>
<td>4000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Software</td>
<td>4100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books, Magazines, &amp; Periodicals</td>
<td>4200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Supplies &amp; Materials</td>
<td>4300</td>
<td></td>
<td>51,466</td>
<td></td>
</tr>
<tr>
<td>Noninstructional Supplies &amp; Materials</td>
<td>4400</td>
<td></td>
<td></td>
<td>51,466</td>
</tr>
<tr>
<td>Total Supplies and Materials</td>
<td></td>
<td></td>
<td>51,466</td>
<td>51,466</td>
</tr>
<tr>
<td>Other Operating Expenses and Services</td>
<td>5000</td>
<td></td>
<td>1,188,725</td>
<td>1,188,725</td>
</tr>
</tbody>
</table>

Page 3
### Analysis of compliance with the 50 Percent Law (ECS 84362)

**The Current Expense of Education**

#### S11 GENERAL FUND - UNRESTRICTED SUBFUND

### SUPPLEMENTAL DATA

**For Actual Year: 2013-2014**  
**Budget Year: 2014-2015**

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Activity (ECSA)</th>
<th>Activity (ECSS)</th>
<th>Activity (ECSX)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECS 84362 A</td>
<td>ECS 84362 B</td>
<td>Excluded</td>
</tr>
<tr>
<td></td>
<td>Instructional Salary Cost</td>
<td>Total CEE</td>
<td>Activities</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>6000</td>
<td>AC 0100-5900 &amp; AC 6110</td>
<td>AC 0100 - 6799</td>
</tr>
<tr>
<td>Library Books</td>
<td>6300</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Equipment</td>
<td>6400</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Equipment - Additional</td>
<td>6410</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Equipment - Replacement</td>
<td>6420</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Equipment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Capital Outlay</td>
<td>0</td>
<td>1,626,949</td>
<td>0</td>
</tr>
<tr>
<td>Other Outgo</td>
<td>7000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Exclusions</td>
<td>0</td>
<td>1,626,949</td>
<td>0</td>
</tr>
<tr>
<td>Total for ECS 84362, 50% Law</td>
<td>13,320,447</td>
<td>25,056,241</td>
<td>213,260</td>
</tr>
<tr>
<td>Percent of CEE (Instructional Salary Cost / Total CEE)</td>
<td>53.16%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>50% of Current Expense of Education</td>
<td></td>
<td>12,528,120</td>
<td></td>
</tr>
<tr>
<td>Nonexempted (Remaining) Deficiency from second preceeding Fiscal Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount Required to be Expended for Salaries of Classroom Instructors</td>
<td>13,320,447</td>
<td>25,056,241</td>
<td>213,260</td>
</tr>
<tr>
<td>Reconciliation to Unrestricted General Fund Expenditures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Expenditures Prior to Exclusions</td>
<td>13,320,447</td>
<td>26,683,190</td>
<td>213,260</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>6000</td>
<td>31,574</td>
<td>130,134</td>
</tr>
<tr>
<td>Equipment Replacement (Back out)</td>
<td>6420</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Unrestricted General Fund Expenditures</td>
<td>13,352,021</td>
<td>26,813,324</td>
<td>213,260</td>
</tr>
</tbody>
</table>
CALIFORNIA COMMUNITY COLLEGES

COMBINED BALANCE SHEET

Governmental Funds Group

10 General Fund — Combined

(Total Unrestricted and Restricted)

For Year Ended June 30, 2014

District ID: 440  Name: GAVILAN

<table>
<thead>
<tr>
<th>Description</th>
<th>CA (Object)</th>
<th>11 General Fund</th>
<th>12 General Fund</th>
<th>10 General Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Unrestricted</td>
<td>Restricted</td>
<td>COMBINED</td>
</tr>
<tr>
<td>ASSETS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash, Investments, and Receivables</td>
<td>9100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awaiting Deposit and in Banks</td>
<td>9111</td>
<td>27,500</td>
<td></td>
<td>27,500</td>
</tr>
<tr>
<td>In County Treasury</td>
<td>9112</td>
<td>2,320,795</td>
<td>383,786</td>
<td>2,704,581</td>
</tr>
<tr>
<td>Cash With Fiscal Agents</td>
<td>9113</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Revolving Cash Accounts</td>
<td>9114</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Investments (at cost)</td>
<td>9120</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>9130</td>
<td>3,204,739</td>
<td>886,355</td>
<td>4,091,094</td>
</tr>
<tr>
<td>Due from Other Funds</td>
<td>9140</td>
<td>186,522</td>
<td></td>
<td>186,522</td>
</tr>
<tr>
<td>Inventories, Stores, and Prepaid Items</td>
<td>9200</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Inventories and Stores</td>
<td>9210</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Prepaid Items</td>
<td>9220</td>
<td>9,126</td>
<td></td>
<td>9,126</td>
</tr>
<tr>
<td>TOTAL ASSETS</td>
<td></td>
<td>5,748,682</td>
<td>1,270,141</td>
<td>7,018,823</td>
</tr>
<tr>
<td>LIABILITIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Liabilities and Deferred Revenue</td>
<td>9500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>9510</td>
<td>1,080,829</td>
<td>615,570</td>
<td>1,706,399</td>
</tr>
<tr>
<td>Accrued Salaries and Wages Payable</td>
<td>9520</td>
<td>507,373</td>
<td>103,770</td>
<td>611,143</td>
</tr>
<tr>
<td>Compensated Absences Payable Current</td>
<td>9530</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Due to Other Funds</td>
<td>9540</td>
<td>492,967</td>
<td></td>
<td>492,967</td>
</tr>
<tr>
<td>Temporary Loans</td>
<td>9550</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Current Portion of Long-Term Debt</td>
<td>9560</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Deferred Revenues</td>
<td>9570</td>
<td>951,552</td>
<td>548,127</td>
<td>1,499,779</td>
</tr>
<tr>
<td>TOTAL LIABILITIES</td>
<td></td>
<td>3,042,821</td>
<td>1,267,467</td>
<td>4,310,288</td>
</tr>
</tbody>
</table>
## Governmental Funds Group

**General Fund — Combined**

(Total Unrestricted and Restricted)

For Year Ended June 30, 2014

<table>
<thead>
<tr>
<th>Description</th>
<th>CA (Object)</th>
<th>General Fund Unrestricted</th>
<th>General Fund Restricted</th>
<th>General Fund COMBINED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FUND BALANCE (NON-GASB 54)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund Balance Reserved</td>
<td>9710</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>NonCash Assets</td>
<td>9711</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Amounts Restricted by Law for Specific Purposes</td>
<td>9712</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Reserve for Encumbrances Credit</td>
<td>9713</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Reserve for Encumbrances Debit</td>
<td>9714</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Reserve for Debt Services</td>
<td>9715</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Assigned/Committed</td>
<td>9754</td>
<td></td>
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### COMBINED BALANCE SHEET

**For Year Ended June 30, 2014**

**Governmental Funds Group**

20  Debt Service Funds:
21  Bond Interest and Redemption Fund
22  Revenue Bond Interest and Redemption Fund
29  Other Debt Service Fund

<table>
<thead>
<tr>
<th>Description</th>
<th>21 Bond Interest and Redemption Fund</th>
<th>22 Revenue Bond Interest and Redemption Fund</th>
<th>29 Other Debt Service Fund</th>
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## COMBINED BALANCE SHEET

For Year Ended June 30, 2014

### Governmental Funds Group

#### Special Revenue Funds:

- **31** Bookstore Fund
- **32** Cafeteria Fund
- **33** Child Development Fund
- **34** Farm Operation Fund
- **35** Revenue Bond Project Fund
- **39** Other Special Revenue Fund

### ASSETS

<table>
<thead>
<tr>
<th>Description</th>
<th>31 Bookstore Fund</th>
<th>32 Cafeteria Fund</th>
<th>33 Child Development Fund</th>
<th>34 Farm Operation Fund</th>
<th>35 Revenue Bond Project Fund</th>
<th>39 Other Special Revenue Fund</th>
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<tbody>
<tr>
<td><strong>Cash, Investments, and Receivables</strong></td>
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### LIABILITIES

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<th>33 Child Development Fund</th>
<th>34 Farm Operation Fund</th>
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### COMBINED BALANCE SHEET

**For Year Ended June 30, 2014**

**Governmental Funds Group**

- **30** Special Revenue Funds:
  - 31 Bookstore Fund
  - 32 Cafeteria Fund
  - 33 Child Development Fund
  - 34 Farm Operation Fund
  - 35 Revenue Bond Project Fund
  - 39 Other Special Revenue Fund

**District ID:** 440  
**Name:** GAVILAN

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<tr>
<th>Description</th>
<th>CA (Object)</th>
<th>31 Bookstore Fund</th>
<th>32 Cafeteria Fund</th>
<th>33 Child Development Fund</th>
<th>34 Farm Operation Fund</th>
<th>35 Revenue Bond Project Fund</th>
<th>39 Other Special Revenue Fund</th>
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**CALIFORNIA COMMUNITY COLLEGES**

**Annual Financial and Budget Report**

**Proprietary Funds Group**

**50 Enterprise Funds:**

- 51 Bookstore Fund
- 52 Cafeteria Fund

**COMBINED BALANCE SHEET**

For Year Ended June 30, 2014

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### COMBINED BALANCE SHEET

For Year Ended June 30, 2014

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## COMBINED BALANCE SHEET

**For Year Ended June 30, 2014**

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### Total Liabilities and Fund Equity

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CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2013-2014  Name: GAVILAN

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<thead>
<tr>
<th>Description</th>
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<th>Fund S10 Total</th>
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| State Revenues                                        | 8800       |           |                |
|                                                       | 8810       |           | 0              |
|                                                       | 8811       |           | 0              |
| General Apportionments                                | 8812       | 6,695,913 | 6,695,913      |
| Apprenticeship Apportionment                          | 8813       | 295,021   | 295,021        |
| State General Apportionment                           | 8814       |           |                |
| Other General Apportionment                           | 8815       |           |                |
| General Categorical Programs                          | 8816       |           |                |
| Child Development                                     | 8817       |           |                |
| Extended Opportunity Programs and Services (EOPS)     | 8822       | 440,453   | 440,453        |
| Disabled Students Programs and Services (DSPS)        | 8823       | 513,832   | 513,832        |
| Temporary Assistance for Needy Families (TANF)        | 8824       | 50,564    | 50,564         |
| California Work Opportunity and Responsibility to Kids (CalWORKS) | 8825 | 313,877 | 313,877 |
| Telecommunications and Technology Infrastructure Program (TTIP) | 8826 | 0 | 0 |
| Other General Categorical Programs                    | 8827       | 1,744,509 | 1,744,509      |
## Details of General Fund Revenue

**For Actual Year: 2013-2014**

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<td>State Lottery Proceeds</td>
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## Details of General Fund Revenue

### Local Revenues

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<th>Description</th>
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### Details of General Fund Revenue

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>Fund S11 Unrestricted Actual</th>
<th>Fund S12 Restricted Actual</th>
<th>Fund S10 Total General Fund Actual</th>
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<tbody>
<tr>
<td>Other Financing Sources</td>
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<td>Proceeds of General Fixed Assets</td>
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### CALIFORNIA COMMUNITY COLLEGES

**Annual Financial and Budget Report**

**SUPPLEMENTAL DATA**

For Actual Year: 2013-2014  
Budget Year: 2014-2015

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<th>Activity Classification</th>
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<th>Operating Expenses (4000 - 5000)</th>
<th>Non Instructional</th>
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<th>Other Outgo (7000)</th>
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*Total Expenditures for GF Activities above is the grand total of Instructional and Non-instructional activities.*
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* Noninstructional Staff Retirees' Benefits & Retirement incentives.
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* Total Expenditures for the General Fund: Instructional Activities and Non-Instructional Activities.
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<td>2. Temporary voter approved increases</td>
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<td>3. Total adjustments - increase</td>
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## General Fund

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<td>115,289</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td></td>
<td>27,240,214</td>
<td>27,857,549</td>
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</table>

### Excess/(Deficiency) of Revenues over Expenditures

<table>
<thead>
<tr>
<th></th>
<th>Fund: 11</th>
<th>Fund: 12</th>
<th>Fund: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actual</td>
<td>Budget</td>
<td>Actual</td>
</tr>
<tr>
<td>Excess/(Deficiency) of Revenues over Expenditures</td>
<td>1,515,800</td>
<td>1,585,739</td>
<td>(956,711)</td>
</tr>
<tr>
<td>Other Financing Sources</td>
<td>8900</td>
<td>1,747,859</td>
<td>1,747,625</td>
</tr>
<tr>
<td>Other Outgo</td>
<td>7000</td>
<td>(232,059)</td>
<td>(161,886)</td>
</tr>
</tbody>
</table>

### Net Increase/(Decrease) in Fund Balance

<table>
<thead>
<tr>
<th></th>
<th>Fund: 11</th>
<th>Fund: 12</th>
<th>Fund: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Beginning Balance, July 1</td>
<td>9010</td>
<td>2,937,919</td>
<td>2,705,560</td>
</tr>
<tr>
<td>Prior Years Adjustments</td>
<td>9020</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Adjusted Beginning Balance</td>
<td>9030</td>
<td>2,937,919</td>
<td>2,705,560</td>
</tr>
<tr>
<td>Ending Fund Balance, June 30</td>
<td></td>
<td>2,705,560</td>
<td>2,543,974</td>
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</table>
### DEBT SERVICE FUNDS

#### Fund: 21 - BOND INTEREST AND REDEMPTION FUND

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Revenues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Revenues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Revenues</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>5,996,830</td>
<td>5,292,579</td>
</tr>
<tr>
<td>Other Financing Sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interfund Transfers In</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Incoming Transfers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Total Other Financing Sources</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Outgo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Retirement (Long Term Debt)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Reduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Other Outgo</strong></td>
<td>5,788,625</td>
<td>5,292,579</td>
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</table>

#### Fund: 22 - REVENUE BOND INTEREST AND REDEMPTION FUND

<table>
<thead>
<tr>
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<th>Actual</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Revenues</strong></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Other Financing Sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interfund Transfers In</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Incoming Transfers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Total Other Financing Sources</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Outgo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Retirement (Long Term Debt)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Reduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Other Outgo</strong></td>
<td>5,299,535</td>
<td>5,709,191</td>
</tr>
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</table>

#### Fund: 29 - OTHER DEBT SERVICE FUND

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Revenues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Financing Sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interfund Transfers In</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Incoming Transfers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Total Other Financing Sources</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Outgo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Retirement (Long Term Debt)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Reduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Other Outgo</strong></td>
<td>5,299,535</td>
<td>5,709,191</td>
</tr>
</tbody>
</table>

#### Net Increase/Decrease in Fund Balance

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Net Increase/Decrease</strong></td>
<td>208,205</td>
<td>0</td>
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#### BEGINNING FUND BALANCE:

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Beginning Balance, July 1</td>
<td>3,356,295</td>
<td>3,564,500</td>
</tr>
<tr>
<td>Prior Years Adjustments</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Adjusted Beginning Balance</td>
<td>3,356,295</td>
<td>3,564,500</td>
</tr>
<tr>
<td><strong>Ending Fund Balance, June 30</strong></td>
<td>3,564,500</td>
<td>3,564,500</td>
</tr>
</tbody>
</table>

---

Page 34
## Special Revenue Funds

### REVENUES, EXPENDITURES, AND FUND BALANCE DATA

**For Actual Year: 2013-2014**

**Budget Year:** 2014-2015

#### Governmental Funds Group

#### 30 Special Revenue Funds — Part 1

**440 GAVILAN**

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>FUND 31: BOOKSTORE FUND</th>
<th>FUND 32: CAFETERIA FUND</th>
<th>FUND 33: CHILD DEVELOPMENT FUND</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Actual</td>
<td>Budget</td>
<td>Actual</td>
</tr>
<tr>
<td><strong>REVENUES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Revenues</td>
<td>8100</td>
<td>10,579</td>
<td>13,077</td>
<td></td>
</tr>
<tr>
<td>State Revenues</td>
<td>8600</td>
<td>112,960</td>
<td>172,141</td>
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<tr>
<td>Local Revenues</td>
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<td>11,533</td>
<td>4,572</td>
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<tr>
<td><strong>Total Income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Salaries</td>
<td>1000</td>
<td></td>
<td></td>
<td>200,963</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>2000</td>
<td></td>
<td></td>
<td>102,954</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>3000</td>
<td></td>
<td></td>
<td>3,134</td>
</tr>
<tr>
<td>Supplies and Materials</td>
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<td></td>
<td></td>
<td>8,461</td>
</tr>
<tr>
<td>Other Operating Expenses</td>
<td>5000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>6000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Excess / (Deficiency) of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenues over Expenditures</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Financing Sources</td>
<td>8900</td>
<td></td>
<td></td>
<td>180,450</td>
</tr>
<tr>
<td>Other Outgo</td>
<td>7000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Net Increase / (Decrease) in Fund Balance</strong></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Beginning Fund Balance:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Beginning Balance, July 1</td>
<td>9010</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Prior Years Adjustments</td>
<td>9020</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted Beginning Balance</td>
<td>9030</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ending Fund Balance, June 30</strong></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Special Revenue Funds

#### FUND: 34  FARM OPERATION FUND

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>Actual</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Revenues</td>
<td>8100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>State Revenues</td>
<td>8600</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Local Revenues</td>
<td>8800</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### FUND 35  REVENUE BOND PROJECT FUND

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>Actual</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Salaries</td>
<td>1000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>2000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>3000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Supplies and Materials</td>
<td>4000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Operating Expenses and Services</td>
<td>5000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>6000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Excess /(Deficiency) of Revenues over Expenditures

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Actual</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>8900</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Other Financing Sources

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Actual</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>7000</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Net Increase/(Decrease) in Fund Balance

<table>
<thead>
<tr>
<th>Beginning Fund Balance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Beginning Balance, July 1</td>
</tr>
<tr>
<td>Prior Years Adjustments</td>
</tr>
<tr>
<td>Adjusted Beginning Balance</td>
</tr>
</tbody>
</table>

| Ending Fund Balance, June 30 | 0 | 0 | 0 |
## Capital Projects Funds

### FUND: 41
**CAPITAL OUTLAY PROJECTS FUND**

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Revenues</td>
<td>478,826</td>
<td>5,807,760</td>
</tr>
<tr>
<td>State Revenues</td>
<td>8600</td>
<td>116,756</td>
</tr>
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<td>Local Revenues</td>
<td>8600</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>478,908</td>
<td>5,807,760</td>
</tr>
</tbody>
</table>

