

AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
April 29, 2015
District Office Board Room
3401 CSM Drive, San Mateo, CA 94402

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes public discussion.

- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
- *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
- *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401 CSM Drive, San Mateo, CA 94402.*
- *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
- *Regular Board meetings are recorded; recordings are kept for one month.*

Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.

6:00 p.m. ROLL CALL

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

MINUTES

15-4-2 [Minutes of the Study Session of April 14, 2015](#)

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS

15-4-2C [Presentation of Award to Skyline College President Regina Stanback Stroud](#)

BOARD SERIES PRESENTATION – INNOVATIONS IN TEACHING, LEARNING AND SUPPORT SERVICES

15-4-3C [Skyline College – Entering the CIPHER: Fresh Techniques, Hip Hop Elements, and Edutainment in the Classroom](#)

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

UNFINISHED BUSINESS

15-3-2B [Approval of District Equal Employment Opportunity Plan](#)

NEW BUSINESS

15-4-2A [Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel](#)

Approval of Consent Agenda

All items on the consent agenda may, by unanimous vote of the Board members present, be approved by one motion after allowing for Board member questions about a particular item. Prior to a motion for approval of the consent agenda, any Board member, interested student or citizen or member of the staff may request that an item be removed to be discussed in the order listed, after approval of remaining items on the consent agenda.

- 15-4-1CA [Ratification of January and February 2015 District Warrants](#)
- 15-4-2CA [Acceptance of Walter S. Johnson Foundation's Guardian Scholars Program Funding for May 2015 – June 2017](#)
- 15-4-3CA [Acceptance of Proposition 39 Subgrant Funds for College of San Mateo and Skyline College](#)
- 15-4-4CA [Acceptance of Grant Award from the California Department of Food and Agriculture for Cañada College](#)
- 15-4-5CA [Acceptance of Subgrant Funds from Deputy Sector Navigators for Skyline College](#)
- 15-4-6CA [Approval of Curricular Additions and Modifications – Cañada College, College of San Mateo and Skyline College](#)

Other Recommendations

- 15-4-1B [Approval to Grant an Honorary Posthumous Associate Degree to Andre Apodaca](#)
- 15-4-100B [Adoption of Resolution No. 15-8 Authorizing Issuance of Tax and Revenue Anticipation Notes](#)
- 15-4-101B [Approval of Construction Consultants](#)
- 15-4-102B [Approval of Contract Award for the Districtwide Exterior Lighting Upgrade Project](#)
- 15-4-103B [Approval of Revisions to Board Policies: 6.05 Academic Calendar; 6.11 Requirements for Degrees and Certificates; 6.14 Course Prerequisites and Other Limitations on Enrollment; 6.26 Transfer of Credit and Graduation and/or Certificate Program Requirements for Students Who Transfer Among the District's Colleges; 6.38 Criteria for Selection of Guest Speakers; 6.80 Policy Governing the Use of Off-Campus Facilities; 6.94 Contract Courses and Services; 7.67 Sexual Harassment Involving Students](#)

INFORMATION REPORTS

- 15-4-4C [Update on Professional Services Agreement with Medifit Corporate Services, Inc. to Operate the San Mateo Athletic Club in Partnership with the District](#)
- 15-4-5C [Discussion of All-Mail Ballot Pilot Project](#)

COMMUNICATIONS

STATEMENTS FROM BOARD MEMBERS

RECESS TO CLOSED SESSION

Conference with Labor Negotiator
Agency Negotiator: Eugene Whitlock
Employee Organization: AFT

CLOSED SESSION ACTIONS TAKEN

ADJOURNMENT

**Minutes of the Study Session of the Board of Trustees
San Mateo County Community College District
April 14, 2015, San Mateo, CA**

The meeting was called to order at 6:08 p.m.

Board Members Present: President Patricia Miljanich, Vice President Dave Mandelkern, Trustees Richard Holober, Tom Mohr and Karen Schwarz, Student Trustee Rupinder Bajwa (Trustee Holober arrived at 6:35 and was not present for approval of the minutes or personnel items)

Others Present: Chancellor Ron Galatolo, Executive Vice Chancellor Kathy Blackwood, College of San Mateo President Michael Claire, Cañada College President Larry Buckley, Skyline College President Regina Stanback Stroud, District Academic Senate President Diana Bennett

Pledge of Allegiance

President Miljanich said there was a request to adjourn the meeting in honor of Abraham Lincoln on the occasion of the 150th anniversary of his assassination. There were no objections from the Board.

DISCUSSION OF THE ORDER OF THE AGENDA

None

MINUTES

It was moved by Trustee Mandelkern and seconded by Trustee Schwarz to approve the minutes of the meeting of March 25, 2015. The motion carried, all members present voting "Aye."

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

None

NEW BUSINESS

APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (15-4-1A)

It was moved by Trustee Schwarz and seconded by Trustee Mohr to approve the actions in Board Report No. 15-4-1A. The motion carried, all members present voting "Aye."

STUDY SESSION

REPORT ON DISTRICTWIDE DISABLED STUDENTS PROGRAMS AND SERVICES (DSPS) AND EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS) (15-4-1C)

Robin Richards, Vice President of Student Services at Cañada College, said Jennifer Hughes, Vice President of Student Services at College of San Mateo, will provide data on both the DSPS (called the Disability Resource Center, or DRC, at Cañada College and Skyline College) and EOPS programs. The Board and guests will then take a journey through DSPS/DRC from the student's point of view, focusing on accommodations. Vice President Richards said the DSPS/DRC and EOPS programs are quite different and it would be difficult to cover both in depth at one meeting; the emphasis in this presentation will be on DSPS/DRC and more detailed information on EOPS will be provided at a subsequent meeting.

Vice President Hughes distributed handouts summarizing data on EOPS/CARE and DSPS/DRC and discussed the information contained in the documents.

EOPS/CARE

1. Students served during the 2013-14 academic year: Cañada College – 343; College of San Mateo – 371; Skyline College – 444. Vice President Hughes said these numbers historically have been fairly consistent.
2. Eligibility requirements: Students must (a) be enrolled full-time (12 units), with limited exceptions for evening students and students with a verified disability; (b) be eligible for a Board of Governors Fee Waiver A or B; and (c) have placed in a basic skills math or English course or have been previously enrolled in basic skills courses.
3. Services provided: Individualized counseling; vouchers to purchase required textbooks; priority registration; tutoring; study skill workshops; transportation (i.e. waiver of fee for parking permit); waiver of application fee for transfer; and special workshops and events.

Vice President Hughes said the EOPS program has a strong outreach component to local high schools and community-based organizations, as well as “in-reach” within the Colleges. She said the primary focus of EOPS is access to classes and enrollment assistance, helping students with being retained and with transferring to four-year institutions. Vice President Hughes said data indicates that EOPS students do as well as, or better than, non-EOPS students.

Cooperative Agencies Resources for Education (CARE) Program

Vice President Hughes said the CARE program was established by the State of California to help welfare recipients break the cycle of dependency on welfare and assist them through education to be successful in society. Participants in the CARE Program must (a) be eligible for EOPS services; (b) be single, head of household, and at least 18 years of age; (c) have at least one child under the age of 14; and (d) be receiving TANF (Temporary Assistance for Needy Families, formerly AFDC) or CalWORKs. Services provided include assistance with child care expenses, textbooks and supplies, transportation costs, special counseling; and group support services.

Trustee Mohr said he would be interested in seeing data regarding the success, completion and transfer rates for students in the EOPS program in order to gain an understanding of the impact of the program. Vice President Hughes said the researchers at the three Colleges have this information.

President Miljanich, noting the fact that the number of participants in the program has remained relatively stable, asked if the limiting factor is need for the services or the funding source. Vice President Richards said it is the funding source. President Miljanich asked how many eligible students are not receiving services because of insufficient funding. Vice President Hughes said she does not know the exact number of qualified students who are not being served. She said they are often referred to other support services. Vice President Mandelkern asked how participation is determined if the demand surpasses capacity. Vice President Hughes said the process is typically first come, first served for students who meet the criteria. Vice President Richards added that eligible students are put on a waiting list for the following semester, usually because they arrived after the beginning of the semester. She said the waiting list is not long. President Miljanich said she is concerned about losing these students whose needs might not be met because they are not receiving counseling and other support services offered by the EOPS program. Vice President Richards said she will research data to see how many of the students on the waiting list stay in school and subsequently participate in the EOPS program.

Trustee Mohr asked the presenters to comment on outreach to high schools and the impact this has on enrollment and on families’ connection to the Colleges. Vice President Hughes said outreach is a key component of the EOPS, DSPS/DRC, and CARE programs. She said outreach visits to all high schools are scheduled on a regular basis and focus on the services available through these programs.

Chancellor Galatolo said an information report will be provided at a future meeting and will provide more extensive data and answers to questions raised about the EOPS program.

DSPS/DRC

Vice President Hughes described the demographics of students in the DSPS/DRC program, including students with acquired brain injury, learning disabled students, students with a psychological disability, and students with other disabilities (ADHD, autism spectrum, health/medical issues, and students who have a learning disability but have

not gone through the state model for learning disability assessment). DSPS/DRC services include counseling; test proctoring; assistive technology; alternate media; developmental learning skills courses; learning disability assessment; outreach/in-reach activities; and accommodations to meet specific needs. Services provided to students Districtwide over a one-year period include: 2,280 counseling appointments, 1,203 textbooks converted by Alternate Media, and 3,640 accommodated tests proctored, along with a large number of appointments for learning disability eligibility and appointments with an assistive technology specialist.

Trustee Mohr asked if the Colleges are giving thought about how to respond to the needs of students with Asperger's Syndrome. Vice President Hughes said this has been discussed at all of the campuses. She said the Colleges are confident that the structure and services that are currently in place will serve students with Asperger's Syndrome very well. Trustee Mohr said there are many students on the autism spectrum and he asked if consideration is being given to providing special services to them. Vice President Hughes said this is an issue that is being studied to determine if the Colleges need to do more.

President Miljanich asked how students who may not want to be labeled as needing DSPS services, or who may be too timid to ask for help, can be identified. Vice President Hughes said that, in addition to outreach activities, faculty are astute at picking up cues and referring students to services. She said that once students get connected to services, staff do an excellent job of making them feel comfortable. President Miljanich asked if training is available to faculty in this area. Melissa Matthews, DRC Coordinator and Counselor at Skyline College, said the Colleges do provide training opportunities for faculty.

Trustee Schwarz asked if there is coordination between the high schools and Colleges for students who have a disability and have gone through school with an Individualized Education Program (IEP). Ms. Matthews said the Priority Enrollment Program (PEP) is a useful tool for these students and their parents. It brings students and families to the campuses for orientation, tours and placement testing and includes presentations for parents. Ms. Matthews said the Colleges also conduct outreach to high school counselors and special education teachers to facilitate a smooth transition from the IEP to accommodations at the Colleges.

Kevin Sinarle, Counselor in the DSPS Program at College of San Mateo, and Max Hartman, Interim Director of the DRC program at Cañada College, role played a session between a counselor and student. Their conversation focused on identifying the areas in which the student has difficulty and providing referrals to resources and accommodations based on the needs that were identified.

Board members and guests were invited to move to the Assistive Technology Lab where Judy Lariviere, Assistive Technology Computer Specialist, discussed and demonstrated three accommodations available to assist students in the DSPS/DRC programs:

1. Kurzweil 3000: Scans a book or other printed document, displays the page as it appears in the original document, and reads the document out loud while highlighting the image of the print as it is being read.
2. Dragon Naturally Speaking: Using voice recognition technology, types onto a screen what the student dictates.
3. Smart Pen: contains an embedded computer and digital audio recorder; records what is being said and what the user is writing. Records what is written for later uploading to a computer, and synchronizes those notes with any audio it has recorded.

A student named Danny explained how assistive technology accommodations help him with his studies. He said his grades have improved due to the availability of these resources.

There was discussion regarding issues of privacy due to the recording of instructors and other students in the classroom. Ms. Lariviere said students are required to inform instructors about accommodations they are using in the classroom. If a student has an accommodation, it must be allowed by law. If there is not an accommodation, permission must be granted to record. It was noted that the culture within the District is such that faculty not only allow accommodations, but ask what else they can do to help their students. It was also noted that no issues have arisen regarding other students whose comments may be recorded.

There was discussion about whether there is a stigma associated with the use of the assistive technology accommodations. Danny said other students react positively if he explains how the accommodations help him. It was pointed out that the smart pen is unobtrusive and likely not noticed. It was also noted that many tools have become mainstream technologies that are used by non-DSPS/DRC students as well.

President Miljanich thanked the group for an informative presentation.

RECESS TO CLOSED SESSION

President Miljanich said that during Closed Session, the Board will hold a conference with Agency Labor Negotiator Eugene Whitlock; the bargaining unit is AFT.

The Board recessed to Closed Session at 8:00 p.m.
The Board reconvened to Open Session at 10:05 p.m.

CLOSED SESSION ACTIONS TAKEN

President Miljanich announced that at the Closed Session just concluded, the Board took no actions.

ADJOURNMENT

It was moved by Trustee Mohr and seconded by Trustee Schwarz to adjourn the meeting. The motion carried, all members voting "Aye." The meeting was adjourned at 10:06 p.m. in honor of Abraham Lincoln.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the April 29, 2015 meeting.

Dave Mandelkern, Vice President-Clerk

President's Report to the Board of Trustees

Dr. Regina Stanback Stroud



Middle School Outreach Project Student Conference at Skyline College
Photo Credit: Claudia Paz.

SKYLINE COLLEGE BOARD REPORT

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SKYLINE COLLEGE HOSTS THE MIDDLE SCHOOL OUTREACH PROJECT STUDENT CONFERENCE!



Funded by the President's Innovation Fund and in collaboration with the President's Council, Parkway Heights Middle School, and South San Francisco High School, the Middle School Outreach Project (MSOP) was founded three years ago with the goal of exposing middle school students to college and careers beyond their scope at a young age. The project also seeks to provide information about college and financial aid to parents in order to foster and support their development as educational advocates for their child.



Throughout the 2014-2015 academic year, the MSOP Team has worked closely with 40% 8th grade middle school participants from Parkway Heights Middle School in South San Francisco.

On Friday, March 20, 2015, the college hosted the Middle School Outreach Project Student Conference for the 40% participating middle school students and staff. During the conference, students toured the campus and visited our various CTE labs, including Respiratory Therapy, Surgical Technology, Cosmetology, and Automotive Technology.

Students visited the field and spoke with Soccer and Baseball players about their experiences as Student Athletes. In addition, the middle schoolers attended a Financial Aid presentation by Jocelyn Vila, experienced a college class firsthand, and received their very own MSOP Student ID!

The conference concluded with a dynamic college panel comprised of current and former Skyline College students who eagerly shared their personal experiences in college and offered words of encouragements for the middle schoolers.

The conference was a tremendous success, which served to instill motivation and the desire to attend college among participants.

Article by Jessica Lopez. Photos by Claudia Paz.

TWO SKYLINE COLLEGE PHI THETA KAPPA MEMBERS ON THE ALL-CALIFORNIA ACADEMIC TEAM



At the luncheon, from left, Wafa Zeidan, Dr. Stanback Stroud, and Emily Colby

Two Skyline College students were honored at a Community College League luncheon in Sacramento. President Stanback Stroud attended the luncheon, which honored the All-California Academic Team. Skyline College students Wafa Zeidan and Emily Colby ranked among the top 60 California community college students to earn this honor. There are 20 students on each of three teams.

First team member Wafa Zeidan is studying Biology with the desire to continue on with her education and earn a Medical Degree, while continuing to do research throughout her career. She plans to transfer to a four-year university in Fall 2015 to complete her undergraduate studies. During her time at Skyline College, she conducted independent research along with her mentor, Dr. Christine Case to test the effects of a plant extract on various microorganism, thus proving that the extract is effective in killing and inhibiting various bacteria. She went on to present her research at the annual SACNAS conference in October 2014 and still plans to continue and further the scope of her research. In addition to doing research, she is also an active volunteer in her community, both volunteering with children at the UCSF

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Benioff Children's Hospital and also volunteering with her Phi Theta Kappa chapter's Computer Literacy and Internet Competency for Seniors program.

Second-team member Emily Colby lives in Millbrae with her parents and her dog and cat. She hopes to transfer to a four-year university to study International Relations. At school she stays involved through participation in the Honors Club and Skyline College Model United Nations. She also works at her school's Student Life and Leadership office. Emily is proud to be a member of Phi Theta Kappa and an honor student. Someday Emily plans to pursue international diplomacy and or law. She is passionate about travel, art, culture and learning. She is thankful to her family and friends who encourage her to try her best while taking care of herself.

Article and photo submitted by Dr. Christine Case.

AUTOMOTIVE INTERNSHIP AND HIRING EVENT A SUCCESS!



Julia Johnson, Professor of Automotive Technology set up and organized an automotive student internship program and hiring day on Wednesday, April 8, 2015. The event featured 16 premier automotive employers who participated in a job fair where they met and interviewed 25 Skyline College students. The employers represented car dealers like BMW, Lexus, Toyota, Ford and Honda. Also represented were independent repair owners such as San Bruno Auto Repair and chain stores like Firestone and Midas just to name a few.

Professor Johnson ensures all of the prospective students are prepared with instruction on what to expect from an employer, how to act and behave, as well as putting them all through mock interviews both in person and over the phone. These are soft skills that often get

overlooked. Some of these employers are hiring Skyline College students as interns and offering pay well over 25% to 35% of what most entry-level automotive students would normally be offered.



Due to the retirement of baby boomers in the automotive profession, quality automotive students are in high demand.

The Skyline

College automotive program excels at meeting these demands, not only in turning out skilled knowledgeable students but also helping to mold mature, responsible and productive members of society. When students graduate after they have spent 3 years of their life with Skyline College getting their education, they are now part of our extended family.

Article and photos submitted by Thomas G. Broxholm.

SKYLINE COLLEGE STUDENTS PARTICIPATE IN RETAIL LEADERSHIP ACADEMY



The Bay Region Retail, Hospitality, and Tourism (RHT) Initiative, housed at Skyline College, hosted a 4-Day Retail Management Leadership Academy at Skyline College, which took place from March 16 to 19. Recruitment for this Retail Leadership Academy spanned across all San Mateo Community Colleges: Skyline College, College of San Mateo, and Cañada College. Nine Skyline College students participated in this pilot academy, led by two trainers from Gap Inc. for Community Colleges. This training

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was made possible through an exciting partnership forged by Andrea Vizenor, Deputy Sector Navigator for Bay Region Community Colleges Retail, Hospitality and Tourism Programs and Gap Inc. for Community Colleges, which is a part of the White House initiative “Skills for America’s Future.”

The Gap Inc. for Community Colleges program prepares students for long-term success by helping them develop skills for entry-level management positions and general career advancement. Trainers included: Jonathan Searle, Flagship Human Resources Manager for Banana Republic in San Francisco and Allison Bower, General Manager for Athleta in Emeryville. Each day, students were taught two modules that not only consisted of retail and fashion related concepts but also integrated soft skills training that can be utilized in most career pathways.

An overview of the modules taught include: Effective Time Management, Communication Skills, Problem Solving, Conflict Resolution, Dress for Success and Job Search to Job Offer.



On Wednesday, March 18, students had the opportunity to experience a behind the scenes tour of the Banana Republic Flagship Store located on Grant Avenue in downtown San Francisco. Students

were able to participate in multiple departmental roles some of which include: human relations and management, merchandising inventory control, the visual and art department, shipping and receiving, and even the loss prevention operations. Students learned the many different ways GAP Inc. and Banana Republic are creating innovative shopping experiences for their guests through introducing concierge services, “buy online and pick up in store” option, and personal styling services.

On Thursday March 19, seven different leaders from the GAP Inc brands participated in a Manager’s Networking Event and Question and Answer Panel. Students had the opportunity to ask about various career opportunities in Retail, gain advice on educational pathways, and learn more specifics about the skills and attributes necessary to be successful in leadership. Additionally, students had the opportunity to participate in a mock interview with a GAP brand Manager and receive skill-based feedback on their interview and resumes to better prepare them for future job opportunities. On the final day, an awards ceremony was held to congratulate students participating in this Retail Leadership Academy. By successfully completing this

Retail Leadership Academy, students have the opportunity to participate in a paid internship experience at the Flagship Banana Republic store in SF for seven weeks beginning in mid-April.

This training experience is on one of many activities that will take place to explore the opportunity of building a Retail Management Certificate Program at Skyline College that is endorsed by leading employers such as GAP Inc.

The Bay Region RHT Initiative will also be hosting one-day Retail Leadership Workshops in the coming months that will build on the partnerships with leaders in the many exciting brands under Gap Inc.

Article by Nicole Ruggiero. Photos by Elizabeth Tablan.

DR. JAMES LOEWEN SPEAKS AT SKYLINE COLLEGE



On Wednesday, April 8, Skyline College welcomed award-winning sociologist, historian, and best-selling author, Dr. James Loewen as part of the Skyline College Lecture Series: A Call to Consciousness. Dr. Loewen is best known as the Author of *Lies my Teacher Told Me: Everything Your High School History Textbook Got Wrong*.

Dr. Loewen spoke to the audience about his most recent research and publication *The Confederate and Neo-Confederate Reader: The “Great Truth” about the “Lost Cause”*. The book confronts national misconceptions of the causes behind secession of the Southern states and subsequent myth-making that occurred after the American Civil War that was designed to defend slavery and promote white supremacy throughout the United States.

Dr. Loewen also encouraged students and faculty to engage in dialogue and research about Sundown Towns, city or neighborhood in the United States that was purposely all-white.

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The term came from signs that were posted stating that people of color had to leave the town by sundown. “Until we solve the problem of sundown neighborhoods and towns we do not have a chance of solving America’s race problem,” Loewen said.

Article by Amory Cariadus. Photo by Maryam Hadi.

TWELVE-HUNDRED GIRLS EXPAND THEIR HORIZONS IN SCIENCE AND MATH



On Saturday, March 21, 1,200 middle and high school girls from San Mateo, San Francisco, Alameda, and Santa Clara counties attended the 35th annual Expanding Your Horizons in Science and Mathematics at Skyline College.

Expanding Your Horizons is a conference geared toward increasing their interest in the critical STEM (Science, Technology, Engineering & Math) careers through hands-on workshops.

The conference is planned by volunteers from Skyline College and North San Mateo County Soroptimist. The Soroptimist also funded scholarships and school buses for north county girls. Girls came from 194 schools in San Francisco, San Mateo, Santa Clara, Alameda, Contra Costa, Sacramento, and Stanislaus counties. Most (87%) of the girls are in middle schools. Over 100 scientists volunteered to present workshops. Additionally, Skyline College students and alumnae who have completed their baccalaureates and professional degrees presented workshops. Skyline College faculty who presented workshops and/or mentored students developing workshops include Alice Erskine, Nick Kapp, Sandra Hsu, Chris Case, Carla Grandy, Carina Anttila-Suarez, Judith Crawford, Paul Rueckhaus, Jing Folsom, Elsa Jimenez-Samayoa, Nancy Ruis, Janice McOmber, Gary Cheang, Janelle Barbier, Shari Bookstaff, Jocelyn Vila, and Tatiana Irwin. Another 70 Skyline College students volunteered to be gofers at the conference to help usher girls between their sessions.

President Stanback Stroud started the day by welcoming the girls and introducing keynote speaker Carol Bauman, who gave an inspiring talk, encouraging the girls that they can do anything they want. Ms. Bauman is one of the Star Wars Women who created the Star Wars visual effects and is currently a Designer at Kernerworks.

In other sessions, girls dissected squid, designed a secret code, collected forensic evidence at the “murder in the produce aisle,” made lip balm as “cosmetic chemists,” and “scrubbed in for surgery.” There were 38 concurrent workshops for girls. Each girl participated in three workshops during the day.

Expanding Your Horizons aims to encourage girls to participate in high school math and science courses, provide role models for young women who are interested in math and science, and provide support for and promote interaction between people employed by industry and education.

Article by Dr. Christine Case. Photos by Andrea Caesar and Dr. Christine Case.

BAY AREA CENTER FOR INTERNATIONAL TRADE DEVELOPMENT ATTENDS GLOBAL MARKETS BUSINESS FORUM



The Center for International Trade Development (CITD) at Skyline College, hit the ground running this Spring 2015 semester by attending and launching events to build cross-regional partnerships with community colleges and businesses.

On February 9, 2015 the California Centers for International Trade Development convened in Santa Clara at the Discover Global Markets Business Forum for the US Commercial Service.

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The BACITD was in attendance and was represented by Ms. Yvonne Reid, MS BA. Yvonne is currently Adjunct Faculty and Special Programs Coordinator for the CITD/ Global Logistics Program under the GLPS division at Skyline College. Yvonne joined other industry faculty and leaders in discussions on a number of topics, including *“Tools of the Trade: Navigating Uncharted Waters—Assessing Emerging Business Risk Across the Supply Chain”* and *“Getting Your Foot in the Door—Leveraging Government Resources to Win Foreign Contracts.”*

In collaboration with the statewide CITD, regional Centers displayed and shared literature with attendees from their respective locations across the state. The BACITD provided information on our growing logistics program and on how we assist California business to expand internationally.

The Forum proved to be an ideal venue to meet Foreign Commercial Service Officers from U.S. embassies throughout the world. Further, it allowed the BACITD to connect with other industry exhibitors and conference attendees, thereby, expanding the network and establishing partnerships with numerous U.S. and Foreign businesses.

Article and photo submitted by Yvonne Reid.

MEET YOUR MAJOR FAIR A SUCCESS!



On Tuesday, April 14 the Career Services Center hosted the 1st Annual Meet Your Major Fair. The focus of this campus-wide event is to assist students in selecting their major and to promote their direct engagement with instructional faculty in their decision-making process. Over 300 students attended the fair between 12:00 p.m. and 3:00 p.m. and the overwhelming response has been very positive from students and faculty.

In addition to this, students had the opportunity to share their views on their decision making process and what they hope their Major will allow for them, through two interactive boards. The first board stated “I Will Choose My Major Based On...” and asked students to choose one of three options: “Following My Passion,” “Making a Difference” or “Something I’m Good At.”



The second board stated “I Hope My Major Will Allow Me To...” and asked students to choose a response, including: Provide for my family and help others w/ life; Give the life I didn’t have to my kids; Engineer the FUTURE; Make

a change in my Latino community; Travel and see the world; Wake up every day with a smile on my face; Become an awesome Math teacher.

Over 45 faculty, staff, and students participated in this event by representing their academic programs.

A very special thank you goes to participating programs, which included:

Business, Education, and Professional Programs Division

- Automotive Technology
- Business
- Cosmetology & Wellness
- Early Childhood Education
- Hospitality & Tourism Management

Science, Math, and Technology Division

- Allied Health
- Biology
- Chemistry
- Earth Sciences
- Emergency Medical Technology
- Energy Systems Technology Management
- MESA / Engineering
- Math
- Surgical Tech & Central Services Tech
- Telecommunications / Network Technology

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Social Science and Creative Arts Division

- Art
- History
- Humanities
- Film
- Psychology
- Social Sciences

Language Arts Division

- Communications Studies
- English & Reading
- World Languages
- Literature
- Journalism

Global Learning Division

- Global Learning Programs

Article and photos submitted by Lezra Chenportillo.

PANEL DISCUSSION ON LGBT ISSUES ADDRESSES YOUTH SUICIDE, RECENT LEGISLATION AND THE CHALLENGES TO ADVOCACY



Tom Ammiano, former assemblyman from San Francisco and new instructor in Social Science at Skyline College, Tom Bauer, Vice Chancellor for Auxiliary Services for the SMCCCD, and Rosemary Bell, professor of history at Skyline College, presented a panel on some important issues facing the Lesbian, Gay, Bisexual and Transgender community. Each spoke about personal experiences as a member of this community, applied that experience to a broad social issue and suggested ways to meet the challenges.

President Regina Stanback Stroud welcomed the panel and the audience, Professor of Chemistry A. J. Bates spoke about the contributions and interests of the campus Gay-Straight Alliance, and Donna Bestock, Dean of Social Science/Creative Arts introduced the panelists.

Tom Ammiano spoke about his own path to public office and the challenges that face an openly gay elected official. He credited Harvey Milk, with whom he was closely associated, with persuading him that a strong public voice would be both appropriate and effective—and it has been. His path includes nearly three decades as a teacher, civil rights leader, educator, Supervisor, and Assemblyman.

A native of New Jersey, Tom earned his B.A. from Seton Hall and his Master's Degree in special education from San Francisco State University. He taught English to children in South Vietnam as part of a Quaker program until 1968, when he returned to San Francisco to become a public school teacher shortly after the Tet Offensive. He was the first openly gay public school teacher in San Francisco.

Tom was elected to the San Francisco School Board in 1990. In 1994, Tom won citywide election to the San Francisco Board of Supervisors. In 2000, after the institution of district elections, Tom was elected District 9 Supervisor, and he represented the Mission District, Bernal Heights and Portola neighborhoods. Tom was elected to the 13th Assembly District in 2008.

In the Assembly, Tom served as chair of the Assembly Public Safety Committee as well as chair of the LGBT Caucus. His influence was broad while in the assembly. In addition to his attention to LGBT issues, he made contributions to Proposition 13 loopholes, treatment of prisoners, homeless youth, immigrant rights and many other issues.

Tom is teaching Social Science 680SC Civil Rights: the LGBT Struggle for Equality this semester and will be teaching the course again in the fall.

Tom Bauer spoke about being born and raised in New York and growing up on Long Island which was a very conservative place in the 1970's and 1980's. As a young boy, Tom always knew he was different. He knew that he did not look at girls the way the rest of his friends did. He never spoke to anyone about his feelings and instead buried them deep inside and tried to fit in as best he could. In many ways he thinks society has come a long way since then, and yet the statistics on suicides by LGBT youth are alarming and much higher than for straight youth. Rejection by families, religious institutions and the community in general are still prevalent. This, he said, causes many LGBT youth to be self-loathing and to feel that they must hide who they are.

Tom considers himself very out, loud and proud. Tom sees one of his roles in the District as one where he is able to show people that gay people have much to contribute. Tom is particularly

SKYLINE COLLEGE BOARD REPORT

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sensitive to the needs of young men and women who are struggling with their sexuality. By setting a positive example, Tom hopes to inspire those around him who are struggling to take the first step and talk with someone about their feelings. They will find as he himself found that being gay is nothing to be ashamed of or embarrassed about. He urges that we all provide the safe place where LGBT youth can come to the same positive attitude, accepting themselves as worthy human beings.

Rosemary Bell, often known as Rosie, spoke about recent legislation in states like Indiana and Arkansas that purported to protect religious freedom but would actually have permitted discrimination against members of the LGBT community. She cited historical precedents and the ways that they were challenged. She noted that this time the laws met with immediate public outcry, including from the Walton family who own Walmart, they persuaded the states that they need to modify these laws. Her own story parallels that of her co-panelists. She knew at a young age that she was attracted to women, but was terrified of admitting that since homosexuality was considered a mental illness until 1973. She was Brooklyn born and educated, and as she says, California liberated. She relocated to San Francisco in 1980 when the AIDS crisis was just beginning.

In 1985, Rosie took the Shanti Project training where she became an emotional and practical support person for people with AIDS. Rosie is not a “front of the march” activist. She prefers to work behind the scenes, particularly with youth who might be struggling with their sexual identity. Rosie founded the Gay-Straight Alliance at Skyline College in the early 2000s, after two gay students came to her voicing their concerns about homophobic slurs they heard in the Student Center. She and Carlos Colombetti worked hard to make the GSA successful and it is still a safe place for all students. She also led a project entitled “I Can’t Believe You Said That!” with Bridget Fischer and Lori Slicton to raise awareness on campus about verbally abusive language.