### Expenditures

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Salaries</td>
<td>1000</td>
<td>443</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>2000</td>
<td>443</td>
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<tr>
<td>Employee Benefits</td>
<td>3000</td>
<td>443</td>
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<tr>
<td>Supplies and Materials</td>
<td>4000</td>
<td>443</td>
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<tr>
<td>Other Operating Expenses and Services</td>
<td>5000</td>
<td>443</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>6000</td>
<td>2,700</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>476,126</td>
<td>5,807,760</td>
</tr>
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</table>

### Excess (Deficiency) of Revenues over Expenditures

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Excess (Deficiency) of Revenues</td>
<td>82</td>
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### Other Financing Sources

<table>
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<th>Actual</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Outgo</td>
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<td>0</td>
</tr>
</tbody>
</table>

### Net Increase/(Decrease) in Fund Balance

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Beginning Balance, July 1</td>
<td>9010</td>
<td>54,931</td>
</tr>
<tr>
<td>Adjusted Beginning Balance</td>
<td>9030</td>
<td>54,931</td>
</tr>
<tr>
<td><strong>Ending Fund Balance, June 30</strong></td>
<td>55,013</td>
<td>25,454,862</td>
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</tbody>
</table>

### Beginning Fund Balance:

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior Years Adjustments</td>
<td>9020</td>
<td>55,013</td>
</tr>
<tr>
<td>Net Beginning Balance, July 1</td>
<td>9010</td>
<td>55,013</td>
</tr>
<tr>
<td>Adjusted Beginning Balance</td>
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<td>27,528,674</td>
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<tr>
<td><strong>Ending Fund Balance, June 30</strong></td>
<td>55,013</td>
<td>25,454,862</td>
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</table>
## Enterprise Funds

<table>
<thead>
<tr>
<th>Description</th>
<th>FUND: 51 BOOKSTORE FUND</th>
<th>FUND 52 CAFETERIA FUND</th>
<th>FUND 53 FARM OPERATIONS</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>Budget</td>
<td>Actual</td>
</tr>
<tr>
<td><strong>REVENUES:</strong></td>
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</tr>
<tr>
<td>Local Revenues</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other Financing Sources</td>
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<td></td>
</tr>
<tr>
<td>Total Income</td>
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</tr>
<tr>
<td>Cost of Sales</td>
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<td>0</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Academic Salaries</td>
<td>1000</td>
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<td></td>
</tr>
<tr>
<td>Classified Salaries</td>
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<td>Employee Benefits</td>
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</tr>
<tr>
<td>Supplies and Materials</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other Operating Expenses and Services</td>
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<tr>
<td>Capital Outlay</td>
<td>6000</td>
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<tr>
<td>Total Expenditures</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Net Profit or Loss</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Outgo</td>
<td>7000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Increase/(Decrease) in Fund Balance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Fund Balance:</td>
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<td></td>
</tr>
<tr>
<td>Net Beginning Balance, July 1</td>
<td>9010</td>
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<td>0</td>
</tr>
<tr>
<td>Prior Years Adjustments</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted Beginning Balance</td>
<td>9030</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ending Fund Balance, June 30</td>
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<td>0</td>
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<tr>
<td>Description</td>
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<td>----------------------</td>
<td>----------</td>
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</tr>
<tr>
<td></td>
<td>Actual</td>
<td>Budget</td>
<td></td>
</tr>
</tbody>
</table>

**REVENUES:**

| Local Revenues       | 8800     |                       |
| Other Financing Sources | 8900   |                       |
| Total Income         | 0        | 0                     |
| Cost of Sales        | 5890     |                       |
| Gross Profit or Loss | 0        | 0                     |

**Expenditures**

| Academic Salaries    | 1000     |                       |
| Classified Salaries  | 2000     |                       |
| Employee Benefits    | 3000     |                       |
| Supplies and Materials | 4000   |                       |
| Other Operating Expenses and Services | 5000 | |
| Capital Outlay       | 6000     |                       |
| Total Expenditures   | 0        | 0                     |
| Net Profit or Loss   | 0        | 0                     |
| Other Outgo          | 7000     |                       |
| Net Increase/(Decrease) in Fund Balance | 0 | 0 |

**Beginning Fund Balance:**

<p>| Net Beginning Balance, July 1 | 9010 | 0 |
| Prior Years Adjustments       | 6020 | |
| Adjusted Beginning Balance    | 9030 | 0 |
| Ending Fund Balance, June 30  | 0    | 0 |</p>
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## Fiduciary Funds Group

### REVENUES, EXPENDITURES, AND FUND BALANCE DATA

**For Actual Year: 2013-2014**  
**Budget Year: 2014-2015**

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## CALIFORNIA COMMUNITY COLLEGES
### Annual Financial and Budget Report
#### SUPPLEMENTAL DATA
**For Actual Year: 2013-2014**
**Budget Year: 2014-2015**

### Receipt and Expenditures of Lottery Proceeds
#### Lottery Budget Report
**L10 GENERAL FUND**
**District ID: 440**
**Name: GAVILAN**

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### Details of Education Protection Account

**For Actual Year: 2013-2014**  
**District ID: 440**  
**Name: GAVILAN**

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Gavilan Joint Community College District
Governing Board Agenda

October 14, 2014

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

Child Development Center

SUBJECT: Child Development Center Parent Handbook

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

Proposal:

That the Board of Trustees approve the Child Development Center parent handbook for FY 2014-2015:

Background:

The parent handbook is reviewed and revised annually as needed. The handbook needs Board approval. There were no significant changes to this year's version. All changes or additions are underlined.

Budgetary Implications:

None

Follow Up/Outcome:
Handbooks will be given to parents so they can follow center guidelines.

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

Prepared By: Susan E. Alonzo, Director, CDC

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
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<td>Safety of Children</td>
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<td>Emergency Plan</td>
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<td>Gavilan College CDC – Grievance Procedure</td>
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Gavilan College
Child Development Center
5055 Santa Teresa Boulevard
Gilroy, CA 95020
(408) 848-4815

WELCOME

Welcome to Gavilan College Child Development Center! Parents are welcome to observe or participate at any time. Our Open Door Policy applies to current parents as well as those considering our program for their child. For the safety of the children, we request that all visiting adults sign in at the reception area. This does not apply to adults dropping off and picking up children at center. Parents are an integral part of a successful child development program. Through parental involvement we are better able to meet the developmental and personal needs of each child. As child development professionals, we can serve as a valuable resource for parents and their children concerning most areas of child development. Therefore, we like to think that families and child development centers can and should work together to provide an environment that facilitates the growth of a child into a physically and emotionally healthy individual.

This handbook has been developed to help facilitate the relationship between staff and parents by providing you with specific information about our center. It includes descriptions of our policies and procedures, program philosophy, and our expectations from parents. In addition, we have included a schedule of our program day and a listing of our curricular activities.

As part of Gavilan College, we offer child development services to students of Gavilan.

MISSION STATEMENT

Our professional and caring staff provide a quality, developmentally appropriate program that meets the needs of culturally diverse families and students in a safe environment.

PHILOSOPHY

Gavilan College Child Development Center is a campus childcare “laboratory” school that provides a safe, loving, secure environment that fosters each child’s unique cognitive, social-emotional, physical, and language development within a well-planned environment. The “laboratory” setting provides college students and parents a unique opportunity to work directly with children and to observe child/teacher interactions. Our program strives to meet both age and developmentally appropriate practices. We believe that children learn by doing and experience hands on learning. We aim to extend and build upon the child’s knowledge and also support the children in building strong supportive relationships.
CONFIDENTIALITY

The program staff that have access to individual child screening and assessment results are the classroom staff, the CDC director, and State consultants. Classroom staff completes the assessments and work with the children to assist the child in their development. The director has access to review the assessments and the State consultants have access in reviewing the program requirements. State consultants have the right to review files of children who are in our subsidized program, in order to ensure that the agency is meeting program guidelines. Files are kept in locked cabinets when staff is not working with them. The results and information is used to develop activities to assist the child in their development. The information is used to conference with parents.

ENROLLMENT

Parents are required to meet with agency staff prior to their child’s first day of enrollment to determined if our program is right for their family’s needs and also to complete required paperwork.

1. Gavilan College Child Development Center operates under California Department of Education guidelines and funding to provide a quality, developmental preschool program for certified families.

2. The center is licensed to serve 27 children

   27 preschoolers (3 yrs – 5 yrs old) must be at least 3 years by September 1st of current fiscal year)

Families cannot receive subsidized childcare services if child is eligible for kindergarten.

3. The facility operates Fall/Spring semesters and Summer school and will be closed on all holidays observed by Gavilan College. The Program is open from 7:50 a.m. to 4:00 p.m. All children are requested to be here no later than 9:00 a.m. or call in if they are going to be late.

Each child is required to have an up-to-date immunization record on file at the center before admission. Exceptions are not made for records not meeting Licensing requirements.

The parent upon enrollment will fill out an emergency authorization form. The form authorizes the center to provide all emergency dental or medical care prescribed by a licensed physician MD or dentist DDS. This care may be given under whatever conditions are necessary to preserve the life, limb or well being of a child, but at parent’s expense. The CDC is not responsible for any medical or dental expenses for injuries that your child may have received from any person while at the Center.
GUIDING PRINCIPALS

Safe and healthy/nurturing – The program is licensed, and in compliance with health and safety codes. Teaching staff is qualified, trained and passionate about meeting the individualized needs of every child.

Developmentally Appropriate Practice – The program is respectful of, and values each child’s individual rates and patterns of physical/motor, psychosocial, cognition, language and literacy development, personality and learning style, and family and cultural background.

School Readiness – All children will have access to developmentally appropriate experiences that foster their optimal development across the developmental continuum.

Assessment – Teachers gather information about children from several forms of evidence, development and learning.

Intentionality – Teachers plan meaningful activities that support goals and objectives from the individualized assessment process.

Social Competence – Children are provided opportunities to foster their ability to understand the thoughts, intentions, and behaviors of one self, and others.

RELIGIOUS INSTRUCTION

Gavilan College Child Development Center does not provide religious instruction or allow worship in the child development program.

NON DISCRIMINATION STATEMENT

Our acceptance policy is operated on a non-discriminatory basis, and no child will be excluded from participation in any program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, creed, color, marital status, age, or mental or physical disability, in determining which children to serve. The program welcomes the enrollment of children with disabilities and understands the requirement of the American with Disabilities Act (ADA) to make reasonable accommodations for such children.

The Center will admit any child with a disability and make modifications to its policies, practices, or procedures if necessary to include him/her in the Center’s program unless the admission/modification(s) will fundamentally alter the nature of the Center’s services, programs, or activities or impose an undue burden or hardship in light of the overall program.

ACCESS TO FILES

The following people may have access to certain parts of files depending on the need: Center staff, Director, Licensing, Nursing and Child Development interns, Dean of Career Technical Education, Vice-Presidents, President, State consultants, Social Workers, Campus Security and the Business Department, Auditors and College Attorneys. The CDC Director would determine the need for access.
ELIGIBILITY GUIDELINES FOR SUBSIDIZED PROGRAMS

1. DOCUMENTATION OF GUIDELINES: Gross monthly income based on family size cannot exceed 75% of the State Median Income set by the California Department of Education for our subsidized child care program offered by Gavilan College CDC in order to be financially eligible.

Below is a list of some income sources used when a family’s income is calculated. Families enrolling into any of the subsidized child care program are responsible for submitting documentation to show all income received which may include the following:

- Wages from employment
- Public Cash Assistance (TANF)
- Disability or Unemployment Compensation
- Worker’s Compensation
- Spousal Support/Child Support
- Survivor and Retirement Benefits
- Foster care or guardianship financial assistance or grants
- Other types of income not listed above

2. DOCUMENTATION OF FAMILY SIZE: A family’s financial eligibility for the program is also based on family size. The following documentation is acceptable to confirm the number of children under the age of 18 in the household.

- Birth Certificates
- Court Ordered Child Custody documents
- Adoptions documents
- Records of Foster Care placement
- School or medical records
- County welfare department records
- Other reliable documentation indicating relationship of child to parent

When a second parent is reported as “absent” or no longer living in the residence of the family, verification of the parent’s absence will be requested.

CHILD CARE NEED GUIDELINES

In addition to being income eligible for the program a family must also have a need for child care. These needs are approved by the California Department of Education guidelines. These guidelines say that all parents and/or guardians reported in the family size must have at least one of the need requirements below:

- Training towards a vocational goal
- Employment
- Seeking Employment
- Physically or mentally incapacitated
- Seeking Permanent Housing (does not apply to CalWORKs child care subsidy participants)
PARENTS TRAINING TOWARDS A VOCATIONAL GOAL

A) All parents participating in the Full Day California State Preschool program are required to declare a vocational goal. To be a priority, the participating parent must be enrolled in a minimum of 12 units leading directly to a vocational goal. The 12 units must be taken at Gavilan College during the day. In the case of two parent families, both parents must be students OR one parent a student and the other parent employed, seeking employed or incapacitated.

B) Nearly all classes involve outside study and/or lab time. It is recommended that you plan your daily schedule. Choose a place to study and list it on your schedule. In the event of an emergency the center staff will look for you in this place. Study time is not an unlimited resource. For each lecture unit the parent is enrolled, two hours of study time is granted. If you are taking a difficult class and require additional time please discuss this with the director. In the event you disagree with the decision of the director you may appeal to the Dean of Career Technical Education.

C) Parent’s are limited to six consecutive years of child care services upon start of training or twenty four semester units after receiving a Bachelor’s Degree, whichever occurs first.

D) In order to establish need for child care, the parent must submit a training verification and class print out showing:
   • The days and hours of vocational training
   • Statement of the parent’s vocational goal
   • The name of the accredited training institution
   • Start and end date of the current training period
   • A current class schedule
   • The anticipated completion date of all required training activities

E) A completed progress report of every semester’s educational progress must be turned into the director for review of continued eligibility.

F) After the completion of the current training period, it is the responsibility of the parent to submit a documented copy of successful completion of at least a 2.0 GPA, or its equivalent, in order to demonstrate progress towards vocational goal.

G) A parent who receives below a 2.0 GPA may be placed on academic probation during their next training period. Failure to achieve at least a 2.0 current GPA during the probation period will result in the termination of child care services for training purposes. After 6 months a parent may request to receive services again for training but must meet the 2.0 GPA requirement for that training period.

H) Any changes to the parent’s income, address, telephone number, family size, need status, class schedule, or vocational goal, which includes withdrawal from any classes, must be reported to the Departmental Assistant within 5 calendar days.
EMPLOYED PARENTS

A) Parents may receive child care services during the time that they are working and traveling to and from work.

B) In order to verify need for child care, parents must submit:
   - An Employment Verification Form
   - One month’s worth of current and consecutive pay stubs

C) If the parent is self-employed, the parent must submit:
   - A declaration of need, under penalty of perjury, including a description of employment and an estimated number of days and hours of work per week.
   - To verify the need, parent must submit one or more of the following:
     1) Appointment logs, client receipts, mileage logs
     2) Copy of business license, workspace rental agreement
     3) List of clients with contact information
   - To verify income, parent must submit:
     1) Copy of most recent tax returns
     2) A letter from the source of income (i.e customers)
     3) Other business records like ledgers or business logs

NOTE: If the parent is a licensed family day care home provider or an individual license-exempt provider, the parent is NOT eligible for subsidized services during the parent’s business hours because the parent’s employment does not preclude the supervision of the family’s child(ren).

PARENTS SEEKING EMPLOYMENT

A) Each parent included in the family size is eligible to seek employment for a period of 60 consecutive working days per fiscal year, excluding any federal holidays. Child care services are limited to Monday through Friday and shall not exceed 30 hours per week.

B) Parent may qualify for up to an additional 20 day period of seeking if the parent is also employed or participating in vocational training for 20 concurrent days while using seeking.

C) To verify seeking employment the following document is required:
   - A written declaration under penalty of perjury stating:
     1) That the parent requests to seek employment
     2) The parent’s plan to secure or change employment
     3) A general description of when services will be necessary
   - Verification of job search and interviews may be requested.

PHYSICAL OR MENTAL INCAPACITATION

A) Parent’s who are temporarily or permanently unable to provide care and
supervision of their child(ren) for part of the day due to a physical or mental health condition may be eligible to receive child care services.

B) Child care cannot exceed 40 hours per week

C) In order to verify the need for child care, the parent must submit a statement of incapacity completed by a legally qualified health professional.

- The director will assess the reasonableness of the parent’s request for child care and determine the authorized days and hours of child care.

OTHER NEED/ELIGIBILITY CRITERIA

CHILD PROTECTIVE SERVICES (CPS)

Families receiving Child Protective Services through the County Welfare Department, as well as children identified by a legal, medical, social services agency, or emergency shelter as abused, neglected, exploited, or at risk of abuse, neglect, or exploitation may be eligible for subsidized child care services.

SEEKING PERMANENT HOUSING (NON-CALWORKS PARTICIPANTS ONLY)

- If a parent is seeking permanent housing for stability, the family may be eligible for child care services for up to a period of 60 consecutive working days during the fiscal year excluding federal holidays. Services are limited to less than 30 hours a week and shall be used, Monday through Friday, between the hours of 8:00am – 4:00pm.

- Documentation of seeking permanent housing shall include a declaration of the parent’s search plan to secure an adequate residence and shall identify a general description of when services are being requested.

Gavilan College CDC will recertify periodically to ensure the family’s need and eligibility. It is the parent/guardian’s responsibility to provide ALL the information and documentation necessary for documentation provided by the parent/guardian is inadequate, Gavilan College CDC will issue a denial/termination of enrollment notice.
CENTER EXPECTATIONS OF THE PARENT

1. We encourage parents to be available for conferences during the year. These conferences will be an information sharing session that allows parents and staff to express his/her feelings and concerns about progress or problems that the child might be experiencing.

2. It is our hope as your child’s caregivers that we will get to know them and their behaviors. It is a great help to us as we work with the children to know any problem or event that may affect the child. Please keep us informed. In order for us to verify the accuracy of a child’s report, we would appreciate communications between parents and staff concerning any unusual happenings or events, i.e., illness, death, changes in living situations, etc.

3. Parents should use the center as a resource. Staff members are trained professionals in the area of child development and can provide families with invaluable information about children. Resource binders are available in the classrooms.

4. Parents are welcome to come to the center at any time during program hours. Parental involvement is valued and therefore encouraged. Parents should feel free to come and spend lunch or other time with their child. We also want parents to feel welcome to bring special interest activities to the center but please consult the Director prior to doing so.