Article by Donna Bestock. Photo by Maryam Hadi.

SKYLINE COLLEGE RESPIRATORY CARE PROGRAM RECEIVES CREDENTIALING SUCCESS AWARD



Skyline College Respiratory Care Program is among a select group of programs that will be recognized by the

Commission on Accreditation for Respiratory Care (CoARC) to receive the Distinguished RRT Credentialing Success Award at AARC’s Summer Forum on July 13, 2015. This is the highest award received by Respiratory Care Programs from the CoARC. This award is presented as part of the CoARC’s continued efforts to value the RRT credential as a standard of professional achievement. From a program effectiveness perspective, the CoARC views the RRT credential as a measure of a program’s success in inspiring its graduates to achieve their highest educational and professional aspirations.

In selecting programs for this recognition, the CoARC Board used objective criteria based on key accreditation metrics documented in the 2014 Annual Report of Current Status (RCS). These programs were required to: (1) have three or more years of outcomes data; (2) hold accreditation without a progress report; (3) document RRT credentialing success of 90% or above, and (4) meet or exceed established CoARC thresholds for CRT credentialing success, attrition and positive (job) placement.

Congratulations and thank you go to Skyline College RT alumni, students, support staff, faculty members, DCE (Brian Daniel), Dean (Ray Hernandez) and College administration for this achievement.

Article by Dr. Ijaz Ahmed.

SKYLINE COLLEGE BOARD REPORT

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THE WALL THAT HEALS



The Wall That Heals, a half-scale replica of the Vietnam Veterans Memorial, visited the Golden Gate National Cemetery in San Bruno from April 9-12, 2015. Skyline College students, staff and administration attended the opening ceremony on April 9 which included speakers, color guard, music, a rifle volley and Taps. San Mateo County Community College District representatives were also present. Many Skyline College students, faculty, staff and administration visited throughout the weekend and participated as volunteers.

The Wall That Heals honors more than three million Americans who served in the U.S. Armed Forces during the Vietnam War. The 24 panels that make up The Wall bear the names of the more than 58,000 men and women who made the ultimate sacrifice in Vietnam. The exhibit also includes a mobile education center comprised of photos of service members whose names are on The Wall, letters and memorabilia left at The Wall in Washington, D.C., a map of Vietnam and a chronological overview of the conflict in Vietnam. Not only was this event a healing opportunity for many veterans and family members of those impacted by the Vietnam War, but it was also a great opportunity for San Mateo County to honor veterans for their service and to welcome them home.

Thank you to all of the Skyline College representatives who participated in this event and an extra special thank you to the Associated Students of Skyline College and the Skyline College Veterans Club for their co-sponsorship along with the Skyline College Graphic Arts and Production department for their in-kind donations. We would also like to recognize the San Mateo County Community College District Facilities team for their support. The event was a great success and is a wonderful example of college and community organizations coming together to support a common cause.

Article by Gina Ciardella. Photo by Richard Jackson.

UPCOMING EVENTS

**SKYLINE COLLEGE JURIED
STUDENT ART SHOW**
 April 20 - May 15, 2015
 Art Gallery, Building 1

CARPOOL WEEK
 April 28 - 30, 2015
 May 5 - 7, 2015
 Lot M

KINDER CAMINATA PROGRAM
 Wednesday, April 29, 2015
 9:00 a.m. - 1:00 p.m.
 Skyline College

**STRATEGIC PLANNING SESSION/
PUBLIC FORUM**
 Tuesday, May 5, 2015
 2:30 p.m. - 4:30 p.m.
 Location TBD

SUMMER CAMP CAREER FAIR
 Wednesday, May 6, 2015
 10:00 a.m. - 2:00 p.m.
 Fireside Dining Room, Building 6

**GAY ALLIANCE SAFE ZONE
TRAIN-THE-TRAINER PROGRAM**
 Thursday, May 7, 2015
 8:30 a.m. - 5:00 p.m.
 Building 6, Room 6202

**14TH ANNUAL STUDENT RECOGNITION &
AWARD CEREMONY**
 Thursday, May 14, 2015
 4:00 p.m. - 7:00 p.m.
 Theater, Building 1

SKYLINE COLLEGE BOARD REPORT

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HONORING DEAN SOYOMBO



Our good friend and colleague, Richard Soyombo, Dean of Global Learning Programs & Services passed away suddenly on Monday, April 20, 2015. This came as a surprise to us all. Please know that he was laughing and joking about things to the end.

Richard had a smile in his heart that was contagious. His passion for life and for his work and his brilliant sense of humor touched everyone he worked with, so often bringing smiles to our faces.

Richard dedicated his life's work to Skyline College and was immensely passionate about serving and improving the community around him. He was truly a global ambassador of good will who generated creative ideas on a grand scale, always looking toward the future and challenging those around him to do the same.

Richard's vision for the GLPS Division was inspiring and his work has made Skyline College a global resource for students near and far. We intend to continue, and grow, his good work throughout the world in his honor.

Richard was larger-than-life, and so it makes sense that he leaves behind an indelible legacy and a hole in our hearts. All of us will miss him dearly.

Information regarding services and sending condolences to Richard's family will be shared once it becomes available.

With my deepest condolences to the entire SMCCCD community,





President's Report to the SMCCCD Board of Trustees

President Michael Claire ~ April 29, 2015

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CSM Hosts MANA Youth Conference



Photo courtesy of the MANA Committee

On April 18, approximately 350 students from middle schools, high schools and community colleges and members of the Pacific Islander community united at CSM to attend the 3rd annual MANA Youth Conference 2015, titled, "Speak! Outside the Box." By all accounts, it was a major success. The conference promoted the importance of staying in school, graduating from high school and attending college. After a welcome by **President Mike Claire** the students moved on to attend workshops designed to foster student success for the Polynesian community. The conference included tours of the campus and a panel of successful Pacific Islanders serving in leadership positions. The evening wrapped up with entertainment that featured traditional dances from Samoa, Tonga and Fiji. American Idol contestant Reno Anoa'i, CSM Reggae Band and Finn Gruva and the United Districtz showcased their musical talents. DJ Danny Boy provided the music for the entire event.

The event is co-sponsored by CSM (DIAG, Student Equity Committee and the Polynesian Club), Peninsula Conflict Resolution Center (PCRC), 180 Degree Foundation, LOA Clothing, RudeBwoy 3nt and Pacific Savegez. Planning committee members from CSM included **Henry Villareal, Fi Tovo, Deborah Laulusa, Karen Chadwick**, and from the PCRC: **Keisarina Hofoka, Brittany Tonga, Malissa Netane, Juliet Vimahi** and **Ailao Eliapo**. (Content contributed by Deb Laulusa) ■

Grand Opening of The Village



Photos by Alexis Madayag

On April 16, CSM hosted a ribbon-cutting celebration at The Village for Puente and Umoja students located in Building 18, Room 112. The Village was created to provide a positive social, academic and cultural space where cultural diversity is not only honored, valued and welcomed but recognized as an essential fabric of the CSM community.



This inviting space has been designed for multiple purposes—as a quiet academic study space, meeting area for the Puente and Umoja clubs, a social area, and there is also private office space for students to meet with their advisors.

The centerpiece of the The Village is a stunning mural collaboratively designed by members of the Fine Arts Club, Umoja, Puente and MANA clubs and funded by the ASCSM Inter-Club Council. The mural traces the roots of each group using important cultural and historical figures and symbols up to the present day, which culminates in education, graduation and celebration. The design team spent approximately 1,000 hours drawing and painting the mural over the past several months. The muralists are **Tom Dude, Teresa Emory, Parvin Falahpour, Hannah Martinez, and Briana Watts**; all are CSM art students. ■

400 Attend Connect to College



CSM welcomed approximately 400 students and parents for Connect to College on Thursday, April 16. CSM's premier outreach event began with a greeting and overview by **President Mike Claire** followed by a presentation about transfer by **Mike Mitchell**, transfer manager. The program also included a student panel led by **Vice President Jennifer Hughes**; the panel consisted of alumni **Melissa Aliu** and **Victoria Anderson** as well as current students **Marco Amezcua**, **Taniela Mapa** and **DJ Peluso**. Prospective students and their parents had the opportunity to speak one-on-one with college staff, faculty and students and university representatives during the "meet and greet" portion of the event. At the end of the evening, 10 scholarships totaling \$3,000 were presented to attendees; the scholarship donors included PG&E, San Mateo Athletic Club, San Mateo Credit Union and CSM. The event was sponsored by Pacific Dining, Bulldog Bookstore, Center for Student Life and Leadership Development, Financial Aid, San Mateo Athletic Club and SMCCCD Auxiliary Services. ■



Photos by Alexis Madayag



Community Partners Applaud Project Change



Photo by Gino de Grandis

On Friday, April 10, representatives from justice department organizations, educational institutions, nonprofits and government agencies from throughout the County attended a special event at CSM to celebrate Project Change. The evening highlighted the important work being done through Project Change to provide access to higher education to one of the most at-risk and vulnerable populations in the county: incarcerated and court-involved youth.

Speakers at the event included members from the Justice Department, the San Mateo County Community College District and students in the program.

CSM President Mike Claire emphasized, “Save a life; save a family,” and the significant impact that providing education to one individual can have on an entire family and generation. **Chancellor Ron Galatolo** highlighted the value of the community college extending far past obtaining degrees and jobs. He spoke of the essence of community colleges being “second-chance institutions,” where people can have a fresh start and a new pathway to success. He proclaimed that the students in Project Change are excellent representations of this. **Trustee Tom Mohr** passionately advocated for the need for community colleges and county organizations to be involved in serving these at-risk students. He said that, “an institution can be judged by how it treats its most vulnerable population.”

The Honorable Judge Clifford Cretan and **Deputy Chief Christine Villanis** shared the enthusiasm they have for the collaboration between the Justice Department and the district to provide access to higher education to incarcerated youth in the county. This is a goal they have had for many years, and Project Change is allowing this to become a reality.

Students from Project Change described the impact the program has had on their lives. A student currently finishing her first year at CSM thanked the college and the district for providing a program that helped support and guide her. She expressed great thanks to her faculty mentor, **Cynthia Erickson**, who has been instrumental in her success

at the college. Another student shared how he never thought he would go to college because he struggled in high school and was in and out of juvenile hall. He was working a dead-end job for minimum wage and felt like he was going nowhere. Then, he heard about Project Change at CSM from a fellow student and decided to give it a shot. He is now successfully finishing his first semester in college. He said that he now has “hope.”

Project Change is the first community college-supported program in California to provide wrap-around student support services, direct access to postsecondary education for incarcerated youth, and in-person college instruction inside juvenile youth facilities. This unique and innovative program is paving the way for social justice and social change in the community. (Article contributed by Katie Bliss) ■

College Gets Crafty for National Library Week



Photo courtesy of CSM Library

CSM celebrated National Library Week, April 13–17, with a schedule of fun and educational crafting and tinkering workshops as well as the launch of the Library’s Makerspace Tool Lending Library. The college community enjoyed participating in workshops that included READ Photos—selfies with favorite books; Question-a-Day Board, Let Loose with Legos, the Knitting Factory and Hour of Code.

The Tool Lending Library allows CSM students, faculty and staff to borrow tools such as cordless drills, soldering irons, electronic kits, knitting looms and glue guns, among others, to use for projects at school or at home. ■

International Students Lead World Chat

Every Wednesday from April 1 through May 6, the International Student Center hosts World Chat – Six Weeks, Six Languages. Each week, the students lead a 30-minute language lesson that includes an introduction to the language and some key facts about its history and development. With the help of language cards, designed by **Janice Widodo**, an international student from Indonesia, students learn key words and phrases with indigenous script and English transliteration to help them with pronunciation. Six languages are being explored during the sessions: Korean, Arabic, Japanese, Shona, Russian and French. Response has been very positive: more than 40 students attended each of first two sessions—Korean and Arabic.

The idea for World Chat was developed by **Zhen (Jane) Lu**, International Club president and her peers. Their goal is to share the variety of languages and cultures of CSM's student population with the entire campus community. (Content contributed by Danni Redding Lapuz) ■

Earth Day Celebration Promotes Awareness & Learning



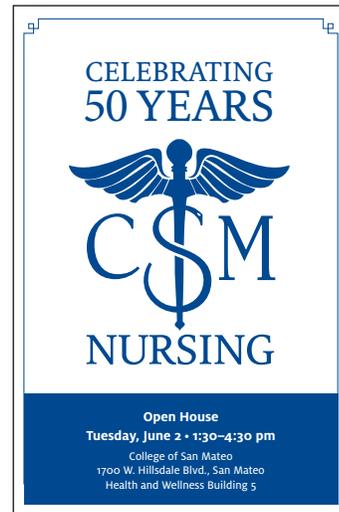
Photo courtesy of Lin Bowie

CSM Celebrated Earth Day, April 22, with an extravaganza on the College Center Plaza. As part of the CSM Sustainability Plan, this year's event focused on building awareness and student learning. The main themes this year were biodiversity and water conservation. Students visited a variety of organizations in four categories: biodiversity, water, waste and energy. Exhibitors included live animal ambassadors, U.S. Fish and Wildlife Service, California State Parks, San Mateo County Sustainability Office, PG&E, Recology and San Mateo RecycleWorks, among many others. The students discussed sustainability ideas with each organization. After learning from these conversations, they collected a stamp. When they had collected four stamps of each type, they wrote a pledge that they thought they could accomplish on

sustainable living. In exchange for the pledges, they received a veggie wrap for lunch, and a raffle ticket for donated prizes. Over 600 students completed the activity at the event. A fun day was had by all! (Article contributed by Lin Bowie and Paul Hankamp) ■

CSM's Nursing Program Celebrates 50 Years

On Tuesday, June 2 from 1:30–4:30 pm, the Nursing Program will celebrate its 50th graduating class with an Open House on the third floor of the Health and Wellness Building. Highlights include tours of the nursing facilities led by CSM nursing students, historical photo display of the nursing program through the years, networking opportunities and refreshments. In 1965, 18 students made up the first graduating class, and all were women. This year's class will graduate 44 students, 7 of whom are men. Over the past 50 years, a total of 2,158 student have graduated from the program. The Open House will be followed by the Nursing Pinning Ceremony at 6:15 pm at the San Mateo Performing Arts Center. ■



ASCSM Goes to Washington



During the last week of March, members of the ASCSM Senate traveled to Washington, D.C. to advocate on behalf of students. The students from CSM met with local representatives, including **Congresswoman Jackie Speier**, and spoke about legislation that will impact community college students. The students also attended the United States Student Association National Grassroots Legislative Convention to network with other students and discuss issues of common concern with students from across the country. (Article and photo contributed by Fauzi Hamadeh) ■

Kudos

~ Congratulations to CSM's **softball team** and **Head Coach Nicole Borg**. On April 21, they made athletic history by defeating Foothill with a 20-0 mercy rule victory; the lady Bulldogs completed the regular season with a perfect record of 34-0 and the number one ranking in the State. They will host the first round of post-season play on May 2 and 3. This team will go down in CSM history for achieving the best record by the softball program.



Photo courtesy of CSM Softball

~ Members of CSM's **swim team** turned in outstanding performances at the Coast Conference Swim and Dive Championships on April 16–18 at DeAnza College. The team took home 13 gold medals; 9 by the men and 4 by the women. The Bulldogs were led by **Kawei Tan** who captured a total of seven gold medals, more than any other swimmer at the meet. Last season, Tan was the state champion in the 100-yard backstroke and CSM's first state swim champion in 50 years. Tan was named the meet's Most Outstanding Swimmer for the second year in a row. He will end his historic two-year career at CSM when he competes in the state championships April 30–May 2 at East Los Angeles College.

~ **Ryan Boschetti**, a former CSM football player and NFL lineman, will be inducted into the 2015 class of the Peninsula Sports Hall of Fame on July 23. Boschetti, a graduate of Carlmont High School played six seasons for the Washington Redskins as defensive tackle.

~ A former CSM coach and a former athlete were recently inducted as members of the Northern California Sports Association Hall of Fame. **Mark Reischling** was a standout basketball player at Hillsdale High School, CSM and Chico State; he went on to have a decorated collegiate officiating career. **Bob Rush**, former track and field coach and member of CSM's Athletic Hall of Fame participated in the 1996 Olympics in Atlanta. While at CSM, he coached Olympic athlete Nicole Carroll and comedian Dana Carvey; Bob invented the Chronomix, the first electronic recording timer for track. ■

UPCOMING EVENTS

2015 Scholarship Awards Ceremony

A Celebration of Achievement through Scholarship

Friday, May 1, 6–8:30 pm
College Center, Bayview Dining Room

6th Annual CSM Asian Pacific American Film Festival

Friday, May 1, 6:30–9:30 pm
White Light, Black Rain
Saturday, May 2, Afternoon Matinee, 1 pm
UPAJ: Improvise
Saturday Evening Program, May 2, 7 pm
Cruisin' J-Town
Workshop Performance by Hiroshima.

Open Heart Yoga Festival

Saturday, May 2 and Sunday, May 3
9 am – 8 pm • College Center, Bayview Dining Room

ASCSM Spring Fling

Tuesday, May 5 – Thursday, May 7
11 am – 2 pm • CSM College Center Plaza

Innovators Forum 2015

Thursday, May 7, 6–10 pm
Join the CSM Business Club for a night of networking with local startups and tech companies.
College Center, Bayview Dining Room

CSM Dance Concert

Ready. Set. FIERCE!
Friday, May 8 • 1:30–3 pm and 7–9 pm
CSM Theatre



One Love

A Musical Adventure in Unity, Peace and Music!
Wednesday, May 13 • 7:30–9 pm
CSM Theatre

Master Class with Kara Davis

Thursday, May 14 • 12:45–2:45 pm
CSM Gymnasium Room 203, Dance Studio

ASCSM Film Student Film Festival Awards Ceremony

Thursday, May 14 • 6–8:30 pm
CSM Theatre

Honors Showcase

Thursday, May 21 • 4–6:30 pm
College Center, Bayview Dining Room

Stepping Up: A Transfer Tribute

Reception for students who are transferring in fall 2015
Thursday, May 28 • 4–6:30 pm
College Center, Bayview Dining Room



CSM Commencement

May 29 • 5:30 pm • Gymnasium

Jazz On the Hill

Saturday, June 6 • 11 am – 6 pm



Student Success Story: Jennifer Vara

UC Santa Barbara

Majors: Psychology & Sociology

As a student at San Mateo High School, Jennifer Vara put her summers to good use. She attended summer session at College of San Mateo through the College Connection - Concurrent Enrollment Program. Over the course of two summers, Jennifer completed classes in U.S. history, ethnic studies, psychology and yoga. In addition to receiving credit toward high school graduation, she earned 13 units of college credit and gained a big jump on her college education. "Attending CSM when I was still in high school was a good experience all the way around. I liked the classes, the professors and campus, and I completed several college requirements," says Jennifer.



Photo courtesy of Jennifer Vara

Jennifer's experience as a concurrent enrollment student influenced her decision to attend CSM for her first two years of college. She explains, "I was familiar with the college and I knew the courses at CSM were equivalent to those I would have taken had I gone straight to the university as a freshman. I also knew that I could transfer to an excellent university. Another consideration was my future: I didn't want to spend my life working to pay off student loans. By attending CSM, I was able to graduate without owing any money, and all that I saved while living at home has helped to pay for my education at UC Santa Barbara."

She entered her first semester as a college freshman at CSM with confidence and a sense of accomplishment. "I knew what professors expected of me, so I had a smooth transition." Because she had already completed a full semester of college work while she was in high school, she had flexibility in choosing courses and exploring different majors. "In addition to completing all my general education requirements, I completed the prerequisites for a double major in sociology and psychology for UC Santa Barbara."

Jennifer was familiar with CSM's campus and knew where to go when she needed assistance. "Before college, math wasn't my favorite subject, but once I found the Math Resource Center where I received one-on-one tutoring in statistics and calculus, I actually started to enjoy math. I also went to the Learning Center whenever I needed a quiet place to study or work on assignments, and I spent time in the Integrated Science Center meeting with classmates and studying."

"As it turned out, CSM was a great place for me to begin my college education," says Jennifer. "I had some really good professors at CSM. They were engaging and passionate about their subjects and they were caring about the students. Each professor I had at CSM influenced me to become a better student. **Professor Frederick Gaines**, my ethnic studies teacher, was always encouraging us to strive to be the best in working toward our personal goals."

Looking back, Jennifer credits her experience in the Concurrent Enrollment Program for giving her a solid foundation for college. "The classes I took while in high school really helped me get ahead. In addition to the academics, CSM helped me to improve my work ethic and develop skills that made me a stronger student."

In 2014, Jennifer earned associate degrees from CSM in psychology and sociology and transferred to UC Santa Barbara where she is currently pursuing a double major in the same disciplines. She plans to attend graduate school to become a therapist or psychologist. ■



Cañada College

report to the
SMCCCD Board of Trustees

April 22, 2015

Edited by Larry G. Buckley, PhD

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Trends, Enrollments & Marketing

During the first several days of spring break, I had the privilege of attending the Community College League's, Northern California CEO Conference. Among the highlights of the three-day meeting was a review of statewide conditions by Chancellor Bryce Harris. The Chancellor noted that community college enrollments continue to fall across the state. Since 2009–10, the system has lost a total of 17.5% of its enrollment. Some 444,880 fewer students are attending community college today as compared to five years ago. (This loss is the equivalent of TWENTY-SEVEN colleges, the size of the schools in the Los Angeles community college district, closing.) The system has lost nearly 2,200,000 enrollments in that same time. There are more than 9% fewer total core sections being offered statewide. Class sizes have fallen from 31.1 students per class to 29.0 statewide. And, total participation rates have fallen from 89.4 per 1000 adults in 2008–09 to 74.6 per 1000 adults in 2013–14. There were further grim statistics from the Chancellor regarding participation rates by ethnicity. Community college adult participation has fallen among whites from 71.3 per 1000 in 2009–10 to just 54.9 per 1000 in 2013-14. Participation among Asians has fallen dramatically, as well, from 97.9 per 1000 in 2009-10 to 76.9 per 1000 in 2013-14. Participation rates among Hispanics has remained relatively constant at about 89.0 per 1000 in that same period.

There was some positive news, however, in that persistence rates measured over three terms remain relatively constant in our system. About 70% of community college enrollees remain enrolled over at least three terms. And, community colleges have had a stunning increase in the number of associate degrees and certificates it has awarded since 2009-10. The number has increased from 135,715 to 190,314 per year.

The Chancellor's data, as well as that of Cañada College itself, suggests a changing face of our institution's student profile. On the whole, students are increasingly focused on transfer as their goal in attending community college. We see this in trends in specific courses such as English 100 and Math 120. Comparing spring enrollment figures in English 100 from 2011 and 2015, we find an increase from 193 enrollees to 365 enrollees. The Math 120 comparison in the same period is an increase from 120 enrollees to 217 enrollees. Growth in these transfer gateway courses, as well as other key transfer courses, is on the rise across the system. However, there are certain patterns that have not changed within the system: the percentage of students attending community college part-time remains relatively constant. Some 72% of Cañada students are part-time. Thirty six percent of them are taking less than six units per semester. This makes their pathway to transfer more arduous, as they are increasingly prone to dropping out when having to complete six, seven, eight, or more semesters on their way to an associate's degree or certificate.

When I first arrived at Cañada, more than two years ago, we were already seeing these trends. In an effort to address them, we organized an enrollment planning taskforce that took on the burden of establishing priorities in addressing the impact of these changes. Our goal was to have a multi-tiered strategy to combat enrollment loss. In reviewing Spring

Trends, Enrollments & Marketing (cont.)

2015 census data, we see that our plan has already shown some success. However, we have not been entirely immune from statewide trends. In comparing Spring 2014 enrollment data with Spring 2015, we find that total enrollments are down about 5% at Cañada. Across the San Mateo County Community College District, the number is about 3.7%. In this same period, Cañada's total FTES is down about 4.8%, although our total headcount is up nearly 1% over last spring. This suggests that we have not been losing individual students, but rather, the number of students who are part time has increased dramatically over the past year.

The study of our total student population is a reflection of the targeted recruitment efforts we have made and are part of our original enrollment planning approach. Our primary outreach and recruitment efforts have been focused on our local feeder high schools. It has been our goal to increase recruitment from these institutions and build our relationships with them. The full census data demonstrates that we have had an increase of first-time students this semester by 1%. And, concurrent high school enrollment is up 18.6% over last spring. (This was due, in part, to an increase in registration in Middle College High School, as well as the number of outside high school enrollees taking one or more classes towards their high school graduation requirements.) We also focused on increasing international student recruitment and in promoting online education. Both areas have seen dramatic growth. We have a record number of new international students this spring and our online enrollment is up by 14% over last spring. (Cañada has some 2,212 enrollees in online and hybrid courses this spring.)

Despite these positive individual enrollment trends, there are areas that require new focused attention. First-time transfer students were down 4% this spring semester, returning transfer students were down 5.3%, and overall returning students were down 15.6%. (In comparison to the whole of SMCCCD, which was down just 9%). Even as our students are steering towards transfer as their goal, fewer of those transfer students are persisting at Cañada over the long run. Of course, we don't want to see the number of transfer students persisting to be a positive number either, because that would mean that none of them are moving on to transfer. However a drop of 15.6% suggests that we need to focus more attention on student retention in our marketing and services.

There is one last bit of good news in our local data: The total percentage of ALL continuing students, having self-identified as transfer, certificate seeking, skill building, and basic skills students, is actually on the rise. We saw a 1.5% increase in total continuing students in Spring 2015.

Our internal data suggests we need to focus additional attention on assisting students in reaching their transfer goals more immediately and consistently. Specifically, only 7% of Cañada students entering any particular semester are able to complete their degree or certificate in just two years. We know that much of this is a consequence of our large part-time population. However, focused efforts on serving this population more effectively, to decrease the challenges that life presents them, is essential to improving this percentage. Cañada is not alone in this challenge. For example, our sister institution, San Jose State University, graduates just 9% of its entering freshman class within four years.

In research we reviewed with the enrollment planning task force, we identified a number of specific challenges to be met in promoting student access and persistence. The first of these is what might be called the low-income vs. high-income high school graduate college participation rate. Just 52% of low-income high school graduates attend college after their senior year in high school. This as compared to 81% of high-income high school graduates. As 44% of community college students identify themselves as low income, as compared to only 15% who identify themselves as high income, community colleges are particularly vulnerable to enrollment loss when low-income students are drawn from the classroom back to work as a consequence of family or individual economic obligations. We also noted the changing personal goals of today's community college student as compared to those of only a few decades ago. Eighty seven percent of college students say that they are attending college for one reason: "to get a better job than they might otherwise

Trends, Enrollments & Marketing (cont.)



get without an undergraduate degree.” Thirty years ago, only 65% of college students said they were pursuing their degree with this goal in mind. We need to be mindful that many community college majors are in fields with the least lifetime salary growth potential, as compared to other possible college majors. These include programs such as social work, human services, child development, medical technology, and athletic training. While at the same time, 27% of people with a post-secondary license or certificate (such as Radiology Technology), earn more than the average bachelor’s degree recipient! All of this leads to the primary purpose of our enrollment plan, which is to raise community awareness of the value of Cañada College and its degrees and certificates.

Opportunities for achieving this goal abound. Over the past year, we have purposely focused on developing our already rich relationship with the Sequoia Union High School District. Through personal and institutional partnerships with faculty, staff, and administration, we have had more direct interaction with our colleagues in planning, development, outreach, and activities, in perhaps the college’s history. The passage and implementation of AB 86, has given way to the development of unique pathways for high school students to matriculate to Cañada, as well as, opened the door to an entirely new relationship with the County’s adult schools. We have also focused attention on promoting the fact that 12 of the top 15 college major’s starting salaries are in the Engineering field. As a counter to the perception that community college programs sometimes lead to low-paying jobs, our STEM program staff and counselors have promoted a sensibility that community college is THE pathway to the “better paying job” they are seeking. Finally, we have also been focused on developing pathways from the community college to transfer institutions. Two weeks ago, the President of San Francisco State University, Dr. Leslie Wong, and members of his executive staff, visited our campus. We met to explore new avenues of program partnerships in areas such as ECE, Business, Engineering, Social Work, and international student recruitment. As Dr. Wong described it, “SFSU needs Cañada more than Cañada needs SFSU.” I’m not certain that is true, however, a more focused partnership between our institutions will serve to promote both recruitment and retention at Cañada. At this very time, faculty, staff, and administrators at both campuses are working together to formalize new pathways and curricular relations between the colleges.

To maximize these opportunities, we have focused on three areas in our marketing and outreach efforts and strategies. They are: new student recruitment, retention, and promoting community awareness. Toward this end, the Marketing, Communications, and Public Relations Office efforts have trended towards relationship building with Redwood City, the Sequoia Union High School District, the local media, and new and traditional community partners. We have simplified the website, links, and developed specific mailers to promote spring enrollment. We have centralized the development of marketing / public relations service materials with our Marketing Director and Visual Communications Coordinator. Along with our sister colleges, Skyline and CSM, we now have signed-on with the Cision Media Monitoring and Database Service for targeted media outreach. We have established a marketing request and tracking process on campus. Our Facebook presence has grown by nearly 50% in the last six months. We have established a new Twitter account, and have used both as a platform for promotional stories about student and program success. We have hosted a variety of community events expanding awareness of college resources and functions. These include the opening of our solar farm, the inaugurating of our SparkPoint center, and the upcoming Fiesta Cañada Celebration meant as a community outreach and recruitment event. We have enhanced college descriptions in state and county publications, created a master calendar, and expanded our own internal dialogue through “What’s New at Cañada College.” We are establishing a new president’s blog, developing new general marketing materials, ads, and brochures, for various departments and programs, for our outreach and recruitment staff. The Marketing Director is currently developing a college marketing guide, establishing an Instagram account and a long-awaited app for smart phones and tablets, overseeing a retention and enrollment campaign

Trends, Enrollments & Marketing (cont.)

for fall, 2015, called “Spring into Fall,” organizing an alumni campaign around our iCAN theme for retention, and will be working on the development of a promotional television commercial to be shown beginning in the summer.

As we set our marketing strategy for the upcoming academic year, it is with a fuller understanding of the trends in higher education promotion that have been employed by a host of institutions across the nation in recent years. For some time now, colleges and universities, both public and private, have centered their advertising campaigns on access to certain individual programs that are of interest to students and the larger community. Institutions have advertised premier programs such as Nursing, Computer Science, Fire and Police Academies, Business Administration, and Media Arts. These campaigns had some measure of success, but as was recently examined in the *Chronicle of Higher Education*, today’s students are finding these campaigns to be both stale and unrepresentative of their larger college experience.

A seasoned veteran in higher education marketing wrote recently in the journal, *University Business*, “Higher education is historically good at adding programs but find it difficult to stop doing things that are no longer competitively advantageous nor strategically appropriate.”

You may have begun to notice higher education advertising that is now more focused on the full college experience as an “institutional product.” Students are increasingly drawn to colleges and universities that provide them access to what they consider a “quality experience.” This is one of the reasons that for-profit institutions like the University of Phoenix have been suffering such enrollment loss in the last several years, and it is why their marketing strategy has shifted dramatically. Nevertheless, Phoenix has had an increasingly difficult time convincing potential students of the quality of their product. Phoenix has lost more than 50% of its enrollment in the last three years.