5. Donations to the center are tax deductible. As your child develops mentally and physically, please consider whether books, toys, or outgrown clothes may be appropriate for use in our center. Electronic donations cannot be accepted.

6. Complaints or problems should be resolved directly with the staff member involved in private. The director is always available as a neutral party to facilitate conflict resolutions. Due to confidentiality, it is against center policy for a child’s guardian to approach another child’s guardian for child conflict resolution. Breach of this policy may result in termination of child care services for all families involved.

7. Children must be here each day at 9:00 a.m. Any parent dropping their child off after class time begins will be required to stay until staff is available to do a health check. Law requires signing in and out. Please document time and sign complete signature. If your child is absent please call the center before 9:00.

8. Parents are required to come to the center immediately (within 30 minutes of phone call) to pick up their child in the event of child illness, child behavior issues, campus closure or in any other emergency situation.

9. Parents must notify the center of all daily contact numbers. All contact numbers must be updated regularly.

10. Car seats are required for all children under age 8 or 4’9” tall. Security will be called if staff notices that child is being picked up by anyone without a car seat.
11. Parents must notify director of any changes in class schedules or unit change during the semester. Child may be terminated from program or ineligible the following semester, if parents do not comply.

12. Staff are trying to respect children when they are sleeping. Picking up your child during naptime disrupts not only your child’s needed rest but also other children’s rest. Please make every attempt to pick up your child after 2:30 and not during naptime.
Parent involvement and participation

Communication and participation is very important and will enhance a feeling of a partnership in the education of your child. Agency staff is dedicated to working with you to provide learning opportunities, both at home and at the center. Please feel free to share any concerns you have with us, i.e., changes that occur in your family, a grandparent’s visit, a new baby, a family crisis, etc. We will also share our concerns with you. We look forward to getting to know each family. As a parent, you are always welcome to spend time in your child’s classroom. Please feel free to arrange for a conference with your child’s teacher or Director if you have any questions or concerns.

PARENT MEETINGS

Parent groups meet regularly. All parents receiving child care and development services are encouraged to attend meetings and parent education opportunities. Gavilan College CDC has established a Parent Advisory Committee, which provides a leadership opportunity to our parents, and meets monthly. The committee representatives work as a liaison between the staff and our center and family child care programs.

1. Our Funding Terms and Conditions with the State Department of Education encourage a strong parent involvement component. Parents working in the center on a volunteer basis are expected to have a TB test before volunteer time begins. TB testing is available free at Student Health Services. All parents are required to attend an orientation before their child starts school. This will allow the CDC staff to introduce school policies and procedures to parents. Additionally, parent/teacher conferences are scheduled during the year. At this time parent and teacher will discuss individual and class goals for the children enrolled in our program. Parents are encouraged to communicate specific concerns, questions and ideas to staff at this time. Following the initial conferences, staff is always available as a resource for parents.

2. Parents are always welcome to join in activities at the center. We encourage parents to participate in all aspects of the program. Please share your personal interests, including hobbies, talents, cultural backgrounds, favorite recipes, etc.

3. If the center and parents are mutually able to work together (be a partnership) to provide a setting that best meets the child’s growth needs, then the child will most surely benefit.

4. Parents are encouraged to take advantage of Early Childhood Development classes offered here at Gavilan. On site workshops are also periodically available.

5. Parent training will be held throughout the semester based on topics selected by parents along with parent meetings.
6. Parents will be given parent surveys and envelopes to complete, which list our room number only. Surveys are to be placed in the box in the reception area.

PARENT CLUB FUNDRAISERS

The center engages in fundraising activities for additional materials for the children. We will need all the parents support. Our Parent Advisory Committee is an active group of parents dedicated to the center. The committee conducts all fundraisers. Typical fundraisers that support the program are:

- See’s Candy (Holiday Seasons)
- Santa Clara County Dining & Entertainment Discount Coupon Books
- Center Drawings
- Trike-A-Thon (Donations to St. Jude’s Children’s Research Hospital)
PARENT VOLUNTEER DUTIES

✓ Assist with supervision of children
✓ Assist in preparation of art projects
✓ Participation in classroom activities – walks, special visitors
✓ Assist in classroom maintenance
✓ Assist with meal set up and clean up
✓ Assist children with naptime set up, tying shoes, etc.
✓ Assist with outdoor set up and clean up
✓ Assisting with filing forms or other office needs
✓ Reading books to children
✓ Off campus volunteer time
✓ Any other suggestions you may have
✓ Assist with library area
✓ Assist with Picture Day
✓ Assist with fundraisers
✓ Assist with center reviews

PARENT ADVISORY COMMITTEE

All parents are members of this important committee. This group of dedicated parents, work hard to effect change in our school. All fundraisers, special events and campus activities are coordinated through the P.A.C. In order to do all the things that this group hopes to accomplish for the center takes a lot of support. The more parents we have helping the more we can accomplish. Please attend the Parent Meetings. If you cannot volunteer extra time perhaps you could volunteer resources and ideas.
SOCIAL SERVICES

We provide parents with a local community resource guide with professional services. Gavilan College CDC is happy to offer referrals for families in need. This service is a complimentary service and is included in the child development services we provide.

EDUCATIONAL PROGRAM

The education program is based on sound principles of child development. Our overall goal is to give children a sense of self-worth and to help them develop according to their own individual styles. We want them to feel confident and secure so that they can explore and grow in a stimulating educational and social environment. We are committed to supporting all aspects of a child’s growth in an atmosphere of respect. Your child is seen as an individual who is an important member of a group, and whose uniqueness is acknowledged by that group. The program refrains from religious instruction or worship.

INTENTIONAL LEARNING

Gavilan College CDC operates a developmentally appropriate program. This means, we believe in teaching to support the way children develop and learn. Our classroom setting is designed in an environmental approach, encouraging children to explore all learning areas: Read/Play & Learn, our selected resource for teaching staff, provides a blueprint for planning and implementing a developmentally appropriate program. Children learn through opportunities provided by our quality teaching staff who guides children through a variety of experiences.

Our preschool program incorporates the California Preschool Curriculum Framework, California Preschool Learning Foundations, and Desired Results for Children and Families. Activities are provided based on the children’s interest.

QUALITY SERVICES

To ensure the delivery of quality program services, Gavilan College CDC implements the Desired Results for Children and Families System. The California Department of Education (CDE) has developed the desired results approach to evaluate the child care and development services it provides. As a contractor of the CDE, Gavilan College CDC is committed to providing quality early care and education services for every child and family it serves. We provide two training in-service days per year for staff development. The Desired Results System provides tools for program administrators to evaluate the effectiveness of physical settings, qualifications of staff and training opportunities provided to parents and our early care professionals. Gavilan College CDC conducts an agency self-review on an annual basis, and the California Department of Education conducts a Contract Monitoring Review every three years.
Desired Results is a system by which educators can document the progress made by children and families in achieving their desired goals. The information we gather and assess helps Gavilan College CDC improve its child care and development services. Desired Results also includes a process for conducting individual Developmental Profiles (DRDP 2010) for each child. Gavilan College CDC teaching staff completes a DRDP 2010 for each child, twice a year. Parent conferences are held to review the profile and discuss goals. Desired Results is culturally sensitive and linguistically responsive to the diverse populations of children and families served. The six Desired Results Outcomes are:

- Children are personally and socially competent
- Children are effective learners
- Children show physical and motor competence
- Children are safe and healthy
- Families support their children’s learning and development
- Families achieve their goals
PREPARING YOUR CHILD FOR SCHOOL

1. Please send children in comfortable clothes that can get dirty and that the child is capable of putting on and taking off. Send child in sturdy closed shoes (no sandals or thongs at all). Policy is still effective on water play days.
2. Please send your child with one blanket (no sleeping bags).
3. A complete change of clothing must be available in the classroom at all times. Label all children’s removable clothing (shirts, pants, socks, shoes, jackets, hats, sweaters). Many children have similar clothing and labeling prevents confusion of ‘Whose is this?’
4. Please Do Not Send Toys, Candy, or Food to School. Encourage children to share books, music, photos, nature items, and cultural artifacts. No toy guns or weapons will be allowed in school. Children are not allowed to play games involving such themes. Parents will be asked to take them home.
5. Nutrition is key to your child and his/her learning readiness and development. When you feed your child breakfast make sure it is a healthy one. NO SUGAR foods or punches. Birthdays or special treats should be nutritious (fruit, baked items, etc.). Birthdays are celebrated once a month on the last Friday of each month.
6. Rest is important. Keep a regular bedtime schedule. Limit television watching.
7. When your child arrives at school, help him/her wash their hands and wait for a staff member to complete a health check and always say goodbye to your child.
8. Children must be counted (or phoned in) for lunch by 8:45 a.m. The educational program begins at 9:00 a.m. We require children to be here no later than 8:45 a.m. This gives your child a few minutes to adjust to their day and prepare for group time.
9. Sick children should not be brought to school. Please call the Center and leave a message at 848-4815, if your child is not coming to school. If communicable illness is the reason for the absence please bring a doctors note upon return to school stating that the child is no longer contagious, and write the specific reason for absence on the sign in and out sheet.
10. Talk to your child each day about how fun his/her day will be. Refer to the school newsletter and calendar to prepare your child for the day ahead. Be on time. They may not know how to tell time but children can judge time lapse and pick up times based on daily activity schedules, other children, and morning and afternoon sun. Don’t make a promise to make separation easier and then not keep it. (Example: I’ll pick you up early today). Build trust by sticking to a regular daily schedule.
11. Talk to your child about how his day was. Each night on the way home ask your child questions about what happened at circle, or who he/she played with today, what songs were sung today? Avoid yes and no questions. Asking questions that require a descriptive answer encourages your child to share with you and may open them up to conversations, problem solving and communication building.
Basic Preschool Services / Program Activities

Art, science & nutrition activities
Circle time – books, music, personal stories, exercise
Desired Results Developmental Profiles
Developmentally appropriate materials
Hand washing
Individual & group play
Laundry of sheets only (parents need to wash blankets weekly)
Meals provided according to child care food program (breakfast, lunch & PM snack)
Naps provided on cots
Outside play
Motor Room
Parent conferences
Primary caregiver
Ratio - 1 adult to 8 children
Teacher available to speak with parents daily
Tooth brushing
Campus Walks
Graduation Ceremony / Potluck
Harvest Luncheon - Potluck
Professional Pictures (Fall & Spring semesters)
Annual Trike-A-Thon fundraiser
Fall Festival - Potluck (Saturday)
Santa Claus Party- Potluck (Saturday)
Monthly Emergency Drills
Computer, Dramatic, Reading, Music Centers
Writing area
Sand and Water Experiences
Sensory Exploration
Self-Help Skills
Child Development Student Interns
Daily Schedule

7:50 - 8:30 Child Choice
8:15 - 9:00 Breakfast/Tooth Brushing/Child Choice
9:00 - 9:10 Transition/Clean-up
9:15 - 10:30 Morning Gathering/3 Groups
10:30 - 11:30 Outside Play
11:25 - 11:30 Set Tables
11:30 - 11:40 Bathroom/Clean-up
11:40 - 12:00 Lunch for the Children
12:00 - 12:30 Story Time/Small Groups
12:30 - 12:40 Transition
12:40 - 2:30 Resting time
2:30 - 3:00 Bathroom/ Snack
3:00 - 4:00 Open Activities/Gross Motor/Departure

*Subject to change. Latest schedule posted in the classroom.
INCLUSION POLICY AND PROCEDURE

Gavilan College CDC mission, program philosophy and guiding principals convey our commitment to providing quality environments for young children. Our programs are inclusive as we welcome and value all learners by offering high quality age appropriate opportunities for every child. Our programs use the Desired Results System to ensure the individualized needs of each and every child we serve are met. Gavilan College CDC will make reasonable accommodations for individuals with disabilities, and for those at risk of special needs. Furthermore, Gavilan College CDC welcomes all children regardless of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or age or on the basis of persons associated with a person or group with one or more of these actual or perceived characteristics. Our goal is to provide activities in ways that enhance our student’s health, well being, and independence.

Gavilan College CDC affirms its commitment to providing meaningful access to our facilities, programs, activities and services by providing appropriate accommodations to qualified individuals with disabilities. This policy complies with all federal and state laws including: Title VI of the Civil Rights Act of 1964, and the Americans with Disabilities Act.

POLICY

Gavilan College CDC welcomes and encourages the participation of children with disabilities. Gavilan College CDC makes every reasonable effort to ensure that programs, activities, and services, when viewed in their entirety, are readily accessible to and usable by individuals with disabilities. Children with physical disabilities requiring wheelchair accessibility may be accommodated.

PROCEDURE

To ensure appropriate accommodations are met, participants in need of reasonable accommodations must contact the director in advance of enrollment. At that time, individuals requesting modifications or auxiliary aids/services shall provide Gavilan College CDC with notice that they seek an accommodation of their disability. Notice allows Gavilan College CDC to evaluate and make all reasonable accommodations in the event of logistical difficulties in obtaining certain services for individuals who can meet essential eligibility requirements.

Reasonable accommodations are program changes made to assist a person with a disability to meet essential eligibility requirements. An accommodation is “reasonable” when it does not result in a fundamental alteration in the nature of the activity. Under the ADA, an accommodation is not reasonable if it compromises the safety of staff and/or participants. Safety issues must be formally identified and recorded. In the event that a participant’s behavior causes an unsafe situation to arise, a behavior plan will be developed.
INTAKE PROCESS

All families interested in child care complete the enrollment intake process. Following the completion of the intake process the Director will determine if the program can meet the special needs of the child.

DENIAL OF SERVICES

When an accommodation causes extreme difficulty for Gavilan College CDC, or incurs unreasonable expense, it need not be made. Gavilan College shall abide by the three legally identified categories to evaluate the determination of an undue burden:

Undue Administrative Burden: When all existing and available resources are applied and an accommodation cannot be found, Gavilan College complied with the ADA.

Undue Economic Burden: When the cost of an accommodation will result in a substantial financial burden to the agency, a finding of economic burden is justified.

Fundamental Alteration: When the accommodation could be made, but would fundamentally change the activity or the policy, it need not be made.

Gavilan College reserves the right to deny services to any family for whom it has determined has needs beyond the scope of services we are able to provide even with reasonable accommodation. Examples of these needs may include:

- A child may require individualized care which could require an adult to child ratio that exceeds our staffing capabilities.
- A child requires adaptations to the physical setting, or special furniture beyond our means.
- A child would exceed our 10% special needs capacity policy.
- A child whose behavior(s) jeopardizes the safety and well being of himself or other children and/or staff.
- A child requires behavior management techniques which violate Title XXII Personal Rights (Section 101223-see Behavior Policy).
- Any undue burden that the agency may incur (see above).

IDENTIFICATION OF A SPECIAL NEED OF AN ENROLLED CHILD

In the event a child is enrolled in our program, and we suspect and/or identify a special need issue, staff will follow procedures to seek support services for the child.

- The teacher will observe the child and document behaviors that present a concern.
- The teacher consults with the Director
- A parent conference is held, and Gavilan College CDC representative conveys its concerns to the parents and information regarding a referral for further screening and assessment.
- A plan for follow through is developed, and parents understand continued enrollment in the program is contingent upon their diligence to seek and obtain referral services.
TERMINATING A CHILD FOR CAUSE

In the event staff is not notified in advance of an identified special need (and the child requires an accommodation), the following steps shall be followed:

- If a child’s behavior is deemed to be disruptive or unsafe, the staff will inform the Director of their concerns.
- Staff will observe and assess the participant in the program, document their concerns, and make recommendations for accommodations, and meet with the parents.
- If the situation warrants termination due to one of the scenario’s listed above (see denial of services), the child’s enrollment will be terminated immediately.
- If the special need accommodation/adaptation can be met, the plan of action will be documented, with specific outcomes and timelines to be met.

Gavilan College CDC provides quality early care experiences that contribute to the physical, cognitive, social, and emotional development of children, 3 years to 5 years of age and abilities. If you have a disability and would like to request support for a program, please contact a staff member. To facilitate opportunities for people with and without disabilities, Gavilan College CDC provides inclusion services. To ensure the requested accommodation, please notify the center Director at the facility where the requested program is located at least two weeks in advance of the start of your enrollment.
REST TIME

If your child stays at school for nap, you must bring one blanket marked with your child’s name. Please no sleeping bags due to limited storage space. Items should be brought Monday morning and taken home Friday afternoons to wash. We have limited extra blankets so please make this a weekly priority. All children here during naptime will be required to rest. If you pick-up your child during naptime, please do so quietly.

ARRIVING AND LEAVING THE CENTER

The manner in which a parent arrives and leaves a child at school is very important. Starting the day in a positive manner will assure a good day for the child and teacher. Take the time to bring your child into the center, and then spend a few minutes before you leave. At pick-up time, take a few minutes to talk about the day with the teacher, and your child. Allowing your child time to finish their activity will provide a smooth transition for you and your child.

Parents are expected to call in by 8:45 a.m. if child is going to be absent or late on days of enrollment.

Parents need to closely supervise their child(ren) during drop-off and pick-up hours, especially while in the parking lot. Children are not permitted to enter the center without an accompanying adult.

Anyone that drops off or pick up children and does not have a parking permit, must park in the 15 or 30 minute parking spaces next to handicap spaces. Parking in the regular student spaces without a student permit or a day pass may be subject to a parking citation at the registered owner’s expense. Parking in the handicap spaces without a valid permit may also result in a very expensive parking citation. Citations can not be reversed by Gavilan College or center staff once issued.

ATTENDANCE

Signing In and Out

Parents are required to record the child’s actual arrival and departure times at the center on a daily basis. A full signature is required by a parent or family representative when signing in and out.

All children are required to be brought into the center by their parent or parent’s adult designee (must be 18 years or older). The adult is required to sign-in, help child wash his/her hands, and wait until a staff member has completed a health check before leaving the premises. Please start the day with your child on a positive note – this will help your child have a good day at school.
Teachers will release a child only to the parent or some other adult authorized by the parent. If pick-up is to be by someone other than the regular person, please notify the center office in writing. Children will not be allowed to leave CDC with any other person without written authorization from the parent or guardian. Parents are required to keep the Emergency Card current with 3 emergency contacts.

Any parent or adult not recognized by staff will be required to show a picture ID before any child may be released from the center. This may happen several weeks or months into the program if a substitute or new staff member have never seen a particular adult picking up child.