Here at Cañada, we will focus our efforts to stabilize and enhance enrollments on three tracks. The first of these, meant to promote retention and success, is through strengthening our traditional counseling and student services approaches. A fine example for us to emulate would be one at Palm Beach State College. There, faculty and staff developed a two-year pathway program meant to provide students a 360° service experience from admissions to completion. The program, entitled Supporting Outstanding Achievement and Retention (SOAR), provided students with incentives to complete their degrees within four semesters. These incentives included, priority registration, articulation assistance, intensive advising, financial support, and recognition. That final piece should not be underestimated. As has been proven in our own MESA program, membership in what students view as an “exclusive” and “quality” learning community experience, contributes greatly to their commitment to their own success and transfer goals.

At Georgia Regents University, college faculty and staff struggled with a challenge that is familiar to all of us at Cañada. In 2011, just 8% of the Freshmen at Georgia Regents were full-time students. It was then that the college introduced an intensive advising program titled, 4 Years, 4U. Its goal was to more effectively share information about university and community services that could provide students with the personal and family resources necessary to sustain them if they attended college full time. In addition, counselors shared the value of attending full-time in terms of student success and in limiting long-term financial debt. As Georgia Regent students began the 2014-2015 school year, 71% of the freshman class are full-time students. This program is testament to how quickly a purposefully crafted program to change something as fundamental as a student’s part-time / full-time status can be affected by policy change.

Already home to a variety of successful cohort programs, none more successful than the College for Working Adults, we will soon be adding an additional cohorts including a Puente Program in the fall semester, along with a new women’s



Trends, Enrollments & Marketing (cont.)



college sport, Tennis. Community college athletics, despite the overall drop in statewide enrollments over the past several years, remains a stellar example of success in promoting student retention. With an eligibility clock running beginning their first semester, few students are better motivated to complete their degrees within two academic years, than athletes. It is our goal to strengthen already existing support and cohort programs, as well as to seek the addition of more where they are likely to be successful. In partnership with these programs, it is our intention to reinvigorate and expand services in our Transfer and Career Centers; further promote our SparkPoint Center and ASCC. We have already added faculty and staff in these areas to enhance service, and will continue to strengthen them.

The second track, meant to stabilize and enhance enrollments, will be in online education. In a recent US News and World Report article, Foothill College Dean of Online Learning, Judy Baker, stated that there is an improving view of the value of online education. She was quoted as saying, “employers in Silicon Valley seem to value the skills acquired in community college online courses just as much as in for-profit or four-year institutions.” Coupled with the knowledge that students at institutions such as the University of Phoenix are fleeing them due to their belief that their experience may not be of the highest quality, colleges like Cañada are well positioned to build on their reputations while expanding access to online students looking for valuable quality experiences.

It is in promoting this quality experience that we will be following our third track to sustaining our enrollments. Already deeply committed to a campaign of strengthening our reputation within our community and with business and community partners, I believe that Cañada College is on the brink of an exciting expansion of its reputation on the Peninsula and throughout the Silicon Valley, precisely because it is at the forefront of the constructive changes in academic and student services that are reformulating the very nature of community colleges in America.

Terry O'Banion, former President of the Community College League for Innovation, recently wrote in Community College Week, higher education is to “help each human being to experience more fully, live more broadly, perceive more keenly, feel more deeply, and pursue the happiness of self-fulfillment to gain the wisdom to see that this is inexorably tied to the general welfare.” This is the message that we are currently sharing with our community, and which we will focus further to promote in the coming months.

The efforts being made by our many faculty and staff in sharing the success of our students and programs are too numerous to list in one place. Nevertheless, the work of those who contributed time to the crafting of our Enrollment Plan, the outreach efforts of Noel Chavez and his Campus Ambassadors, the added vision of Megan Rodriguez, and the creativity of Jose Garcia, merit special attention. Cañada is weathering the statewide storm of declining enrollment. We are doing so, even though we have not been entirely without our wounds. There have been programs and individual courses that have experienced greater than normal contrition, but we believe that the scheduling changes we've introduced for 2015-16 will soften the landing for students in those programs beginning this fall.

As always, I invite you to share your own ideas and perspectives, and I welcome your input, advice, and suggestions.

From the Business Office



Across California, as resources became increasingly scarce and colleges faced budget deficits resulting in reduction of services and instruction in previous years, many colleges developed alternative revenue sources such as grants to mitigate financial crisis. Cañada College has been extremely successful in winning competitive federal grants, and is nationally recognized for its best practices for academic and student services grant programs.

While we have done an outstanding job as an institution diversifying our funding, we are now faced with an additional challenge. As state funding has stabilized, we are experiencing an

infusion of increasing categorical funding and other restricted funding sources. All of the external funds we bring into our institution to increase services, instruction, and support are restricted funds. In other words, there are a great number of strings attached, regulations to follow, and planning for program sustainability. Our restricted funds are now greater than our unrestricted funds (see chart below), meaning there is now an increased need for specialized attention to these funds to ensure our compliance and success.

In response to the mounting impact of restricted funding on our budget at Cañada College, the Budget Office is making some personnel shifts to develop strong financial systems for these funds. We are pleased to announce that effective April 1st, Vickie Nunes, our current College Budget Officer, will enter a new role as the college's External Funding and Compliance Officer. This is a temporary position that will give the college the opportunity to define how we want to systematically integrate grants and other restricted funding sources into our long-term plans.

Her primary responsibility will be to focus on accounting, budgeting, and monitoring of grants, categorical, and other restricted funding. Additionally, Vickie will take the lead on developing processes for institutionalizing grant-funded programs and creating support resources for staff working with these challenging funds. This is an exciting opportunity to create sustainable systems that will provide a strong path forward in our overall institutional financial strength. Please welcome Vickie into this exciting new role!

encourage your students to apply to Student Senate this Spring!

Canada College Total Budget 2014/2015

	Budget Amount	% of Total Budget
Unrestricted Funding	\$20,984,593	47.60%
Restricted Funding	\$23,094,064	52.40%
Total Operating Budget	\$44,078,657	100.00%

Budget Bits

In March, 3-year budget projections were presented to the college. Planning and Budget Council to provide an overview of the college's financial status. Many people were surprised to see projected budget deficits, and the big question was "Why?"

There are multiple converging factors impacting our college budget starting this fiscal year. Collectively, these items are resulting in a strain on our general fund budget. These factors include:

- The percentage of our unrestricted fund budget dedicated to salaries and benefits increases dramatically
- In 2013/2014, salaries and benefits accounted for 87% of our unrestricted funds
- In 2014/2015, that number jumps to 99.9%
- Next year, salaries and benefits will be 101% of our unrestricted funds
- This number continues to increase over the next few years

To be clear, the dramatic increase in salaries and benefits is not due to a large number of new hires.

- Measure G funding expires this year, resulting in more than \$1.5 million in salaries and benefits being shifted to our unrestricted funds
- Proposition 30 begins phasing out this year, and as this happens we will have to shift roughly \$350,000 annually in salaries and benefits

There are also several unknown positive factors that will impact our budget as we move into our budget development for next fiscal year. The state budget proposal includes many favorable proposals for community colleges, and we will include any additional funding into revised projections as we plan for coming years.

It is important to note that we are not in a fiscal crisis or emergency. We are in the position to examine our current budget to identify areas for cost-savings, explore new funding opportunities, and have strategic discussions (institutionalizing grant funded programs; maximizing SSSP and SE funding; filling vacant positions). This is an opportunity to proactively strengthen our institution through collectively planning and implementing sustainable solutions. I welcome the opportunity to discuss ideas and suggestions, and look forward to continuing the outstanding learning environment for our students that we offer at Cañada College.

Puente Team Launch!

The Puente team is proud to welcome our first Puente Cohort this Fall 2015 semester. Puente was founded in 1981 by Felix Galaviz and Patricia McGarth at Chabot College in Hayward, California. The program was launched as a grassroots initiative to address the low rate of academic achievement among Latino students.

Cañada College is excited to be among the many college campuses to join this statewide program and continue to promote retention, transfer, and success in the Latino college community. Interested in learning more about Puente? Join us on April 30 3:30-4:30 in CIETL. You will get the opportunity to meet with the Puente team & discover ways you can support the Puente Project at Cañada College!





Construction Update

As you know, in November 20 14 voters approved Measure H to support capital construction and modernization at all three campuses in our district. Measure H provides \$133 Million to Canada College for the construction of two new buildings, and modernization and updates of three buildings. Major college projects included in this bond are:

- New Center for Kinesiology and Human Performance
- New Math I Science I Technology building
- Modernization and renovations in Building 3
- Modernization and renovations in Building 9
- Complete modernization of Building 13
- Expansion of Lot 6 Parking

This is an exciting time for our campus! As we wind down our spring semester and enjoy the summer, you will notice some small construction-related activity occurring on campus. Over the summer, we will begin the process of preparing our campus for major construction. This includes vacating Building 1 and finding new temporary locations for faculty and instructional programs. By the end of the Fall semester, there will be a lot of activity on campus. We will provide regular progress updates as well as any information that impacts our campus community. If you have any questions about these efforts, please contact Michelle Marquez, Vice President of Administrative Services.

Tricca Honored

Cañada College Chemistry Professor Robert Tricca was recently recognized by Santa Clara Valley American Chemical Society (ACS-SCV) with a Community College Teacher Scholar (CCTS) Award. The award recognizes the contributions of a community college chemistry teacher to science education. Tricca was chosen from one of the 13 community colleges in the ACS-SCV local area that includes five counties around San Jose, CA.

Professor Tricca received his Bachelor of Science in Chemistry from Boston College in 1980 and his Doctor of Philosophy in Physical Chemistry from Tufts University in 1985. He started his professional career in the chemical industry where he spent a significant number of years. He has held positions at Pfizer, Oral B/Gillette, Align Technology and Oral Health Technologies ranging from bench work to upper administration and co-founder. In 2008, Tricca decided to pursue his passion for teaching. His teaching career started as an adjunct faculty at Diablo Valley College, Laney College and Cañada College. His commitment and aptitude for the job were unquestionable and only two years later, Professor Tricca assumed his current fulltime position at Cañada College. In a short period of time, Tricca has contributed to the advancement of chemical education by updating the general chemistry laboratory experiments to reflect modern relevant bench skills; establishing an ongoing undergraduate student research environment in collaboration with the National Resources Conservation Service and has continuously promoted students success by mentoring and exposing them to professional organizations and professional networking opportunities. (cont. on next page)

(cont.) The sixth annual Teacher Scholar Award was presented to Professor Tricca at Mission College in Santa Clara. Tricca was nominated by his fellow Chemistry Professor Jeanette Medina. His nomination was reviewed by a separate selection committee. The award includes a \$500 stipend for the award recipient, a plaque and additional \$500 for the award recipient's department.

PBC Corner



We'd like to share with you some of the recent highlights from our Planning & Budgeting Council meetings in March.

The PBC invited Vice Chancellor José Nuñez to report on the district's Capital Improvement Plan 3. The projects in this plan were identified through the college's Facilities Master Plan and will, in large part, be funded by Measure H bonds. Cañada will be receiving approximately 30% of the Measure H funds for the demolition and construction of new a Kinesiology/Athletics Center, the construction of

a new Science building, improvements to buildings 3 and 9, and renovations to buildings 13, 16 and 18. Vice Chancellor Nuñez described the extensive behind-the-scenes work that must be accomplished at the district-level before any work can begin on the ground. Design firms are currently being selected for the athletics and science building projects. Faculty and staff at Cañada will continue to be consulted extensively over the course of the year as these projects work towards their final form. Our athletics facilities are scheduled to be turned over to District control in January 2016 so that work may begin.

Professors Jenny Castello and Nadya Sigona reported to PBC on Cañada's contributions to ACCEL San Mateo County. ACCEL is the planning body, consisting of community college, high school and adult school representatives, whose charge is to rethink and redesign Adult Education under the mandate of AB86. The goal of this legislation and of ACCEL is to create seamless transitions between Adult Schools and the Community Colleges. Professors Castello and Sigona described the projects being proposed here in the south county and on our coast side. To learn more, please visit the ACCEL website at <http://accelsmc.org>



Deans Lopez and Hsieh reported on Cañada's participation in the Multiple Measures Assessment Project. The California Community Colleges are currently creating a Common Assessment System for testing and placing students into English, ESL and Mathematics courses. This system will include a suite of optional validated multiple measures that can be used to help guide the placement decision. Cañada is conducting a pilot project to assess the use of academic history (i.e. high school transcripts) to provide a more complete

view of students' preparation and likelihood of success. Preliminary investigation into the transcripts of our high school students revealed some interesting facts - the majority have a high school GPA of C or lower, take four years off between graduating from high school and beginning at Cañada, and take English or Math in their first semester at the college. To learn more, please visit the MMAP website at <http://canadacollege.edu/prie/mmap.php>

PBC will be focusing on budget and planning-related matters throughout April and May. We encourage everyone to stay apprised through our agendas, minutes, and by communicating with your representatives at: <http://canadacollege.edu/planningbudgetingcouncil/members.php>

Barba Joins Learning Center

Dan Barba, JD has joined the Learning Center as its new Assistant Project Director for the federal Title V funded Expanding Student Opportunities (ESO) Project. The Project's overarching goal is to address Cañada's low transfer rates among entering Hispanic and high-need students by: 1) Improving academic preparedness for entering student's through an extended orientation program; 2) Expanding capacity for successful academic preparation programs; 3) Instituting a peer mentoring program that will identify, engage and track Hispanic and high-need students as they enter Cañada and continue through transfer; 4) Establishing the ESO Center which will integrate, improve and expand existing academic support services; 5). Increasing student usage of these academic support services by using affiliated Faculty and peer mentors who will help students to navigate and avail themselves of these services; 6) Developing and implementing a Transfer Jam to update Student Education Plans and track student progress toward transfer goals; 7) Increasing student exposure to potential career paths by connecting students to professionals through a speaker series and career-based workshops; and 8) Engaging students in field trips to 4-year universities and workshops with university representatives. Dan's primary role as APD is to assist the Project Director and Director of Student Support, Diva Ward, with budget and expense monitoring and reporting.

Prior to joining Cañada, Dan worked for Children's Hospital & Research Center, Oakland (CHRCO) for 12 years as the Executive Director of the Family Care Network (FCN), a federal grant funded program that provided coordinated, client and family-centered free medical and support services for women, children and youth living with HIV/AIDS. As the FCN's Executive Director, Dan oversaw the overall and day-to-day operations and coordination of the FCN and served as the liaison to its funders, including the Health Resources & Services Administration (HRSA).

Dan received his Juris Doctorate from Boalt Hall School of Law, University of California, Berkeley in 1991, and his Bachelor of Arts in Modern European History from Harvard University in 1984. Dan's interests include Modern Art, Art Glass, fine wine and fine dining, and comic book collecting.

Arts & Olive Festival on Hiatus



In January I met with several faculty and staff to review the status of planning for the annual Arts and Olive Festival scheduled for October, 2015. Included in the review was a full accounting of financial records, including income and expenses from the 2014 Festival. The picture was not good as it was clear that, despite all the efforts of college personnel and volunteers, the Arts and Olive Festival has been operating "in the red" for several years.

There are various reasons for revenue loss, including falling attendance, lost sponsorships, and dwindling vendor sales. As we discussed how to turn around the numbers, it was evident that we had no immediate strategy to right the ship. This, combined with the recent loss of so many key players to retirement, I made the decision to place the Festival on temporary hiatus until we had the opportunity to complete a comprehensive re-visioning and planning process. No decision has been made to permanently suspend the Festival. It has been an important feature of Cañada culture for nearly two decades. However, to maintain the integrity of the program, and to protect the current reserves of fund-raised monies from further losses, it seemed prudent to step back for a year to re-evaluate our approach to Arts and Olive. I appreciate each of you who have contributed so much of your time and resources to the Festival over the years. Your commitment continues to be much valued. Our vendor partners have already been contacted about the festival being placed on temporary hiatus and we have invited their participation in the fall of 2016. I will be organizing a Task Force in the fall to begin the process of reviving the Festival and I will be inviting input from the entire campus at that time.

High School Technology Academy Students Enjoy the Day at Cañada



Over 250 well dressed, highly motivated high school students from Sequoia, Menlo-Atherton, Carlmont and Woodside High Schools were on campus Friday, March 20 for an excellent Career Fair sponsored by the Sequoia Union High School District. The annual event, led by Greg Stein, SUHSD CTE Curriculum Lead, Technology Instructor, and Mentor Program Coordinator, provides students in the four high schools' Technology Academies with career and interviewing advice.

Over the past 10 years, this Sequoia Career Fair was hosted by local companies. This year, the SUHSD and Cañada College felt hosting the event at the college was an excellent fit as it would raise student awareness

of the college's programs. As part of the day, six of our Cañada faculty provided excellent "Career Pathway Spotlight" presentations on their programs. The interactive, informative sessions were terrific! Thanks to:

- Information Communication Technology/Multi-media - Paul Naas and Hyla Lacefield Health -Danni Behonick
- Fashion Design -Rhonda Chaney Interior Design -Elsa Torres Entrepreneurship - Leonor Cabrera
- And, over 80 individuals from business and industry (who also serve as mentors for the high school academy students) and nine of our own Canada staff members put the students through intense interviews (15 minute interviews with three different interviewers).

As Luanne Canestro (one of the Cañada interviewers) from Financial Aid commented: "I have to tell you, that was a blast! So much fun to talk with these kids. They have a plan and are excited about the future. I think they really appreciated the feedback and encouragement we gave them. This is an event all high schools should strive for!"

Greg Stein, the event coordinator, was very complementary to the college. In a note to the staff who participated, he stated: "Thanks to everyone for helping out with the Career Fair last week. I think our kids learned a lot about your programs in the pathway spotlights and had a lot of fun while doing so. I find it very uplifting to know that staff from Canada College and SUHSD can work so well together for events like this. I look forward to building on this relationship going forward."

Student Recognized as a Voto Latino Innovators Challenge Winner



Cañada student Sarahi Espinoza Salamanca recently became a winner in the Votos Latino Innovators Challenge for her idea, the Dreamers Roadmap. The Dreamers Roadmap is a mobile app to help undocumented students find scholarships. Users can get information on scholarships for which they're eligible as well as receive push notifications to remind them of upcoming application deadlines.

The Voto Latino Innovators Challenge was created to get Millennials, especially Latino Millennials, thinking about technology both as an innovative change (cont. on next page)

(cont.) agent and as a potential career. As a Challenge winner, Sarahi will spend two days on the Google campus where she will meet with members of Google's Marketing, Creative Labs and Android teams, among others.

Besides the chance to get an inside look at one of today's leading tech giants, this opportunity will allow her to showcase her talent to the best in the business and get the valuable insight needed to carry out her project and impact her community.

On campus, Sarahi is extremely active with a number of organizations, including serving as President and Founder of the DREAMers Club. Last year she also received the Canada College's Outstanding Achievement in Leadership Award, which is given to a student who shows leadership on creating positive change for fellow students. Congratulations, Sarahi! As a student and community leader, you inspire us all to strive for excellence and we look forward to following your continued, and thriving, pathway to success.

Blacademia Event



Two months ago, a group of educators from Cañada College, met to share ideas about activities and programs that could bring the black students and those that support them together. Out of that meeting, the Blacademia group was formed. Blacademia is a group of educators working together to improve the academic success of black students.

The first Blacademia event, "Just Like Home," was held on Wednesday, April 8, at the Cañada Vista Recreation Room. The goal of this initial meeting was to provide attendees with a warm and inviting experience to allow for interaction between students, faculty, staff and administrators. A guest speaker, Mr. Solomon Wilkins, was invited to facilitate activities and to share his personal experiences and life story. His story was very inspirational.



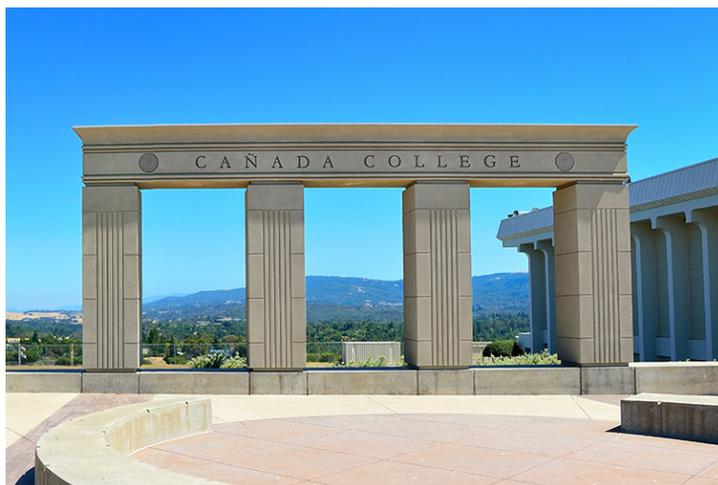
Approximately 50 people attended the event, which included a home-cooked meal with a dessert (made by faculty, administrators and staff).

The next step for the Blacademia group is to cultivate even more programs and services designed to bring students together while promoting academic success. We are kick-starting our efforts with the promotion of the Colts Academy 2 for continuing students. The Colts Academy 2 Program will be offered in the month of June and will target athletes, basic skills, ESL, and students on academic probation.



Overall, the Blacademia "Just Like Home" was a huge success and we are looking forward to sponsoring a "Just Like Home Again" event in the near future. Blacademia would like to thank all faculty, staff and administrators that participated in this wonderful event and we look forward to many more.

Reflections on a PTK Afternoon in Sacramento



This past week, I had the privilege of attending the Annual Phi Theta Kappa All-California Community College Academic Team Awards Luncheon in Sacramento with Professor Patty Hall and, our own Cañada honorees, Gerald Morlidge and Fadi About Syriani. It was a pleasure to get to know Gerald and Fadi better and to see them honored for their accomplishments. The All-California Team represents some of the very best students in the California Community College system. Just 91 students were honored this year. They constitute 0.00003% of the total number of students who attend California Community Colleges. To be named to the All-California Community College Academic Team is a very special honor. Both Gerald and Fadi are outstanding students

and deserving of this honor. In a separate OHP article, written by Professor Hall, you can learn more about each of them.

In this article, I want to share a bit about the larger experience of attending the luncheon and the impression these extraordinary students left on everyone who attended. Dr. Hall, Gerald, Fadi, and I, we're seated at a table with students and administrators from Butte College and Cuyamaca College. We ate lunch together and talked about our campuses and experiences. I also made my way around the room, saying hello to old friends and colleagues who were in attendance and meeting many of the students who had traveled to Sacramento for the occasion. Community college students often have extraordinary personal stories. They come with tales of overcoming obstacles and challenges that inspire admiration and respect. At our table sat our own Fadi About Syriani, who just two years ago fled war-torn Syria in the hope of finding security and the opportunity to attend college. Today, Fadi is about to finish his degree in Cell Biology and transfer to UC Davis with the goal of becoming a surgeon.

Also at our table was Evelyn Gutierrez, from Cuyamaca, a 27-year-old single mother who drives 130 miles round trip each day to attend class, while maintaining a 4.0 GPA. She will be attending San Diego State University in the fall, where she will study Business Administration.

Across the room, there was a young woman who was an adopted teen orphan from Korea, and who was now being honored for serving as her local PTK Chapter President. There was another war refugee from Iraq who currently holds three volunteer jobs, serving others challenged with transitioning to life in the United States, while earning his Computer Science Degree. There was the former union carpenter who left his trade to study Physics in his 30s. I met Austin Barazza from Norco College, a first generation student who dropped out of UC San Diego at the end of his freshman year due to financial constraints.

Today, he is a Political Science major heading to UCLA on scholarship. There was a young woman from San Diego who had never had the opportunity to even attend high school, and was now graduating with a 4.0 GPA in Biology. There was Juliana Kilpatrick, a single mother of two children, who successfully battled Stage 3 cancer and earned her Degree in Pre-Medicine Sports and Science. There was a young woman who started working at the age of 11 and is now earning her degree in Biology at 20. There was the daughter of Vietnamese immigrants who was the first in her family to attend college, and Ursula Simonoski, who left medical school in Peru to provide opportunities for her family, and now, 15 years later, was completing her AS Degree in Nutritional Sciences at Mt. San Jacinto College. (cont. on next page)

(cont.) There was the 50-year-old man, living with schizophrenia, who completed his AS in Electrical Engineering and is on his way to Harvey Mudd University to pursue his Bachelor's Degree.

There were other immigrants from across the world - Iraq, Ukraine, Iran, China, Morocco, Pakistan, Japan, and Turkmenistan - all had struggled finding their way in their new home, only to find their true selves in a community college. There were students who had lived in refugee camps, others who had had their schools bombed, another who had survived a suicide attempt, and others who sought, and received, political asylum to remain in the United States. There were single mothers, single fathers, and an 11-year-old Sacramento boy who is graduating with four degrees from American River College.

Nearly every student, honored as among the very finest in our system, had a story of overcoming obstacles to enjoy success. They were humble in their accomplishment, seemingly only concerned for their families and friends who may not have access to the same opportunities they have had the good fortune to enjoy. These students inspire me. As I sat at the table with Professor Hall, watching as each of the students were called to the stage to be honored, I couldn't help but think, "These are the leaders who will one day serve as the politicians, judges, physicians, CEOs, professors, and artists who will be the voice of a new generation." And, I thought, "We're in very good hands."

Today's community colleges have among the finest performing academic students in the nation. Our institutions are second to none. Our faculty, staff, and administrators are as well prepared as any in America. Last Tuesday in Sacramento, I was proud of our students, but just as proud to be part of the greatest higher education system in the world: the California Community College System.

Star Party



On Friday night, April 10, Cañada Astronomy hosted its Spring Star Party. After a week of gloomy weather, the skies cleared just in time to entertain a dozen sky enthusiasts using the astronomy department's newly acquired small telescopes and giant binoculars. Facilities and Public Safety aided the event by closing off Lot 10, including temporarily shutting off its just recently installed lights. Guests had an opportunity to look at the planet Jupiter, a few star clusters, and even a pair of galaxies. Professor Elteto was eagerly answering questions about the birth and death of stars, as well as entertaining the group with tales of the constellation Orion. One enthusiast brought his younger siblings who, by the end of the night, said that they wanted to take astronomy classes at Cañada.

The Astronomy department hopes for clear skies again this week for Friday night's viewing for the new, budding Astronomy Club, where Cañada students will learn to use the telescopes for themselves.

Jackie Speier Commencement Speaker



We are honored to announce that Congresswoman Jackie Speier will be our keynote speaker at this year's Commencement. She has graciously stepped-in for Congresswoman Anna Eshoo (whom we had previously announced would be the keynote). We are thrilled to welcome Congresswoman Speier to our campus.

Interim College Business Officer



We are pleased to announce that Mary Chries Concha Thia has been named Interim College Business Officer for Cañada College. Mary Chries has 10 years of accounting experience, and has been with the college since August as the Financial Analyst in the Budget Office. Prior to joining the college, she worked at the District Office for six years as a Senior Accounting Technician. Mary Chries has an MBA in Finance from Notre Dame de Namur University, a Bachelor of Science in Accounting from CSU East Bay, an Associate Degree in Accounting from College of San Mateo, and is a bonded licensed tax preparer. Please welcome Mary Chries in her new role at the College.

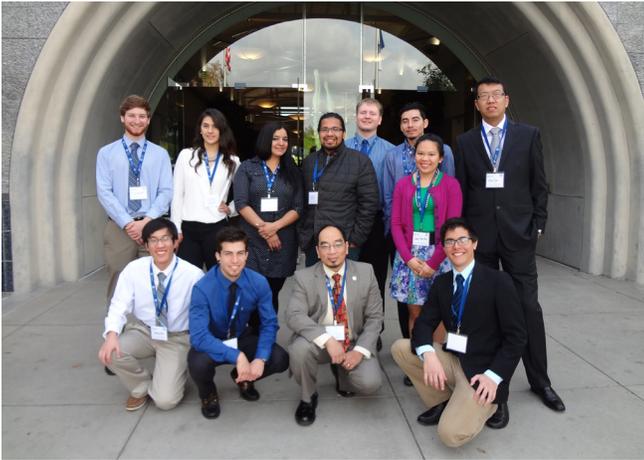
ASCC Elections Are Here!

Please encourage all of your students to vote in the ASCC general election. The Election Board is administering an in-person electronic ballot open to all students with a Cañada College Spring 2015 Student ID on April 27, 28, and 29 on the Upper Lawn. This is the one time in the year the student population can choose who will represent them for the 2015-2016 academic year—so it's something they don't want to miss!

Want to check out the candidates for this year? Join us in The Grove at 12:25pm on Thursday, April 23 to hear all of the candidate speeches.

Do you have students still interested in applying to Student Senate but they didn't make the deadline to be on the ballot? Encourage your students to visit the Student Senate and see if it is a right fit for them. If during the election the board is not filled, the Student Senate will be hosting interviews throughout the upcoming Summer and Fall terms. It's time for your students to get involved, remind them "Your life is your message to the world, make it inspiring!"

Engineering Students & Faculty Attend ASCCE Conference



Eleven Cañada College engineering students attended the 2015 American Society for Engineering Education Pacific Southwest Conference in San Diego on April 9-11, 2015. The students presented the results of the research they did last summer as part of the 10-week summer research internship funded by NASA through the Curriculum Improvement and Partnership Awards for the Integration of Research (CiPair) Program. The students presented four papers and four posters at the conference.

Tania Martinez, Amado Flores Renteria, and Jolani Chun-Moy presented the paper “Engaging Community College Students in Earthquake



Engineering Research on Real-Time Hybrid Simulation,” and the poster “Evaluating Effects of Delays on Real-Time Hybrid Simulation of Seismic Response of Large Civil Structures.”

Rita Melgar and Mou Sun presented the paper “Teaching Brain-Inspired Visual Signal Processing via Undergraduate Research Experience,” and the poster “Modeling and Implementation of a Brain-Inspired Neural Network for Edge Detection and Object Recognition.”

Norman Ettetdgui and Joseph Cooney presented the paper “Engaging Community College Students in Engineering Research through Design and Implementation of a Cyber-Physical System for Myoelectric- Controlled Robot Car,” and

the poster “Design and Implementation of an EMG Control System.”

William Berrios, Jeremy Chow, Colin McGill, and Giovani Rodriguez presented the paper “3D Printing as an Enabling Platform for Cross-Disciplinary Undergraduate Engineering Education and Research,” and the poster “Closed-loop Feedback Temperature Controlled Encasement to Test the Optimal Temperature for Poly Lactic Acid and Acrylonitrile Butadiene Styrene Polymers for the PunchTec Connect XL 3D Printer.”

Professor Amelito Enriquez, who presented the paper “Expanding the Community College Engineering

Educational Pipeline Through Collaborative Partnerships”, accompanied the students. Engineering Professor Nick Langhoff is a co-author of this paper, which received the Conference first Best Diversity Paper Award and will be forwarded as the Section’s entry to the national competition.

Founded in 1893, the American Society for Engineering Education is a nonprofit organization of individuals and institutions committed to furthering education in engineering and engineering technology. The ASEE Pacific Southwest Section covers Arizona, California, Hawaii and Nevada.

Alternative Spring Break: ASCC Advocacy Trip



During Spring Break, The Associated Students of Cañada College participated in an advocacy trip to Washington, D.C. Throughout their time in D.C., they learned more about how government works and witnessed House of Representatives and Senate proceedings first-hand - inspiring many new initiatives to bring onto campus and use within the Student Senate.

The student leaders also met with Congresswoman Eshoo, Congresswoman Speier, Senator Boxer, a lobbyist for immigration reform, and the education team for Senator Feinstein. Meeting these influential leaders truly sparked a fire within the students and they came back to campus with a new outlook on what leadership means and how they could use what they learned at Cañada.



PTK Academic Team Awards

This time of year offers many gifts. On Tuesday April 7 I had the good fortune to attend the 2015 Phi Theta Kappa All-California Community College Academic Team Awards. I drove with Cañada's award winners, Gerald Morlidge and Fadi About Syriani, to the Sacramento event, and the trip turned out to be a fun and inspirational experience. Gerald is a committed History Major and serves as the Co- President of our PTK Chapter. He is also a member of Cañada's Honors Transfer Program Advisory Committee. Fadi is a Cell Biology Major, and was the recipient of both NSF and Yanni Chen Fund scholarships. He also volunteers in the Kaiser Hospital ER and with Reading Partners.

The All-California Academic Team Program is designed to provide recognition for student's grades, leadership and community service. The group of students assembled at the event had the most incredible stories, but none as inspiring as our two representatives. Fadi plans to pursue a PhD/MD and become a doctor, while Gerald plans to complete a PhD and return to Cañada to teach history.

Fiesta Cañada

On Saturday, April 11, Cañada students, faculty, staff and administrators played host and welcomed nearly 1,000 members of the community to our campus for the inaugural Fiesta Cañada – a Celebration of All Cultures. While at the event, community members had the opportunity to explore our campus and enjoy several performances from local multicultural groups including: the Cañada College Glee Club, Tonantzin Ballet Folklorico, Raices de Mexico, Ballet Folklorico Mexico Vivo, LaTiDo and dancing by the Cañada College Salsa Club, Cañada College Theatre Arts Department, California Kung Fu & Tai Chi Institute and Leo Rosales and the Latin Rock Allstars.

Community members had the opportunity to savor delicious food and beverage from vendors Los Manguitos, Pacific Dining and Whisk on Wheels. There were several activities for children, including the interactive Arts & Crafts station (which was bustling throughout the entire event), as well as the International Students and ASCC table that also hosted arts & crafts. Armando Ramirez from the Redwood City Library conducted two story readings that drew more than 50 children per reading.

Marcela, the face painter, was also a huge hit with children. At 3:30 p.m. the winner of our \$1,000 scholarship drawing was announced the lucky recipient was Luis Cel, one of the instructors with Raices de Mexico.

A special thank you to our event sponsors: Redwood City International, Redwood City Public Library, Pacific Dining, JobTrain, San Mateo Credit Union and Redwood City Chamber. And a tremendous thank you to the students, faculty, staff and administrators who joined together to put on Fiesta Cañada – in four months' time! Thanks to their teamwork, our first Fiesta Cañada finished strong and we look forward to growing and developing the event further in the coming years.

DACA Clinic

In collaboration with Community Legal Services of East Palo Alto and the Law Offices of Goodwin Procter, Cañada College held its second free DACA (Deferred Action for Childhood Renewal) Clinic this academic year. Students and members of the local community received free legal assistance in completing their paperwork and filing for temporary administrative relief from detention or deportation proceedings – a potentially life-changing change of status, for those involved.

On April 9, more than 15 attorneys from the Menlo Park firm, Goodwin Procter, donated 45 hours of their time in order to undergo DACA-specific training and provide free legal aid as part of the DACA Clinic. Each lawyer was paired with a DACA applicant for individual consultation, and almost twenty applicants completed their paperwork. The (cont. on next page)





(cont.) non- profit Community Legal Services of East Palo Alto organized the Clinic and their team provided expert guidance through every step of the process.

This amazing opportunity was initiated last fall by the Cañada College Student DREAMers Club, Beating the Odds Peer Mentorship Program, and the DREAMers Task Force. Student club members and BTO mentors worked as volunteers, assisting the attorneys and providing vital translation services. DREAMers Student Club president, Sarahi Espinoza, spearheaded the entire effort.

DACA, is a federal program that provides for temporary protection, work authorization, and a social security number for undocumented immigrants brought into the country before age 16 who meet specific criteria. The original DACA program began in the summer of 2012 and initial applicants received two years of protected status, so many of those initial applicants now need to renew their status. DACA can mean jobs, freedom from fear, access to health benefits, and additional financial aid opportunities.

In November 2014, President Obama announced his intentions to expand DACA and initiate a second program, DAPA (Deferred Action for the Parents of Childhood Arrivals.) However, these two programs are on temporarily on hold due to a court order. This injunction may be lifted as soon as April 17. We'll keep you posted.

Connect to College Night

On Thursday, April 9, in collaboration with the CTE transitions and the Outreach Department, Cañada welcomed over 100 high school seniors and parents from the greater community to our first Connect to College Night Open House.

This Cañada open house featured resource tables with information from all our support programs and services, representation of our programs from every division, a great "Transfer Overview" presentation by counselor Soraya Sohrabi and an inspirational panel composed by current and alumni students of Cañada.

A special thank you to all the students, faculty, staff and administrators who joined together to make "Connect to College Night" a great success.

Debbie Joy is Honored with the Outstanding Service Award

Respected Leader
Responsible ongoing growth Support
perspective understanding
communication Excellence



Congratulations, Debbie Joy!

The 2015 Recipient of the California Community College State Classified Senate Outstanding Service Award!



"When faced with challenging issues, Debbie does not rush to judgment but quietly asks questions seeking to understand all sides of the matter. She has good insight and strives to respond in a fair and balanced manner."

Douglas Hirzel, Academic Senate President

"The key indicators of how Debbie is respected and is a leader include the significant increase in the attendance at the monthly Classified Senate meetings, the thoughtful agendas which are distributed campus-wide before the meetings to assure effective communication, the participation in the Associated Student Body events by many of our classified staff, and the volunteering by classified for other activities on campus."

*Larry Buckley, Ph.D.,
Cañada College President*

" We, the Classified Staff of the California Community Colleges, do hereby establish the California Community Colleges Classified Senate in order to promote the best interests of higher education in the State, and facilitate effective participation of classified colleagues at the state level."

4CS Bylaws

Wheels Event



WHEELS

Tuesday, April 28, 2015 • 2:30 - 4:00 pm
Building 6, Room 102

Open to Students, Staff, Faculty, and Managers

SEATING IS LIMITED

To reserve your seat, please complete the online registration at

<http://tinyurl.com/canadawheels>



For questions, please contact Dr. Jeff Rhoades at rhoadesj@smccd.edu



Cañada College and Western Justice Center
present

WHEELS

Tuesday, April 28, 2015 • 2:30 - 4:00 pm
Building 6, Room 102

Wheels is a play that explores immigration, xenophobia and the privileges and responsibilities of citizenship through the eyes of Oscar, a 15 1/2 year old Salvadoran-American youth and the people he encounters on his first journey through the maze of the DMV. In pursuit of his learner's permit and ultimately his driver's license, Oscar encounters a range of perspectives on freedom, mobility, and the dreams and realities associated with U.S. citizenship.

Wheels is presented by COMPASSION PLAYS, a unique touring theater program that uses live performances to inspire honest conversation. The program combines high-quality theatrical presentations with skillfully facilitated discussions to introduce topics such as stereotyping, prejudice, xenophobia and violence. The program is designed to help people learn about difficult topics from the characters in the plays - and from each other - in a safe and enjoyable way.

Open to Students, Staff, Faculty, and Managers

SEATING IS LIMITED

To reserve your seat, please complete
the online registration at

<http://tinyurl.com/canadawheels>



For questions, please contact: Dr. Jeff Rhoades at rhoadesj@smccd.edu



BOARD REPORT NO. 15-4-2C

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6510

**PRESENTATION OF AWARD TO SKYLINE COLLEGE PRESIDENT
REGINA STANBACK STROUD**

The Western Region Council on Black American Affairs (WRCBAA) is an official regional body of the National Council on Black American Affairs, which is an affiliate of the American Association of Community Colleges. At the WRCBAA's fall regional conference in November 2014, Dr. Regina Stanback Stroud received an achievement award for her years of visionary guidance, dedication, undaunting leadership and service in the community college system.

Dr. Stroud is the first recipient of this achievement award and the WRCBAA has now established the ***Dr. Regina Stanback Stroud*** Achievement award in her honor. Because of Dr. Stroud's outstanding work in education, equity and social justice, this award will be given on an annual basis to a visionary leader whose work makes a difference to so many students' lives.

The award states the following:

"In grateful appreciation, for your superior leadership and dedication to liberate, strengthen and educate and your commitment to excellence and social justice."

The ***Dr. Regina Stanback Stroud Award***, along with the *Sankofa Award* which is given for service, is the highest achievement award that an individual can receive from the Western Region Council on Black American Affairs.

BOARD REPORT NO. 15-4-3C

**SKYLINE COLLEGE – ENTERING THE CIPHER: FRESH TECHNIQUES,
HIP HOP ELEMENTS, AND EDUTAINMENT IN THE CLASSROOM**

There is no printed board report for this agenda item.

BOARD REPORT NO. 15-3-2B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and Employee Relations,
358-6883

APPROVAL OF DISTRICT EQUAL EMPLOYMENT OPPORTUNITY PLAN

A proposed Equal Employment Opportunity Plan was presented at the Board meeting of March 25, at which time Board members raised questions that were not immediately answered. Eugene Whitlock, Vice Chancellor of Human Resources and Employee Relations, will address the questions, and revisions made to the Plan in response, at this meeting. A copy of the revised Plan is attached.

As stated in the Introduction section, the Plan's immediate focus is equal employment opportunity in recruitment and hiring policies and practices, pursuant to the applicable Title 5 regulations, and the steps the District will take in the event of underrepresentation of monitored groups. The Plan also includes requirements for a complaint procedure for noncompliance with Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all; and procedures for dissemination of the Plan.

Title 5 requires that the Board of Trustees approve the Equal Employment Opportunity Plan. The proposed Plan has been presented to the District Participatory Governance Council and, upon approval by the Board, will be submitted to the State Chancellor's Office.

RECOMMENDATION

It is recommended that the Board approve the District's Equal Employment Opportunity Plan as attached.



EQUAL EMPLOYMENT OPPORTUNITY PLAN

July 1, 2015 – June 30, 2018

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SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
EQUAL EMPLOYMENT OPPORTUNITY PLAN

1. INTRODUCTION

The San Mateo County Community College District Equal Employment Opportunity Plan (the “Plan”) was adopted by the governing board on (). The Plan reflects the District’s commitment to equal employment opportunity. It is the District’s belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment which is welcoming to all will foster diversity and promote excellence. Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society.

The Plan’s immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq.) and the steps the District shall take in the event of underrepresentation of monitored groups. The Plan contains an analysis of the demographic makeup of the District’s workforce population and an analysis of whether underrepresentation of monitored groups exists. The Plan also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all, and procedures for dissemination of the Plan. To properly serve a growing diverse population, the District will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

The Plan will be reviewed by the District at least once every three years and be revised as necessary and submitted to the State Chancellor’s Office. The State Chancellor’s Office retains the authority to review plans on a case-by-case basis.

Ron Galatolo, Chancellor

Date

2. DEFINITIONS¹

- a. **Adverse Impact:** a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- b. **Diversity:** means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socioeconomic backgrounds.
- c. **Equal Employment Opportunity:** means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:
 - (1) identifying and eliminating barriers to employment that are not job related; and
 - (2) creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.
- d. **Equal Employment Opportunity Plan:** a written document in which a District's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
- e. **Equal Employment Opportunity Programs:** all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.
- f. **Ethnic Group Identification:** means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- g. **In-house or Promotional Only Hiring:** means that only existing District employees are allowed to apply for a position.

¹ Title 5 section 53001. All subsequent references are also to Title 5 unless otherwise specified.

- h. **Monitored Group:** means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).
- i. **Person with a Disability:** any person who (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- j. **Reasonable Accommodation:** means the efforts made on the part of the District in compliance with Government Code section 12926.
- k. **Screening or Selection Procedures:** any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include review of application forms, the full range of assessment techniques, including but not limited to traditional skills demonstration tests, physical, educational, and work experience requirements, and interviews.
- l. **Significantly Underrepresented Group:** means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

3. POLICY STATEMENT²

The San Mateo County Community College District is committed to the principles of equal employment opportunity and diversity and will implement a comprehensive program to put those principles into practice. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, language, accent, citizenship status, transgender status, parental status, marital status, economic status, veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas.

The District believes that in order to effectively address and comply with federal and state mandates and the District's goals on equal employment opportunity and diversity, the Board of Trustees, administration, faculty and classified staff must recognize that equal employment opportunity and diversity are shared responsibilities.

An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

² Section 53002.

4. DELEGATION OF RESPONSIBILITY, AUTHORITY AND COMPLIANCE³

It is the goal of the District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

Governing Board

The Board of Trustees is ultimately responsible for proper implementation of the District's Plan at all levels of District and college operations, and for ensuring equal employment opportunity as described in the Plan. The Board of Trustees is responsible for adopting a plan that is in compliance Title 5 of the California Code of Regulations.

Chancellor

The Board of Trustees delegates to the Chancellor the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Chancellor shall advise the Board of Trustees regarding statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The Chancellor shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

Equal Employment Opportunity Officer

The District has designated the Vice Chancellor – Human Resources & Employee Relations as its equal employment opportunity officer who is responsible for the day-to-day implementation of the Plan. If the designation of the equal employment opportunity officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of title 5, sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

College Equal Employment Opportunity Advisory Committees

Each college has an Equal Employment Opportunity Advisory Committee to act as an advisory body to the equal employment opportunity officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committees shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment

³ Section 53020.

opportunity progress, and provide suggestions for Plan revisions as appropriate. A member from each college advisory committee shall serve as a member of the District wide committee.

Agents of the District

Any organization or individual, whether or not an employee of the District, who acts on behalf of the governing board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this Plan.

Good Faith Effort

The District shall make a continuous good faith effort to comply with all the requirements of this Plan.

5. ADVISORY COMMITTEE⁴

The District has established a District-wide Equal Employment Opportunity Advisory Committee (the “Advisory Committee”) to assist the District in implementing its Plan. The Advisory Committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The Advisory Committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer shall train the Advisory Committee on equal employment compliance and the Plan itself. The Advisory Committee shall receive training in all of the following:

- the requirements of Title 5 and of state and federal nondiscrimination laws;
- identification and elimination of bias in hiring;
- the educational benefits of workforce diversity; and
- the role of the advisory committee in carrying out the District’s EEO plan.

The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups.

The Advisory Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the Advisory Committee shall make recommendations to the Board of Trustees, the Chancellor, and the equal employment opportunity officer.

Each college has its own Equal Employment Opportunity Advisory Committee which shall be composed in a manner similar to the District-wide Equal Employment Opportunity Advisory committee and carry out similar functions regarding hiring and equal employment opportunity issues at that college.

⁴ Section 53005.

6. COMPLAINTS⁵

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026).

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing.

A complainant may not appeal the District's determination pursuant to section 53026 to the State Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the State Chancellor's Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or District level using the process provided by section 53026. (See California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints at: <http://extranet.cccco.edu/Divisions/Legal/Discrimination.aspx> (Complaint Form) <http://extranet.cccco.edu/Divisions/Legal/Resources.aspx> (Guidelines for Minimum Conditions Complaints)).

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

The complaint shall be filed with the equal employment opportunity officer. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the chief executive officer. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The equal employment opportunity officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

In the event that a complaint filed under section 53026 alleges unlawful discrimination, it will be processed according to the requirements of section 59300 et seq.

⁵ Section 53026.

Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Vice Chancellor – Human Resources & Employee Relations is responsible for receiving such complaints and for coordinating their investigation. Campus complaint officers may be assigned investigation responsibilities. The District’s discrimination and sexual harassment complaint procedures are summarized in Administrative Procedure 2.19.2.

7. NOTIFICATION TO DISTRICT EMPLOYEES⁶

The commitment of the Board of Trustees and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan.

The Plan and subsequent revisions will be distributed to the District’s Board of Trustees, the Chancellor, administrators, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committees. The Plan will be available on the District’s website, and when appropriate, may be distributed by e-mail. Each year, the District office will provide all employees with a copy of the board’s Equal Employment Opportunity Policy Statement and written notice summarizing the provisions of the District’s Equal Employment Opportunity Plan. The policy statement will be printed in the college catalogs and class schedules. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will contain the following provisions:

1. The importance of the employee’s participation and responsibility in ensuring the Plan’s implementation.
2. Where complete copies of the Plan are available, including in every campus library, on the college and District internet site and the Office of Human Resources.

8. TRAINING FOR SCREENING/SELECTION COMMITTEES⁷

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall – prior to their participation – receive training that includes, but is not limited to:

- the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.)and of state and federal nondiscrimination laws;
- the educational benefits of workforce diversity;
- the elimination of bias in hiring decisions; and
- best practices in serving on a selection or screening committee.

⁶ Section 53003(c)(3).

⁷ Section 53003(c)(4).

Persons serving in the above capacities will be required to receive training within the 12 months prior to service. This training is mandatory: individuals who have not received this training will not be allowed to serve on screening/selection committees. The Office of Human Resources is responsible for providing the required training. Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

9. ANNUAL WRITTEN NOTICE TO COMMUNITY-BASED AND PROFESSIONAL ORGANIZATIONS⁸

The equal employment opportunity officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the Plan. The notice will also include the internet address where the District advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources.

10. ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT POOL⁹

The District shall annually collect employee demographic data and shall monitor applicants for employment on an ongoing basis in order to evaluate the implementation of this Plan and to provide data needed for the reports required by this Plan. For purposes of the data collection and reports required to be made, each applicant or employee shall be afforded the opportunity to identify his or her gender, ethnic group identification and, if applicable, his or her disability. A person may designate multiple ethnic groups with which he or she identifies, but shall be counted in only one ethnic group for reporting purposes. Chinese, Japanese, Filipinos, Koreans, Vietnamese, Asian Indians, Hawaiians, Guamanians, Samoans, Laotians, and Cambodians are to be counted and reported as part of the Asian/Pacific Islander group as well as in separate subcategories.

The District shall gather information and conduct a periodic, longitudinal analysis of its employees and applications, broken down by numbers of persons from monitored group status in each of the following seven job categories:

- (1) executive/administrative/managerial;
- (2) faculty and other instructional staff;
- (3) professional nonfaculty;
- (4) secretarial/clerical;
- (5) technical and paraprofessional;
- (6) skilled crafts; and

⁸ Section 53003(c)(5).

⁹ Section 53003(c)(6); Section 53004.

(7) service and maintenance.

Monitored groups are men, women, American Indians/Alaskan Natives (Native Americans), Asians, Blacks/African-Americans, Hispanics/Latinos, Pacific Islanders, Whites/Caucasians, and persons with disabilities.

The District shall annually report to the State Chancellor, in a manner prescribed by the State Chancellor, this data for the results of its annual survey of employees at each college in the district.

This information is gathered to determine whether additional measures are required pursuant to section 53006 and to implement and evaluate the effectiveness of those measures. However, in determining whether additional measures are necessary to ensure that monitored groups have not been excluded on an impermissible basis, analysis of the separate subgroups is not necessary. The District will review this information at least once every three years.

11. ANALYSIS OF DEGREE OF UNDERREPRESENTATION AND SIGNIFICANT UNDERREPRESENTATION¹⁰

This component cannot be completed until such time as the State Chancellor's Office provides workforce availability data. At the time that such data is provided, the District will revise this component of the Plan.

12. METHODS TO ADDRESS UNDERREPRESENTATION¹¹

The District will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the screening/selection process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community. The equal employment opportunity provisions are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482.6.

This Plan component cannot be completed until such time as the State Chancellor's Office provides workforce availability data referenced in Title 5 section 53003(c)(7). At the time that such data is provided, the District will revise this component of the Plan.

¹⁰ Section 53003(c)(7).

¹¹ Section 53003(c)(8).

The District will continue, with the assistance of the Equal Employment Opportunity Advisory Committee, to implement its equal employment opportunity, hiring, recruitment, and promotional policies and procedures consistent with the following:

Recruitment

Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. College Equal Employment Opportunity Advisory Committees are encouraged to utilize and notify the district of additional recruitment options that may enable the district to obtain a diverse pool of applicants. All recruitment announcements will state that the district is an “Equal Employment Opportunity Employer.”

Job Announcements

The District’s job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. For faculty and administrative positions, requirements will also include knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination. All faculty and administrative positions will state as a preferred or desired qualification knowledge of multiculturalism and training in cultural proficiency. Job specifications, including any “required,” “desired,” or “preferred” qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the equal employment opportunity officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an “Equal Employment Opportunity Employer.”

For identified public contact or community liaison positions, bilingual ability in the language spoken by a significant number of students may be a required qualification. Before bilingual ability in the identified languages can be made a required qualification, the District will identify the specific positions that may require bilingual ability and the language(s) needed; and in which positions bilingual ability in a particular language may be listed as a required, preferred, or desired qualification.

Review of Initial and Qualified Applicant Pools¹²

The application for employment shall provide for self-identification of the applicant’s gender, ethnic group identification and, if applicable, his or her disability. This information shall be kept confidential and shall be used only in research, monitoring, evaluating the effectiveness of the District's equal employment opportunity program, or any other purpose specifically authorized in Title 5, or by any applicable statute or regulation.

¹² Section 53023.

After the application deadline has passed, the composition of the initial applicant pool shall be recorded and reviewed by the equal employment opportunity officer or designee. All initial applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement. The group of candidates who meet the job specifications shall constitute the “qualified applicant pool.”

The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the equal employment opportunity officer or designee finds that the composition of the qualified applicant pool may have been influenced by factors which are not job related, appropriate action will be taken. This applicant pool data shall be reviewed in conducting the analysis described in Title 5 section 53006(a).

Screening/Selection Committee Procedures¹³

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria.

All screening or and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:

- (1) provided to the State Chancellor upon request;
- (2) designed to ensure that for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. “Meaningful consideration” means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;
- (3) based solely on job-related criteria; and
- (4) designed to avoid an adverse impact, as defined above, and monitored by means consistent with this section to detect and address any adverse impact which does occur for any monitored group.

The District may not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry or sexual orientation, or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the Plan in a rigid manner which has the purpose or effect of so discriminating.

The District shall review all of its job specifications to ensure that seniority or length of service may be taken into consideration only to the extent it is job related, is not the sole criterion, and is included in the job announcement consistent with the requirements of this Plan.

¹³ Section 53024.

Selection testing for employees shall follow procedures as outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures."

Whenever possible, screening committees shall include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications.

The Board of Trustees or its designee shall have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a screening committee. This includes the right to reject all candidates and to order further review by the screening committee or to reopen the position where necessary to further achievement of the objectives of this Plan or to ensure equal employment opportunity. However, a consistent pattern of not hiring qualified candidates from a monitored group who are recommended by screening committees may give rise to an inference that the selections are not consistent with the objectives of equal employment opportunity.

13. ADDITIONAL MEASURES TO SUPPORT DIVERSITY AND ENSURE EQUAL EMPLOYMENT OPPORTUNITY¹⁴

The District shall review the information gathered pursuant to Title 5 section 53003(c)(6) (Component 10) to determine if significant underrepresentation of a monitored group may be the result of non job-related factors in the employment process. For the purposes of this subdivision, the phases of the employment process include but are not limited to recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:

- (1) longitudinal analysis of data regarding job applicants, gathered pursuant to section 53003(c)(6), to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;
- (2) analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and
- (3) analysis pursuant to section 53003(c)(7) to determine whether the group is significantly underrepresented.

Where the review described above identifies that significant underrepresentation of a monitored group may be the result of non-job related factors in the employment process, districts shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

- (1) review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;

¹⁴ Section 53006.

- (2) consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account, and implement any such techniques which are determined to be feasible and potentially effective;
- (3) determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time; and
- (4) review each locally established "required," "desired" or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:

- (A) any requirements of federal law; and
- (B) qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students; or

- (5) discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (1)(4) of this subdivision; and
- (6) continue using qualification standards meeting the requirements of paragraph (4) of this subdivision only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4) and be expected to have a less exclusionary effect; and
- (7) consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

For purposes of this section, "a reasonable period of time" means three years, or such longer period as the State Chancellor may approve, upon the request of the Equal Employment Opportunity Advisory Committee and the District Chancellor, where the District has not filled enough positions to appreciably affect its work force in the job category in question.

The District will continue, with the assistance of the Equal Employment Opportunity Advisory Committee, to implement its equal employment opportunity, hiring, recruitment, and promotional policies and procedures.

14. DEVELOPING AND MAINTAINING AN INSTITUTIONAL COMMITMENT TO DIVERSITY¹⁵

The District recognizes that establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort and that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment

¹⁵ Section 53003(c)(9); Section 53024.1.

that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination.

Having a District that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well planned out, well funded, and supported by the leadership of the District can be of great value.

The District will sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The District will promote the concept of cultural proficiency and it will develop an evaluation form that integrates diversity into the evaluation of employees. The District will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations.

This District shall locally develop, and implement on a continuing basis, indicators of its institutional commitment to diversity such as:

- a. conducting surveys of campus climate on a regular basis, and implements concrete measures that utilize the information drawn from the surveys.
- b. conducting exit interviews with employees who voluntarily leave the district, maintains a data base of exit interviews, analyzes the data for patterns impacting particular monitored groups, and implements concrete measures that utilize this information.
- c. providing training on elimination of bias in hiring and employment.
- d. providing cultural awareness training to members of the campus community.
- e. maintaining a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.
- f. auditing and/or maintenance of job descriptions and/or job announcements
- g. providing training for the board of trustees receives on the elimination of bias in hiring and employment at least once every election cycle.
- h. timely and thoroughly investigating all harassment and discrimination complaints, and takes appropriate corrective action in all instances where a violation is found.
- i. timely complying with the requirements of Government Code section 12950.1 (AB1825), and includes all forms of harassment and discrimination in the training.
- j. having District publications and the website convey its diversity and commitment to equal employment opportunity.
- k. having a mission statement that conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.
- l. requiring applicants for all positions to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position.
- m. encouraging staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.

- n. maintaining updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.
- o. addressing issues of inclusion/exclusion in a transparent and collaborative fashion.
- p. attempting to gather information from applicants who decline job offers to find out why, records this information, and utilizes it.
- q. conducting longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.
- r. Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.
- s. Conduct diversity dialogues, forums, and cross-cultural workshops.
- t. Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.
- u. Establish an "Equal Employment Opportunity and Diversity" online presence by highlighting the District's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District's website. The website will also list contact persons for further information on all of these topics.
- v. Promote various cultural celebrations on campus.
- w. Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
- x. Have a formal diversity program on campus that is visible, valued and adequately funded.
- y. Develop leadership opportunities with current staff focusing on diversity.
- z. Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a cabinet or other high-level administrative position.
- aa. Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.

15. ACCOUNTABILITY AND CORRECTIVE ACTION¹⁶

The District shall annually certify to the State Chancellor that it has timely complied with all of the following:

- (1) recorded, reviewed and reported the data required regarding qualified applicant pools;
- (2) reviewed and updated, as needed, the Strategies Component of the Plan;
- (3) investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of Title 5.

16. PERSONS WITH DISABILITIES: ACCOMMODATIONS

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note takers.

The Office of Human Resources is responsible for handling requests from applicants and employees seeking reasonable accommodations.

17. GRADUATE ASSUMPTION PROGRAM OF LOANS FOR EDUCATION

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The District will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

¹⁶ Section 53024.2.

BOARD REPORT 15-4-2A

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and Employee Relations, (650) 358-6883

APPROVAL OF PERSONNEL ITEMS

New employment; changes in assignment, compensation, and placement; leaves of absence; changes in staff allocation and classification of academic and classified personnel; retirements, phase-in retirements, and resignations; equivalence of minimum qualifications for academic positions; and short-term temporary classified positions.

A. ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT

Skyline College

Tammy Robinson Interim Dean, Global Learning Programs and Services Global Learning Programs and Services

New interim administrative employment, effective April 27, 2015.

B. PUBLIC EMPLOYMENT

District Office

Michael Healy Network Infrastructure (Funded by Measure H) ITS

New full-time, 12-month temporary classified employment, effective May 4, 2015.

Daniel Servatius Public Safety Officer Public Safety

New full-time, 12-month classified employment, effective April 27, 2015.

Skyline College

Rhavie Masiglat Office Assistant II Student Services

New full-time, 12-month classified employment, effective April 20, 2015.

College of San Mateo

Valeria Higgins Instructional Aide II Language Arts

New part-time (48%), 11-month classified employment, effective April 21, 2015.

C. REASSIGNMENT**College of San Mateo****Cynthia James**

Cosmetology Program Assistant

Business/Technology

Promoted through the hiring process from a full-time, 12-month Storekeeper position (Grade 19 of the Salary Schedule 60) at College of San Mateo into this full-time, 12-month position at Grade 27 of the same salary schedule, effective April 15, 2015.

D. TRANSFER**College of San Mateo****Roger Perez-Vaughan**

Program Services Coordinator, Degree Audit

Student Services

Transferred from a full-time, 12-month Program Services Coordinator position at College of San Mateo into this full-time, 12-month position, effective May 1, 2015.

Alicia Frangos

Program Services Coordinator

Student Services

Transferred from a full-time, 12-month Program Services Coordinator, Degree Audit position at College of San Mateo into this full-time, 12-month position, effective May 1, 2015.

E. CHANGES IN STAFF ALLOCATION**Skyline College**

Recommend creation of a new classified position titled "Office Assistant II (Grant Funded by Bay Area Region Deputy Sector Navigator Retail, Hospitality and Tourism Grant) at Grade 18 of the Classified Salary Schedule (60). Also recommend an increase in staff allocation to add one full-time, 12-month Office Assistant II (Grant Funded by Bay Area Region Deputy Sector Navigator Retail, Hospitality and Tourism Grant) position in the Center for Workforce Development, effective April 30, 2015. The position is a temporary, grant-funded position, effective April 30, 2015 through the expiration of the grant funding.

District Office

1. Recommend a reclassification for the Foundation Business Manager classification from Grade 190E of Salary Schedule 35 to Grade 180E of the same schedule, effective April 30, 2015.
2. Recommend a change in staff allocation to increase one part-time Office Assistant II position (1C0034) from 48% of full-time, 12 months per year to 100% of full-time, 12 months per year, effective May 1, 2015. Accordingly, recommend an increase in assignment for the incumbent, Analisa Pineda.

F. LEAVE OF ABSENCE**College of San Mateo**

Soonyoung An Associate Professor Language Arts

Recommend approval of a family medical leave of absence without pay with benefits, effective April 17, 2015 through June 1, 2015.

G. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION**1. Retirement****Skyline College**

Carla Campillo Counselor Student Services

Retiring as Professor Emerita, effective June 1, 2015 with 27 years of service. Eligible for District retiree benefits.

Eric Larson Counselor Student Services

Retiring as Professor Emeritus, effective June 11, 2015 with 35 years of service. Eligible for District retiree benefits.

2. Resignation**College of San Mateo**

Mario Mihelcic Program Services Coordinator Admissions & Records

Resigned effective April 16, 2015.

District Office

Armando Gonzalez Groundskeeper Facilities

Resigning effective April 30, 2015.

Charity Aughenbaugh Staff Assistant General Services

Resigning effective May 8, 2015.

H. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS

None

I. SHORT-TERM, NON-CONTINUING POSITIONS

None

San Mateo County Community College District

April 29, 2015

BOARD REPORT NO. 15-4-1CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kathryn Blackwood, Executive Vice Chancellor, 358-6869

RATIFICATION OF JANUARY AND FEBRUARY 2015 DISTRICT WARRANTS

Attached as Exhibits A and B are the warrants in excess of \$10,000 that were issued in the months of January and February 2015 respectively. The schedules include total warrants issued for the subject period in addition to the warrant sequences. The District now seeks Board approval of the warrants listed in the attached Exhibits.