If the child is to be picked up by someone other than the names listed on the release form, the following steps will be taken:

- The parent must notify the teacher in writing or verbally in the morning at the time of drop-off who will be coming, or they must call to notify the teacher in advance of pick-up.
- If the teacher is called, identification will be requested of the adult picking up the child.
- The child will not be released from the center unless the above steps are taken.

Children will not be released from the CDC to an adult who appears to be under the influence of drugs or alcohol.

If there is a court order that specifies that a parent is not allowed to pick up or contact the child without the consent of the custodial parent, the order must be on file with the agency. Any exceptions or special circumstances must be requested in writing and submitted in advance to the agency.
ABSENCE POLICY

The parent's full signature is required on the attendance sheet along with the specific reason for the absence. In addition to excused absences, children are allowed 10 Best Interest Days and 10 unexcused absences. After the Best Interest and unexcused absences have been used, child care services will be terminated.

EXCUSEABLE:
1) Child, parent/guardian or sibling is ill. Healthy child/sibling may still attend care. If your child is absent for three (3) consecutive days, a note from the doctor will be required to readmit the child for care
2) Quarantine by county or city health officer
3) Medical, dental, mental health or WIC appointment
4) Any legal appointments or court appearances
5) Court ordered visitation with absent parent (maximum of four consecutive weeks and court order must be on file)
6) An absence related to Child Protective Services
7) Bad weather
8) Emotional or mental day
9) Sleep deprived
10) Family Emergency (5 consecutive days maximum)
   a. Lack of transportation
   b. Witness or victim of a crime
   c. Illness of a family member
   d. Disaster
   e. Funeral for member of family

All family emergencies must be documented in writing with the specific nature of the emergency. If your family emergency requires your child to be absent longer than 5 days, you must request additional family emergency days in writing to the Director.

BEST INTERESTS:
1) Family trips for pleasure or recreational reasons
2) Home with a parent or visiting relatives (if family has a set schedule)
3) Participation in elementary school activities
4) Observation of a holiday or a ceremony of a family’s religion
5) Sibling’s school holiday
6) Child’s birthday
7) Any absence in the best interest of the child

UNEXCUSED:
1) Stayed at friend's house
2) Any excused absences without signature or phone call made to center
3) Center paperwork incomplete
4) An absence, which has not been documented
5) Any day beyond the allocated 10 Best Interest Days

FINAL EXAM WEEK – Days not in attendance are considered days of non-enrollment
See calendar for days of operation.
FAMILY FEE PROVISIONS

Determining Fees for State Contracted Families ONLY: The family fee for child care is determined at the time of certification, depending upon family size and income, using a fee schedule established by the California Department of Education. Family fees shall be assessed and collected based on the child who is enrolled for the greatest number of hours. The fee is a flat fee that either is part time or full time. All families contracted in our subsidized campus program are required to report any changes of income within five (5) business days. Families will be given a 2 week notice in the event of an increase in family fees or an immediate reduction of family fees when proof of reduced income has been provided to the Center. Gavilan College CDC shall grant a fee credit equal to the amount paid to other child care providers. Families must provide a written receipt to Gavilan College CDC from the alternate child care provider. Gavilan College CDC will apply the fee credit to the family’s subsequent fee billing period. The family shall not be allowed to carry the fee credit beyond the subsequent fee-billing period.

No fee credit will be given for absences. Family fees are due on the 15th day of the month and are considered delinquent after 7 calendar days. A notice of termination will be issued on the 16th day of the month. If a payment plan is in writing and has been submitted and approved by the Director, the NOA will be rescinded. If you fail to meet the terms of your payment plan, and fail to stay current with monthly family fees, services will be terminated.

If the family fee is paid late 3 times within a six month period, child care services may be terminated and families will be ineligible for services from Gavilan College CDC for a period of six months.

All child care fees must be paid within the first month they have been accrued. Checks or money orders, made payable to Gavilan College CDC, may be dropped in our Payment Drop Box on the left side of the reception area counter. The charge for a returned check is $25.00. If more than one check is returned, money orders will be required for payment. Cash payments may also be dropped in Payment Drop Box but you will not receive a receipt at time of payment unless submitted to the Director personally. You may also make your payments at the Business Office Cashier. Credit/Debit cards are also accepted at the Business Office which is open Monday – Friday from 9:00 a.m. to 3:00 p.m., but closed for lunch from 12:00 p.m. to 1:00 p.m. (Summer hours may vary) Office is closed on Wednesday.

Parents are required to give a two-week notice of termination or you will be responsible for fees accrued regardless of attendance. Parents are asked to complete an exit survey so that we may improve our program in any areas of concern. If terminated for non-payment, families are not eligible for services until the outstanding balance is paid in full. An immediate hold is placed on your records, which means you cannot receive grades, transcripts or register for classes until balance is settled through the Center. Unsuccessful attempts to collect a debt will be turned over to the Business Department and sent through the collection process.
LATE PICK UPS

Please be prompt when picking up your child. If a child is left at the Center past 4 p.m. for Full Day Preschool Programs, a late fee of $10.00 for each 15 minutes (per child) will be charged regardless of last minute notification. For example: 4:00-4:15 p.m. = $10.00; 4:15-4:30 p.m. = $20.00. The $10.00 fee for each 15 minute tardiness starts immediately and is not prorated by the amount of minutes that family representative is late picking up a child. Parents who are late more than three (3) times a year in picking up their children may be dropped from the program. Same fees apply to early drop off. Parents will be required to sign the Late Pick Up Notice which documents occurrences of late pick up. Parents will be charged late pick-up fees in the month following the occurrence.

NUTRITION

Gavilan College CDC menus have been prepared in accordance with state nutrition guidelines. A menu is prepared monthly and will be posted on the kitchen board and in each room. Copies of menus are available upon request.

In cases where there are family reasons for the child not to participate in the food program, parents should inform the director at enrollment. The parent will then be required to provide all meals for their child on a daily basis. In cases where children have allergies to common foods, we ask that your doctor provide a list of suitable foods for your child’s lunch and snacks. It is important that you notify center staff of any known or suspected food allergies that your child might have so we can make the appropriate substitutions. Gum and candy from home are not permitted.

Parents are asked to see that children do not bring food to the center. Parents will be given back the food to take with them if they bring it in the classroom. However, parents and children may remain outside classroom to finish eating what they brought.

The center follows the Child Care Food Program meal patterns. These are posted on the classroom bulletin boards. Children must eat at the center. Food cannot be taken from the classroom. This is a federal regulation.

Lunches will be delivered from Gilroy Unified School District.

CELEBRATIONS

Food items brought in for celebrations must be store bought. Please speak to the classroom teacher prior to the celebration to verify any food allergies. Birthdays are celebrated the last Friday of each month.

The Child Care Food Program is available to all eligible children. If you believe you have been discriminated against because of race, color, national origin, sex, age or disability, write immediately to the Secretary of Agriculture, Washington, D.C., 20250.
DAILY HEALTH SCREENING AND EXCLUSION POLICY

Our staff takes the following precautions to help prevent the spread of communicable disease. Your cooperation in carrying these policies through is appreciated.

1. Children must wash their hands as soon as they arrive at school. (All staff are trained in hand washing and disinfecting procedures.)
2. A staff member conducts a daily health check on each child before parent leaves the center.
3. Parents and school personnel mutually agree to notify the other if a child is exposed to a communicable disease. (School notice will be posted)
4. Staff members are not permitted to administer medication unless prescribed by a doctor.
5. No children will be allowed to stay in class if they cannot participate in daily activities. The staff recognizes the following as signs of a possible illness. No children will be admitted with any of the following symptoms.

A. Fever over 100 degrees
B. Colored mucus
C. Diarrhea and or vomiting (within the last 24 hours)
D. Evidence of lice infestation, nits
E. Severe coughing, croup or whooping sounds.
F. Difficult or rapid breathing
G. Yellowish skin or eyes
H. Conjunctivitis (Pink Eye)
I. Stiff neck
J. Untreated infected skin patches, cuts and wounds
K. Body rash (including chronic skin problems)
L. Child irritable, continuously crying
M. Unusual tiredness
N. Mouth sores

As mandated by Community Care Licensing:

The daily screening and exclusion policy can have a significant effect on the number of illnesses in a group of children. It is suggested that the daily screening be an important and fun part of the daily routine. It's a time for individual contact and communication with each child and their parent as they start the school day. In order to maintain healthy environments for all of our children, staff will screen children upon arrival for visible signs of illness. Children will be checked before the parent signs the child in for the day. Gavilan College CDC expects our parents not to bring sick children to school. Children should be kept at home when ill. If your child is absent for three (3) consecutive days, a note from the doctor will be required to readmit the child for care. Children who display indications of illness will be sent home immediately.
Children who become ill during the school day will be isolated from other children and the parent will be notified to take their child home immediately. Staff will look for the following symptoms:

- Vomiting or Diarrhea
- Throat and Neck – Redness, spots, sore throat, infected tonsils, (white deposits), swollen glands, etc.
- Eyes – Discharge and/or redness
- Skin – Rashes, spots, eruptions, vermin, etc.
- Nose and Ears – Opaque and/or bloody discharge
- Temperature – Fever within 24 hour period – over 100 F
- Lice – Children must be appropriately treated and nit free for readmission in the case of a lice outbreak, the CDC will inspect for 10 days and deny care to any child with nits

Children who have the above symptoms will be sent home and may return when:

1) Symptoms have disappeared
2) A doctor certifies with a signed, dated note that the child is not communicable. The note indicating when and why the child was excluded will be put in the child’s file.

Children will be permitted to play outside in the play yard daily, except in inclement weather. If you do not want your child to participate in outdoor activities, please keep them at home until well enough to participate.

**COMMON DISEASES AFFECTING CHILDREN AGE BIRTH - 5 YEARS**

<table>
<thead>
<tr>
<th>Type</th>
<th>Symptoms</th>
<th>Requirements to return to school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impetigo</td>
<td>Small blisters on skin, become crusted, contain pus</td>
<td>24 hrs after treatment has started</td>
</tr>
<tr>
<td>Head Lice</td>
<td>Excessive scratches on head, white nits or bugs</td>
<td>After completed treatment; no nits</td>
</tr>
<tr>
<td>Ringworm</td>
<td>Flat, scaly, ring shaped spot-reddish and elevated</td>
<td>After completed treatment</td>
</tr>
<tr>
<td>Scabies</td>
<td>Small raised red areas with connecting gray lines, fingers/elbows</td>
<td>24 hrs after treatment has started</td>
</tr>
<tr>
<td>Chicken Pox</td>
<td>Fever, irritable, itchy blisters appear on body and then on face</td>
<td>Blisters dried up</td>
</tr>
<tr>
<td>Fifth Disease</td>
<td>Red blotchy rash on face and body that looks like slapped cheek</td>
<td>Able to participate in daily activities</td>
</tr>
<tr>
<td>Roseola</td>
<td>High fever 3-5 days, drops suddenly followed by rash</td>
<td>No fever; able to participate in activities</td>
</tr>
<tr>
<td>Strep Throat</td>
<td>Fever, sore throat, white blisters in throat, possible stomach pain</td>
<td>2 days on anti-biotic; no symptoms</td>
</tr>
<tr>
<td>Scarlet Fever</td>
<td>Fever, sore throat, fine rash on face and body like sandpaper</td>
<td>Doctor’s note required</td>
</tr>
<tr>
<td>Pinworms</td>
<td>Rectal or vaginal itching with disturbed sleep</td>
<td>After completed treatment</td>
</tr>
</tbody>
</table>

*If your child is vomiting or running a fever, he/she should be free from all symptoms for 24 hours before returning to school. Following a health check, if your child shows any other symptoms of illness, you will be asked to take them home. Please contact the Center if your child will not be attending school and specify the illness.

If you or your child contracts a communicable disease, please contact the center so that other parents may be notified about the exposure. Names will remain confidential and will not be documented on these forms.

In the event of an emergency, staff will contact 911 and parents immediately.
MEDICATIONS

Parents are to administer medications to their own child when possible, such as A.M and P.M. doses. Midday doses may be given by CDC staff, but only if absolutely necessary. Child prescribed medications may be stored at the Center in child safe cabinets with properly labeled containers. Please do not ever leave any medications in your child’s belongings such as backpacks or jackets. Always hand medication to a teacher for safe keeping.

In cases where there is a prescribed treatment, we can administer medication if the following steps are taken:
- Parents need to complete a Medication Record, provided by classroom staff.
- The medication is provided in the original prescription bottle with the name of the doctor, the name of the medication, the method, the amount, and the time of day to be given.
- We do not administer non prescribed medication without a doctor’s note. (Cough syrup, Motrin, etc.)
- In the event parents request staff to administer sunscreen, a sunscreen permission slip must be submitted at enrollment. Parents must supply the sunscreen with their child’s name on the bottle.

HEALTH EXAMINATIONS

Children are required to have a physical examination, which may include a TB test prior to the 1st day of attendance. Gavilan College CDC will accept documents that are less than one year old to fulfill this requirement. Exceptions are not made for records not meeting Licensing requirements. Immunizations must be up to date and stay current during enrollment with the CDC. These documents must be submitted before the child is allowed to receive services.

PERSONAL BELONGINGS

CLOTHING

Children should be dressed in comfortable clothing while at the center. Please DO NOT send your child in new, expensive, or clothing with sentimental value. Playing and learning at the CDC often involves materials such as paint and water which ultimately end up on children’s clothing.

We believe that an important part of a child’s learning experience consists of being able to care for his/her own clothing for that reason. We recommend that you mark clothing with permanent ink or name labels. We are unable to take responsibility for clothing that are lost or damaged at the center. Again, please DO NOT send them in new, expensive or sentimental clothing.

Parents are asked to keep extra sets of clothing in their child’s cubby at all times. This will ensure that your child will be in dry clothes. This does not include clothing in the Earthquake Kit.

In the event that your child wears someone else’s clothing or shoes home, please call the center. Another parent or teacher may be searching for that item. Be sure to return it to the center the following day.

Please discourage your child from bringing toys or other belongings to the center. Please check with your child’s teacher about “share days” and appropriate items to share. All personal items brought from home will be given back to the parent to take home.
SAFETY OF CHILDREN

A top priority of our center is to provide a safe place to leave your child. In order to assure that our center is a safe place, we have adopted the following policies:

1. A qualified teacher or assistant is in charge of a child or a group of children and responsible for their safety.

2. When a parent or guardian brings a child to the center, they must tell a staff member that the child arrived. Parents must also be certain the staff member knows they are leaving the premises.

3. No child is ever left alone or unsupervised.

4. We have monthly fire and earthquake drills. A record is posted in the center.

5. We have emergency plans posted at all exits.

6. The use of spray aerosols is prohibited when children are in attendance at the center.

7. When a child is involved in an accident or an injury occurs, our center will fill out an Incident Report form. The report will be given to the parent or guardian on the day of the incident. Copies of the reports will be retained on file.

8. Depending on the condition of the injury, the parent will be called or contacted by the staff to pick up their child.

9. Staff members are trained in First Aid and CPR.

EMERGENCY PLAN

1. First aid kits are located in the cupboard in the kitchen, the reception area, and each classroom. All locations are marked for easy access.

2. The Departmental Assistant and each classroom have child emergency cards with home phone and other pertinent information in the case of an emergency.

3. A fire extinguisher is located in the classroom for adult use.

4. Doors are marked clearly for fire exit as well as gates in the yard area.

5. Emergency Services will be activated by dialing 8-911 from any campus phone and Campus Security can also be contacted by dialing 10 from any campus phone.

6. Evacuation will occur when it is determined the building is deemed unsafe for children to remain. The evacuation location is the lawn area in front of the building. In case of an emergency (i.e.: earthquake, fire, etc.) parents are expected to pick up their child immediately.

7. Earthquake and fire drills are practiced. Any parent in the building must evacuate when drills are held.
EMERGENCY PROCEDURES

Life-Threatening Emergency – In case of a life-threatening emergency we will call 8-911 to activate Emergency Medical Services. We will follow by calling 10 on any campus phone to notify campus security and operator of emergency location and situation.

Non-Life Threatening Emergency – In case of non-life threatening emergency the director or head teacher in charge will be notified. Person in charge will set up the action plan and designate responsibilities to other staff. Call campus nurse if necessary (Alice Dufresne-Reyes at ext. 4791 or call 10 on any campus phone).

Injured Child – Lead teacher in each class sets action plan and will provide assistance for the child.

Fire – Follow fire/drill action plan. First priority is safety of children.

Earthquake – Duck and Cover. Stay in a safe spot (under tables, desks, door jam, etc.) until it is determined by lead teacher that it is safe to move.) Do not go outside unless safety is a factor inside - i.e.: fire, exposed wires, etc.

Other Emergencies – All other emergencies, see Emergency Action/Responsibilities list.

First Aid Kit Procedures and Reminders:

- First Aid kits are located in each classroom, in kitchen, and in reception area. All locations are clearly marked for easy detection.
- Classroom -Emergency cards and first aid kits are together at all times.
- Use common sense and stay clam at all times.

Safe Room - If the center is required to be on lock-down everyone must go into the “Safe Room”. The lights will be on in that room at all times. Emergency food and water will also be in the room. Director will let Security know of status.
BEHAVIOR POLICY AND PROCEDURE

Children are entering early care and education settings in greater numbers and at younger ages. With more children in child care challenging behavior, aggression, tantrums, defiance among young children is an increasing concern. Gavilan College CDC early educators and parents work in partnership to support each child’s individual needs. We address the social and emotional concerns of children on a case by case basis as we know one strategy or method will not work for all children.

When confronted by challenging behavior in a child (or adult), we use a reflective thinking process to examine what the challenging behavior is communicating to us and what strategies might be useful in addressing it. The term Challenging Behavior is used to mean any behavior that interferes with a child’s ability to learn or develop and maintain relationships with others.

As a California licensed program Gavilan College CDC ensures the personal rights of all children which means; all children are accorded dignity in their personal relationships with peers and teachers, and they are provided safe, healthful and comfortable accommodations, furnishings and equipment to meet their needs. All children are free from corporal or unusual punishment (section 101223 Title 22).

In the event, a challenging behavior exists; teachers will follow these procedures to address the issue:

Week #1.- Observe the behavior(s) and document program elements (e.g. environment, curriculum, relationships, time of day, and patterns of the behavior). The teacher will discuss the issue with the parent. If necessary, the teacher will meet with the parent to learn more about the child’s home environment and any relevant information that might provide insights for understanding the behavior. The teacher will inform the center Director of the situation.

Week #2.- The teaching staff and parents will discuss strategies to address the behavior and develop a plan.

In cases of severe behavior problems, a formal behavior plan is completed with specific timelines. Some examples of severe behavior issues are as follows, but not limited to:

- Attempts to correct the behavior has not resulted in change
- The behavior may cause harm to a child
- When another child gets hurt and requires medical attention

In extreme cases when all attempts have failed to result in desired behaviors, immediate termination of services may result.

If a child or adult’s personal safety becomes an issue immediate termination will result.
QUALIFIED STAFF

The Center is staffed by qualified teachers, instructional aides and support staff. All teaching staff are required to obtain a “Child Development Permit” issued by the California commission on Teacher Credentialing. Staff attends in-service trainings to ensure professional growth. All staff meet the requirements set forth by the State of California and operate within their guidelines to ensure a quality learning environment for your child. Adult-child ratios are maintained at 1:8 for preschool (36 months to kindergarten).

Additional support staff includes the Director.

DISCIPLINE POLICY

Our school discipline policy is one that encourages the child to make choices in a positive manner. Of course sometimes we must lead a child to find that choice. Our role is to facilitate this process with as little intervention as possible. When a behavior does occur there are steps we will take to help resolve the situation. To resolve a discipline or behavior problem we will:

- Try to find out why the behavior is occurring and deal with the reason behind the behavior or conflict.
- Try to redirect the children whenever possible into appropriate and productive behavior.
- Help children to resolve conflict between themselves by “active listening” and modeling the appropriate behavior.
- Separate children if they are having a difficult time playing together.
- Help children find ways of protecting themselves without resorting to violence, asking for help and using “their words”.
- Discuss with parents to ensure a continuity of discipline approaches.
- Discuss strategies with staff. Work as a team, staff/parents, to resolve any problems.

In some cases a time out procedure is necessary. With extreme behavior problems we use the “control chair”. This could be a chair in the classroom or in the office. It is used to distract the child from his behavior, give him/her time to calm down and time to talk about what is bothering him/her. When the child is “in control” they rejoin the group. The child decides when they are ready to return to play. By using this method we prevent the child from possibly hurting others or themselves while still giving them their own choices.

Termination from the program is possible due to discipline problems. Hurting other children, hurting staff or hurting themselves is not permitted. The staff will work individually to set a plan and implement an appropriate procedure. Termination is decided on an individual basis. A “Notice of Action” will be sent home when staff feels that such an action is necessary.
TERMINATION OF SERVICES

Your child may be terminated from the program based on abuse and neglect of the parent rules and guidelines. If you are found to be in violation of the rules and guidelines, the following procedures will be taken:

1. Teacher or Director conference will be called to bring the situation to your attention.
2. Written warning with a 14 day notice of program termination will be issued to a parent stating reason for program dismissal.
3. A child may be terminated from the program immediately if the child’s action violates other children’s personal rights.

Probation / Termination:
All children enter the program on a three-week probationary status. Based on the discretion, reasonable opinion and observation of the Center’s teaching staff, any child may be denied admission to the Center during or upon completion of the three-week probationary period and, after being admitted, any child may be returned to probation status or terminated from the program upon 14 days notice, for any of the following reasons:

1. Excessive discipline problems or biting other children or adults.
2. Immunizations not up to date.
3. Failure of parent to complete necessary paperwork in a timely manner.
4. Three late arrivals, without notification. Failure to follow this procedure may result in the director not allowing the child to attend the program for the day in question.
5. Excessive tardiness with notification (more than 3 days per month).
6. Three late pickups. Late charges will apply ($10.00 for any part of a fifteen minute period per child.)
7. Excessive absences (more than three days per month, more absences are allowed with a doctor’s excuse.)
8. Outbursts or improper conduct of a parent at the center (i.e. rudeness, verbal abuse).
9. Failure to notify the center within 5 days of changes in address, phone number change or disconnect, address, income, family size, need status, class schedule, etc..
10. Failure to maintain at least a 2.0 GPA in a Gavilan College courses and enrollment of at least 12 units for Full Day Preschool program.
11. Failure of parent to declare a vocational goal and make satisfactory progress towards the stated goals for Full Day Preschool and program.
12. More than 10 unexcused absences.
13. Child’s behavior significantly and directly threatens the physical or mental health, safety or well-being of one or more of the other children at the Center, and the threat cannot be eliminated. If reasonable accommodations will eliminate the threat, the child may be suspended until such time as the accommodation can be implemented.
14. In the judgment of the Center’s Director and staff, it is unable to reasonably meet the developmental or special needs of the child with or without reasonable accommodations. (Reasonable accommodations are modifications that do not fundamentally alter the nature of the service, program, or activity of the Center, or impose an undue burden on the Center).
15. Parents are required to give a two-week notice of termination or you will be responsible for fees accrued regardless of attendance. If the balance of child care fees is not paid before the last day of enrollment, an immediate hold is placed on your records, which means you cannot receive grades, transcripts or register for classes until account is settled through the Center. Unsuccessful attempts to collect a debt will be turned over to the Business Department and sent through the collection process.

16. Breach of confidentiality, including parents of enrolled children attempting to resolve center conflicts with other parents of enrolled children.

Additional grounds for termination not noted above will be given to the parent in writing, prior to the 14-day notice period.

FRAUD POLICY

Gavilan College CDC is required by the California Department of Education to inform all families receiving subsidized child care services through state funds that if child care funds are obtained by providing fraudulent information or incomplete information, Gavilan College CDC shall actively pursue recovering the funds paid out from the family in question.

Any fraudulent, false, or misleading information provided to Gavilan College CDC regarding employment, income, status as a student, enrollment in a training program or eligibility relating to medical incapacitation will be grounds for program termination and will be justification for Gavilan College CDC to begin to recover funds.

Knowingly providing false information or documents to verify Eligibility and Need such as:

- Family size/intentionally inflating family size by reporting family members who do not physically reside in the household.
- Family monthly income-intentionally underreporting family income in order to remain eligible for services or reduce family fee (wages, child support, cash aid, or other relevant income).
- Intentionally providing false Social Security Numbers, tax I.D. or other false monthly family income documents.
- Family source of income and family size-intentionally withholding information regarding second parent/spouse residing in the household.
- Intentionally falsifying and providing documents to verify needs for services including, but not limited to: forged employment verifications or medical incapacity statements, and/or falsified school records.
- Untrue self declaration statements.

Any family terminated for alleged fraud is entitled to a fair hearing. See Parent’s Right to Appeal Procedures (see below) or on the reverse side of the Notice of Action. If they lose their appeal, they will also be responsible for any money paid by Gavilan College for child care during the time of the appeal process. Gavilan College will pursue all fraudulent matters to the full extent of the law, including district attorney’s office. Each case will be handled on an individual basis. Any family found guilty of fraud will be ineligible for services for 3 years or until the funds are repaid.
PARENT'S RIGHT TO APPEAL

Appeal Information: If you do not agree with the agency’s action as stated in the Notice of Action, you may appeal the intended action. To protect your appeal rights, you must follow the instructions described in each step listed below. If you do not respond by the required due dates or fail to submit the required appeal information with your appeal request, your appeal may be considered abandoned. Provide the information outlined in steps 1-5 mentioned below or complete the appeal form on the back of the Notice of Action.

STEP 1: Submit your appeal in writing with the following information:
Name of Parent/Caretaker, telephone, address, and a written explanation as to why you disagree with the agency’s decision. Please be sure to sign and date your appeal. If you require interpretation, please indicate in your request.

STEP 2: Mail or deliver your local hearing request within 14 days of receipt of this notice to:

Gavilan College Child Development Center
5055 Santa Teresa Blvd.
Gilroy, CA 95020
Attn: Appeals Coordinator

STEP 3: Within ten (10) calendar days following the agency’s receipt of your appeal request, the agency will notify you of the time and place of the hearing. You or your authorized representative is required to attend the hearing. If you or your representatives do not attend the hearing, you abandon your rights to an appeal, and the action of the agency will be implemented.

STEP 4: Within ten (10) calendar days following the hearing, the agency shall mail or deliver to you a written decision.

STEP 5: If you disagree with the written decision of the agency, you have 14 days from your receipt of the written decision to file an appeal with the California Department of Education (CDE). Your appeal to CDE must include the following documents and information: (1) a written statement specifying the reasons you believe the agency’s decision was incorrect, (2) a copy of the agency’s decision letter, and (3) a copy of both sides of this notice. Mail your appeal to the following address:

California Department of Education
Child Development Division
1430 N Street, Suite 3410
Sacramento, CA 95814
Attn: Appeals Coordinator

STEP 6: Within 30 calendar days after the receipt of your appeal, CDD will issue a written decision to you and the agency. If your appeal is denied, the agency will stop providing child care and development services immediately upon receipt of CDE’s decision letter.
GAVILAN COLLEGE CDC GRIEVANCE PROCEDURE

STEP 1:
The complainant wishing to file a grievance shall contact the appropriate representative and discuss their concern verbally.

- For program related concerns, please contact the Director.
- For alleged violations of Gavilan College CDC Parent Handbook policies, Admission Agreement issues, or concerns related to enrollment and eligibility, contact the Director.

In the event the issue remains unresolved, move to step 2.

STEP 2:
The complainant shall file their grievance in writing to the Dean of Career Technical Education

- Name
- Date of complaint
- Nature and location of alleged incident
- Names (if applicable) of witnesses to alleged incident
- Written summary of attempts made to resolve the issue from the point of origin
- Name of staff representative you contacted from Step 1
- Signed and dated

The written complaint must be filed within 10 days of the verbal discussion with the CDC representative in Step 1. The Dean will review the grievance and attempt to resolve the matter. A response will be provided in writing within 14 days of the date of the signed letter.

If the issue remains unresolved, move to Step 3.

STEP 3:
The complainant shall contact the Vice President of Instruction, in writing within 10 days of the date of the Dean’s written response in order to request a review of the grievance and attempts made to resolve the matter. The Vice President of Instruction will review all documentation related to the grievance from Step 1 and 2.

The Vice President of Instruction will issue an opinion (or otherwise resolve) in writing within 14 days of receipt of the documentation.

If the issue remains unresolved, move to Step 4.

STEP 4:
The complainant shall contact the President, in writing within 10 days of the date of the Vice President of Instruction’s written response in order to request a review of the grievance and attempts made to resolve the matter. The President will review all documentation related to the grievance from Step 1 - 3.

The President will issue an opinion (or otherwise resolve) in writing within 14 days of receipt of the documentation.
If the issue remains unresolved, move to Step 5.

STEP 5:
The complainant shall request in writing that the grievance be placed on the agenda of the next Gavilan College Board of Trustees meeting (which are scheduled on the 2nd Tuesday of each month). The Board shall render an opinion (or otherwise resolve) in writing within 14 days of the board meeting. The decision shall be final.

UNIFORM COMPLAINT PROCEDURE NOTICE

It is the intent of Gavilan College CDC to fully comply with all applicable laws and regulations. Individuals, agencies, organizations, students and interested third parties have the right to file a complaint regarding Gavilan College CDC alleged violation of a statute or regulation that the California Department of education is authorized to enforce. This includes allegations or unlawful discrimination (Education Code, Sections 200 and 220 and government Code, Section 11135) in any program or activity funded directly by the State or receiving federal or state financial assistance.

Complaints must be signed and filed in writing with the California Department of Education:

California Department of Education
Child Development Division
Complaint Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814

If the complainant is not satisfied with the final written decision of the California Department of Education, remedies may be available in federal or state court. In this event, the complainant should seek the advice of an attorney of his/her choosing.

A complainant filing a written complaint alleging violations of prohibited discrimination may also pursue civil law remedies, including but not limited to, injunctions; restraining orders; or other remedies or orders.

OTHER AGENCY REQUIREMENTS

The State of California requires that all members of day-care institutions be on the lookout for, and report to the State, any and all cases of abuse to a child. The center is, therefore, obligated to report to the State any suspected cases of child abuse and or neglect.

The program licensing record is available upon request, including, but not limited to the evaluation forms from the health, building, and fire departments that inspected our center. Licensing visits are posted for 30 days by the front door.

In keeping with our Open Door Policy, parents and guardians are permitted access to the center at all times while children are present.
**Program Name** | **Staff** | **Ext.** | **Room #**
--- | --- | --- | ---
Reception area | Susan | 4815 | none
Director | Susan | 4814 | #128
California State Preschool Program | Maria | 4203 | #110
 | Sylvia |  |  |
 | Rosita |  |  |

All numbers start with 848

**Call (408) 848-4800 and dial appropriate extension**

*(you do not need to wait for message to finish)*
Santa Clara County Resource Guide

AIDS Hotline ......................................................... (800) CDC-INFO
Alcohol Dependency .................................................. (408) 374-8511
Boys and Girls Club of Santa Clara County Southside .............. (408) 224-7997
Central County Food Program ...................................... (408) 282-1165
CET – Center for Employment and Training ......................... (408) 287-7924
Child Health and Disability Prevention ............................. (408) 299-6158
Child Protective Services ........................................... (408) 683-0601
Community Legal Services ........................................ (408) 283-3700
Community Solutions .................................................. (408) 842-7138
Drug Dependency ..................................................... (408) 998-4200
Emergency Housing Consortium ..................................... (408) 294-2100
Family Court Clinic .................................................. (408) 299-8567
Family Violence Center .............................................. (408) 277-3700
Healthy Families – State Program .................................. (800) 880-5305
Healthy Kids – County Program .................................... (888) 244-5222
Homeless Shelters .................................................... (800) 774-3583
Housing Discrimination .............................................. (408) 293-2429
Law Offices of Public Defender ..................................... (408) 299-7700
Legal Advocates for Children and Youth ............................ (408) 293-4790
Legal Aid Society of Santa Clara County ............................ (408) 998-5200
Low-Income Self-Help Center ....................................... (408) 977-1275
MACSA – Mexican American Community Services Agency ........ (408) 847-4686
Migrant Education Program ......................................... (408) 453-6770
Missing Children Hotline .......................................... (800) 222-3463
Parental Stress .......................................................... (800) 422-4453
Parents Without Partners ............................................ (408) 275-9057
Planned Parenthood .................................................. (408) 847-1739
Poison Control Center 24 Hour ..................................... (800) 876-4766
Psychiatric Crisis Center ........................................... (408) 885-6100
Salvation Army Rental and Utility Assistance ....................... (408) 848-5373
San Martin Family Living Center .................................... (408) 686-1300
Santa Clara County Department of Child Support Services .... (408) 922-1368
Santa Clara County Office of Education ........................... (408) 453-6886
SIDS ................................................................. (408) 279-8228
St Joseph’s Family Center ........................................... (408) 842-6662
The Food Connection ................................................ (800) 984-3663
WIC (nutritional supplement for women and children) .......... (408) 847-0454

Ask Director for additional resources not listed above
Resources

Child Care

California Child Care Healthline 800-333-3212
Go Kids (Formerly Growth & Opportunity) 831-637-9205
Trustline (Child Care Provider Background Check) 800-822-2490

Child Safety Seats

Auto Safety Hotline (Infant Seat Recalls) 800-424-9393
Safe Kids (San Benito County Coalition) 831-637-5367
Safety Belt U.S.A. 800-745-7233

Health

AIM Program (Pregnancy Payment Source) 800-433-2611
California Children’s Services (CCS) 831-637-5367
California Department of Health Services (BabyCal) 800-BABY999
California Department of Health Services (Medi-Cal) 800-322-6384
California Department of Social Services 800-952-5253
California Smokers Helpline 800-662-8887
Healthy Families 800-279-5012
San Benito County Behavioral Health 831-636-4020
San Benito County Public Health Services 831-637-5393
San Benito Tobacco Education Program 831-636-4011
Women, Infants & Children (Local WIC) 831-637-6871

Organizations

Adult & Child Protective Services (San Benito County) 831-636-4190
American Red Cross (San Benito County Chapter) 831-636-2100
Community Assistance Network of San Benito County 831-637-5393
Community Pantry 831-637-0340
Early Education Childhood Center 831-636-4410
Easter Seals 831-684-2166
San Andreas Regional 831-728-1781
San Benito County Health & Human Services 831-636-4180

Teen Program

Adolescent Family Life Program & Cal Learn 831-634-0686
Bertha Briggs Memorial Youth 831-637-4991
Hollister Youth Alliance 831-636-2853
Young Life 831-636-0936
Youth Crisis & Runaway Hotline 800-448-4663
Local Services

Hollister

Animal Control 831-636-4320
Board of Supervisors 831-636-4000
Building Department 831-636-4355
Business Licenses 831-636-4301
Cable (Community Access Television Channel 34) 831-636-4324
Chamber of Commerce 831-637-5315
City Hall 831-636-4300
DMV 800-777-0133
Fire 831-636-4325
Garbage 831-637-5113
Gas/Electric 800-743-5000
Hazel Hawkins Community Health Clinic 831-636-2664
Hazel Hawkins Community Hospital 831-637-5711
Health Department 831-637-5367
Historical Museum 831-635-0335
Housing Services 831-637-9275
Human Services (Public Assistance) 831-636-4180
Library 831-636-4107
Phone Company (AT&T) 800-310-2365
Planning - Land use and zoning 831-636-4380
Police 831-637-5633
Post Office 831-636-4170
Public Works 831-636-4390
Recreation 831-636-4016
Registrar of Voters 831-637-4515
Sanitary Land Fill 831-637-9275
Senior Center 831-636-4080
Sheriff 831-636-4084
Sheriff Tip Hotline 831-636-4034
Tax Collector 831-636-4370
Water Maintenance 831-637-8600
YMCA 831-637-8600

San Juan Bautista

Chamber of Commerce 831-623-2454
City Hall 831-623-4681
Fire 831-623-4513
Hazel Hawkins Community Health Clinic of SJB 831-623-4615
Library 831-623-4687
Planning 831-623-4651
Post Office 831-623-4373
Public Works 831-623-4661
Sheriff Substation 831-623-2914

San Benito County

Antelope Forestry Unit 20400 Panoche Road, Paicines 831-628-3269
Aromas Forestry Unit 492 Carpenteria Road, Aromas 831-726-3130
Bear Valley Forestry Unit 25820 Airline Highway, Paicines 831-389-4591
Beaver Dam Forestry Unit 5300 Hernandez-Coalinga, Paicines 831-385-5722
King City Post Office 123 S 3rd St, King City 831-389-4933
Paicines Post Office 12261 Airline Hwy, Paicines 831-628-3304
Tres Pinos Post Office 21 E 4th St, Tres Pinos 831-628-3438
Protect your future...
Protect your children...
BUCKLE UP! If you don’t they won’t.