RECOMMENDATION

It is recommended that the Board of Trustees approve the warrants issued during the period January 1, 2015 through February 28, 2015 and ratify the contracts entered into leading to such payments.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
 JANUARY 1-31, 2015
 WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
<u>District Accounts Payable</u>				
056280	01/06/15	U.S. Bank National Association ND, .	274,279.81	Districtwide Procurement Card Payment
056317	01/08/15	Associated Std-Skyline	100,000.00	Interbank Transfer
056320	01/08/15	Computerland	16,461.36	Districtwide Computer Purchase
056322	01/08/15	Enterprise Recovery System, Inc.	11,439.09	Monthly Student AR Collection Fees
056324	01/08/15	GRD Energy Inc.	24,194.90	CSM Construction Projects
056329	01/08/15	Richard McMahon	28,685.70	Skyline Becalos Grant Students Meal Services
056331	01/08/15	Noll & Tam	18,084.00	CSM Construction Consulting Services
056337	01/08/15	Sutro Tower Inc.	18,846.00	KCSM TV Broadcast Site Lease at Sutro Tower
056577	01/15/15	Constellation NewEnergy, Inc.	86,632.24	Utilities
056581	01/15/15	Interline Brands Inc.	11,853.95	Districtwide Facilities Custodial Supplies Purchase
056585	01/15/15	Oracle America, Inc.	13,434.90	Districtwide Software Update License & Support
056586	01/15/15	Schneider Electric Buildings Americas, Inc.	11,664.50	Districtwide Building Management System Maintenance
056587	01/15/15	School Project for Utility Rate Reduction (SPURR)	55,810.22	Utilities
056588	01/15/15	Siemens Industry, Inc.	36,641.75	Districtwide Fire Alarm System Monitoring Services
056590	01/15/15	SM County Community College District	22,363.36	Replenish Flex Spending Account
058496	01/22/15	Air Systems, Inc.	10,002.00	Skyline Air System Repair Services
058501	01/22/15	Constellation NewEnergy, Inc.	84,872.17	Utilities
058504	01/22/15	Intermountain Electric Company	17,679.50	CSM Parking Lot Lightning Project
058508	01/22/15	San Mateo County Schools Insurance Group	186,091.25	Dental & Vision Premium Payment
058510	01/22/15	Sutro Tower Inc.	18,846.00	KCSM TV Broadcast Site Lease at Sutro Tower
058823	01/27/15	Richard, Roy L.	10,388.00	Student Federal Unsubsidized Loan
058939	01/29/15	Computerland	17,033.90	Districtwide Computer Purchase
058943	01/29/15	Chen, Gang	12,100.00	International Student Recruitment Services
058947	01/29/15	Richard McMahon	13,306.47	Districtwide Catering Services
058948	01/29/15	School Project for Utility Rate Reduction (SPURR)	60,684.77	Utilities
473825	01/08/15	Carahsoft Technology Corporation	67,950.64	Skyline Software Licenses & Support Services
473848	01/08/15	Ellucian Support Inc.	16,957.00	Districtwide Software License & Maintenance Services
473860	01/08/15	Hartford Life & Accident Insurance Co.	39,313.99	Life Insurance Premium For December 2014
473892	01/08/15	Robert A. Bothman	67,098.87	CSM Construction Project
473893	01/08/15	Robert A. Bothman	211,723.58	CSM Construction Project
473916	01/08/15	Allana Buick & Bers, Inc.	445,631.88	Cañada Construction Project
473937	01/08/15	Robert A. Bothman	11,143.35	CSM Construction Project
473938	01/08/15	Allana Buick & Bers, Inc.	23,454.31	Cañada Construction Project
473956	01/12/15	Calif Water Service Co	16,526.04	Utilities
473959	01/12/15	CDW LLC	60,261.92	Districtwide Computer Purchase
473980	01/12/15	Pac Gas & Elec Co	14,744.56	Utilities

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
 JANUARY 1-31, 2015
 WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
473981	01/12/15	Pac Gas & Elec Co	27,989.25	Utilities
473985	01/12/15	R.F. MacDonald Company. Inc.	15,000.00	Districtwide Boilers Maintenance Services
473989	01/12/15	Sedgwick Claims Management Services. Inc.	23,406.25	Worker's Compensation TPA Services Annual Fee
473995	01/12/15	ThyssenKrupp Elevator Corporation	14,713.13	Districtwide Elevators Maintenance Services
473996	01/12/15	Vavrinek, Trine, Day & Co.	14,000.00	Districtwide Audit Services
474013	01/15/15	Economic Modeling, LLC	12,000.00	Districtwide Software License Renewal
474061	01/15/15	Associated Std -Canada	18,479.77	Quarterly Student Fees Reimbursement
474062	01/15/15	Associated Std-CSM	26,313.56	Quarterly Student Fees Reimbursement
474063	01/15/15	Associated Std-Skyline	29,046.94	Quarterly Student Fees Reimbursement
474112	01/22/15	A.C.C.J.C.	19,794.00	CSM Annual Dues & Assessment Fees
474124	01/22/15	Burke, Williams & Sorensen, LLP	29,390.89	CSM Construction Project Legal Fees
474170	01/22/15	Pac Gas & Elec Co	19,526.19	Utilities
474237	01/26/15	Condensed Curriculum International, Inc.	12,748.95	Community Education Lecture Services
474319	01/29/15	Downtown Ford	111,938.90	Facilities Four New Vehicles Purchase
474325	01/29/15	Galeano, Mario	22,559.00	Master Planning Services
474359	01/29/15	McCarthy Building Companies	34,402.00	CSM Construction Project
474407	01/29/15	Hartford Life & Accident Insurance Co.	37,553.16	Life Insurance Premium For January 2015
<u>District Payroll Disbursement (excluding Salary Warrants)</u>				
J1502596	01/08/15	State Teacher Retirement - Defined Benefit	35,300.99	STRS Retirement - Defined Benefit Balance
J1502775	01/21/15	US Treasury - Federal Payroll Tax	86,788.64	Federal Payroll Tax
J1502783	01/23/15	EDD - State Payroll Tax	12,952.91	State Unemployment Payroll Tax
<u>SMCCCD Bookstores</u>				
113908	01/06/15	MBS Textbook Exchange	14,408.88	Purchase of Inventory
113909	01/06/15	McGraw Hill Companies	30,364.90	Purchase of Inventory
113917	01/06/15	Pearson Education Inc.	29,286.36	Purchase of Inventory
113927	01/06/15	SMCC College District	184,001.55	Salaries & Benefit November 2014
113970	01/22/15	McGraw Hill Companies	50,943.81	Purchase of Inventory
113978	01/22/15	Pearson Education Inc.	129,183.17	Purchase of Inventory
113989	01/22/15	SMCC College District	188,411.58	Salaries & Benefit December 2014
114003	01/26/15	SMCCD	55,135.28	Purchase of Inventory
Subtotal			3,421,842.04	40%
Warrants Issued ≤ \$10,000			5,059,222.14	60%
Total Non-Salary Warrants Issued			<u>8,481,064.18</u>	100%

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
JANUARY 1-31, 2015
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
District Accounts Payable		Ck#473804-474418, #939968-941681, DD56279-58957	7,472,563.77	
District Payroll		Ck#104079-104771, DD50084548-50086224	5,473,840.45	
SMCCCD Bookstores		Ck#113824-114003, EFT25794 & EFT25681	864,008.92	
		Total Warrants Including Salaries - January 2015	<u>13,810,413.14</u>	

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
FEBRUARY 1-28, 2015
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
<u>District Accounts Payable</u>				
059305	02/03/15	U.S. Bank National Association ND, .	213,154.90	Districtwide Procurement Card Payment
059353	02/05/15	Advance Soil Technology Inc.	16,365.00	CSM Geotechnical Inspections
059355	02/05/15	Computerland	12,382.35	Districtwide Computer Purchase
059358	02/05/15	Coulter Construction Inc.	13,913.00	Cañada Construction Project
059365	02/05/15	Noll & Tam	17,292.00	CSM Construction Consulting Services
059369	02/05/15	SMC College Ed Housing Corp - Canada Vista	70,868.00	Cañada Vista Monthly Rent Payment
059370	02/05/15	SMC College Ed Housing Corp - College Vista	42,325.00	College Vista Monthly Rent Payment
059376	02/05/15	Swinerton Management & Consulting	103,611.75	Program Management Services
059377	02/05/15	VALIC Retirement Services Company	259,288.49	Tax Shelter Annuities
059553	02/10/15	SM County Community College District	58,404.18	Replenish Flex Spending Account
059579	02/11/15	Schneider Electric Buildings Americas, Inc.	11,664.50	Districtwide Building Management System Maintenance
059644	02/17/15	Lashuel, Hisham A.	10,388.00	Student Federal Unsubsidized Loan
059664	02/17/15	Wilson, Nancy L.	10,388.00	Student Federal Unsubsidized Loan
059689	02/19/15	Computerland	44,391.77	Districtwide Computer Purchase
059695	02/19/15	InfoRev Media	31,782.79	District Office Wireless Presentation System
059704	02/19/15	SMCCCD Bookstore	23,101.32	Cañada Student Textbook Rental Program
061840	02/26/15	Associated Std -Canada	50,000.00	Interbank Transfer
061841	02/26/15	Computerland	12,923.03	Districtwide Computer Purchase
061842	02/26/15	Constellation NewEnergy, Inc.	70,659.27	Utilities
061843	02/26/15	Corovan Moving & Storage Co.	22,673.62	Districtwide Moving Services
061844	02/26/15	Coulter Construction Inc.	61,892.00	CSM & Cañada Construction Projects
061845	02/26/15	Dell Marketing LP	46,323.42	District ITS Servers Purchase
061854	02/26/15	San Mateo County Schools Insurance Group	188,296.54	Monthly Dental & Vision Premium
061855	02/26/15	School Project for Utility Rate Reduction (SPURR)	15,839.07	Utilities
061859	02/26/15	Sutro Tower Inc.	19,411.00	KCSM TV Broadcast Site Lease at Sutro Tower
061873	02/26/15	Young Electric Company, Co.	27,004.00	CSM & Skyline Electrical Projects
474422	02/02/15	Atlas Pellizzari Electric, Inc.	39,662.00	District Office Audio Visual Upgrade Services
474424	02/02/15	Bayside Stripe & Seal, Inc.	41,107.00	Districtwide Construction Project
474435	02/02/15	CDW LLC	29,284.72	Districtwide Computer Purchase
474460	02/02/15	Los Angeles Community College District	16,566.83	Cañada SETI and JEP Programs Services
474473	02/02/15	Public Empl Ret Sys	1,433,567.90	Monthly Health Insurance Premium
474481	02/02/15	Steinberg Architects	21,473.75	Districtwide Standards Architectural Services
474482	02/02/15	STV Incorporated	30,961.00	Districtwide Onuma Database Services
474501	02/05/15	Allana Buick & Bers, Inc.	22,490.22	Cañada Construction Project
474517	02/05/15	Burkett's Pool Plastering, Inc.	37,500.00	CSM Pool Repair & Maintenance Services
474584	02/05/15	Pasco Scientific Co.	14,954.94	Cañada Equipment Purchase

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
FEBRUARY 1-28, 2015
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
474605	02/05/15	Simon Wiesenthal Center, Inc.	13,500.00	Museum of Tolerance Staff Training Services
474629	02/05/15	American Federation of Teachers	46,102.77	Monthly Union Dues
474632	02/05/15	C S E A	12,681.05	Monthly Union Dues
474636	02/05/15	CalPERS	75,178.84	Monthly PERS New Member Contribution Advance Payment
474637	02/05/15	CalPERS	543,532.91	Monthly PERS Classic Members Contribution Advance Payment
474664	02/05/15	MassMutual Retirement Service	40,646.40	Tax Shelter Annuities
474703	02/09/15	AT&T/MCI	21,345.29	Districtwide Phone Charges
474732	02/09/15	Pac Gas & Elec Co	15,246.59	Utilities
474795	02/11/15	Pac Gas & Elec Co	27,472.29	Utilities
474824	02/11/15	County of San Mateo	461,535.47	November 2014 Statewide General Election Fee
474843	02/17/15	Apple Computer, Inc	48,449.20	CSM Computers Purchase
474871	02/17/15	Job Train, Inc.	58,769.00	Cañada Educational Services Agreement
474888	02/17/15	Pac Gas & Elec Co	20,279.29	Utilities
474922	02/19/15	Barclay Sanitary Supplies	27,615.15	Facilities Sanitary Equipment & Supplies Purchase
474954	02/19/15	iContracts, Inc.	10,290.00	Districtwide Contract Software Annual Subscription
474985	02/19/15	Strata Information Group	54,000.00	Districtwide Professional & Management Services
474990	02/19/15	Voorhees Group, LLC	14,350.00	Districtwide Strategic Planning Professional Services
475040	02/20/15	Alta Cascade Inc	10,036.00	CSM Construction Consulting Services
475115	02/26/15	Ahlborn Fence & Steel, Inc.	24,581.50	CSM Baseball Fields Windscreen Purchase & Installation
475133	02/26/15	Burke, Williams & Sorensen, LLP	34,170.00	CSM Construction Project Legal Fees
475141	02/26/15	CDW LLC	18,715.22	Cañada Computer Purchase
475148	02/26/15	CSW-Stuber-Stroeh Engineering Group, Inc.	14,430.13	Districtwide Civil Engineering Services
475149	02/26/15	DAVCO Waterproofing Services, Inc.	10,000.00	Skyline Roof Repair Services
475155	02/26/15	Downtown Ford	35,104.89	Facilities Vehicle Purchase
475177	02/26/15	Illuminated Creations Inc.	18,646.52	Cañada Banners Signs Installation
475212	02/26/15	Reliable Concepts Corporation	15,055.00	CSM Carpet Replacement Services
475220	02/26/15	Simpson Gumpertz & Heger Inc.	19,382.33	CSM Construction Project Consulting Services
475222	02/26/15	Steinberg Architects	27,240.63	Districtwide Standards Architectural Services
475235	02/26/15	Bunton Clifford Associates, Inc.	429,118.35	Districtwide Master Planning Architectural Services
475238	02/26/15	Calif Water Service Co	13,355.90	Utilities
475243	02/26/15	Hartford Life & Accident Insurance Co.	39,854.23	Life Insurance Premium For February 2015
<u>District Payroll Disbursement (excluding Salary Warrants)</u>				
J1502900	02/02/15	US Treasury - Federal Payroll Tax	1,541,916.55	Federal Payroll Tax
J1502900	02/02/15	EDD - State Payroll Tax	297,584.03	State Payroll Tax
J1503024	02/03/15	State Teacher Retirement - Defined Benefit	608,792.61	STRS Retirement - Defined Benefit 95%

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
FEBRUARY 1-28, 2015
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
J1503025	02/06/15	State Teacher Retirement - Defined Benefit	32,041.72	STRS Retirement - Defined Benefit Balance
J1503021	02/11/15	State Teacher Retirement - Cash Balance	27,548.74	STRS Retirement - Cash Balance
J1503166	02/18/15	US Treasury - Federal Payroll Tax	75,774.20	Federal Payroll Tax
<u>SMCCCD Bookstores</u>				
114017	02/17/15	Cengage Learning	196,523.53	Purchase of Inventory
114064	02/17/15	MBS Textbook Exchange	122,467.36	Purchase of Inventory
114066	02/17/15	McGraw Hill Companies	108,483.78	Purchase of Inventory
114070	02/17/15	MPS	37,147.05	Purchase of Inventory
114081	02/17/15	Pearson Education Inc	198,507.79	Purchase of Inventory
114091	02/17/15	Skyline Bookstore GAP	22,743.48	Purchase of Inventory
EFT92460	02/24/15	Board of Equalization	120,186.07	Sales Tax January 2015
Subtotal			8,732,313.22	59%
Warrants Issued ≤ \$10,000			5,949,614.01	41%
Total Non-Salary Warrants Issued			<u>14,681,927.23</u>	100%
District Accounts Payable	Ck#474419-475271, #941682-943562, DD59001-61873		11,049,268.41	
District Payroll	Ck#104772-105485, DD50086225-50087885		8,705,567.65	
SMCCCD Bookstores	Ck#114004-114111 & EFT92460		<u>1,027,642.83</u>	
Total Warrants Including Salaries - February 2015			<u>20,782,478.89</u>	

BOARD REPORT NO. 15-4-2CA

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Dr. Regina Stanback Stroud, President, Skyline College, 650-738-4111

**ACCEPTANCE OF WALTER S. JOHNSON FOUNDATION'S
GUARDIAN SCHOLARS PROGRAM FUNDING FOR MAY 2015 – JUNE 2017**

The Walter S. Johnson Foundation has awarded Skyline College a \$280,000 grant over a two year period to transition the existing Youth Empowerment Scholars to a Guardian Scholars Program for foster youth. The Guardian Scholars Program is a best practice for ensuring that foster youth have access to higher education and receive the educational and personal support services to achieve success and self-sufficiency. This program will provide an intentional, integrated, wrap-around services approach to supporting foster youth to transfer and/or career readiness, with a dedicated Program Services Coordinator, a part-time staff member assisting in job and internship readiness, as well as a dedicated counselor.

The Guardian Scholars Program at Skyline College is designed to meet the comprehensive and complex needs of foster youth and support their efforts to gain a community college, university or successfully complete Career and Technical Education. The program is modeled after the Leadership Guide for Foster Youth Campus Support Programs by the California College Pathways¹. The following are the measurable outcomes per the agreements of the grant:

1. Program Services Coordinator hired for Guardian Scholars Program
2. 100% of foster youth apply for financial aid
3. At least 60 foster youth are enrolled in Guardian Scholars Program
4. 100% of GSP students complete the Student Success and Support Program
5. 100% of GSP students follow strand for Transfer or CTE
6. 75% of GSP students receive support from employment specialist
7. 50% of GSP students receive career readiness training
8. 100% of GSP students receive 1-2 SparkPoint services (Financial Coaching mandatory)
9. Training workshops for adult providers of foster youth provided

In addition to the immediate support of foster youth at Skyline College, the GSP staff and faculty will work collaboratively with local social service agencies, local and feeder high schools, and with adult providers of foster youth to develop informational workshops and trainings on the array of programs and services community colleges can offer foster youth. The product of this collaboration can serve as a best practice for other community colleges seeking to partner with key stakeholders in supporting foster youth, as they navigate the challenges of their family support status and seek higher education and career trade education to reach self-sufficiency.

¹ California College Pathways (2013). Foster Youth Campus Support Programs: A Leadership Guide. Funded by the Walter S. Johnson Foundation.

RECOMMENDATION

It is recommended that the Board of Trustees approve the acceptance of the Walter S. Johnson Foundation's Guardian Scholars Program grant for Skyline College in the amount of \$280,000 for two years from May 2015 to June 2017.

BOARD REPORT NO. 15-4-3CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Sandra Comerford, Vice President of Instruction, College of San Mateo, 574-6404
Sarah Perkins, Vice President of Instruction, Skyline College, 738-4321

**ACCEPTANCE OF PROPOSITION 39 SUBGRANT FUNDS FOR
COLLEGE OF SAN MATEO AND SKYLINE COLLEGE**

Board authorization is requested to accept a Proposition 39 Purchase Order of \$63,000 from the Peralta Community College District.

The California Clean Energy Jobs Act, an initiative approved by voters in November 2012 as Proposition 39, allocates significant state resources to funding public school projects that create jobs by improving energy efficiency and clean energy generation. The California Community Colleges have been authorized to invest in the workforce development that will be required to successfully meet the need for the upgraded skills and standards to do the work of Proposition 39.

The regional program award for the BayClean project under Proposition 39's workforce development funds is administered by Laney College in the Peralta Community College District. Participating colleges are being provided funds based on eligible Taxonomy of Programs (TOP) codes that support energy efficiency-related workforce education and training. Based on eligible TOP codes and student headcount for completers, the following amounts are being provided in the San Mateo County Community College district as a Purchase Order totaling \$63,000.

College of San Mateo:	\$33,500
Skyline College:	\$29,500

RECOMMENDATION

It is recommended that the Board accept the Purchase Order for College of San Mateo and Skyline College in the total amount of \$63,000 from the fiscal agent Peralta Community College District, and authorize the Executive Vice President to execute and make all necessary arrangements in relation to this Purchase Order and any future amendments and augmentations on behalf of the Colleges.

BOARD REPORT NO. 15-4-4CA

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor- Superintendent
PREPARED BY: Janet L. Stringer, Cañada College 306-3322

**ACCEPTANCE OF GRANT AWARD FROM THE CALIFORNIA DEPARTMENT OF
FOOD AND AGRICULTURE FOR CAÑADA COLLEGE**

Cañada College has received a grant from the California Department of Food and Agriculture to continue participation in the release and monitoring of olive fruit fly parasitoids in San Mateo County. Diego Nieto, an adjunct instructor in the biology department, has been involved in this project for several years. The olive fruit fly arrived in the area in 1998 and has quickly become a significant pest spoiling the olive crop in California. The overall goal of this project is to establish biological control of the pest. The amount of the award is \$5,508.

RECOMMENDATION

It is recommended that the Board of Trustees accept the grant in the amount of \$5,508 to Cañada College from the California Department of Food and Agriculture.

BOARD REPORT NO. 15-4-5CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Sarah Perkins, Vice President of Instruction, Skyline College, 738-4321

**ACCEPTANCE OF SUBGRANT FUNDS FROM DEPUTY SECTOR NAVIGATORS FOR
SKYLINE COLLEGE**

As part of the California Community College Chancellor's Office, Office of Economic and Workforce Development's strategy called "Doing What Matters For Jobs and the Economy," Sector Navigators (SN) and Deputy Sector Navigators (DSN) guide colleges statewide and regionally for CTE programs providing technical support and coordination assistance for industry partnerships, program development, and labor market information. For example, the Bay Region DSN for Energy Efficiency and Utilities supports faculty to coordinate efforts on grants development and technical support for shared instructional programs, such as commercial-scale energy efficiency training programs. DSNs will bring together industry stakeholders and college administrators and faculty to discuss skills needs for workers and curricula's viability to prepare students for industry needs. They also provide other support for program marketing, industry outreach and awareness, and technical support for grants development, especially for multi-college efforts.

The DSNs have the flexibility to make sub-awards to colleges throughout the state who have particular program expertise that will help implement the DSNs projects. The District's Colleges have such expertise and will often apply for funding to implement a part or parts of the DSNs programs.

As such, Skyline College is requesting Board approval to receive sub-awards and enter into sub-agreements with DSNs based on its capacity to create high school bridge programs with college CTE programs as follows:

- Skyline College to contract with City College of San Francisco, DSN Advanced Transportation and Renewables, **\$25,000** for an Auto Tech Summer bridge program; funds for development outreach and student support
- Skyline College to contract with Foothill/De Anza Community College District, DSN Energy Efficiency and Construction, **\$14,200** for development of a high school dual credit course and summer energy high school bridge course
- Skyline College to contract with Cabrillo College, DSN Entrepreneurship and Small Business Management, **\$20,000** for high school bridge programming and consultant sub-award to provide technical assistance and instruction in the San Mateo Union High School District for Sustainable Enterprise curriculum relevant to ESTM and areas in the Business division

As the DSNs and colleges collaborate on a project, the award amounts may be adjusted slightly to accommodate programmatic needs. Actual sub-award receipts and how those funds are expended will be reported as part of the sub-agreements executed between the DSN and District.

RECOMMENDATION

It is recommended that the Board approve acceptance of the sub-award funds listed above as well as the sub-agreements generated as a result of the funding.

BOARD REPORT NO. 15-4-6CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jing Luan, Ph.D., Vice Chancellor, Educational Services and Planning, 358-6880

**APPROVAL OF CURRICULAR ADDITIONS AND MODIFICATIONS
CAÑADA COLLEGE, COLLEGE OF SAN MATEO, AND SKYLINE COLLEGE**

The addition of sixteen courses, one Associate Degree, and one Associate Degree for Transfer to the Cañada College, College of San Mateo, and Skyline College catalogs is proposed at this time, and one Associate Degree is proposed for inactivation. Additionally, twelve courses are proposed to be offered in the distance education mode and thirty courses have been modified.

Each of the proposed courses and programs has been reviewed by the appropriate Division Dean and approved by the College Curriculum Committee, acting on behalf of the local Academic Senate. In addition, the Academic Senate Presidents provide oversight with respect to the necessary role of the local Senates in the review and approval process. The rigor of the approval process assures that each new course has substance and integrity in relation to its discipline and that it fills a clear student need not being served by existing course offerings.

RECOMMENDATION

It is recommended that the Board approve the attached curricular changes for the Cañada College, College of San Mateo, and Skyline College catalogs.

San Mateo County Community College District

April 29, 2015

PREPARED BY: Gregory Anderson, Vice President, Instruction
Cañada College

APPROVED BY: Danielle Behonick, Curriculum Committee Chair
Cañada College

Douglas Hirzel, Academic Senate President
Cañada College

Lawrence Buckley, President
Cañada College

PROPOSED CURRICULAR ADDITIONS – CAÑADA COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

ENGLISH AS A SECOND LANGUAGE

820 ESL FOR ECE. CURRICULUM (2.0) (day or evening)

Justification:

The Early Childhood Education/English as a Second Language career pathway includes 4 Spanish-language Early Childhood Education courses that are linked to English as a Second Language courses. Three other ESL courses have been approved and offered. This is the fourth and last course to complete the pathway.

Corequisite: Concurrent enrollment in ECE. 211 Courses are linked for language support purposes only.

Prerequisite: None.

Recommended Preparation: ESL 822.

Description: Academic language support for ESL students taking ECE. 211, Early Childhood Education Curriculum in Spanish; Development of vocabulary, oral communication, reading, and writing skills in preparation for taking English-only ECE. courses.

Classification: Not degree applicable; not transferable.

ENVIRONMENTAL SCIENCE

130 SUSTAINABLE LAND MANAGEMENT (4.0) (day or evening)

Justification: Although there is great interest in the concept of sustainability in the student body, and at the administration/faculty level, there are no classes in Sustainable Land Management offered at any of California Community Colleges. San Mateo County has a number of innovative organizations and agencies, as well as private companies currently practicing Sustainable land Management in the County. One goal of this class is to build a network of partnerships with companies, government agencies, and

non-governmental organizations to allow the students to actively see the diversity of options for implementing sustainable management practices locally. This course is a selective requirement of the Biological Sciences AS Degree Program.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400; Eligibility for MATH 110 or 111.

Description: Investigates the application of biological principles of population biology, ecosystem processes, and natural resource conservation, to sustainable land management systems in San Mateo County. Partnerships with local businesses and agencies allows students the opportunity to observe the implementation of sustainable management practices in fisheries, forestry, agriculture, and development. Students learn how to estimate a population size, analyze soil fertility, learn to interpret GIS data, and evaluate the economic viability of land management practices.

Classification: AA/AS Degree; CSU transferable.

KINESIOLOGY – TEAM SPORTS

148.1 INDOOR SOCCER I (1.0) (day or evening)

Justification: This course is equivalent to, and replacing TEAM 148 - Indoor Soccer. This change is needed in order to comply with new Title 5 repetition guidelines. TEAM 148.1 is part of the Indoor Soccer activity family which also includes TEAM 148.2, 148.3 and 148.4 (Indoor Soccer II, III and IV). TEAM 148.1 will be a core requirement for the following degrees and/or certificates of achievement: AA and AA-T in Kinesiology degrees, and University Transfer Option 1: CSU General Education Certificate of Achievement.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400;

Description: A course designed to provide instruction and practice at a beginning level in the fundamentals of indoor soccer and Futsal, team competition, specialized tactics and beginning systems of play. Discussion of historical perspectives and social significance of indoor soccer and Futsal. Testing program in skills and laws of the game.

Classification: AA/AS Degree; AA-T/AS-T Degree for Transfer; Certificate; CSU transferable.

148.2 INDOOR SOCCER II (1.0) (day or evening)

Justification: TEAM 148.2 is part of the Indoor Soccer activity family which also includes TEAM 148.1, 148.3 and 148.4 (Indoor Soccer I, III and IV). TEAM 148.2 will be a core requirement for the following degrees and/or certificates of achievement: AA and AA-T in Kinesiology degrees, and University Transfer Option 1: CSU General Education Certificate of Achievement.

Prerequisite: TEAM 148.1

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400;

Description: Continuation of TEAM 148.1. Provides the intermediate student the opportunity to refine and perfect the basic indoor soccer skills essential to team play. Topics include indoor soccer and Futsal, team competition, specialized tactics and beginning systems of play. Discussion of historical perspectives and social significance of indoor soccer and Futsal. Testing program in skills and laws of the game.

Classification: AA/AS Degree; AA-T/AS-T Degree for Transfer; Certificate; CSU transferable.

148.3 INDOOR SOCCER III (1.0) (day or evening)

Justification: TEAM 148.3 is part of the Indoor Soccer activity family which also includes TEAM 148.1, 148.2 and 148.4 (Indoor Soccer I, II and IV). TEAM 148.3 will be a core requirement for the following degrees and/or certificates of achievement: AA and AA-T in Kinesiology degrees, and University Transfer Option 1: CSU General Education Certificate of Achievement.

Prerequisite: TEAM 148.2

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400;

Description: Continuation of TEAM 148.2. Provides the intermediate student the opportunity to refine and perfect the indoor soccer skills essential to team play. Topics include indoor soccer and Futsal, team competition, specialized tactics, and systems of play. Discussion of historical perspectives and social significance of indoor soccer and Futsal.

Classification: AA/AS Degree; AA-T/AS-T Degree for Transfer; Certificate; CSU transferable.

148.4 INDOOR SOCCER IV (1.0) (day or evening)

Justification: TEAM 148.4 is part of the Indoor Soccer activity family which also includes TEAM 148.1, 148.2 and 148.3 (Indoor Soccer I, II and III). TEAM 148.4 will be a core requirement for the following degrees and/or certificates of achievement: AA and AA-T in Kinesiology degrees, and University Transfer Option 1: CSU General Education Certificate of Achievement.

Prerequisite: TEAM 148.3

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400;

Description: Continuation of TEAM 148.3. Provides the expert student the opportunity to perfect the indoor soccer skills essential for team play. Topics include indoor soccer and Futsal, team competition, specialized tactics, and systems of play. Discussion of historical perspectives and social significance of indoor soccer and Futsal.

Classification: AA/AS Degree; AA-T/AS-T Degree for Transfer; Certificate; CSU transferable.

184 SOCCER: SKILL DEVELOPMENT AND CONDITIONING (2.0) (day or evening)

Justification: This new course provides better off season soccer preparation of our student-athletes for the fall intercollegiate season.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400;

Description: Focuses on mastering individual skills and team concepts. It is designed to improve the individual technique of students wishing to play intercollegiate community college soccer. Students also participate in numerous competitive drills and soccer conditioning. Demonstrated ability is required. May be repeated for credit up to three times.

Classification: AA/AS Degree; AA-T/AS-T Degree for Transfer; Certificate; CSU transferable.

187 TENNIS: SKILL DEVELOPMENT AND CONDITIONING (2.0) (day or evening)

Justification: This course will serve as the non-traditional (out of season) course for our new Women's Varsity Tennis team.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400;

Description: Focuses on mastering individual skills and doubles team concepts. It is designed to improve the individual techniques of students wishing to play intercollegiate community college tennis. Students also participate in numerous competitive drills and tennis conditioning. Demonstrated ability is required. May be repeated for credit up to three times.

Classification: AA/AS Degree; AA-T/AS-T Degree for Transfer; Certificate; CSU transferable.