4 STEPS FOR KIDS

Step 1-Rear-Facing Seats
- Infant only or rear-facing convertible seat.
- Newborn to at least 1 year of age and at least 20 pounds.
- May stay rear-facing longer to maximum rear-facing weight limit of infant or convertible seat.

Step 2-Forward-Facing Seats (with a harness)
- Convertible or combination seat.
- Children should be at least 1 year of age and 20 pounds.
- Children should remain in 5-point harness until they reach the top weight or height limit allowed.

Step 3-Booster Seats (high-back or backless)
- Children under 8 years of age OR under 4’9” in height.
- High-back booster must be used when the vehicle does not have a head-rest or if vehicle’s seat back is lower than child’s ears.
- Must be used with lap and shoulder belts.
- Never use with lap belt only.
- Recommended to use until child fits seat belt correctly as described below.

Step 4-Seat Belt
- Children 8 years of age OR 4’9” in height are permitted to use a seat belt, however, the seat belt should be checked for proper fit.
- To confirm if a child over 8 years old can safely ride in a seat belt alone, all of the following should occur:
  - Child can sit with back against vehicle seat back.
  - Knees bend naturally over the edge of vehicle seat.
  - Lap belt fits low and snug across top of thighs.
  - Shoulder belt crosses the collar-bone and center of chest.

California law states each child SHALL be properly restrained in a child safety seat, booster seat or other restraint system in the back seat, until the child is 8 years old OR at least 4'9" in height.

Exceptions are:
- There is no rear seat.
- The rear seats are side-facing jump seats.
- The child passenger restraint system (CPRS) cannot be installed properly in the rear seat.
- All rear seats are already occupied by children under the age of 12 years.
- Medical reasons require that the child not ride in the rear seat. The court may require satisfactory proof of the child’s medical condition.

Additionally, the law states that a child may not ride in the front seat of a motor vehicle with an active passenger air bag if the child is under one year of age, weight less than 20 pounds, or is riding rear-facing in a CPRS.

Refer: www.dmv.ca.gov or contact your local California Highway Patrol (CHP) office Child Safety Seat Fitting Station for more information and/or assistance with the installation of your CPRS. The CHP also offers the following:
- Child Safety Seat Check-Up Events.
- Educational Brochures.
- A Spotter Program where the public can report unrestrained children by calling 1-800-TELL-CHP.
- Disposal of Child Safety Seats at CHP offices.

Funding for this program was provided by a grant from the California Office of Traffic Safety, through the National Highway Traffic Safety Administration.

CALIFORNIA OFFICE OF TRAFFIC SAFETY
Gavilan Joint Community College District
Governing Board Agenda

October 14, 2014

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

SUBJECT: California Early Childhood Mentor Program

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

Proposal:
Consent to sign Agreement between CA Early Childhood Mentor Program and Gavilan College for the 2014-2015 school year.

Background:
Gavilan College works with the CA Early Childhood Mentor Program to provide early childhood mentors for Gavilan Child Development students. Students taking coursework at Gavilan or who are in their early years in the field of child development are able to receive one on one mentoring through this program.

Through a rigorous application process local early childhood teachers and directors are selected to serve as mentors. Gavilan faculty connect students to the local mentors that are able to support the Child Development course work. CD30AB students can take their student teaching practicum on campus, with experienced teachers that meet Title V requirements or at a mentor site. At the mentor site students receive one on one support to complete their practicum. After graduation students can receive one on one support in their new jobs or when their jobs change. The same process works for those that become teachers and those that become directors/site supervisors over the year.

All of these activities are paid for by the CA Early Childhood Mentor Program. This program strengthens the community involvement between Gavilan College and the Gilroy, Hollister, Morgan Hill early childhood communities.

Budgetary Implications:
There is no impact on the general fund.

Follow Up/Outcome: The agreement covers services offered August 1, 2014 to July 31, 2015

Recommended By: Shellie Cloon, Dean, Career Technical Education

Prepared By: Pat Henrickson, Faculty, Child Development and Educational Studies
Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

AGREEMENT

CALIFORNIA EARLY CHILDHOOD MENTOR PROGRAM

This Agreement, dated for reference purposes only, August 1, 2014, is entered into by and between: the Chabot-Las Positas Community College District (CLPCCD), hereinafter known as the "District," on behalf of its California Early Childhood Mentor Program, hereinafter known as the "Mentor Program," and Gavilan College/Gavilan Community College District, hereinafter known as "Contractor."

This agreement is entered into pursuant to Chabot-Las Positas Community College District Board of Trustees Resolution No. 05-1314.

Appropriation or Grant Number: CN140097

RECITALS:

Whereas, the Chabot-Las Positas Community College District has applied for and has received a grant from the California State Department of Education (Resolution 05-1314) for the purposes of operating a Mentor Program; and

Whereas, the CLPCCD has received authorization from its Board of Trustees to enter into agreements with California community colleges to provide such services as: coordinating and offering an adult supervision course and seminars for mentors and directors; coordinating and developing mentoring programs; offering honoraria for faculty working with the college mentoring program; providing books and other instructional materials for mentors; and printing and copying mentor materials.

Now, therefore, the parties agree as follows:

1. **TERM**: The term of this Agreement shall commence on August 1, 2014 and terminate July 31, 2015 except as otherwise set forth in this agreement.

2. **SERVICES TO BE RENDERED BY CONTRACTOR**: The services to be rendered are incorporated by reference as in attachment A. If any terms of the attachment and this Agreement are in conflict, this Agreement shall prevail.

3. **PAYMENT**: Invoice to be submitted and payment as a stipend to be made by District to Contractor shall be as set forth in Attachment A.

4. **INDEPENDENT CONTRACTOR**: The parties agree that with regard to this Agreement, Contractor is an independent contractor and not an employee of the District.

Any terms in this Agreement or its attachments referring to direction from the District shall be construed as providing for direction as to policy and the result of work only, and not as to the means by which such a result is obtained.

5. **EXPENSES FOR EQUIPMENT, TOOLS, MATERIALS OR SUPPLIES**: Contractor shall supply, at no cost or charge to District, all equipment, tools, materials, and/or supplies to accomplish the services agreed to be performed unless otherwise provided in this agreement; District shall not be liable to Contractor for any expenses paid or incurred by Contractor not provided for in this agreement unless otherwise agreed to in advance in writing.

6. **ASSIGNMENT**: Contractor shall not assign this Agreement nor the consideration payable under this Agreement without the written consent of the District.
7. **TERMINATION:** District may terminate this Agreement for District's convenience and without cause at any time by giving the other parties written notice of such termination. The notice shall specify the date upon which the termination becomes effective. In the event of such termination, Contractor shall be paid for his/her services that have been performed to the satisfaction of the District under this Agreement, up to the date of termination. Any payment by District shall be conditioned on Contractor providing to the District any and all materials required by District related to the services rendered.

8. **WRITTEN NOTICE:** All notices required or permitted to be given by this Agreement shall be deemed given when personally delivered to the recipient thereof or two (2) days after it has been mailed by certified mail, return receipt requested, postage prepaid, and addressed to the parties.

Any party by a written notice to the other parties may change the address of notice or the names of the persons or parties to receive written notice.

9. **GOVERNING LAW:** This Agreement shall be construed in accordance with and governed by the laws of the State of California. Venue for all litigation relative to the formation, interpretation, and performance of the Agreement shall be in Dublin, California.

10. **SEVERABILITY:** If any term, provision, covenant, or condition of the Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the rest of the Agreement shall remain in full force and effect and in no way shall be affected, impaired, or invalidated.

11. **NON-WAIVER:** The failure of any party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights or a waiver of any subsequent breach.

12. **NO AUTHORITY TO BIND DISTRICT:** Contractor has no authority to enter into contracts or agreements on behalf of District. This Agreement does not create the relationship of agent, servant, employee, partnership or joint venture with the District.

13. **AMENDMENTS:** No amendment to this Agreement shall be effective unless it is in writing and signed by all parties.

14. **CONFLICT OF INTEREST:** Contractor states that it is familiar with provisions of Section 87100 et seq. of the Government Code and certifies that it does not know of any facts which constitute a violation of said provisions. In the event contractor receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, Contractor agrees it shall notify District of such information.

15. **DAMAGES:** Contractor shall be responsible for any and all damages resulting in whole or in part from Contractor's acts or omissions.

16. **INDEMNIFICATION:** District agrees to defend and indemnify and hold harmless Contractor, its Board of Trustees, officers, agents, and employees, individually and collectively, from and against all claims, liabilities, obligations and causes of action of whatever kind arising in any manner whatsoever out of or in connection with the acts or omissions of District, its Board of Trustees, officers, agents, and employees.

Contractor agrees to defend and indemnify and hold harmless District, its Board of Trustees, officers, agents, and employees, individually and collectively, from and against all claims, liabilities, obligations and causes of action of whatever kind arising in any manner whatsoever out of or in connection with the acts or omissions of Contractor, its Board of Trustees, officers, agents, and employees.

Contractor's obligations under this section 16 shall survive the termination of this Agreement.

17. **COMPLIANCE WITH LAWS AND REGULATIONS:** Contractor shall keep informed of all laws and governmental regulations that may affect its obligations. It shall observe and comply with, and shall cause all its agents, employees, consultants, and subcontractors to observe and comply with all said laws and regulations, including obtaining business permits and licenses that may be required to carry out the work to
be performed under this Agreement, including all applicable provisions for subrecipient monitoring of federal funding awards.

18. **LIABILITY OF DISTRICT:** District's obligations under this Agreement shall be limited to the payment of the compensation as provided for in Section 3 of this Agreement but shall also include activities as provided for in Attachment A. Notwithstanding any other provision of this Agreement, no event shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits, arising out of or in connection with this Agreement or the services performed in connection with this Agreement.

19. **NON-DISCRIMINATION CLAUSE:** During the performance of this Agreement, District and Contractor shall not unlawfully discriminate, harass or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, disability (including HIV and AIDS), medical condition (cancer), age, marital status, denial of family and medical care leave and denial of pregnancy disability leave. District and Contractor shall ensure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. District and Contractor shall comply with the provisions of the Fair Employment and Housing Act (Government Code Section 12900 et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 7255.0 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f) set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations are incorporated into this contract by reference and made a part hereof as it set forth in full. District and Contractor shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.

20. **BUDGET CONTINGENCY:** This Agreement is valid and enforceable only if sufficient funds are made available to the State by the United States Government or the California State Legislature for the Fiscal Year(s) covered by this Agreement for the purpose of this program. In addition, this Agreement is subject to any additional restrictions, limitations, conditions or any statute enacted by the Congress or the State Legislature that may affect the provisions, terms or funding of this Agreement in any manner.

21. **ENTIRE AGREEMENT/MODIFICATION:** This writing sets forth the entire Agreement between the parties, and supersedes all other oral or written provisions. This Agreement may be modified only by a written document executed and approved in the same manner as this Agreement.
IN WITNESS WHEREOF, the parties hereto have executed this Agreement in triplicate on the date specified immediately adjacent to their signatures below.

"District"

By: [Signature]
Signatures of CLPCCD person authorized to execute agreement

Print Name: Lorenzo Legaspi
Title: Vice Chancellor of Business Services
Date: August 1, 2014

"Contractor"

By: [Signature]

Print Name: 
Title: 
Address: 
Date: 

Recommended By:

Signature: [Signature]
Print Name: Linda Olivenbaum
Title: Director, California Early Childhood Mentor Program
Address: 25555 Hesperian Blvd.
Hayward, CA 94545
Date: August 1, 2014

Approved as to Form by: Ronald Lee, General Counsel
Attachment A
Gavilan College/Gavilan Community College District
August 1, 2014 – July 31, 2015

Mission College will take the lead in the Santa Clara County Regional Early Childhood Mentor Program. In addition to Gavilan College and Mission College, the Santa Clara County Regional Early Childhood Mentor Program includes four college(s): De Anza College, Foothill College, San Jose City College and West Valley College. A Regional Program requires individual contracts between each participating College/District and the Chabot-Las Positas Community College District.

A. Chabot-Las Positas Community College District on behalf of the California Early Childhood Mentor Program shall provide the following resources for implementation of the Contractor's program, subject to the District's approval:

1. Updated materials and assistance to facilitate implementation of the program including a Program Manual, an In-Service Training Resource Guide, reporting forms and one-on-one technical assistance.

2. Travel expenses for the Contractor's Local, Regional and College Coordinators to attend statewide meetings to discuss program elements, the status of implementation and materials. Travel expenses must be within state guidelines and limits as specified in the Program Manual and as may reasonably be revised by the District.

3. $500 for the Contractor's College Coordinator. The Contractor's Coordinator may be paid directly by the Chabot-Las Positas Community College District in the sole discretion of the District. The District reserves the right to withhold and/or reduce the Coordinator payment if responsibilities listed in Section B are not fulfilled in a timely manner.

4. $150 for printing and copying costs for program implementation or Mentor materials. The Contractor's Coordinator may be reimbursed directly by the Chabot-Las Positas Community College District in the sole discretion of the District, or through their local college.

B. The lead college agrees to designate a Regional Coordinator. The Regional Coordinator shall be responsible for the following activities:

Selection and Re-Certification
1. Promoting the program on campus and in the community.

2. Enrolling teachers and providers in the Mentor Teacher/Adult Supervision Course, based on the syllabus provided in the Program Manual and as may reasonably be revised by the District. The Contractor as a college agrees to enroll students and to issue credit. The Contractor also agrees that it will accrue no ADA when instructional costs are reimbursed. Students pay tuition if they are receiving credit.

3. Recruiting qualified child care providers and directors from the community who may be interested in becoming Mentors.
4. Modifying and distributing Mentor and Director Mentor applications and establishing appropriate application deadlines as currently described in the Program Manual and as may reasonably be revised by the District.

5. Assuring compliance with selection criteria for Mentor Teachers and Director Mentors as set forth in Sections D and E below.

6. Adhering to the Policy on the Mentor Option in Campus Labs as currently described in the Program Manual and as may reasonably be revised by the District.

7. Modifying and distributing Mentor and Director Mentor Re-Certification applications, and establishing appropriate application deadlines as currently described in the Program Manual and as may reasonably be revised by the District.

8. Appointing a Selection Committee of up to 16 members. The Selection Committee shall include community college instructors, center directors, teachers and other child care practitioners who represent all sectors of the regional child development community (e.g., Head Start, preschool, subsidized, non-profit). The Selection Committee should reflect the diversity of program types, ethnicities and language capacities in the community.

9. Training Selection Committee Members in the use of the Harms and Clifford Scales: the Early Childhood Environment Rating Scale-Revised (ECERS-R), the Infant/Toddler Environment Rating Scale-Revised (ITERS-R), the School-Age Care Environment Rating Scale (SACERS), and Family Child Care Environment Rating Scale-Revised (FCCERS-R). Training Selection Committee Members in the use of the Program Administration Scale (PAS) and the Business Administration Scale (BAS).

10. Serving as a Selection Committee Member as currently described in the Program Manual and as may reasonably be revised by the District. Such service is optional for local college or Regional Coordinators but mandatory for college Coordinators in a Region.

11. Scheduling meetings for the Selection Committee to review Mentor and Director Mentor applications, evaluate applicants' centers or classroom sites, and to make final selections by June 1st of each contract year.

12. Notifying all New and Re-Certification applicants to inform them of final decisions as soon as possible after the final Selection Committee meeting.

13. Petitioning the District in writing that Mentor pool size be increased in an academic year. In such cases, determination will be made by Mentor Program staff based on current statewide allocations and student placement rates at the local college.

14. Maintaining eligibility requirements for Mentor Teachers in accordance with program policy as currently described in the Program Manual and as may reasonably be revised by the District.

15. Maintaining eligibility requirements for Director Mentors in accordance with program policy as currently described in the Program Manual and as may reasonably be revised by the District.

Professional Growth
16. Facilitating or arranging for facilitation of a 1-2 unit credit-optinal monthly Seminar for Mentors to combine informal discussion of issues they confront in supervising student teachers with further study of supervision issues, leadership and mentoring skills.
17. Facilitating or arranging for facilitation of a 1-2 unit credit-optional monthly Seminar or continuing course for directors to study administrative issues, quality improvement strategies, leadership development and mentoring issues.

18. Providing Mentor and Director Seminar Instructors with the Growing Leaders In-Service Training Resource Guide and other necessary instructional materials as supplied by the District.

19. Ensuring that instructors for the Mentor and Director Seminars are regularly evaluated in accordance with college policies.

20. Supporting Mentor In-Service Training activities with Mentor materials and other appropriate funding where available.

Placements and Stipend Activities
21. Working within the college's administrative procedures to institutionalize the Mentor Program. This includes seeking curriculum committee approval for courses, including program information in the college catalog and course schedule, and establishing load credit for practicum instructors who support placements with Mentors.

22. Providing the District with official course outlines for all courses in which students may be placed with Mentors.

23. Placing students with Mentors, acting as intermediary between the student and Mentor, and monitoring the Mentors' work. The college agrees to offer the placement with a Mentor as an alternative to the existing practicum course(s).

24. Overseeing student placements with Mentors to ensure only one student will be in the Mentor's classroom at a time.

25. Approving the following as currently described in the Program Manual and as may reasonably be revised by the District:

- Mentor-protégé contracts for Post-Practicum placements;
- Mentor-student contracts for Individual Student Mentoring;
- Hourly Mentoring Record stipends for short-term mentoring services;
- Hourly Birth to Three/FCCH Mentoring Record stipends for short-term mentoring services for Infant/Toddler and Family Child Care teachers and providers;
- Director Mentor-protégé director contracts for Director placements;
- Hourly Director Mentoring Record stipends for short-term mentoring services;
- Hourly Birth to Three/FCCH Director Mentoring Record stipends for short-term mentoring services for Infant/Toddler directors and Large Family Child Care providers

26. Serving, if requested and willing, as a Field Trainer as currently described in the Program Manual and as may reasonably be revised by the District.

Payments
27. Maintaining records of all costs and disbursements and reporting these monthly to the District in a timely and accurate manner.

28. Submitting authorizations to pay all stipends within 30 days following the end of the placement.

29. Submitting all fiscal reporting and requests for reimbursement to the District no later than June 15th of each contract year.
30. Acknowledging that the Coordinator’s payment may be withheld and/or reduced if reporting is not accomplished in a timely manner.