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – CAÑADA COLLEGE

KINESIOLOGY - FITNESS

- 112 Cross Training
- 117 Fitness Assessment, Strength and Conditioning
- 118 Beginning Fitness Center
- 119 Intermediate Fitness Center

San Mateo County Community College District

April 29, 2015

PREPARED BY: Sandra Stefani Comerford, Vice President, Instruction
College of San Mateo

APPROVED BY: Teresa Morris, Chair, Curriculum Committee
College of San Mateo

David Laderman, President, Academic Senate
College of San Mateo

Michael Claire, President
College of San Mateo

PROPOSED CURRICULAR ADDITIONS – COLLEGE OF SAN MATEO

DANCE

152.1 CUBAN ROOTS OF SALSA I (.5-1) (day or evening)

Justification: Due to the repeatability legislation, levels of the parent course have been established to provide students with an opportunity to advance their skills in this dance form.

Prerequisite: None.

Recommended Preparation: None.

Description: This course is designed to introduce students to the beginning levels of Cuban popular dances, including Danzon, Son, Cha Cha Cha, Son Montuno, and Salsa Cubana. With African and European influences, these dances are the conscience of modern day Salsa. Because of these roots, students will develop an authentic base which will serve as a foundation for all Latin social dances.

Classification: AA/AS Degree; CSU transferable.

152.2 CUBAN ROOTS OF SALSA II (.5-1) (day or evening)

Justification: Due to the repeatability legislation, levels of the parent course have been established to provide students with an opportunity to advance their skills in this dance form.

Prerequisite: None.

Recommended Preparation: None.

Description: This course is designed to introduce students to the intermediate levels of Cuban popular dances, including Danzon, Son, Cha Cha Cha, Son Montuno, and Salsa Cubana. With African and European influences, these dances are the conscience of modern day Salsa. Because of these roots, students will develop an authentic base which will serve as a foundation for all Latin social dances.

Classification: AA/AS Degree; CSU transferable.

152.3 CUBAN ROOTS OF SALSA III (.5-1) (day or evening)

Justification: Due to the repeatability legislation, levels of the parent course have been established to provide students with an opportunity to advance their skills in this dance form.

Prerequisite: None.

Recommended Preparation: None.

Description: This course is designed to introduce students to the advanced levels of Cuban popular dances, including Danzon, Son, Cha Cha Cha, Son Montuno, and Salsa Cubana. With African and European influences, these dances are the conscience of modern day Salsa. Because of these roots, students will develop an authentic base which will serve as a foundation for all Latin social dances.

Classification: AA/AS Degree; CSU transferable.

152.4 CUBAN ROOTS OF SALSA IV (.5-1) (day or evening)

Justification: Due to the repeatability legislation, levels of the parent course have been established to provide students with an opportunity to advance their skills in this dance form.

Prerequisite: None.

Recommended Preparation: None.

Description: This course is designed to introduce students to the expert levels of Cuban popular dances, including Danzon, Son, Cha Cha Cha, Son Montuno, and Salsa Cubana. With African and European influences, these dances are the conscience of modern day Salsa. Because of these roots, students will develop an authentic base which will serve as a foundation for all Latin social dances.

Classification: AA/AS Degree; CSU transferable.

FILM**145 WATCHING QUALITY TELEVISION (3.0) (day or evening, distance education)**

Justification: This course expands and updates the film department curriculum by addressing the recent widespread and influential phenomenon of quality television. Critics and historians distinguish quality television from regular network television programming as being more cinematic and sophisticated (and less driven by commercial entertainment).

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838 or 848.

Description: Explores a variety of popular, critically acclaimed cable, satellite and network television programs from a cinematic perspective. Topics to include the history of quality television; the influence of filmmakers and film genres on quality TV; and cable and satellite broadcast as a venue for film style experimentation and social commentary.

Classification: AA/AS Degree; CSU transferable.

PROPOSED PROGRAM ADDITION – COLLEGE OF SAN MATEO

College of San Mateo proposes to offer an Associate Degree in the following program:

KINESIOLOGY/ATHLETICS/DANCE

Dance – Associate in Arts Degree (20-22 units + General Education and other requirements for the Associate Degree)

PROPOSED PROGRAM INACTIVATIONS – COLLEGE OF SAN MATEO

SPANISH

Spanish – Associate in Arts Degree

San Mateo County Community College District

April 29, 2015

PREPARED BY: Sarah F. Perkins, Vice President, Instruction
Skyline College

APPROVED BY: Dennis Wolbers, Curriculum Committee Chair
Skyline College

Kathryn Browne, Academic Senate President
Skyline College

Regina Stanback Stroud, President
Skyline College

PROPOSED CURRICULAR ADDITIONS – SKYLINE COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

PHYSICS

695 INDEPENDENT STUDY IN PHYSICS (1.0-3.0) (day or evening)

Justification: This CSU transferable course provides a means for students interested in advanced study in Physics to gain further knowledge and experience through self-paced, individualized instruction and activity.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent.

Description: Designed for students who are interested in furthering their knowledge via self-paced, individualized instruction provided in selected areas or directed study to be arranged with instructor and approved by the division dean using the Independent Study Form. Varying modes of instruction can be used -- laboratory, research, skill development, etc. For each unit earned, students are required to devote three hours per week throughout the semester. Students may take only one Independent Study course within a given discipline.

Classification: AA/AS Degree; CSU transferable.

SOCIAL SCIENCE

680SB LIFE AND CULTURE OF THE LOCAL AREA - CUBA (3.0) (day or evening)

Justification: This CSU transferable experimental course is intended to provide the academic component of a study abroad trip.

Prerequisite: None.

Recommended Preparation: None.

Description: Challenges students to expand their global perspective while exploring life and culture in a country other than one's own. Through direct engagement with the people and places of the host country, students will improve their knowledge of local culture and geography and ability to communicate across cultural boundaries, and will prepare themselves for success with increased cultural competency.

Classification: AA/AS Degree; CSU transferable.

680SC CIVIL RIGHTS: LGBT STRUGGLE FOR EQUALITY (1.0) (day or evening)

Justification: This CSU transferable experimental course expands college offerings on diversity topics and provides both gay and straight students with an academically based forum for discussing important current issues.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100, or equivalent.

Description: A survey of the struggle for LGBT (Lesbian, Gay, Bisexual, Transgender) civil rights in the United States. Emphasis on the social, political, and legal dynamics of the LGBT community since the end of WWII to the current fight for same-sex marriage.

Classification: AA/AS Degree; CSU transferable.

PROPOSED CURRICULAR MODIFICATIONS – SKYLINE COLLEGE

AUTOMOTIVE TECHNOLOGY

510 Basic Hybrid Powertrains

DEVELOPMENTAL SKILLS

822 Study Smart Skills

825.1 Assistive Computer Technology – Kurzweil 3000 I

ENGLISH

105 Intensive Composition and Reading

ENVIRONMENTAL SCIENCE AND TECHNOLOGY

100 Introduction to Environmental Science

HISTORY

108 Survey of American History

335 History and Politics of the Middle East

430 Early Asian Civilizations

432 Modern Asian Civilizations

436 Filipinos in America

444 Survey of Sub-Saharan African History

453 History of China

LITERATURE

- 151 Introduction to Shakespeare
- 154 Queer Literature
- 220 Introduction to World Literature I
- 266 Black Literature
- 267 Filipino American Literature

MATHEMATICS

- 251 Calculus with Analytic Geometry I
- 270 Linear Algebra
- 275 Ordinary Differential Equations

PHYSICS

- 105 Conceptual Physics
- 106 Conceptual Physics Laboratory
- 114 Survey of Chemistry and Physics
- 210 General Physics I
- 211 General Physics I – Calculus Supplement
- 220 General Physics II
- 221 General Physics II – Calculus Supplement
- 250 Physics with Calculus I
- 260 Physics with Calculus II
- 270 Physics with Calculus III

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – SKYLINE COLLEGE**ENVIRONMENTAL SCIENCE AND TECHNOLOGY**

- 100 Introduction to Environmental Science

LITERATURE

- 151 Introduction to Shakespeare
- 154 Queer Literature
- 155 The Graphic Novel
- 220 Introduction to World Literature I
- 221 Introduction to World Literature II
- 266 Black Literature
- 267 Filipino American Literature

PROPOSED PROGRAM ADDITION – SKYLINE COLLEGE

Skyline College proposes to offer an Associate Degree for Transfer in the following program:

GEOGRAPHY

Geography – Associate in Arts Degree for Transfer – 18-21 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE

Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for Transfer

BOARD REPORT NO. 15-4-1B

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Regina Stanback Stroud, President, Skyline College, 738-4111

**APPROVAL TO GRANT AN HONORARY POSTHUMOUS ASSOCIATE DEGREE TO
ANDRE APODACA**

Andre Apodaca was very close to completing an Associate in Arts degree from Skyline College, with a major in Interdisciplinary Studies; Arts and Humanities. Mr. Apodaca passed away in a fatal automobile accident on Skyline Blvd. on January 9, 2015. His loss was felt by many in the campus community. Andre was described as a kind, caring, helpful, gregarious person who was a pillar of his First Year Experience Cohort.

Board Policy 2.80 states that:

An Honorary Degree or a Presidential Medallion may be awarded in absentia and posthumously, but only upon recommendation to the Board of Trustees by the Chancellor in the case of extraordinary and compelling circumstances.

President Stanback Stroud sought support for the awarding of this degree from the Skyline Academic Senate which passed a resolution in favor of granting the degree by a unanimous vote.

RECOMMENDATION

It is recommended that the Board of Trustees approve granting an honorary posthumous Associate in Arts Degree from Skyline College, with a major in Interdisciplinary Studies; Arts and Humanities to Andre Apodaca.

BOARD REPORT NO. 15-4-100B

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 358-6869

**ADOPTION OF RESOLUTION NO. 15-8 AUTHORIZING ISSUANCE
OF TAX AND REVENUE ANTICIPATION NOTES**

Tax and Revenue Anticipation Notes (TRANs) are short-term debt instruments issued by community college districts throughout the State to accommodate periods when cash flow is inadequate to cover normal General Fund expenditures. Since the District's major source of funding is through local tax revenues that are distributed in two segments each year, the availability of the TRAN provides appropriate cash flow flexibility for the District. With the exception of 1991-92, the District has issued these instruments for the past twenty-seven years. In order to simplify the process and obtain the best pricing for issuance costs, the District once again is proposing to participate in the California School Boards Association (CSBA) *California Cash Reserve Program* for issuance of tax-exempt TRANs.

The District will reserve the right to determine the maturity date of the TRAN in June 2015, depending on market conditions. The 2015-16 TRAN repayment will be due on June 30, 2016.

Pricing will be during June 2015; at that time, interest rates will be locked in. The District has the option of a fixed-rate investment for the note proceeds and is not obligated to participate until the District executes the pricing confirmation. Proceeds of the TRAN will be available to meet the District's temporary cash flow needs throughout the 2015-16 fiscal year.

Attached Resolution No. 15-8 authorizes the District to participate in the *California Cash Reserve Program* and to issue tax-exempt Tax and Revenue Anticipation Notes in an amount not to exceed \$30,000,000 for fiscal year 2015-16. The resolution authorizes various financing documentation and further authorizes the President of the Board of Trustees, the Chancellor, the Executive Vice Chancellor, the Chief Financial Officer and the Controller to sign all documents in connection with the issuance of the TRAN.

RECOMMENDATION

It is recommended that the Board adopt Resolution No. 15-8 authorizing issuance of 2015-16 Tax and Revenue Anticipation Notes in an amount not to exceed \$30,000,000.

THIS RESOLUTION MUST BE DISCUSSED, CONSIDERED AND DELIBERATED BY THE GOVERNING BOARD AS A SEPARATE ITEM OF BUSINESS ON THE GOVERNING BOARD'S AGENDA IN ACCORDANCE WITH CALIFORNIA GOVERNMENT CODE SECTION 53635.7.

DISTRICT RESOLUTION

NO. 15-8

NAME OF DISTRICT: SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

LOCATED IN: COUNTY OF SAN MATEO

MAXIMUM AMOUNT OF BORROWING: \$30,000,000

RESOLUTION OF THE GOVERNING BOARD AUTHORIZING THE BORROWING OF FUNDS FOR FISCAL YEAR 2015-2016 AND THE ISSUANCE AND SALE OF ONE OR MORE SERIES OF 2015-2016 TAX AND REVENUE ANTICIPATION NOTES THEREFOR AND PARTICIPATION IN THE CALIFORNIA SCHOOL CASH RESERVE PROGRAM AND REQUESTING THE BOARD OF SUPERVISORS OF THE COUNTY TO ISSUE AND SELL SAID SERIES OF NOTES

WHEREAS, school districts, community college districts and county boards of education are authorized by Sections 53850 to 53858, both inclusive, of the California Government Code (the "Act") (being Article 7.6, Chapter 4, Part 1, Division 2, Title 5 of the Government Code) to borrow money by the issuance of temporary notes; and

WHEREAS, the governing board (the "Board") has determined that, in order to satisfy certain obligations and requirements of the school district, community college district or county board of education specified above (the "District"), a public body corporate and politic located in the County designated above (the "County"), it is desirable that a sum (the "Principal Amount"), not to exceed the Maximum Amount of Borrowing designated above, be borrowed for such purpose during its fiscal year ending June 30, 2016 ("Fiscal Year 2015-2016") by the issuance of its 2015-2016 Tax and Revenue Anticipation Notes (the first series of which shall be referred to herein as the "Series A Notes" and any subsequent series of which shall be referred to herein as "Additional Notes," and collectively with the Series A Notes, the "Notes"), in one or more series (each a "Series"), therefor in anticipation of the receipt by or accrual to the District during Fiscal

Year 2015-2016 of taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for such fiscal year for the general fund and, if so indicated in a Pricing Confirmation (as defined in Section 4 hereof), capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation) of the District; and

WHEREAS, the Principal Amount may, as determined by the Authorized Officer (as hereinafter defined), be divided into two or more portions evidenced by two or more Series of Notes, which Principal Amount is to be confirmed and set forth in the Pricing Confirmation if one Series of Notes is issued, or if more than one Series of Notes are issued, such Principal Amount will be equal to the sum of the Series Principal Amounts (as defined in Section 2 hereof) as confirmed and set forth in the Pricing Confirmation applicable to each Series of Notes; and

WHEREAS, the District hereby determines to borrow, for the purposes set forth above, the Principal Amount by the issuance, in one or more Series, of the Notes;^{**} and

WHEREAS, because the District does not have fiscal accountability status pursuant to Section 1080, Section 42647, Section 42650 or Section 85266 of the California Education Code, it requests the Board of Supervisors of the County to borrow, on the District's behalf, the Principal Amount by the issuance of the Notes in one or more Series; and

WHEREAS, pursuant to Section 53853 of the Act, if the Board of Supervisors of the County fails or refuses to authorize the issuance of the Notes within the time period specified in said Section 53853, following receipt of this Resolution, and the Notes, in one or more series, are issued in conjunction with tax and revenue anticipation notes, in one or more series, of other Issuers (as hereinafter defined), the District may issue the Notes, in one or more series, in its name pursuant to the terms stated herein; and

WHEREAS, it appears, and this Board hereby finds and determines, that the Principal Amount, when added to the interest payable thereon, does not exceed eighty-five percent (85%) of the estimated amount of the uncollected taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for Fiscal Year 2015-2016 which will be received by or which will accrue to the District during such fiscal year for the general fund and, if so indicated in a Pricing Confirmation, capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation) of the District and which will be available for the payment of the principal of each Series of Notes and the interest thereon; and

WHEREAS, no money has heretofore been borrowed by or on behalf of the District through the issuance of tax anticipation notes or temporary notes in anticipation of the receipt of, or payable from or secured by, taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for Fiscal Year 2015-2016 which will be received by or will accrue to the District during such fiscal year

^{**} Unless the context specifically requires otherwise, all references to "Series of Notes" herein shall be deemed to refer, to (i) the Note, if issued in one series by the County (or the District, as applicable) hereunder, or (ii) each individual Series of Notes severally, if issued in two or more series by the County (or the District, as applicable) hereunder.

for the general fund and, if so indicated in a Pricing Confirmation, capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation) of the District; and

WHEREAS, pursuant to Section 53856 of the Act, certain taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys which will be received by or accrue to the District during Fiscal Year 2015-2016 are authorized to be pledged for the payment of the principal of each Series of Notes (as applicable) and the interest thereon (as hereinafter provided); and

WHEREAS, the District has determined that it is in the best interests of the District to participate in the California School Cash Reserve Program (the "Program"), whereby participating school districts, community college districts and county boards of education (collectively, the "Issuers") will simultaneously issue tax and revenue anticipation notes; and

WHEREAS, due to uncertainties existing in the financial markets, the Program has been designed with alternative structures, each of which the District desires to approve; and

WHEREAS, under the first structure (the "Certificate Structure"), the District would issue one or more Series of Notes, each Series of Notes to be marketed with some or all of the notes issued simultaneously by other Issuers participating in the Program, and Piper Jaffray & Co., as underwriter for the Program (the "Underwriter"), and Dale Scott & Company, as financial advisor for the Program (the "Financial Advisor"), would form one or more pools of notes or series of certificates (the "Certificates") of participation (the "Series of Certificates") distinguished by (i) whether and what type(s) of Credit Instrument (as hereinafter defined) secures notes comprising each Series of Certificates, and (ii) possibly other features, all of which the District hereby authorizes the Underwriter and the Financial Advisor to determine; and

WHEREAS, the Certificate Structure requires the Issuers participating in any particular Series of Certificates to deposit their applicable series of tax and revenue anticipation notes with U.S. Bank National Association, as trustee (the "Trustee"), pursuant to a trust agreement between such Issuers and the Trustee (the trust agreement applicable to each Series of Certificates, in the form presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein collectively as, the "Trust Agreement"), and requires the Trustee, pursuant to the Trust Agreement, to execute and deliver the Certificates evidencing and representing proportionate undivided interests in the payments of principal of and interest on the tax and revenue anticipation notes issued by the Issuers comprising such Series of Certificates; and

WHEREAS, if the Certificate Structure is implemented, the District desires to have the Trustee execute and deliver a Series of Certificates which evidences and represents interests of the owners thereof in each Series of Notes issued by the District and the notes issued simultaneously by other Issuers participating in such Series of Certificates; and

WHEREAS, as additional security for the owners of each Series of Certificates, all or a portion of the payments by all of the Issuers of their respective series of notes comprising such Series of Certificates may or may not be secured by an irrevocable letter (or letters) of credit or

policy (or policies) of insurance or other credit instrument (or instruments) (collectively, the “Credit Instrument”) issued by the credit provider (or credit providers) (collectively, the “Credit Provider”) designated in the applicable Trust Agreement, as finally executed, pursuant to a credit agreement (or agreements) or commitment letter (or letters) (such credit agreement (or agreements) or commitment letter (or letters), if any, in the forms presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein collectively as, the “Credit Agreement”) identified in the applicable Trust Agreement, as finally executed, between, in the case of an irrevocable letter (or letters) of credit or policy (or policies) of insurance or other credit instrument (or instruments), the Issuers and the corresponding Credit Provider; and

WHEREAS, pursuant to the Certificate Structure, the Underwriter will submit an offer to purchase each Series of Notes issued by the District and the notes issued by other Issuers participating in the same Series of Certificates all as evidenced and represented by such Series of Certificates (which offer will specify, as designated in the Pricing Confirmation applicable to the sale of such Series of Notes to be sold by the District, the principal amount, interest rate and Credit Instrument (if any)), and has submitted a form of certificate purchase agreement (such certificate purchase agreement, in the form presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein as, the “Certificate Purchase Agreement”) to the Board; and

WHEREAS, pursuant to the Certificate Structure each participating Issuer will be responsible for its share of (i) the fees of the Trustee and the costs of issuing the applicable Series of Certificates, (ii) if applicable, the fees of the Credit Provider(s), and (iii) if applicable, the Issuer’s allocable share of all Predefault Obligations and the Issuer’s Reimbursement Obligations, if any (each as defined in the Trust Agreement); and

WHEREAS, the Certificate Structure requires that each participating Issuer approve the Trust Agreement, the alternative Credit Instruments and Credit Agreements, if any, and the Certificate Purchase Agreement in substantially the forms presented to the Board, with the final type of Credit Instrument and corresponding Credit Agreement determined in the Pricing Confirmation applicable to the sale of each Series of Notes to be sold by the District; and

WHEREAS, under the second structure (the “Bond Pool Structure”), participating Issuers would be required to sell each series of their tax and revenue anticipation notes to the California School Cash Reserve Program Authority (the “Authority”) pursuant to note purchase agreements (such note purchase agreements, in the form presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein as, the “Note Purchase Agreements”), each between such individual Issuer and the Authority, and dated as of the date of the Pricing Confirmation applicable to the sale of the individual Issuer’s series of notes to be sold, a form of which has been submitted to the Board; and

WHEREAS, the Authority, pursuant to advice of the Underwriter and the Financial Advisor, will form one or more pools of notes of each participating Issuer (the “Pooled Notes”) and assign each respective series of notes to a particular pool (the “Pool”) and sell a series of senior bonds (each a “Series of Senior Bonds”) and, if desirable, a corresponding series of

subordinate bonds (each a “Series of Subordinate Bonds” and collectively with a Series of Senior Bonds, a “Series of Pool Bonds”) secured by each Pool pursuant to an indenture and/or a supplement thereto (the original indenture and each supplement thereto applicable to a Series of Pool Bonds to which the Note shall be assigned is hereinafter collectively referred to as the “Indenture”) between the Authority and the Trustee, each Series of Pool Bonds distinguished by (i) whether or what type(s) of Credit Instrument(s) secure(s) such Series of Pool Bonds, (ii) the principal amounts or portions of principal amounts of the notes of such respective series assigned to the Pool, or (iii) other factors, and the District hereby acknowledges and approves the discretion of the Authority, acting upon the advice of the Underwriter and the Financial Advisor, to assign the District’s Notes of such respective Series to such Pool and such Indenture as the Authority may determine; and

WHEREAS, at the time of execution of the Pricing Confirmation applicable to the sale of each Series of Notes to be sold by the District, the District will (in such Pricing Confirmation) request the Authority to issue a Series of Pool Bonds pursuant to an Indenture to which such Series of Notes identified in such Pricing Confirmation will be assigned by the Authority in its discretion, acting upon the advice of the Underwriter, which Series of Pool Bonds will be payable from payments of all or a portion of principal of and interest on such Series of Notes and the other respective series of notes of other participating Issuers assigned to the same Pool and assigned to the same Indenture to which the District’s Series of Notes is assigned; and

WHEREAS, as additional security for the owners of each Series of Pool Bonds, all or a portion of the payments by all of the Issuers of the respective series of notes assigned to such Series of Pool Bonds may or may not be secured (by virtue or in form of the Series of Pool Bonds, as indicated in the Pricing Confirmation applicable to such Series of Pool Bonds, being secured in whole or in part) by one or more Credit Instruments issued by one or more Credit Providers designated in the applicable Indenture, as finally executed, pursuant to a Credit Agreement, if any, identified in the applicable Indenture, as finally executed, between, in the case of an irrevocable letter (or letters) of credit or policy (or policies) of insurance or other credit instrument (or instruments), the Issuers and the corresponding Credit Provider; and

WHEREAS, pursuant to the Bond Pool Structure each Issuer, whose series of notes is assigned to a Pool as security for a Series of Pool Bonds, will be responsible for its share of (i) the fees of the Trustee and the costs of issuing the applicable Series of Pool Bonds, (ii), if applicable, the fees of the Credit Provider(s), and (iii) if applicable, the Issuer’s allocable share of all Predefault Obligations and the Issuer’s Reimbursement Obligations, if any (each as defined in the Indenture) applicable to such Series of Pool Bonds; and

WHEREAS, the Bond Pool Structure requires that each participating Issuer approve the Indenture, the alternative Credit Instruments and Credit Agreements, if any, and the Note Purchase Agreement in substantially the forms presented to the Board, with the final type of Credit Instrument and corresponding Credit Agreement, if any, to be determined in the Pricing Confirmation applicable to the sale of each Series of Notes to be sold by the District; and

WHEREAS, pursuant to the Bond Pool Structure, the Underwriter will submit an offer to the Authority to purchase, in the case of each Pool of notes, the Series of Pool Bonds which will be secured by the Indenture to which such Pool will be assigned; and

WHEREAS, all or portions of the net proceeds of each Series of Notes issued by the District, may be invested in one or more Permitted Investments (as defined in the Trust Agreement or the Indenture, as applicable), including under one or more investment agreements with one or more investment providers (if any), the initial investment of which is to be determined in the Pricing Confirmation related to such Series of Notes; and

WHEREAS, it is necessary to engage the services of certain professionals to assist the District in its participation in the Program;

NOW, THEREFORE, the Board hereby finds, determines, declares and resolves as follows:

Section 1. Recitals. All the above recitals are true and correct and this Board so finds and determines.

Section 2. Issuance of Notes.

(A) Initial Issuance of Notes. This Board hereby determines to borrow, and hereby requests the Board of Supervisors of the County to borrow for the District, in anticipation of the receipt by or accrual to the District during Fiscal Year 2015-2016 of taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for such fiscal year for the general fund and, if so indicated in the applicable Pricing Confirmation, the capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation)* of the District, and not pursuant to any common plan of financing of the District, by the issuance by the Board of Supervisors of the County, in the name of the District, of Notes under Sections 53850 *et seq.* of the Act, designated generally as the District's "2015-2016 [Subordinate]** Tax and Revenue Anticipation Notes, Series ___" in one or more of the following Series, in order of priority of payment as described herein:

(1) the Series A Notes, being the initial Series of Notes issued under this Resolution, together with one or more Series of Additional Notes issued in accordance with the provisions of Section 2(B) hereof and payable on a parity with the Series A Notes (collectively, the "Senior Notes"); and

(2) one or more Series of Additional Notes issued in accordance with the provisions of Section 2(B) hereof and payable on a subordinate basis to (i) any Senior Notes, and (ii) any previously issued Subordinate Notes if so specified in the related Pricing Confirmation (collectively, the "Subordinate Notes"), which Subordinate Notes shall be identified as such.

Each such Series of Notes shall be issued in the form of one registered note at the principal amount thereof (the "Series Principal Amount") as set forth in the applicable Pricing Confirmation and all such Series Principal Amounts aggregating to the Principal Amount set forth in such Pricing Confirmations, in each case, to bear a series designation, to be dated the

* For purposes of this Resolution, such funds shall be referred to as the "capital fund" and "special revenue fund."

** A Series of Notes shall bear the "Subordinate" designation if it is a Series of Subordinate Notes.

date of its respective delivery to the respective initial purchaser thereof, to mature (without option of prior redemption) not more than thirteen (13) months thereafter on a date indicated on the face thereof and determined in the Pricing Confirmation applicable to such Series of Notes (collectively, the "Maturity Date"), and to bear interest, payable at the applicable maturity (and, if the maturity is longer than twelve (12) months, an additional interest payment shall be payable within twelve (12) months of the issue date, as determined in the applicable Pricing Confirmation) and computed upon the basis of a 360-day year consisting of twelve 30-day months, at a rate not to exceed twelve percent (12%) per annum as determined in the Pricing Confirmation applicable to such Series of Notes and indicated on the face of such Series of Notes (collectively, the "Note Rate").

With respect to the Certificate Structure, if a Series of Notes as evidenced and represented by the corresponding Series of Certificates is secured in whole or in part by a Credit Instrument and is not paid at maturity or is paid (in whole or in part) by a draw under, payment by or claim upon a Credit Instrument which draw, payment or claim is not fully reimbursed on such date, such Series of Notes shall become a Defaulted Note (as defined in the Trust Agreement), and the unpaid portion thereof with respect to which a Credit Instrument applies for which reimbursement on a draw, payment or claim has not been fully made shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate (as defined in the Trust Agreement). If a Series of Notes as evidenced and represented by the corresponding Series of Certificates is unsecured in whole or in part and is not fully paid at the Maturity Date, the unpaid portion thereof (or the portion thereof to which no Credit Instrument applies which is unpaid) shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate.

With respect to the Bond Pool Structure, if a Series of Pool Bonds issued in connection with a Series of Notes is secured in whole or in part by a Credit Instrument or such Credit Instrument secures the Series of Notes in whole or in part and all principal of and interest on such Series of Notes is not paid in full at maturity or payment of principal of and interest on such Series of Notes is paid (in whole or in part) by a draw under, payment by or claim upon a Credit Instrument which draw, payment or claim is not fully reimbursed on such date, such Series of Notes shall become a Defaulted Note (as defined in the Indenture), and the unpaid portion thereof with respect to which a Credit Instrument applies for which reimbursement on a draw, payment or claim has not been fully made shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate (as defined in the Indenture). If a Series of Notes or the Series of Pool Bonds issued in connection therewith is not so secured in whole or in part and such Series of Notes is not fully paid at the Maturity Date, the unpaid portion thereof (or the portion thereof to which no Credit Instrument applies which is unpaid) shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate.

In each case set forth in the preceding two paragraphs, the obligation of the District with respect to such Defaulted Note or unpaid Series of Notes shall not be a debt or liability of the District prohibited by Article XVI, Section 18 of the California Constitution and the District shall not be liable thereon except to the extent of the income and revenue provided for Fiscal Year 2015-2016 within the meaning of Article XVI, Section 18 of the California Constitution, as provided in Section 8 hereof.

Both the principal of and interest on each Series of Notes shall be payable in lawful money of the United States of America, but only upon surrender thereof, at the corporate trust office of U.S. Bank National Association in Los Angeles, California, or as otherwise indicated in the Trust Agreement or the Indenture, as applicable. The Principal Amount may, prior to the issuance of any Series of Notes, be reduced from the Maximum Amount of Borrowing specified above, in the discretion of the Underwriter upon consultation with the Authorized Officer. The Principal Amount shall, prior to the issuance of the last Series of Notes, be reduced from the Maximum Amount of Borrowing specified above if and to the extent necessary to obtain an approving legal opinion of Orrick, Herrington & Sutcliffe LLP (“Bond Counsel”) as to the legality thereof or, if applicable, the exclusion from gross income for federal tax purposes of interest thereon (or on any Series of Pool Bonds related thereto). The Principal Amount shall, prior to the issuance of the last Series of Notes, also be reduced from the Maximum Amount of Borrowing specified above, and other conditions shall be met by the District prior to the issuance of each Series of Notes, if and to the extent necessary to obtain from the Credit Provider that issues the Credit Instrument securing the corresponding Series of Certificates evidencing and representing such Series of Notes or the related Series of Pool Bonds to which such Series of Notes is assigned its agreement to issue the Credit Instrument securing such Series of Certificates or Series of Pool Bonds, as the case may be. Notwithstanding anything to the contrary contained herein, if applicable, the approval of the corresponding Credit Provider of the issuance of such Series of Notes and the decision of the Credit Provider to deliver the Credit Instrument shall be in the sole discretion of the Credit Provider, and nothing herein shall be construed to require the Credit Provider to issue a Credit Instrument or to approve the issuance of such Series of Notes.

In the event the Board of Supervisors of the County fails or refuses to authorize the issuance of the Notes within the time period specified in Section 53853 of the Act, following receipt of this Resolution, this Board hereby authorizes issuance of such Notes, in the District’s name, in one or more series, pursuant to the terms stated in this Section 2 and the terms stated hereafter. The Notes, in one or more series, shall be issued in conjunction with the note or notes (in each case, in one or more series) of one or more other Issuers as part of the Program and within the meaning of Section 53853 of the Act.

(B) Issuance of Additional Notes. The District (or the County on its behalf, as applicable) may at any time issue pursuant to this Resolution, one or more Series of Additional Notes consisting of Senior Notes or Subordinate Notes (including Subordinate Notes that are further subordinated to previously issued Subordinate Notes, as provided in the applicable Pricing Confirmation), subject in each case to the following specific conditions, which are hereby made conditions precedent to the issuance of any such Series of Additional Notes:

(1) The District shall not have issued any tax and revenue anticipation notes relating to the 2015-2016 fiscal year except (a) in connection with the Program under this Resolution, or (b) notes secured by a pledge of its Unrestricted Revenues (as defined in Section 8) that is subordinate in all respects to the pledge of its Unrestricted Revenues hereunder; the District shall be in compliance with all agreements and covenants contained herein; and no Event of Default shall have occurred and be continuing with respect to any such outstanding previously issued notes or Series of Notes.

(2) The aggregate Principal Amount of Notes issued and at any time outstanding hereunder shall not exceed any limit imposed by law, by this Resolution or by any resolution of the Board amending or supplementing this Resolution (each a “Supplemental Resolution”).

(3) Whenever the District shall determine to issue, execute and deliver any Additional Notes pursuant to this Section 2(B), the Series Principal Amount of which, when added to the Series Principal Amounts of all Series of Notes previously issued by the District, would exceed the Maximum Amount of Borrowing authorized by this Resolution, the District shall adopt a Supplemental Resolution amending this Resolution to increase the Maximum Amount of Borrowing as appropriate and shall submit such Supplemental Resolution to the Board of Supervisors of the County as provided in Section 53850 *et seq.* of the Act with a request that the County issue such Series of Additional Notes in the name of the District as provided in Sections 2(A) and 9 hereof. The Supplemental Resolution may contain any other provision authorized or not prohibited by this Resolution relating to such Series of Additional Notes.

(4) The District may issue a Series of Additional Notes that are Senior Notes payable on a parity with all other Series of Senior Notes of the District or that are Subordinate Notes payable on a parity with one or more Series of outstanding Subordinate Notes, only if it obtains (a) the consent of each Credit Provider relating to each previously issued Series of Notes that will be on a parity with such Series of Additional Notes, and (b) evidence that no rating then in effect with respect to any outstanding Series of Certificates or Series of Bonds, as applicable, from a Rating Agency will be withdrawn, reduced, or suspended solely as a result of the issuance of such Series of Additional Notes (a “Rating Confirmation”). Except as provided in Section 8, the District may issue one or more Series of Additional Notes that are subordinate to all previously issued Series of Notes of the District without Credit Provider consent or a Rating Confirmation. The District may issue tax and revenue anticipation notes other than in connection with the Program under this Resolution only if such notes are secured by a pledge of its Unrestricted Revenues that is subordinate in all respects to the pledge of its Unrestricted Revenues hereunder.

(5) Before such Additional Notes shall be issued, the District shall file or cause to be filed the following documents with the Trustee:

(a) An Opinion of Counsel to the District to the effect that (A) such Additional Notes constitute the valid and binding obligations of the District, (B) such Additional Notes are special obligations of the District and are payable from the moneys pledged to the payment thereof in this Resolution, and (C) the applicable Supplemental Resolution, if any, has been duly adopted by the District.

(b) A certificate of the District certifying as to the incumbency of its officers and stating that the requirements of this Section 2(B) have been met.

(c) A certified copy of this Resolution and any applicable Supplemental Resolution.

(d) If this Resolution was amended by a Supplemental Resolution to increase the Maximum Amount of Borrowing, the resolution of the County Board of Supervisors approving such increase in the Maximum Amount of Borrowing and the issuance of such Additional Notes, or evidence that the County Board of Supervisors has elected to not issue such Additional Notes.

(e) An executed counterpart or duly authenticated copy of the applicable Certificate Purchase Agreement or Note Purchase Agreement.

(f) A Pricing Confirmation relating to the Series of Additional Notes duly executed by an Authorized Officer (as defined in Section 4).

(g) The Series of Additional Notes duly executed by the applicable County representatives as provided in Section 9 hereof, or executed by the applicable Authorized Officers of the District if the County shall have declined to issue the Series of Additional Notes in the name of the District, either in connection with the initial issuance of the Series A Notes or in connection with any Supplemental Resolution increasing the Maximum Amount of Borrowing.

(h) If the Additional Notes are to be parity Senior Notes or parity Subordinate Notes, the Credit Provider consent(s) and Rating Confirmation(s) required pursuant to paragraph (4) above.

Upon the delivery to the Trustee of the foregoing instruments and, if the Bond Pool Structure is implemented, satisfaction of the provisions of Section 2.12 of the Indenture with regard to the issuance of a corresponding Series of Additional Bonds (as defined therein), the Trustee shall authenticate and deliver said Additional Notes to, or upon the written request of, the District. Upon execution and delivery by the District and authentication by the Trustee, said Additional Notes shall be valid and binding obligations of the District notwithstanding any defects in satisfying any of the foregoing requirements.

Section 3. Form of Notes. Each Series of the Notes shall be issued in fully registered form without coupons and shall be substantially in the form and substance set forth in Exhibit A, attached hereto and by reference incorporated herein, the blanks in said form to be filled in with appropriate words and figures.

Section 4. Sale of Notes; Delegation. Any one of the President or Chairperson of the Board, the Superintendent, the Assistant Superintendent for Business, the Assistant Superintendent for Administrative Services, the business manager, director of business or fiscal services or chief financial/business officer of the District, as the case may be, or, in the absence of said officer, his or her duly appointed assistant (each an "Authorized Officer"), is hereby authorized and directed to negotiate, with the Underwriter (if the Certificate Structure is implemented) or the Authority (if the Bond Pool Structure is implemented), an interest rate or rates on each Series of the Notes to the stated maturity or maturities thereof, which shall not, in any individual case, exceed twelve percent (12%) per annum (per Series of Notes), and the purchase price to be paid by the Underwriter or the Authority, as applicable, for the respective Series of the Notes, which purchase price shall be at a discount which when added to the

District's share of the costs of issuance shall not be more than the greater of (a) one percent (1%) of (i) the Principal Amount of the Note, if only one Series of Notes is issued or (ii) the Series Principal Amount of each individual Series of Notes, if more than one series is issued, or (b) two thousand five hundred dollars (\$2,500). If such interest rate and price and other terms of the sale of the Series of Notes set out in the Pricing Confirmation applicable to such Series of Notes are acceptable to said Authorized Officer, said Authorized Officer is hereby further authorized and directed to execute and deliver the pricing confirmation supplement applicable to such Series of Notes to be delivered by the Underwriter (on behalf of itself, if the Certificate Structure is implemented and on behalf of the Authority, if the Bond Pool Structure is implemented) to the District on a date within five (5) days, or such longer period of time as agreed by the Underwriter or the Authority, as applicable, of said negotiation of interest rates and purchase price during the period from May 1, 2015 (or the date of adoption of this Resolution if after May 1, 2015) through June 15, 2016 (the "Pricing Confirmation"), substantially in the form presented to this meeting as Schedule I to the Certificate Purchase Agreement or the Note Purchase Agreement, as applicable, with such changes therein as said Authorized Officer shall require or approve, and such other documents or certificates required to be executed and delivered thereunder or to consummate the transactions contemplated hereby or thereby, for and in the name and on behalf of the District, such approval by this Board and such officer to be conclusively evidenced by such execution and delivery. In the event more than one Series of Notes are issued, a separate Pricing Confirmation shall be executed and delivered corresponding to each Series of Notes. Any Authorized Officer is hereby further authorized to execute and deliver, prior to the execution and delivery of the Pricing Confirmation applicable to a Series of Notes, the Certificate Purchase Agreement or the Note Purchase Agreement applicable to such Series of Notes, substantially in the forms presented to this meeting, which forms are hereby approved, with such changes therein as said officer shall require or approve, such approval to be conclusively evidenced by such execution and delivery; provided, however, that any such Certificate Purchase Agreement or Note Purchase Agreement shall not be effective and binding on the District until the execution and delivery of the corresponding Pricing Confirmation. Delivery of a Pricing Confirmation by fax or telecopy of an executed copy shall be deemed effective execution and delivery for all purposes. If requested by said Authorized Officer at his or her option, any duly authorized deputy or assistant of such Authorized Officer may approve said interest rate or rates and price by execution of the Certificate Purchase Agreement or the Note Purchase Agreement(s), as applicable, and/or the corresponding Pricing Confirmation(s).

Section 5. Program Approval. The District hereby delegates to the Authority the authority to select which structure (*i.e.*, the Certificate Structure or the Bond Pool Structure) shall be implemented, with the Authorized Officer of the District accepting and approving such selection by execution of the applicable Pricing Confirmation.

(A) Certificate Structure. If the Certificate Structure is implemented, each Series of Notes of the District shall be combined with notes of other Issuers into a Series of Certificates as set forth in general terms in the Pricing Confirmation (which need not include specific information about such other notes or Issuers) applicable to such Series of Notes, and shall be marketed and sold simultaneously with such other notes of that Series with such credit support (if any) referred to in the Pricing Confirmation, and shall be evidenced and represented by the Certificates which shall evidence and represent proportionate, undivided interests in such Series of Notes in the proportion that the face amount of such Series of Notes bears to the total

aggregate face amount of such Series of Notes and the notes issued by other Issuers which the Series of Certificates represent. Such Certificates may be delivered in book-entry form.

The District hereby delegates to the Authority the authority to select the Credit Instrument(s), Credit Provider(s) and Credit Agreement(s), if any, for each Series of Certificates which evidences and represents interests of the owners thereof in the related Series of Notes of the District and the notes issued by other Issuers evidenced and represented by such Series of Certificates, all of which shall be identified in, and approved by the Authorized Officer of the District executing, the Pricing Confirmation for such Series of Notes, the Trust Agreement and the Credit Agreement(s) (if any), for and in the name and on behalf of the District, such approval of such officer to be conclusively evidenced by the execution of the Pricing Confirmation, the Trust Agreement and the Credit Agreement(s) (if any).

The form of Trust Agreement, alternative general types of Credit Instruments and forms of Credit Agreements, if any, presented to this meeting are hereby approved, and each Authorized Officer is hereby authorized and directed to execute and deliver the Trust Agreement and the Credit Agreement(s), if applicable, which shall be identified in the Pricing Confirmation for the related Series of Notes, in substantially one or more of said forms (a substantially final form of Credit Agreement to be delivered to such Authorized Officer concurrent with the Pricing Confirmation), with such changes therein as said officer shall require or approve, such approval of this Board and such officer to be conclusively evidenced by the execution of the Trust Agreement, Credit Agreement(s) and Pricing Confirmation, respectively.

The form of the Preliminary Official Statement presented to this meeting is hereby approved, and the Underwriter is hereby authorized to distribute the Preliminary Official Statement in connection with the offering and sale of each Series of Certificates. Each Authorized Officer is hereby authorized and directed to provide the Underwriter with such information relating to the District as the Underwriter shall reasonably request for inclusion in the Preliminary Official Statement for each Series of Certificates. Upon inclusion of the information relating to the District therein, the Preliminary Official Statement for the applicable Series of Certificates shall be, except for certain omissions permitted by Rule 15c2-12 of the Securities Exchange Act of 1934, as amended (the "Rule"), deemed final within the meaning of the Rule; provided that no representation is made as to the information contained in a Preliminary Official Statement relating to the other Issuers or any Credit Provider, and the Authority is hereby authorized to certify on behalf of the District that each Preliminary Official Statement is, as of its date, deemed final within the meaning of the Rule. If, at any time prior to the execution of a Pricing Confirmation, any event occurs as a result of which the information contained in the related Preliminary Official Statement relating to the District might include an untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading, the District shall promptly notify the Underwriter. The Authority is hereby authorized and directed, at or after the time of the sale of any Series of Certificates, for and in the name and on behalf of the District, to execute a final Official Statement in substantially the form of the Preliminary Official Statement presented to this meeting, with such additions thereto or changes therein as the Authority may approve, such approval to be conclusively evidenced by the execution and delivery thereof.

The Trustee is authorized and directed to execute each Series of Certificates on behalf of the District pursuant to the terms and conditions set forth in the related Trust Agreement, in the aggregate principal amount specified in the Trust Agreement, and substantially in the form and otherwise containing the provisions set forth in the form of the Certificate contained in the Trust Agreement. When so executed, each Series of Certificates shall be delivered by the Trustee to the Underwriter upon payment of the purchase price thereof, pursuant to the terms of the Trust Agreement and the applicable Certificate Purchase Agreement.

Subject to Section 8 hereof, the District hereby agrees that if a Series of Notes as evidenced and represented by a Series of Certificates shall become a Defaulted Note, the unpaid portion thereof or the portion to which a Credit Instrument applies for which full reimbursement on a draw, payment or claim has not been made by the Maturity Date shall be deemed outstanding and shall not be deemed to be paid until (i) the Credit Provider providing a Credit Instrument with respect to such Series of Certificates, and therefore, if applicable, all or a portion of such Series of Notes, if any, has been reimbursed for any drawings, payments or claims made under the Credit Instrument with respect to such Series of Notes, including interest accrued thereon, as provided therein and in the applicable Credit Agreement, and (ii) the holders of the Series of Certificates which evidence and represent such Series of Notes are paid the full principal amount represented by the unsecured portion of such Series of Notes plus interest accrued thereon (calculated at the Default Rate) to the date of deposit of such aggregate required amount with the Trustee. For purposes of clause (ii) of the preceding sentence, holders of the applicable Series of Certificates will be deemed to have received such principal amount and such accrued interest upon deposit of such moneys with the Trustee.

The District agrees to pay or cause to be paid, in addition to the amounts payable under each Series of Notes, any fees or expenses of the Trustee and, to the extent permitted by law, if such Series of Notes as evidenced and represented by the related Series of Certificates is secured in whole or in part by a Credit Instrument, any Predefault Obligations and Reimbursement Obligations (to the extent not payable under such Series of Notes), (i) arising out of an "Event of Default" hereunder or (ii) arising out of any other event (other than an event arising solely as a result of or otherwise attributable to a default by any other Issuer). In the case described in (ii) above with respect to Predefault Obligations, the District shall owe only the percentage of such fees, expenses and Predefault Obligations equal to the ratio of the Principal Amount (or Series Principal Amount as applicable) of its Series of Notes over the aggregate Principal Amounts (or Series Principal Amounts, as applicable) of all series of notes, including such Series of Notes, of the Series of Certificates of which such Series of Notes is a part, at the time of original issuance of such Series of Certificates. Such additional amounts will be paid by the District within twenty-five (25) days of receipt by the District of a bill therefor from the Trustee.

If the Certificate Structure is implemented, any Authorized Officer is hereby authorized to execute and deliver any Information Return for Tax-Exempt Governmental Obligations, Form 8038-G of the Internal Revenue Service ("Form 8038-G"), in connection with the issuance of a Tax-Exempt (as defined in Section 7) Series of Notes and the related Series of Certificates. To the extent permitted by law, the Authority, the Trustee, the Underwriter, the Financial Advisor and Bond Counsel are each hereby authorized to execute and deliver any Form 8038-G for and on behalf of the District in connection with the issuance of a Tax-Exempt Series of Notes and the related Series of Certificates, as directed by an Authorized Officer of the District.

(B) Bond Pool Structure. If the Bond Pool Structure is implemented, the Pricing Confirmation for a Series of Notes may, but shall not be required to, specify the Series of Pool Bonds to which such Series of Notes will be assigned (but need not include information about other series of notes assigned to the same pool or their Issuers).

The District hereby delegates to the Authority the authority to select the Credit Instrument(s), Credit Provider(s) and Credit Agreement(s), if any, for each Series of Senior Bonds and corresponding Series of Subordinate Bonds, if any, to which each Series of Notes issued by the District will be assigned, all of which shall be identified in, and approved by the Authorized Officer of the District executing, the Pricing Confirmation for such Series of Notes and the Credit Agreement(s) (if any), for and in the name and on behalf of the District, such approval of such officer to be conclusively evidenced by the execution of the Pricing Confirmation and the Credit Agreement(s) (if any).

The alternative general types of Credit Instruments and the forms of Credit Agreements, if any, presented to this meeting are hereby approved, and each Authorized Officer is hereby authorized and directed to execute and deliver a Credit Agreement(s), if any, which shall be identified in the Pricing Confirmation for the related Series of Notes, in substantially one or more of said forms (a substantially final form of Credit Agreement to be delivered to such Authorized Officer concurrent with the Pricing Confirmation), with such changes therein as said officer shall require or approve, such approval of this Board and such officer to be conclusively evidenced by the execution of the Credit Agreement and Pricing Confirmation, respectively.

The form of Indenture presented to this meeting is hereby acknowledged and approved, and it is acknowledged that the Authority will execute and deliver the Indenture and one or more Supplemental Indentures, which shall be identified in the Pricing Confirmation applicable to the Series of Notes to be issued, in substantially one or more of said forms with such changes therein as the Authorized Officer who executes such Pricing Confirmation shall require or approve (substantially final forms of the Indenture and the Supplemental Indenture (if applicable) to be delivered to the Authorized Officer concurrently with the Pricing Confirmation applicable to the Series of Notes to be issued), such approval of such Authorized Officer and this Board to be conclusively evidenced by the execution of the Pricing Confirmation applicable to such Series of Notes. It is acknowledged that the Authority is authorized and requested to issue one or more Series of Pool Bonds (consisting of a Series of Senior Bonds and, if desirable, a corresponding Series of Subordinate Bonds) pursuant to and as provided in the Indenture as finally executed and, if applicable, each Supplemental Indenture as finally executed.

Each Authorized Officer is hereby authorized and directed to provide the Underwriter with such information relating to the District as the Underwriter shall reasonably request for inclusion in the Preliminary Official Statement(s) and Official Statement(s) of the Authority relating to a Series of Pool Bonds. If, at any time prior to the execution of a Pricing Confirmation, any event occurs as a result of which the information contained in the corresponding Preliminary Official Statement or other offering document relating to the District might include an untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading, the District shall promptly notify the Underwriter.

Subject to Section 8 hereof, the District hereby agrees that if a Series of Notes shall become a Defaulted Note, the unpaid portion thereof or the portion to which a Credit Instrument applies for which full reimbursement on a draw, payment or claim has not been made by the Maturity Date shall be deemed outstanding and shall not be deemed to be paid until (i) any Credit Provider providing a Credit Instrument with respect to such Series of Notes or the Series of Pool Bonds issued in connection with such Series of Notes, has been reimbursed for any drawings, payments or claims made under the Credit Instrument with respect to such Series of Notes, including interest accrued thereon, as provided therein and in the applicable Credit Agreement, and (ii) the holders of such Series of Notes or the Series of the Pool Bonds issued in connection with such Series of Notes are paid the full principal amount represented by the unsecured portion of such Series of Notes plus interest accrued thereon (calculated at the Default Rate) to the date of deposit of such aggregate required amount with the Trustee. For purposes of clause (ii) of the preceding sentence, holders of such Series of Pool Bonds will be deemed to have received such principal amount and such accrued interest upon deposit of such moneys with the Trustee.

The District agrees to pay or cause to be paid, in addition to the amounts payable under each Series of Notes, any fees or expenses of the Trustee and, to the extent permitted by law, if such Series of Notes is secured in whole or in part by a Credit Instrument (by virtue of the fact that the corresponding Series of Pool Bonds is secured by a Credit Instrument), any Predefault Obligations and Reimbursement Obligations (to the extent not payable under such Series of Notes), (i) arising out of an "Event of Default" hereunder or (ii) arising out of any other event (other than an event arising solely as a result of or otherwise attributable to a default by any other Issuer). In the case described in (ii) above with respect to Predefault Obligations, the District shall owe only the percentage of such fees, expenses and Predefault Obligations equal to the ratio of the Principal Amount (or Series Principal Amount as applicable) of its Series of Notes over the aggregate Principal Amounts (or Series Principal Amounts, as applicable) of all series of notes, including such Series of Notes, assigned to the Series of Pool Bonds issued in connection with such Series of Notes, at the time of original issuance of such Series of Pool Bonds. Such additional amounts will be paid by the District within twenty-five (25) days of receipt by the District of a bill therefor from the Trustee.

(C) Appointment of Professionals. Dale Scott & Company (and/or such other firm or firms as shall be selected by the Authority as designated in the applicable Pricing Confirmation and approved and accepted by an Authorized Officer by the execution of such Pricing Confirmation) is hereby appointed and/or approved as financial advisor for the Program, the law firm of Orrick, Herrington & Sutcliffe LLP (and/or such other firm or firms as shall be selected by the Authority as designated in the applicable Pricing Confirmation and approved and accepted by an Authorized Officer by the execution of such Pricing Confirmation) is hereby appointed and/or approved as bond counsel for the Program, Piper Jaffray & Co. (and/or such other firm or firms as shall be selected by the Authority as designated in the applicable Pricing Confirmation and approved and accepted by an Authorized Officer by the execution of such Pricing Confirmation) is hereby appointed and/or approved as underwriter for the Program and the law firm of Kutak Rock LLP (and/or such other firm or firms as shall be selected by the Authority as designated in the applicable Pricing Confirmation and approved and accepted by an Authorized Officer by the execution of such Pricing Confirmation) is hereby appointed and/or approved as special counsel to the District in connection with the Program.

Section 6. No Joint Obligation.

(A) Certificate Structure. If the Certificate Structure is implemented, each Series of Notes of the District shall be marketed and sold simultaneously with the notes of other Issuers and shall be aggregated and combined with such notes of other Issuers participating in the Program into a Series of Certificates evidencing and representing an interest in several, and not joint, obligations of each Issuer. The obligation of the District to owners of a Series of Certificates is a several and not a joint obligation and is strictly limited to the District's repayment obligation under this Resolution, the resolution of the County providing for the issuance of the Note, if applicable, and the applicable Series of Notes as evidenced and represented by such Series of Certificates. Owners of Certificates, to the extent of their interest in a Series of Notes, shall be treated as owners of such Series of Notes and shall be entitled to all the rights and security thereof; including the right to enforce the obligations and covenants contained in this Resolution and such Series of Notes. The District hereby recognizes the right of the owners of a Series of Certificates acting directly or through the Trustee to enforce the obligations and covenants contained in the Series of Notes evidenced and represented thereby, this Resolution and the Trust Agreement. The District shall be directly obligated to each owner of a Series of Certificates for the principal and interest payments on the Series of Notes evidenced and represented by such Certificates without any right of counterclaim or offset arising out of any act or failure to act on the part of the Trustee.

(B) Bond Pool Structure. If the Bond Pool Structure is implemented, each Series of Notes will be issued in conjunction with a series of notes of one or more other Issuers and will be assigned to a Pool in order to secure a corresponding Series of Pool Bonds. In all cases, the obligation of the District to make payments on or in respect to each Series of its Notes is a several and not a joint obligation and is strictly limited to the District's repayment obligation under this Resolution, the resolution of the County providing for the issuance of the Note, if applicable, and such Series of Notes.

Section 7. Disposition of Proceeds of Notes. The moneys received from the sale of each Series of Notes evidenced and represented by a Series of Certificates or each Series of Pool Bonds issued in connection with a Series of Notes, as the case may be, allocable to the District's share of the costs of issuance (which shall include any fees and expenses in connection with the related Credit Instrument(s) applicable to such Series of Notes or Series of Pool Bonds) shall be deposited in an account in the Costs of Issuance Fund established for such Series of Notes or such Series of Pool Bonds, as applicable, and held and invested by the Trustee under the Trust Agreement or the Indenture, as applicable, and expended as directed by the Financial Advisor (if the Certificate Structure is implemented) or the Authority (if the Bond Pool Structure is implemented) on Costs of Issuance as provided in the Trust Agreement or the Indenture, as applicable. The moneys allocable to each Series of Notes from the sale of the corresponding Series of Certificates or Pool Bonds, as applicable, net of the District's share of the costs of issuance, is hereby designated the "Deposit to Proceeds Subaccount" and shall be deposited in the District's Proceeds Subaccount attributed to such Series of Notes hereby authorized to be created pursuant to, and held and invested by the Trustee under, the Trust Agreement or the Indenture, as applicable, for the District and said moneys may be used and expended by the District for any purpose for which it is authorized to use and expend moneys, upon requisition from such Proceeds Subaccount as specified in the Trust Agreement or the Indenture, as

applicable. The Pricing Confirmation applicable to each Series of Notes shall set forth such amount of the Deposit to Proceeds Subaccount. Each Authorized Officer is hereby authorized to approve the amount of such Deposit to Proceeds Subaccount. Subject to Section 8 hereof, the District hereby covenants and agrees to replenish amounts on deposit in each Proceeds Subaccount attributed to a Series of its Note to the extent practicable from any source of available funds up to an amount equal to the unreplenished withdrawals from such Proceeds Subaccount.

The Trustee shall transfer to each Payment Account (hereinafter defined) relating to a Series of Notes from amounts on deposit in the related Proceeds Subaccount attributed to such Series of Notes on the first day of each Repayment Period (as defined hereinafter) (or such other day of each Repayment Period designated in the Pricing Confirmation applicable to a Series of Notes), amounts which, taking into consideration anticipated earnings thereon to be received by the Maturity Date, are equal to the percentages of the principal and interest due with respect to such Series of Notes at maturity for the corresponding Repayment Period set forth in such Pricing Confirmation; provided, however, that on the twentieth day of the next to last Repayment Period designated in such Pricing Confirmation (or such other day designated in the Pricing Confirmation applicable to a Series of Notes), or, if only one Repayment Period is applicable to a Series of Notes, on the twentieth day of the month preceding the Repayment Period designated in such Pricing Confirmation (or such other day designated in the Pricing Confirmation applicable to a Series of Notes), the Trustee shall transfer all remaining amounts in the Proceeds Subaccount attributed to the Series of Notes to the related Payment Account all as and to the extent provided in the Trust Agreement or the Indenture, as applicable; provided, however, that with respect to the transfer in or prior to any such Repayment Period, as applicable, if said amount in the Proceeds Subaccount attributed to a Series of Notes is less than the corresponding percentage set forth in the Pricing Confirmation applicable to the related Series of Notes of the principal and interest due with respect to such Series of Notes at maturity, the Trustee shall transfer to the related Payment Account attributed to such Series of Notes of the District all amounts on deposit in the Proceeds Subaccount attributed to such Series of Notes on the day designated for such Repayment Period.

For Notes issued in calendar 2015 and issued as Tax-Exempt (or the related Series of Pool Bonds are issued as Tax-Exempt), in the event either (A) the Series Principal Amount of such Notes, together with the aggregate amount of all tax-exempt obligations (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2015, will, at the time of the issuance of such Notes (as indicated in the certificate of the District executed as of the date of issuance of such Notes (each "District Certificate")) exceed fifteen million dollars (\$15,000,000), or (B) the Series Principal Amount of such Notes, together with the aggregate amount of all tax-exempt obligations not used to finance school construction (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2015, will, at the time of the issuance of such Notes (as indicated in the related District Certificate), exceed five million dollars (\$5,000,000), the second following paragraph will apply. In such case, the District shall be deemed a "Safe Harbor Issuer" with respect to such Notes.

For Notes issued in calendar year 2016 and issued as Tax-Exempt (or the related Series of Pool Bonds are issued as Tax-Exempt), in the event either (A) the Series Principal Amount of such Notes, together with the aggregate amount of all tax-exempt obligations (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2016, will, at the time of the issuance of such Notes (as indicated in the certificate of the District executed as of the date of issuance of such Notes (each “District Certificate”)) exceed fifteen million dollars (\$15,000,000), or (B) the Series Principal Amount of such Notes, together with the aggregate amount of all tax-exempt obligations not used to finance school construction (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2016, will, at the time of the issuance of such Notes (as indicated in the related District Certificate), exceed five million dollars (\$5,000,000), the following paragraph will apply. In such case, the District shall be deemed a “Safe Harbor Issuer” with respect to such Notes.

Amounts in any Proceeds Subaccount relating to a Tax-Exempt Series of Notes of the District (or any Tax-Exempt Series of Pool Bonds related thereto) and attributable to cash flow borrowing shall be withdrawn and expended by the District for any purpose for which the District is authorized to expend funds from the general fund of the District, but, with respect to general fund expenditures, only to the extent that on the date of any withdrawal no other funds are available for such purposes without legislation or judicial action or without a legislative, judicial or contractual requirement that such funds be reimbursed. If on no date that is within six months from the date of issuance of each Tax-Exempt Series of Notes (or any Tax-Exempt Series of Pool Bonds related thereto), the balance in the related Proceeds Subaccount attributable to cash flow borrowing and treated for federal tax purposes as proceeds of such Tax-Exempt Series of Notes (or such Tax-Exempt Series of Pool Bonds) is low enough so that the amounts in the Proceeds Subaccount attributable to such Tax-Exempt Series of Notes (or such Tax-Exempt Series of Pool Bonds) qualify for an exception from the rebate requirements (the “Rebate Requirements”) of Section 148 of the Internal Revenue Code of 1986 (the “Code”), the District shall promptly notify the Trustee in writing and, to the extent of its power and authority, comply with instructions from Orrick, Herrington & Sutcliffe LLP, Bond Counsel, supplied to it by the Trustee as the means of satisfying the Rebate Requirements.

The term “Tax-Exempt” shall mean, with respect to interest on any obligations of a state or local government, that such interest is excluded from the gross income of the holders thereof for federal income tax purposes pursuant to Section 103 of the Code, whether or not such interest is includable as an item of tax preference or otherwise includable directly or indirectly for purposes of calculating other tax liabilities, including any alternative minimum tax or environmental tax under the Code. Each Series of Notes issued hereunder (or any Series of Pool Bonds related thereto) may be issued as a Tax-Exempt Series of Notes (or Tax-Exempt Series of Pool Bonds) or such that the interest on such Series of Notes (or such Series of Pool Bonds) is not Tax-Exempt.

Section 8. Source of Payment.

(A) Pledge. The term “Unrestricted Revenues” shall mean the taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and

other moneys provided for Fiscal Year 2015-2016 which will be received by or will accrue to the District during such fiscal year for the general fund and, if so indicated in a Pricing Confirmation, capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation) of the District and which are lawfully available for the payment of current expenses and other obligations of the District. As security for the payment of the principal of and interest on all Series of Notes issued hereunder, subject to the payment priority provisions of Section 17 hereof and this Section 8, the District hereby pledges the first Unrestricted Revenues to be received by the District in the periods specified in each Pricing Confirmation as Repayment Periods (each individual period a "Repayment Period" and collectively "Repayment Periods"), in an amount equal to the percentages of the principal and interest due with respect to each Series of Notes at maturity for the corresponding Repayment Period specified in such Pricing Confirmations (the "Pledged Revenues").

(B) Lien and Charge. As provided in Section 53856 of the Act, all Series of Notes issued hereunder and the interest thereon, subject to the payment priority provisions of Section 17 hereof and this Section 8, shall be a first lien and charge against, and shall be payable from the first moneys received by the District from, the Pledged Revenues.

(C) General Obligation. As provided in Section 53857 of the Act, notwithstanding the provisions of Section 53856 of the Act and of subsection (B) of this Section, all Series of Notes issued hereunder shall be general obligations of the District and, in the event that on the tenth Business Day (as defined in the Trust Agreement or the Indenture, as applicable) of each such Repayment Period (or such other day of each Repayment Period designated in the Pricing Confirmation applicable to a Series of Notes) the District has not received sufficient Unrestricted Revenues to permit the deposit into each Payment Account of the full amount of Pledged Revenues to be deposited therein from said Unrestricted Revenues in such Repayment Period, then the amount of any deficiency shall be satisfied and made up from any other moneys of the District lawfully available for the payment of the principal of all Series of Notes and the interest thereon, as and when such other moneys are received or are otherwise legally available, in the following order of priority: first, to satisfy pro-rata any deficiencies attributable to any Series of Senior Notes; second, to satisfy pro-rata any deficiencies attributable to any Series of Subordinate Notes (except for any Series of Subordinate Notes described in the next clause); and thereafter, to satisfy any deficiencies attributable to any other Series of Subordinate Notes that shall have been further subordinated to previously issued Series of Subordinate Notes in the applicable Pricing Confirmation, in such order of priority.