31. Applying for and utilizing Additional Funding to Support Instructional Costs for an Adult Supervision Course if appropriate.

32. Applying for and utilizing Supplemental Support Funding for Large Area Programs if appropriate.

33. Applying for and utilizing Supplemental Support Funding for the Director Mentor Component if appropriate.

34. Providing full reporting on the use of any Supplemental Support Funding as currently described in the Program Manual and as may reasonably be revised by the District.

Evaluations
35. Facilitating program evaluation.


Agreements and Reports
37. Completing and submitting to the District Quarterly Reports as follows:
   - First Quarter: August 1 to October 31, due October 31st of each contract year
   - Second Quarter: November 1 to January 31, due January 31st of each contract year
   - Third Quarter: February 1, to April 30, due April 30th of each contract year

38. Completing and submitting to the District all Annual Reporting materials on or before June 15th of each contract year.

Mentor Program Meetings
39. Attending all required Coordinator meetings and/or being responsible for acquiring and understanding the information and materials presented at these meetings.

40. Selecting eligible participants for the annual Mentor Institute.

Maintaining Records
41. Keeping records on each Mentor’s placement history, student evaluations of the Mentor, the Mentor’s application and re-certification, and stipend amounts. Keeping comparable records for each Director Mentor.

42. Maintaining program data and records in archives for five years.

C. Contractor will designate a College Coordinator to perform the following functions:

1. Place students with Mentors, act as intermediary between the student and Mentor, and monitor the Mentors’ work. The college agrees to offer the placement with a Mentor as an alternative to the existing practicum course(s).

2. Collect student evaluations of Mentors and provide the Regional Coordinator—in a timely and accurate manner—with any data necessary for the monthly, quarterly or annual reports.

3. Serve on the regional Selection Committee.
4. Facilitate the evaluation of the statewide program.

D. Contractor will designate an instructor who will be responsible for teaching the Mentor Teacher/Adult Supervision Course, a 2-unit course on adult supervision skills for Mentor candidates, based on a course syllabus included in the Program Manual and as may be reasonably revised by the District.

E. Contractor shall insure that Classroom Mentor applicants shall complete the following requirements in order to be considered for selection:

1. A college level Early Childhood training program that included an Early Childhood practicum supervised by a college instructor for credit. Candidates must submit a transcript proving completion of this requirement.

2. The two-unit Mentor Teacher/Adult Supervision Course, as described in Sections B.2 and D in this Attachment.

3. Two years of experience as a classroom teacher or family child care provider.

4. Eligibility for the Master Teacher Level, or higher, of the California Child Development Permit.

5. The Mentor Application (see Program Manual) which includes information on the applicant’s educational background and experience, a personal statement, a transcript proving completion of the practicum as part of her/his Early Childhood education and the Harms and Clifford rating sheet from her/his self-review. The Application also includes a “supervisor’s agreement” to support the candidate’s application and participation as a Mentor. As public elementary school teachers have their own mentoring program, they are not eligible to participate in the California Early Childhood Mentor Program.

6. A site review of the center’s National Association for the Education of Young Children (NAEYC) accreditation status by members of the Mentor Selection Committee and direct observation of teaching practices, or completion of a site review and self study using the appropriate Harms and Clifford Scale (ECERS-R, ITERS-R, SACERS or FCCERS-R).

F. Contractor shall ensure that Director Mentor applicants shall complete the following requirements in order to be considered for selection:

1. Three years of experience as a director or site supervisor in a child development program (current or prior).

2. Successful completion of a Director Mentor Information Session Webinar and a Director Mentor Institute as currently described in the Program Manual and as may be reasonably revised by the District.

3. The Director Mentor Application (see Program Manual) which includes information on the applicant’s educational background, experience, statement of program philosophy, selection of items for Program Administration Scale (PAS) or Business Administration Scale (BAS) review, and references.

4. Completion of a Program Administration Scale (PAS) or Business Administration Scale (BAS) interview by members of the Mentor Selection Committee. A site review of the applicant’s worksite (if applicable).
G. Contractor agrees to provide the following resources for implementation of the program:

1. Facilities for the Mentor Teacher/Adult Supervision Course, Selection Committee training and meetings, the Mentor Seminar and the Director Seminar as currently described in the Program Manual and as may be reasonably revised by the District.

2. Funds for program costs in excess of amounts provided in Section A of this agreement.

H. Contractor agrees that in cases where active Mentors or Director Mentors from other Regional or Local Mentor Programs wish to apply to this college's program, acceptance and selection will be at the discretion of this college's Selection Committee based on space availability and other selection criteria.

I. District reserves the right to withdraw the resources listed in Section A for non-performance of activities and requirements listed in Sections B through G. Written notice of such withdrawal—and a procedure and timeline to appeal such a decision—will be provided to Contractor.
Child Development Training Consortium 2014-2015 Instructional Agreement

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

Background:
This agreement supports Gavilan College students completing courses required by the CA Commission on Teacher Credentialing to obtain a new or renew a currently held Child Development Permit. Gavilan students currently employed in licensed/licensed exempt early childhood programs are eligible for the CDTC stipends upon successful completion of their coursework. Students must be seeking a new or maintain a currently held Child Development Permit, be employed in qualified early childhood programs, and their employment must directly benefit children and/or families within the State of CA.

Budgetary Implications:
The Child Development Training Consortium is contracting with Gavilan for the 2014-2015 school year to earn 450 units by enrolling students in the appropriate classes. Yosemite Community College District/Child Development Training Consortium agrees to pay Gavilan College up to $11,250.00 (or $25 per enrolled unit) if students are enrolled in 450 units and working toward their Child Development Permits. Gavilan College CDTC program reimburses students $20 per unit completed successfully. The remaining portion of the contract amount is used for Gavilan College CDTC/CDES program expenses such as materials and copying costs.

Follow Up/Outcome:

Recommended By:

Dean, Career Technical Education

Prepared By: Pat Henrickson, Faculty, Child Development and Educational Studies

Agenda Approval: 

Dr. Steven M. Kinsella, Superintendent/President
This Agreement is made and entered into this 1st day of September, 2014, by and between the Yosemite Community College District, Child Development Training Consortium, hereafter called the YCCD/CDTC, and Gavilan College, hereafter called the CONTRACTOR.

WITNESSETH: That the CONTRACTOR for and in consideration of the covenants, conditions, agreements, and stipulations of the YCCD/CDTC hereinafter expressed, does hereby agree to furnish to the YCCD/CDTC services as follows:

I. STATEMENT OF WORK

A. The CONTRACTOR will designate a Campus Coordinator to implement the Child Development Training Consortium (CDTC) program at the local level. The scope of work in this contract is supplementary to the typical duties of faculty or other positions that provide career and education guidance to child development students. The Campus Coordinator will be responsible to prepare and submit all required reports; coordinate all Consortium activities; attend two (2) mandatory YCCD/CDTC sponsored meetings at YCCD/CDTC expense; and inform child development/early childhood education department of program requirements and components specific to campus Child Development Training Consortium.

The designated Campus Coordinator is preferably faculty, either full-time or adjunct, department chair, or director of the campus child development lab center/children’s center. If the current Campus Coordinator does not meet these recommendations, they are permitted to continue in the position and new requirements will be applicable upon designation of a new Campus Coordinator. Since the requirement of faculty is preferred, but not required, exceptions will be considered by YCCD/CDTC on an individual basis.

The Campus Coordinator must be located on campus with regularly scheduled office hours; thereby being accessible to students enrolled in the program. The Campus Coordinator must attend campus child development/early childhood education (ECE) department meetings and be knowledgeable of all aspects of the ECE profession. The YCCD/CDTC must be notified in writing within fifteen (15) calendar days of any change in Campus Coordinator status.

The Campus Coordinator will act as a liaison between the Child Development Training Consortium and California Department of Education/Early Education and Support Division (CDE/EESD) to disseminate information to campus faculty regarding state initiatives and trends in ECE.

B. The CONTRACTOR will generate up to 450 units of college credit by enrolling students in courses required by the California Commission on Teacher Credentialing to obtain a new or renew a currently held Child Development Permit. Enrolled units must be completed between July 1, 2014, and June 30, 2015. Physical education courses and general work experience courses are
excluded. Child development work experience and remedial courses are included.

C. The CONTRACTOR will make good faith efforts to recruit and employ qualified faculty who reflect the ethnic makeup of the student population.

D. The CONTRACTOR will provide appropriate community college courses, which:

1. Meet the requirements of the Child Development Permit Matrix (included in this Agreement as Appendix A) and/or child care licensing regulations.

2. Are degree or certificate applicable.

3. Are offered for credit with the possible exception of remedial courses.

4. Are transferable whenever possible.

5. Are available to family child care providers and employees of child care/development programs serving infants through school-age children.

6. Are responsive to local community needs.

E. The CONTRACTOR will enroll students who meet the YCCD/CDTC eligibility criteria, numbered 1 through 5 below. Student eligibility must be verified each semester/term using the Student Profile.

1. Student must be seeking a new or maintaining a currently held Child Development Permit, **AND**

2. At the time of enrollment, the student must be employed by a child care/development program including licensed family child care and out-of-school care. Center-based programs must be licensed or eligible for an exemption according to Department of Social Services (DSS) regulations. **Licensed exempt centers are limited to the following:** on school site, parents on site, military, tribal, employment agency, parks and recreation, adult ed/child care, home based program and before/after school program. Employment in a kindergarten classroom is also acceptable, **AND**

3. Student employment must directly benefit children and/or families. The employment experience must be acceptable to the California Commission on Teacher Credentialing for purposes of obtaining a Child Development Permit, even if experience is not required for the permit, **AND**

4. Student must work in the state of California.

5. In-home care providers (nannies) are not eligible. Unlicensed, exempt, in-home child care providers are not eligible.
F. The CONTRACTOR will enroll eligible students according to the following three priorities:

California Department of Education, Early Education and Support Division (CDE/EESD) Priorities for Enrollment:

Priority 1 Employees of all direct-funded CDE/EESD programs including center-based programs and family child care network programs or center-based programs with satellite family child care providers. This also includes co-located Head Start Programs.

Priority 2 Employees of any program, center-based or licensed family child care homes, that serve children on a voucher basis for Alternative Payment services.

Priority 3 Employees of all other programs including center-based and licensed family child care homes.

Within each priority group listed above, priority will be given to students fulfilling the requirements for an Assistant or Associate Teacher or Teacher Child Development Permit.

Local Priorities for Enrollment

The local YCCD/CDTC Advisory Committee may establish additional priorities. However, the CDE/EESD priorities listed above must be met before local priorities can be implemented. Local priorities are encouraged to meet local needs within the context of the CDE/EESD priorities.

G. The CONTRACTOR will establish a new or use an existing Advisory Committee to solicit input on local needs, courses to be offered and approve the student eligibility and payment policies.

1. The Advisory Committee will make a good faith effort to represent the local child care labor market by including the following program representatives: the Campus Coordinator; one community college child development instructor; one CEC Mentor Coordinator; one family child care provider; one representative of a child care program funded by the California Department of Education, Early Education and Support Division (CDE/EESD); one representative of a private-for-profit child care program; one representative of a private-non-profit child care program; one representative of the local Resource and Referral program; one college student majoring in child development; one representative from the Local Child Care and Development Planning Council; and one representative from the county-level Children and Families Commission, and one representative from the local CARES Plus and/or AB212 programs.

2. The Advisory Committee will meet a minimum of once each semester/term.

3. Both meetings must be properly documented with agendas and minutes, which must be submitted by specified due dates.
H. The CONTRACTOR will complete an annual needs study of the local service area to determine the greatest needs of individuals seeking new or maintaining currently held Child Development Permits. Information collected should include:

1. Description of eligible students to be served
2. Special circumstances or unique challenges and characteristics of eligible students
3. Description of agencies/programs that will benefit
4. Area strengths
5. Area needs
6. Description of most needed courses including topics, times, locations and preferred language of instruction.

I. The CONTRACTOR will provide student grade documentation to YCCD/CDTC upon request for audit purposes.

J. The CONTRACTOR will ensure that all required reports and documents are submitted to YCCD/CDTC by the due dates specified. Report titles and due dates are included in this Agreement as Appendix B – 2014-2015 Required Reports and Time Lines. All reports should be submitted to the Child Development Training Consortium, 1620 North Carpenter Road, Suite C-16, Modesto, CA 95351.

K. The CONTRACTOR will ensure that no full-time equivalent (FTE) fees will be collected for courses that are funded with YCCD/CDTC funds, or portion thereof.

L. The CONTRACTOR will ensure collaboration (if applicable) with CEC Mentor Coordinator, two times per semester. This collaboration will include sharing program services and promote integration of services for student success.

II. PERIOD OF PERFORMANCE

The term of this Agreement shall be from September 1, 2014, to and including June 30, 2015. Enrolled units must be completed between July 1, 2014, and June 30, 2015. All allowable expenditures must be encumbered and/or the services rendered prior to June 30, 2015.

III. BUDGET AND ALLOWABLE EXPENSES

A. By October 15, 2014, a 2014-2015 budget based on the funding authorized in this Agreement must be posted online with the YCCD/CDTC. A YCCD/CDTC supplied format must be used.

B. The CONTRACTOR will submit a revised budget to the YCCD/CDTC for approval due to the following two circumstances:
   1. When planned expenditures in any of the major expense categories (direct services, support services, or administration) exceed the approved budget by more than ten percent (10%).

Pg 4 of 8
2. And when planned expenditures in any of the line items exceed the approved budget by more than twenty-five percent (25%).

C. The CONTRACTOR will administer the program budget in accordance with YCCD/CDTC budget development guidelines available in the Campus Coordinator Handbook. The CONTRACTOR will ensure that all program expenditures are reasonable, necessary, and allowable.

D. The CONTRACTOR will not exceed approved California Department of Education travel reimbursement rates for travel charged to this program.

E. The CONTRACTOR will not expend YCCD/CDTC funds on food, equipment, donations, or gifts. Equipment is defined as a fixed asset that does not lose its identity when removed from its location and is not changed materially or consumed immediately (typically, within a year) by use. Equipment has relatively permanent value and its purchase increases the value of the physical property such as furniture, vehicles, machinery, computers and furnishings that are not integral parts of the building or the building system.

F. If the CONTRACTOR demonstrates a consistent pattern of under-generating its contracted number of units, the number of contracted units may be reduced in subsequent years.

IV. PAYMENT FOR SERVICES

A. In consideration of the performance of the foregoing in a satisfactory manner, the YCCD/CDTC agrees to pay the CONTRACTOR an amount not to exceed $11,250.00. The amount of total payments to the CONTRACTOR will be the lesser of program earnings, the amount authorized by this Agreement, or actual expenditures. Any over-payments of more than $100.00 made by YCCD/CDTC to the CONTRACTOR must be refunded to YCCD/CDTC by June 30, 2015. Checks should be made payable to YCCD.

B. The CONTRACTOR will be paid $25.00 per enrolled unit of course work, which meets requirements of the Child Development Permit Matrix and/or child care licensing regulations to the maximum stated in Paragraph 18. Units for physical education and general work experience classes are excluded. Units for remedial courses and child development work experience are included.

C. YCCD/CDTC will issue progress payments to CONTRACTOR upon receipt of properly completed documentation including a 2014-2015 Student Profile for each enrolled student for each semester/term.

D. YCCD/CDTC will withhold any payment until all required documentation has been received to substantiate enrolled units.

E. YCCD/CDTC will make final payment to CONTRACTOR upon satisfactory completion of services as described herein. The final expenditure report is due no later than June 30, 2015. A Budget Narrative Form will be required as an addendum to the Final Expenditure Report.
V. RETENTION OF RECORDS AND AUDITS

The CONTRACTOR will retain all programmatic and fiscal records for a minimum of five (5) full years from the date of final payment under this Agreement. The CONTRACTOR will make these records available to YCCD/CDTC upon request for audit purposes during the progress of the work and for five (5) years following final payment. The federal audit number for this project is 93.575042.

VI. CONTRACT AMENDMENTS

This Agreement may be amended with mutual written consent of both parties and the approval of the California Department of Education, Early Education and Support Division.

VII. 30 DAY TERMINATION NOTICE

It is mutually agreed that either party may terminate this Agreement by giving thirty (30) calendar days advance written notice.

VIII. FUND AVAILABILITY

Funding of this Agreement is contingent upon appropriation and availability of funds from the California Department of Education, Early Education and Support Division. The YCCD/CDTC is funded with federal Child Care and Development Quality Improvement funds.

IX. CONFIDENTIALITY

A. All data and information developed by CONTRACTOR and deemed confidential by YCCD/CDTC shall be properly safeguarded and protected by CONTRACTOR from unauthorized use and disclosure. At a minimum, during non-working hours, CDTC paper and/or electronic documents, reference materials, or any materials related thereof shall be kept in a locked, secure place. All electronic data shall be password protected and secure at all times.

B. CONTRACTOR is hereby considered an agent of the State of California/ Yosemite Community College District only for confidential data purposes and will be personally liable under the state and federal statutes for unauthorized disclosures.

C. CONTRACTOR shall immediately notify YCCD/CDTC of any request from a third party for disclosure of any information relating to this Agreement, including, but not limited to, subpoena, deposition proceedings, court order or other legal action. Unless YCCD/CDTC authorizes the disclosure of the information in writing, CONTRACTOR shall use every means, to the maximum extent permitted by law and at no cost to the YCCD/CDTC, to protect the information from disclosure.

D. CONTRACTOR shall agree to the conditions and stipulations of the YCCD/CDTC Confidentiality Agreement, Attachment C, in consideration of interactions with participants of the CDTC program and confidential information entered into the online student profile system.
X. NONDISCRIMINATION CLAUSE

A. During the performance of this Agreement, CONTRACTOR will not unlawfully discriminate, harass, or allow harassment against any employee or student because of sex, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), medical condition (cancer), age (over 40), sexual orientation, or marital status. CONTRACTOR will ensure that the evaluation and treatment of employees and student participants are free from such discrimination and harassment.

B. CONTRACTOR shall comply with the provisions of the Fair Employment and Housing Act and the applicable regulations promulgated there under.

C. By signing this Agreement, the CONTRACTOR ensures that it will comply with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability.

XI. INDEPENDENT CONTRACTORS

It is understood that this is an Agreement by and between independent contractors and is not intended, and shall not be construed to create the relationship of agent, servant, employee, partnership, or joint venture.

XII. HOLD HARMLESS CLAUSE

Both the CONTRACTOR and YCCD/CDTC agree to hold harmless, defend, and indemnify the other party, its officers, employees, boards, volunteers, and agents from and against any and all losses, claims or expense arising out of any liability or claim of liability for personal injury, bodily injury to persons, contractual liability and damage to property sustained or claimed to have been sustained arising out of the activities of such party, its boards, officers, agents, employees, or volunteers pursuant to this Agreement. However, the provisions of this indemnity agreement do not apply to any damages or losses caused by the negligence or willful misconduct of the party being indemnified or its officers, employees, boards, volunteers, or agents.

XIII. ACKNOWLEDGMENT

The CONTRACTOR will acknowledge the support of the YCCD/CDTC when publicizing the work performed under this Agreement. Materials developed with funds from this Agreement shall contain an acknowledgment of the use of federal Child Care and Development Quality Improvement funds received from the California Department of Education, Early Education and Support Division.

XIV. DRUG-FREE WORKPLACE

The CONTRACTOR certifies compliance with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace.
XV. NON-PERFORMANCE OF TERMS OF INSTRUCTIONAL AGREEMENT

If the CONTRACTOR fails to fulfill the terms of this Instructional Agreement, the CONTRACTOR will be placed on informal probation for the period of one year. If the CONTRACTOR fails to fulfill the terms of the Instructional Agreement while on informal probation, a Probationary Instructional Agreement will be issued in the second year. If the CONTRACTOR fails to fulfill the terms of the Probationary Instructional Agreement, no further Instructional Agreements will be issued to CONTRACTOR.

AGREED TO BY:

<table>
<thead>
<tr>
<th>CONTRACTOR Authorizing Signature:</th>
<th>[Signature]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed Name of Person Signing:</td>
<td>[Name]</td>
</tr>
<tr>
<td>Title of Person Signing:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
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</tbody>
</table>

Yosemite Community College District

<table>
<thead>
<tr>
<th>Authorizing Signature:</th>
<th>[Signature]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed Name of Person Signing:</td>
<td>Teresa Scott</td>
</tr>
<tr>
<td>Title of Person Signing:</td>
<td>Executive Vice Chancellor/Fiscal Services, YCCD</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

Attachments for reference: Appendix A - Child Development Permit Matrix
Appendix B – 2014-2015 Required Reports and Time Lines
Appendix C – Confidentiality Agreement

Return two Instructional Agreements with original signatures to:

Child Development Training Consortium
1620 North Carpenter Road, Suite C-16, Modesto, CA 95351
For questions, call [209] 572-6080

For CDTC Use Only: Date Rcvd: ___ To D.O.: ___ From D.O.: ___ To CONTRACTOR: ___
<table>
<thead>
<tr>
<th>Permit Title</th>
<th>Education Requirement (Option 1 for all permits)</th>
<th>Experience Requirement (Applies to Option 1 Only)</th>
<th>Alternative Qualifications (with option numbers indicated)</th>
<th>Authorization</th>
<th>Five Year Renewal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant (Optional)</td>
<td>Option 1: 9 units of Early Childhood Education (ECE) or Child Development (CD)</td>
<td>None</td>
<td>Option 2: Accredited HERO program (including ROP)</td>
<td>Authorizes the holder to care for and assist in the development and instruction of children in a child care and development program under the supervision of an Associate Teacher, Teacher, Master Teacher, Site Supervisor or Program Director.</td>
<td>105 hours of professional growth****</td>
</tr>
<tr>
<td>Associate Teacher</td>
<td>Option 1: 12 units ECE/CD including core courses**</td>
<td>50 days of 3+ hours per day within 2 years</td>
<td>Option 2: Child Development Associate (CDA) Credential.</td>
<td>Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise an Assistant and an aide.</td>
<td>Must complete 15 additional units toward a Teacher Permit. Must meet Teacher requirements within 10 years.</td>
</tr>
<tr>
<td>Teacher</td>
<td>Option 1: 24 units ECE/CD including core courses** plus 16 General Education (GE) units*</td>
<td>175 days of 3+ hours per day within 4 years</td>
<td>Option 2: AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting</td>
<td>Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program, and supervise an Associate Teacher, Assistant and an aide.</td>
<td>105 hours of professional growth****</td>
</tr>
<tr>
<td>Master Teacher</td>
<td>Option 1: 24 units ECE/CD including core courses** plus 16 GE units* plus 6 specialization units plus 2 adult supervision units</td>
<td>350 days of 3+ hours per day within 4 years</td>
<td>Option 2: BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting</td>
<td>Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise a Teacher, Associate Teacher, Assistant and an aide. The permit also authorizes the holder to serve as a coordinator of curriculum and staff development.</td>
<td>105 hours of professional growth****</td>
</tr>
<tr>
<td>Site Supervisor</td>
<td>Option 1: AA (or 60 units) which includes: - 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units</td>
<td>350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults</td>
<td>Option 2: BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or Option 3: Admin. credential *** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or Option 4: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting</td>
<td>Authorizes the holder to supervise a child care and development program operating at a single site; provide service in the care, development, and instruction of children in a child care and development program; and serve as a coordinator of curriculum and staff development.</td>
<td>105 hours of professional growth****</td>
</tr>
<tr>
<td>Program Director</td>
<td>Option 1: BA or higher (does not have to be in ECE/CD) including: - 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units</td>
<td>One year of Site Supervisor experience</td>
<td>Option 2: Admin. credential *** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or Option 3: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or Option 4: Master's Degree in ECE/CD or Child/Human Development</td>
<td>Authorizes the holder to supervise a child care and development program operating in a single site or multiple sites; provide service in the care, development, and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.</td>
<td>105 hours of professional growth****</td>
</tr>
</tbody>
</table>

NOTE: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translation is available.

*One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.

**Core courses include child/human growth & development; child/family/community or child and family relations; and programs/curriculum. You must have a minimum of three semester units or four quarter units in each of the core areas.

***Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.

****A valid Multiple Subject or a Single Subject in Home Economics.

*****Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (209) 572-6080 for assistance in locating an advisor.
Appendix C: Confidentiality Assurance Agreement

- All Campus Coordinators designated to implement the CDTC program of Yosemite Community College District (YCCD), Child Development Training Consortium (CDTC) who have access to process personal private student information within the CDTC website, which contains confidential information and records must read and sign this Agreement.

- The original is to be submitted to the Child Development Training Consortium, along with the signed Instructional Agreement. CDTC must sign the Agreement and then place the signed original in the Campus Coordinator's file, and return a copy to the signee.

Responsibilities: During the performance of your assigned duties related to collecting information on students participating in the CDTC program, services and other activities provided, you may have access to confidential student information and records required for effective coordination and delivery of services to students and early childhood professionals. All confidential discussion, deliberations, records, and information generated or maintained in connection with these activities shall be disclosed only to authorized persons who have the authority to access confidential participant information or records. An authorized person is defined as any person who is given authority to access participant information in the system through the YCCD/CDTC confidentiality protocol. This includes information obtained and conveyed through all media – verbally, in writing, by fax, phone or email, or through the CDTC website. Confidential participant data will be managed in accordance with all applicable federal and California state privacy laws including but not limited to: Family Education Rights and Privacy Act of 1984 (20 U.S. C Sec. 1232g) and Children’s Online Privacy Protection Act (COPPA) and California Education Code sections 49069 to 49079. Confidential participant data may include, but is not limited to, name, telephone, email account, address, date of birth and social security number.

Liabilities: Unauthorized release of confidential information to a third party may expose you to personal civil penalties under the provisions of Welfare and Institutions Code, Section 5330; criminal action under Welfare and Institutions Code, Section 10850; and potential fine under Title 42, Code of Federal Regulations, Part 2.

Acknowledgement: I acknowledge responsibility not to divulge any confidential information or records concerning CDTC students for services funded through the California Department of Education within the CDTC’s website without proper written authorization.

I understand that I, the CDTC Campus Coordinator, will receive a signed copy of this Confidentiality Assurance Agreement, and that the signed original will be placed in the campus file.
<table>
<thead>
<tr>
<th>Signature:</th>
<th>Pat Henrickson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>9-6-14</td>
</tr>
<tr>
<td>Received by:</td>
<td></td>
</tr>
<tr>
<td>Organization:</td>
<td>Child Development Training Consortium</td>
</tr>
<tr>
<td>Name (Print) and Title:</td>
<td>Pat Henrickson</td>
</tr>
<tr>
<td></td>
<td>ODES Faculty</td>
</tr>
<tr>
<td>Title:</td>
<td></td>
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</tbody>
</table>
Gavilan Joint Community College District  
Governing Board Agenda  
October 14, 2014

Consent Agenda Item No.  
Information/Staff Reports No.  
Discussion Item No.  
Old Business Agenda Item No.  
New Business Agenda Item No.  

President's Office

SUBJECT: Naming of the Gavilan College Arboretum

☐ Resolution: BE IT RESOLVED,

☐ Information Only

☒ Action Item

Proposal:
The late Ray Williams, a Watsonville nurseryman, designed the campus landscape in the 1960’s to be consistent with its surroundings. He incorporated sustainable, drought tolerant native and non-native plants.

In September 2014, the Health, Safety, Facilities, and Grounds Committee and President’s Council approved the naming of the “Ray Williams Arboretum at Gavilan College”.

Board Policy 6620 Naming Buildings, Classrooms and Other College Facilities states, “All recommendations for naming buildings, classrooms and other college facilities shall be submitted to the Board by the President of the College for such action”.

Budgetary Implications:
None.

Follow Up/Outcome:

Recommended By: Walt Glines, Vice President, Board of Trustees

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

Agenda Approval:  
Dr. Steven M. Kinsella, Superintendent/President
SUBJECT: Claim Against the District

Proposal:
That the Board of Trustees reject a claim for damages and refer it to the District's claim adjuster for action.

Background:
The claimant was a student at Gavilan. The claimant has publicly and in writing addressed a number of issues related to processes, personnel and has also requested consideration for specified damages.

Budgetary Implications:
To be determined.

Follow Up/Outcome:
Work with District's claim adjuster.

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

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

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
SUBJECT: Capital Project Change Order

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

Proposal:
That the Board of Trustees authorize a capital project change order request for the Water Tank, Distribution and Well Improvements Project.

Background:
Public Contract Code § 20659 provides that if any change of a contract is ordered by the governing board of a community college district, such change shall be specified in writing and the cost agreed upon between the governing board and the contractor, and further provides that the board may authorize the contractor to proceed with performance of this change without the formality of securing bids, if the cost so agreed upon does not exceed ten percent of the original contract price. The following Change Order (CO) request has been submitted:

Water Tank Replacement Project
Anderson Pacific Engineering, CO #1 for $118,335.00

A detailed Change Order Cover Page is attached for this project.

Budgetary Implications:
The efficient use of Measure E Bond Program Funds.

Follow Up/Outcome:
Upon Board approval, the change order will be issued to the contractor.

Recommended By: Frederick E. Harris, Vice President of Administrative Services
Prepared By: Frederick E. Harris, Vice President of Administrative Services
Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President

Change WTank nb
## Change Order for Water Tank, Distribution & Well Improvements Project

### CHANGE ORDER #01 - Anderson Pacific Engineering

<table>
<thead>
<tr>
<th>PCCO #</th>
<th>Description</th>
<th>Amount</th>
<th>Additional Days (Calendar)</th>
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<tbody>
<tr>
<td>001</td>
<td>New well location, pipe revisions, added isolation valves, new chlorination station. (CCD-001B)</td>
<td>$ (66,049.00)</td>
<td>0</td>
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<tr>
<td>002</td>
<td>Pipe re-route due to unforeseen underground utilities along the loop road, Parking Lot A, Parking Lot C, Parking Lot E, Adaptive PE, Gymnasium, Athletic Fields, Parking Lot H, and Sycamore Lane.</td>
<td>$ 61,052.00</td>
<td>0</td>
</tr>
<tr>
<td>003</td>
<td>Pipe re-route at Parking Lot H in order to avoid underground utilities and avoid destruction of Landscaping. (AS1-001)</td>
<td>$ 10,116.00</td>
<td>0</td>
</tr>
<tr>
<td>004</td>
<td>Design changes at the Library, TV Studio, and Allied Health buildings. (ASI-003 &amp; ASI-004)</td>
<td>$ 77,140.00</td>
<td>0</td>
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<tr>
<td>005</td>
<td>Pipe re-route along sycamore lane due to unforeseen underground utilities. (ASI-002)</td>
<td>$ 15,110.00</td>
<td>0</td>
</tr>
<tr>
<td>006</td>
<td>Premium time for fire main tie-ins at Life Science building, Math building, Student Center building, Business building, Theater building, and Adaptive P.E. Building.</td>
<td>$ 4,541.00</td>
<td>0</td>
</tr>
<tr>
<td>007</td>
<td>Provide one man way at each tank per Department of Public Health requirement</td>
<td>$ 16,425.00</td>
<td>0</td>
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**TOTAL** $ 118,335.00  

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Contract Amount</td>
<td>$ 4,375,000.00</td>
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<tr>
<td>Net Change By Previously Authorized Change Orders</td>
<td>$ -</td>
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<tr>
<td>Revised Contract Amount Prior to this Change Order</td>
<td>$ 4,375,000.00</td>
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<tr>
<td>Change Order #01</td>
<td>$ 118,335.00</td>
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<tr>
<td>New Contract Amount Including this Change Order</td>
<td>$ 4,493,335.00</td>
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<td>Available Construction Contingency</td>
<td>$ 366,400.00</td>
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<td>Change Order #01</td>
<td>$ 118,335.00</td>
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<tr>
<td>Remaining Construction Contingency</td>
<td>$ 248,065.00</td>
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<thead>
<tr>
<th>Contract Start Date</th>
<th>Contract Substantial Completion Date</th>
<th>New Contract Substantial Completion Date</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

*April 14, 2014*  
*December 30, 2014*  
*December 30, 2014*
October 1, 2014

Dear Fred,

Please see the detail below for each PCO in Change Order #01.

PCO-1: Credit for the removal of piping due to the relocation of the well. This PCO also added isolation valves and a new chlorination station. Added items were unable to be added before bid due to the requirements of the state and the states’ time constraints.

PCO-2: Work performed on time and materials due to unforeseen conditions throughout the college campus site.
- Encountered 5ft. x 5ft. utility trench at Parking Lot A
- Hit 2-1/2 inch unmarked irrigation line at perimeter road
- Encountered 8 unmarked utility crossings at Community Education building
- Re-aligned 8 inch fire main due to existing 9ft x 5ft concrete trench behind Student Center building
- Encountered 3 unmarked utility crossings behind Student Center
- Hit unmarked irrigation line on road to adaptive PE
- Hit 9 unmarked utility lines at grass area adjacent to Student Center
- Encountered multiple utility crossing at the walkway and gazebo by Student Center
- Crew spent 6 hours trying to expose fire line under boiler lines at Math Building
- Encountered 2 unknown utility lines along Sycamore Lane
- Hit unknown and unmarked shallow 1-1/4 inch plastic gas line at Sycamore Lane below Parking Lot F.
- Hit 1 inch irrigation line at footbridge along Sycamore Lane
- Encountered 5ft x 5ft concrete trench in front of bus stop
- Hit 2 inch irrigation line next to Social Science building.
- Explore and resolve leak at unknown valve above Cosmetology building

PCO-3: Re-routed pipe at Parking Lot H in order to avoid underground utilities and avoid destruction of landscaping.

PCO-4: Due to unforeseen conditions domestic water had to be re-routed and domestic water connections had to be redesigned for the Library, TV studio, and Allied Health buildings.
PCO-5: Due to unforeseen utility crossings fire main was re-routed along Sycamore Lane from the foot bridge to the Social Science building.

PCO-6: Premium time for weekend work in order to tie in fire main piping at the following buildings: Life Science, Math, Student Center, Business, Theater, and Adaptive P.E. It was decided by the District to perform all shutdowns on the weekends in order to minimize the impact to school daily functions.

PCO-7: Cost to install one additional man way at each tank per the Department of Public Health and NFPA requirements.

Please let me know if you have any questions or need any additional information. Sincerely,

Edgar S. Esquivel

Edgar S. Esquivel
Project Engineer
SUBJECT: Disposal of Surplus Property

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:
That the Board of Trustees approve identified personal property as surplus property and find that the property be disposed of.

Background:

The District has been accumulating and storing personal property for a period of time. The personal property consists of the following items:

(1) 12 pallets of surplus computer equipment.

It has been determined by District staff that the property is surplus and no longer of any value to the District. Further, the District believes that the property does not exceed the value of $5,000 and that the value of the property is insufficient to defray the costs of arranging a public auction and sale.

California Education Code 81450.5 states in part that a community college district may exchange for value, sell for cash, or donate any personal property if all of the following criteria are met:

“(a) The District determines that the property is not required for school purposes, that it should be disposed of for the purpose of replacement, or that it is unsatisfactory or not suitable for school use.

(b) The property is exchanged with, or sold or donated to, a school district, community college district, or other public entity that has had an opportunity to examine the property proposed to be exchanged, sold, or donated.
(c) The receipt of the property by a school district or community college district would not be inconsistent with any applicable districtwide or schoolsite technology plan of the recipient district."

In addition, California Education Code 81452(a) states that:

"If the governing board, by unanimous vote of those members present, finds that the property, whether one or more items, does not exceed in value the sum of five thousand dollars ($5,000), the property may be sold at private sale without advertising, by any employee of the district empowered for that purpose by the board."

**Budgetary Implications:**
Deposit any proceeds to the Districts General Fund.

**Follow Up/Outcome:**
With Board approval, the District staff plans to dispose of the equipment in compliance with state law.

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

Prepared By: Ana Garcia, Director of Security & Support Services

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
SUBJECT: Professional Services Agreement for Classification Study of Classified and Management Positions

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

Proposal: That the Board of Trustees review and vote to approve the Professional Services Agreement between Gavilan Joint Community College District and Human Resource Compensation & Management (HRC&M).

Background:

This agreement is to cover professional human resources consulting services performed for a classification and compensation study of classified and management positions. HRC&M assisted the district in the past with a major revision of all job descriptions and in the completion of the previous classification study. HRC&M has access to district historical data and is familiar with similar agencies in size, structure, and positions to conduct a comprehensive study.

Attached is a copy of the professional services agreement.

Budgetary Implications: Total cost for services is $65,580. Funds are included in the budget for FY 2014-2015.

Follow Up/Outcome: Upon approval, professional services will begin this Fall.

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

Prepared By: ____________________________

Agenda Approval: ____________________________

Dr. Steven M. Kinsella, Superintendent/President