(D) Payment Accounts. In order to effect, in part, the pledge provided for in subsection (A) of this Section, the District agrees to the establishment and maintenance as a special fund of the District of a separate Payment Account for each Series of Notes issued hereunder (each a "Payment Account") by the Trustee under the Trust Agreement or the Indenture, as applicable, and the Trustee is hereby appointed as the responsible agent to maintain such fund until the payment of the principal of the corresponding Series of Notes and the interest thereon, and the District hereby covenants and agrees to cause to be deposited directly in each Payment Account (and shall request specific amounts from the District's funds on deposit with the County Treasurer for such purpose) a pro-rata share (as provided below) of the first Unrestricted Revenues received in each Repayment Period specified in the Pricing Confirmation(s) and any Unrestricted Revenues received thereafter until the amount on deposit

in each Payment Account, taking into consideration anticipated investment earnings thereon to be received by the Maturity Date applicable to the respective Series of Notes (as set forth in a certificate from the Financial Advisor to the Trustee), is equal in the respective Repayment Periods identified in the Pricing Confirmation applicable to such Series of Notes to the percentages of the principal of and interest due with respect to such Series of Notes at maturity specified in the Pricing Confirmation applicable to such Series of Notes; provided that such deposits shall be made in the following order of priority: first, pro-rata to the Payment Account(s) attributable to any applicable Series of Senior Notes; second, pro-rata to the Payment Account(s) attributable to any applicable Series of Subordinate Notes (except for any Series of Subordinate Notes described in the next clause); and thereafter, to the Payment Account(s) attributable to any other applicable Series of Subordinate Notes that shall have been further subordinated to previously issued Series of Subordinate Notes in the applicable Pricing Confirmation, in such order of priority.

Subject to the payment priority provisions of Section 17 hereof and this Section 8, any moneys placed in the Payment Account attributed to a Series of Notes shall be for the benefit of (i) the owners of the applicable Series of Certificates if the Certificate Structure is implemented and the holders of the Series of Pool Bonds issued in connection with the Pool of which such Series of Notes is a part if the Bond Pool Structure is implemented, and (ii) (to the extent provided in the Trust Agreement or the Indenture, as applicable) the Credit Provider(s), if any. Subject to the payment priority provisions of Section 17 hereof and this Section 8, the moneys in the Payment Account attributed to the Series of Notes shall be applied only for the purposes for which the Payment Account is created until the principal of such Series of Notes and all interest thereon are paid or until provision has been made for the payment of the principal of such Series of Notes at maturity of such Series of Notes with interest to maturity (in accordance with the requirements for defeasance of the related Series of Certificates or Series of Bonds, as applicable, as set forth in the Trust Agreement or the Indenture, as applicable) and, if applicable (to the extent provided in the Trust Agreement or the Indenture, as applicable, and, if applicable, the corresponding Credit Agreement), the payment of all Predefault Obligations and Reimbursement Obligations owing to the corresponding Credit Provider.

(E) Determination of Repayment Periods. With respect to each Series of Notes, the length of any individual Repayment Period determined in the related Pricing Confirmation shall not exceed the greater of three (3) consecutive calendar months or ninety (90) days and the number of Repayment Periods determined in the related Pricing Confirmation shall not exceed six (6); provided, however, that (1) the first Repayment Period of any Series of Subordinate Notes shall not occur prior to the end of the last Repayment Period of any outstanding Series of Notes of a higher priority without the consent of each Credit Provider for such outstanding Notes; and (2) if the first Repayment Period of any Series of Subordinate Notes overlaps the last Repayment Period of any outstanding Series of Notes of a higher priority, no deposits shall be made in the Payment Account of such Subordinate Notes until all required amounts shall have been deposited into the Payment Account(s) of all outstanding Series of Notes of a higher priority without the consent of each Credit Provider for such outstanding Notes. Any Authorized Officer is hereby authorized to approve the determination of the Repayment Periods and percentages of the principal and interest due with respect to each Series of Notes at maturity required to be on deposit in the related Payment Account in each Repayment Period, all as specified in the Pricing Confirmation applicable to such Series of Notes, by executing and

delivering the Pricing Confirmation applicable to such Series of Notes, such execution and delivery to be conclusive evidence of approval by this Board and such Authorized Officer.

(F) Application of Moneys in Payment Accounts. On any interest payment date (if different from the Maturity Date) and on the Maturity Date of a Series of Notes, the moneys in the Payment Account attributed to such Series of Notes shall be transferred by the Trustee, to the extent necessary, to pay, in the case of an interest payment date, the interest, and in the case of the Maturity Date, the principal of and interest with respect to such Series of Notes or to reimburse the Credit Provider(s) for payments made under or pursuant to the Credit Instrument(s), subject to the payment priority provisions of Section 17 hereof and this Section 8. In the event that moneys in the Payment Account attributed to any Series of Notes are insufficient to pay the principal of and/or interest with respect to such Series of Notes in full on an interest payment date and/or the Maturity Date, moneys in such Payment Account together with moneys in the Payment Accounts of all other outstanding Series of Notes issued by the District shall be applied in the following priority:

- (1) with respect to all Series of Senior Notes:
 - a. first, to pay interest with respect to all Series of Senior Notes pro-rata;
 - b. second, (if on the Maturity Date) to pay principal of all Series of Senior Notes pro-rata;
 - c. third, to reimburse each Credit Provider for payment, if any, of interest with respect to all Series of Senior Notes pro-rata (or on such other basis as set for in the Trust Agreement or the Indenture, as applicable);
 - d. fourth, to reimburse each Credit Provider for payment, if any, of principal with respect to all Series of Senior Notes pro-rata (or on such other basis as set for in the Trust Agreement or the Indenture, as applicable);
 - e. fifth, to pay pro-rata (or on such other basis as set for in the Trust Agreement or the Indenture, as applicable) any Reimbursement Obligations of the District and any of the District's pro rata share of Predefault Obligations owing to each Credit Provider relating to all Series of Senior Notes, as applicable;
- (2) then, with respect to all Series of Subordinate Notes (except for any Series of Subordinate Notes described in paragraph (3) below), to make the pro-rata payments corresponding to each such Series of Subordinate Notes equivalent to the payments described above in paragraphs (1)(a) through (e), in such order;
- (3) then, with respect to all other Series of Subordinate Notes that have been further subordinated to previously issued Series of Subordinate Notes in the applicable Pricing Confirmation, to make the pro-rata payments corresponding to each such Series of Subordinate Notes equivalent to the payments described above in paragraphs (1)(a) through (e), in such order; and

- (4) lastly, to pay any other Costs of Issuance not previously disbursed.

Any moneys remaining in or accruing to the Payment Account attributed to each such Series of Notes after the principal of all the Series of Notes and the interest thereon and any Predefault Obligations and Reimbursement Obligations, if applicable, and obligation, if any, to pay any rebate amounts in accordance with the provisions of the Trust Agreement or the Indenture, as applicable, have been paid, or provision for such payment has been made, if any, shall be transferred by the Trustee to the District, subject to any other disposition required by the Trust Agreement, the Indenture or the related Credit Agreement(s), as applicable.

Nothing herein shall be deemed to relieve the District from its obligation to pay its Note of any Series in full on the applicable Maturity Date(s).

(G) Investment of Moneys in Proceeds Subaccounts and Payment Accounts. Moneys in the Proceeds Subaccount attributed to each Series of Notes and the Payment Account attributed to such Series of Notes shall be invested by the Trustee pursuant to the Trust Agreement or the Indenture, as applicable, in an investment agreement or agreements and/or other Permitted Investments as described in and under the terms of the Trust Agreement or the Indenture, as applicable, and as designated in the Pricing Confirmation applicable to such Series of Notes. The type of initial investments to be applicable to the proceeds of the Series of Notes shall be determined by the District as designated in the Pricing Confirmation applicable to such Series of Notes. In the event the District designates an investment agreement or investment agreements as the investments, the District hereby appoints the bidding agent designated in the Pricing Confirmation (the "Bidding Agent") as its designee as a party authorized to solicit bids on or negotiate the terms of the investment agreement or investment agreements and hereby authorizes and directs the Trustee to invest such funds pursuant to such investment agreement or investment agreements (which (i) shall be with a provider or providers, or with a provider or providers whose obligations are guaranteed or insured by a financial entity, the senior debt or investment contracts or obligations under its investment contracts of which are rated in one of the two highest long-term rating categories by the rating agency or agencies then rating the applicable Series of Certificates or Series of Pool Bonds (each, a "Rating Agency"), or whose commercial paper rating is in the highest rating category (with regard to any modifiers) of each such Rating Agencies, or (ii) shall be fully collateralized by investments listed in subsection (1) of the definition of Permitted Investments set forth in the Trust Agreement or the Indenture, as applicable, as required by such Rating Agencies to be rated in one of the two highest rating categories, and shall be acceptable to the corresponding Credit Provider, if any, and the particulars of which pertaining to interest rate or rates and investment provider or providers will be set forth in the Pricing Confirmation applicable to such Series of Notes) and authorizes the Trustee to enter into such investment agreement or agreements on behalf of the District. The Bidding Agent, on behalf of itself and any investment broker retained by it, is authorized to accept a fee from the investment provider in an amount not in excess of 0.2% of the amount reasonably expected, as of the date of acquisition of the investment contract, to be invested under the investment contract over its term. Each Authorized Officer is hereby authorized and directed to execute and deliver such side letter or letters as are reasonably required by an investment agreement provider, acknowledging such investment and making reasonable representations and covenants with respect thereto. The District's funds in the Proceeds Subaccount attributed to each Series of Notes and the Payment Account attributed to such Series of Notes shall be

accounted for separately. Any such investment by the Trustee shall be for the account and risk of the District, and the District shall not be deemed to be relieved of any of its obligations with respect to any Series of Notes, the Predefault Obligations or Reimbursement Obligations, if any, by reason of such investment of the moneys in its Proceeds Subaccount applicable to such Series of Notes or the Payment Account applicable to such Series of Notes.

Notwithstanding any other investment policy of the District heretofore or hereafter adopted, the investment policy of the District pertaining to each Series of Notes and all funds and accounts established in connection therewith shall be consistent with, and the Board hereby authorizes investment in, the Permitted Investments. Any investment policy adopted by the Board hereafter in contravention of the foregoing shall be deemed to modify the authorization contained herein only if it shall specifically reference this Resolution and Section.

Section 9. Execution of Note. Any one of the Treasurer of the County, or, in the absence of said officer, his or her duly appointed assistant, the Chairperson of the Board of Supervisors of the County or the Auditor (or comparable financial officer) of the County shall be authorized to execute each Note of any Series issued hereunder by manual or facsimile signature and the Clerk of the Board of Supervisors of the County or any Deputy Clerk shall be authorized to countersign each such Note by manual or facsimile signature and to affix the seal of the County to each such Note either manually or by facsimile impression thereof. In the event the Board of Supervisors of the County fails or refuses to authorize issuance of the Series of Notes as referenced in Section 2 hereof, any one of the President or Chairperson of the governing board of the District or any other member of such board shall be authorized to execute the Note by manual or facsimile signature and the Secretary or Clerk of the governing board of the District, the Superintendent of the District, the Assistant Superintendent for Business, the Assistant Superintendent for Administrative Services, the business manager, director of business or fiscal services or chief financial/business officer of the District, as the case may be, or any duly appointed assistant thereto, shall be authorized to countersign each such Note by manual or facsimile signature. Said officers of the County or the District, as applicable, are hereby authorized to cause the blank spaces of each such Note to be filled in as may be appropriate pursuant to the applicable Pricing Confirmation. Said officers are hereby authorized and directed to cause the Trustee, as registrar and authenticating agent, to authenticate and accept delivery of each such Note pursuant to the terms and conditions of the corresponding Certificate Purchase Agreement or Note Purchase Agreement, as applicable, this Resolution and the Trust Agreement or Indenture, as applicable. In case any officer whose signature shall appear on any Series of Notes shall cease to be such officer before the delivery of such Series of Notes, such signature shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery. Each Series of the Notes shall have thereon a certificate of authentication substantially in the form hereinafter set forth duly executed by the Trustee and showing the date of authentication. Each Series of the Notes shall not be valid or obligatory for any purpose or be entitled to any security or benefit under this Resolution unless and until such certificate of authentication shall have been duly executed by the Trustee by manual signature, and such certificate of authentication upon any such Series of Notes shall be conclusive evidence that such has been authenticated and delivered under this Resolution. The certificate of authentication on a Series of Notes shall be deemed to have been executed by the Trustee if signed by an authorized officer of the Trustee. The Notes need not bear the seal of the District, if any.

Section 10. Note Registration and Transfer. (A) As long as any Series of the Notes remains outstanding, the District shall maintain and keep, at the principal corporate trust office of the Trustee, books for the registration and transfer of each Series of the Notes. Each Series of the Notes shall initially be registered in the name of the Trustee under the Trust Agreement or Indenture, as applicable, to which such Series of the Notes is assigned. Upon surrender of a Note of a Series for transfer at the office of the Trustee with a written instrument of transfer satisfactory to the Trustee, duly executed by the registered owner or its duly authorized attorney, and upon payment of any tax, fee or other governmental charge required to be paid with respect to such transfer, the County or the District, as applicable, shall execute and the Trustee shall authenticate and deliver, in the name of the designated transferee, a fully registered Note of the same Series. For every transfer of a Note of a Series, the District, the County or the Trustee may make a charge sufficient to reimburse it for any tax, fee or other governmental charge required to be paid with respect to the transfer, which sum or sums shall be paid by the person requesting such transfer as a condition precedent to the exercise of the privilege of making such transfer.

(B) Subject to Section 6 hereof, the County, the District and the Trustee and their respective successors may deem and treat the person in whose name a Note of a Series is registered as the absolute owner thereof for all purposes, and the County, the District and the Trustee and their respective successors shall not be affected by any notice to the contrary, and payment of or on account of the principal of such Note shall be made only to or upon the order of the registered owner thereof. All such payments shall be valid and effectual to satisfy and discharge the liability upon such Note to the extent of the sum or sums so paid.

(C) Any Note of a Series may, in accordance with its terms, be transferred upon the books required to be kept by the Trustee, pursuant to the provisions hereof by the person in whose name it is registered, in person or by his duly authorized attorney, upon surrender of such Note for cancellation, accompanied by delivery of a written instrument of transfer, duly executed in form approved by the Trustee.

(D) The Trustee or the Authorized Officer of the District, acting separately or together, are authorized to sign any letter or letters of representations which may be required in connection with the delivery of any Series of Certificates or Series of Pool Bonds (in each case, to which such Series of Notes is assigned), if such Series of Certificates and Series of Pool Bonds are delivered in book-entry form.

(E) The Trustee will keep or cause to be kept, at its principal corporate trust office, sufficient books for the registration and transfer of each Note of a Series issued, which shall be open to inspection by the County and the District during regular business hours. Upon presentation for such purpose, the Trustee shall, under such reasonable regulations as it may prescribe, register or transfer or cause to be registered or transferred, on such books, the Notes of a Series presented as hereinbefore provided.

(F) If any Note of a Series shall become mutilated, the County or the District, as applicable, at the expense of the registered owner of such Note of a Series, shall execute, and the Trustee shall thereupon authenticate and deliver a new Note of like tenor, series and number in exchange and substitution for the Note so mutilated, but only upon surrender to the Trustee of the Note so mutilated. Every mutilated Note so surrendered to the Trustee shall be cancelled by

it and delivered to, or upon the order of, the County or the District, as applicable. If any Note of a Series shall be lost, destroyed or stolen, evidence of such loss, destruction or theft may be submitted to the County, the District and the Trustee and, if such evidence be satisfactory to them and indemnity satisfactory to them shall be given, the County or the District, as applicable, at the expense of the registered owner, shall execute, and the Trustee shall thereupon authenticate and deliver a new Note of like tenor, series and number in lieu of and in substitution for the Note so lost, destroyed or stolen (or if any such Note of a Series shall have matured (as of the latest maturity date indicated on the face thereof) or shall be about to mature (as of the latest maturity date indicated on the face thereof), instead of issuing a substitute Note, the Trustee may pay the same without surrender thereof). The Trustee may require payment of a sum not exceeding the actual cost of preparing each new Note issued pursuant to this paragraph and of the expenses which may be incurred by the County or the District, as applicable, and the Trustee in such preparation. Any Note of a Series issued under these provisions in lieu of any Note of a Series alleged to be lost, destroyed or stolen shall constitute an original additional contractual obligation on the part of the County (on behalf of the District) or on the part of the District, as applicable, whether or not the Note of a Series so alleged to be lost, destroyed or stolen be at any time enforceable by anyone, and shall be entitled to the benefits of this Resolution with all other Notes of the same Series secured by this Resolution.

Section 11. Covenants Regarding Transfer of Funds. It is hereby covenanted and warranted by the District that it will not request the County Treasurer to make temporary transfers of funds in the custody of the County Treasurer to meet any obligations of the District during Fiscal Year 2015-2016 pursuant to Article XVI, Section 6 of the Constitution of the State of California; provided, however, that the District may request the County Treasurer to make such temporary transfers of funds if all amounts required to be deposited into the Payment Account(s) of all outstanding Series of Notes (regardless of when due and payable) shall have been deposited into such Payment Account(s).

Section 12. Representations and Covenants.

(A) The District is a political subdivision duly organized and existing under and by virtue of the laws of the State of California and has all necessary power and authority to (i) adopt this Resolution and any supplement hereto, and enter into and perform its obligations under the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable, the Trust Agreement(s), if applicable, and the Credit Agreement(s), if applicable, and (ii) authorize the County to issue one or more Series of Notes on its behalf or, if applicable, issue one or more Series of Notes.

(B) (i) Upon the issuance of each Series of Notes, the District will have taken all action required to be taken by it to authorize the issuance and delivery of such Series of Notes and the performance of its obligations thereunder, (ii) the District has full legal right, power and authority to request the County to issue and deliver such Series of Notes on behalf of the District and to perform its obligations as provided herein and therein, and (iii) if applicable, the District has full legal right, power and authority to issue and deliver each Series of Notes.

(C) The issuance of each Series of Notes, the adoption of this Resolution and the execution and delivery of the Certificate Purchase Agreement(s) or the Note Purchase

Agreement(s), as applicable, the Trust Agreement(s), if applicable, and the Credit Agreement(s), if applicable, and compliance with the provisions hereof and thereof will not conflict with, breach or violate any law, administrative regulation, court decree, resolution, charter, by-laws or other agreement to which the District is subject or by which it is bound.

(D) Except as may be required under blue sky or other securities law of any state or Section 3(a)(2) of the Securities Act of 1933, there is no consent, approval, authorization or other order of, or filing with, or certification by, any regulatory authority having jurisdiction over the District required for the issuance and sale of each Series of Notes or the consummation by the District of the other transactions contemplated by this Resolution except those the District shall obtain or perform prior to or upon the issuance of each Series of Notes.

(E) The District has (or will have prior to the issuance of the first Series of Notes) duly, regularly and properly adopted a budget for Fiscal Year 2015-2016 setting forth expected revenues and expenditures and has (or will have prior to the issuance of the first Series of Notes) complied with all statutory and regulatory requirements with respect to the adoption of such budget. The District hereby covenants that it will (i) duly, regularly and properly prepare and adopt its revised or final budget for Fiscal Year 2015-2016, (ii) provide to the Trustee, the Credit Provider(s), if any, the Underwriter and the Financial Advisor, promptly upon adoption, copies of such revised or final budget and of any subsequent revisions, modifications or amendments thereto and (iii) comply with all applicable law pertaining to its budget.

(F) The County has experienced an *ad valorem* property tax collection rate of not less than eighty-five percent (85%) of the average aggregate amount of *ad valorem* property taxes levied within the District in each of the five fiscal years from Fiscal Year 2009-2010 through Fiscal Year 2013-2014, and the District, as of the date of adoption of this Resolution and on the date of issuance of each Series of Notes, reasonably expects the County to have collected and to collect at least eighty-five percent (85%) of such amount for Fiscal Years 2014-2015 and 2015-2016, respectively.

(G) The District (i) is not currently in default on any debt obligation, (ii) to the best knowledge of the District, has never defaulted on any debt obligation, and (iii) has never filed a petition in bankruptcy.

(H) The District's most recent audited financial statements present fairly the financial condition of the District as of the date thereof and the results of operation for the period covered thereby. Except as has been disclosed to the Underwriter and the Credit Provider(s), if any, there has been no change in the financial condition of the District since the date of such audited financial statements that will in the reasonable opinion of the District materially impair its ability to perform its obligations under this Resolution and each Series of Notes. The District agrees to furnish to the Underwriter, the Financial Advisor, the Trustee and the Credit Provider(s), if any, promptly, from time to time, such information regarding the operations, financial condition and property of the District as such party may reasonably request.

(I) There is no action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court, arbitrator, governmental or other board, body or official, pending or, to the best knowledge of the District, threatened against or affecting the District questioning the

validity of any proceeding taken or to be taken by the District in connection with each Series of Notes, the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable, the Trust Agreement or the Indenture, as applicable, the Credit Agreement(s), if any, or this Resolution, or seeking to prohibit, restrain or enjoin the execution, delivery or performance by the District of any of the foregoing, or wherein an unfavorable decision, ruling or finding would have a materially adverse effect on the District's financial condition or results of operations or on the ability of the District to conduct its activities as presently conducted or as proposed or contemplated to be conducted, or would materially adversely affect the validity or enforceability of, or the authority or ability of the District to perform its obligations under, each Series of Notes, the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable, the Trust Agreement or the Indenture, as applicable, the Credit Agreement(s), if any, or this Resolution.

(J) The District will not directly or indirectly amend, supplement, repeal, or waive any portion of this Resolution (i) without the consents of the Credit Provider(s), if any, or (ii) in any way that would materially adversely affect the interests of any holder or owner of any Series of the Notes, Certificates or Pool Bonds, as applicable, issued in connection with any Series of the Notes; provided, however that, if the Program is implemented, the District may adopt one or more Supplemental Resolutions without any such consents in order to increase the Maximum Amount of Borrowing in connection with the issuance of one or more Series of Additional Notes as provided in Section 2(B)(4) hereof.

(K) Upon issuance of a Series of Notes, such Series of Notes, this Resolution and the corresponding Credit Agreement will constitute legal, valid and binding agreements of the District, enforceable in accordance with their respective terms, except as such enforceability may be limited by bankruptcy or other laws affecting creditors' rights generally, the application of equitable principles if equitable remedies are sought, the exercise of judicial discretion in appropriate cases and the limitations on legal remedies against school districts, community college districts and county boards of education, as applicable, in the State of California.

(L) It is hereby covenanted and warranted by the District that all representations and recitals contained in this Resolution are true and correct, and that the District and its appropriate officials have duly taken, or will take, all proceedings necessary to be taken by them, if any, for the levy, receipt, collection and enforcement of the Pledged Revenues in accordance with law for carrying out the provisions of this Resolution and each Series of Notes.

(M) The District shall not incur any indebtedness that is not issued in connection with the Program under this Resolution and that is secured by a pledge of its Unrestricted Revenues unless such pledge is subordinate in all respects to the pledge of Unrestricted Revenues hereunder.

(N) So long as any Credit Provider is not in default under the corresponding Credit Instrument, the District hereby agrees to pay its pro rata share of all Predefault Obligations and all Reimbursement Obligations attributable to the District in accordance with provisions of the applicable Credit Agreement, if any, and/or the Trust Agreement or Indenture, as applicable. Prior to the Maturity Date of a Series of Notes, moneys in the District's Payment Account attributed to such Series of Notes shall not be used to make such payments. The District shall

pay such amounts promptly upon receipt of notice from the Credit Provider that such amounts are due to it by instructing the Trustee to pay such amounts to the Credit Provider on the District's behalf by remitting to the Credit Provider moneys held by the Trustee for the District and then available for such purpose under the Trust Agreement or the Indenture, as applicable. If such moneys held by the Trustee are insufficient to pay the District's pro rata share of such Predefault Obligations and all Reimbursement Obligations attributable to the District (if any), the District shall pay the amount of the deficiency to the Trustee for remittance to the Credit Provider.

(O) So long as any Series of Certificates or Pool Bonds executed or issued in connection with a Series of Notes are Outstanding, or any Predefault Obligation or Reimbursement Obligation is outstanding, the District will not create or suffer to be created any pledge of or lien on such Series of Notes other than the pledge and lien of the Trust Agreement or the Indenture, as applicable.

(P) As of the date of adoption of this Resolution, based on the most recent report prepared by the Superintendent of Public Instruction of the State of California, the District does not have a negative certification (or except as disclosed in writing to the Underwriter and the Credit Provider(s), if any, a qualified certification) applicable to the fiscal year ending June 30, 2015 (the "Fiscal Year 2014-2015") within the meaning of Section 42133 of the California Education Code. The District covenants that it will immediately deliver a written notice to the Authority, the Underwriter, the Financial Advisor, the Credit Provider(s), if any, and Bond Counsel if it (or, in the case of County Boards of Education, the County Superintendent of Schools) files with the County Superintendent of Schools, the County Board of Education or the State Superintendent of Public Instruction or receives from the County Superintendent of Schools or the State Superintendent of Public Instruction a qualified or negative certification applicable to Fiscal Year 2014-2015 or Fiscal Year 2015-2016 prior to the respective Closing Date referenced in each Pricing Confirmation or the Maturity Date of each Series of Notes.

(Q) The District will maintain a positive general fund balance in Fiscal Year 2015-2016.

(R) The District will maintain an investment policy consistent with the policy set forth in Section 8(G) hereof.

(S) The District covenants that it will immediately deliver a written notice to the Authority, the Underwriter, the Financial Advisor, the Credit Provider(s), if any, and Bond Counsel upon the occurrence of any event which constitutes an Event of Default hereunder or would constitute an Event of Default but for the requirement that notice be given, or time elapse, or both.

Section 13. Tax Covenants. (A) The District will not take any action or fail to take any action if such action or failure to take such action would adversely affect the exclusion from gross income of the interest payable on each Tax-Exempt Series of Notes (or on any Tax-Exempt Series of Pool Bonds related thereto) under Section 103 of the Code. Without limiting the generality of the foregoing, the District will not make any use of the proceeds of any Tax-Exempt Series of the Notes or any other funds of the District which would cause any Tax-

Exempt Series of the Notes (or on any Tax-Exempt Series of Pool Bonds related thereto) to be an “arbitrage bond” within the meaning of Section 148 of the Code, a “private activity bond” within the meaning of Section 141(a) of the Code, or an obligation the interest on which is subject to federal income taxation because it is “federally guaranteed” as provided in Section 149(b) of the Code. The District, with respect to the proceeds of each Tax-Exempt Series of the Notes (or on any Tax-Exempt Series of Pool Bonds related thereto), will comply with all requirements of such sections of the Code and all regulations of the United States Department of the Treasury issued or applicable thereunder to the extent that such requirements are, at the time, applicable and in effect.

(B) In the event the District is deemed a Safe Harbor Issuer (as defined in Section 7) with respect to a Tax-Exempt Series of Notes (or any Tax-Exempt Series of Pool Bonds related thereto), this subsection (B) shall apply. The District covenants that it shall make all calculations in a reasonable and prudent fashion relating to any rebate of excess investment earnings on the proceeds of each such Tax-Exempt Series of Notes (or such Tax-Exempt Series of Pool Bonds related thereto) due to the United States Treasury, shall segregate and set aside from lawfully available sources the amount such calculations may indicate may be required to be paid to the United States Treasury, and shall otherwise at all times do and perform all acts and things necessary and within its power and authority, including complying with the instructions of Orrick, Herrington & Sutcliffe LLP, Bond Counsel referred to in Section 7 hereof to assure compliance with the Rebate Requirements. If the balance in the Proceeds Subaccount attributed to cash flow borrowing and treated for federal tax purposes as proceeds of the Tax-Exempt Series of Notes (or any Tax-Exempt Series of Pool Bonds related thereto) is not low enough to qualify amounts in the Proceeds Subaccount attributed to cash flow borrowing for an exception to the Rebate Requirements on at least one date within the six-month period following the date of issuance of the Tax-Exempt Series of Notes (or Tax-Exempt Series of Pool Bonds related thereto) (calculated in accordance with Section 7), the District will reasonably and prudently calculate the amount, if any, of investment profits which must be rebated to the United States and will immediately set aside, from revenues attributable to the Fiscal Year 2015-2016 or, to the extent not available from such revenues, from any other moneys lawfully available, the amount of any such rebate in the Rebate Fund referred to in this Section 13(B). In addition, in such event, the District shall establish and maintain with the Trustee a fund (with separate subaccounts therein for each such Tax-Exempt Series of Notes (or such Tax-Exempt Series of Pool Bonds related thereto) if more than one series is issued) separate from any other fund established and maintained hereunder and under the Indenture or Trust Agreement, as applicable, designated as the “2015-2016 Tax and Revenue Anticipation Note Rebate Fund” or such other name as the Trust Agreement or the Indenture, as applicable, may designate. There shall be deposited in such Rebate Fund such amounts as are required to be deposited therein in accordance with the written instructions from Bond Counsel pursuant to Section 7 hereof.

(C) Notwithstanding any other provision of this Resolution to the contrary, upon the District’s failure to observe, or refusal to comply with, the covenants contained in this Section 13, no one other than the holders or former holders of each Tax-Exempt Series of Notes (or any Tax-Exempt Series of Pool Bonds related thereto), the Certificate or the Bond owners, as applicable, the Credit Provider(s), if any, or the Trustee on their behalf shall be entitled to exercise any right or remedy under this Resolution on the basis of the District’s failure to observe, or refusal to comply with, such covenants.

(D) The covenants contained in this Section 13 shall survive the payment of all Series of the Notes.

Section 14. Events of Default and Remedies.

If any of the following events occurs, it is hereby defined as and declared to be and to constitute an “Event of Default”:

(A) Failure by the District to make or cause to be made the deposits to any Payment Account required to be made hereunder on or before the fifteenth (15th) day after the date on which such deposit is due and payable, or failure by the District to make or cause to be made any other payment required to be paid hereunder on or before the date on which such payment is due and payable;

(B) Failure by the District to observe and perform any covenant, condition or agreement on its part to be observed or performed under this Resolution, for a period of fifteen (15) days after written notice, specifying such failure and requesting that it be remedied, is given to the District by the Trustee or any Credit Provider, unless the Trustee and such Credit Provider shall all agree in writing to an extension of such time prior to its expiration;

(C) Any warranty, representation or other statement by or on behalf of the District contained in this Resolution or the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable (including the Pricing Confirmation(s)), or the Credit Agreement(s) or in any requisition delivered by the District or in any instrument furnished in compliance with or in reference to this Resolution or the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable, or the Credit Agreement(s) or in connection with any Series of the Notes, is false or misleading in any material respect;

(D) Any event of default constituting a payment default occurs in connection with any other bonds, notes or other outstanding debt of the District;

(E) A petition is filed against the District under any bankruptcy, reorganization, arrangement, insolvency, readjustment of debt, dissolution or liquidation law of any jurisdiction, whether now or hereafter in effect and is not dismissed within 30 days after such filing, but the Trustee shall have the right to intervene in the proceedings prior to the expiration of such 30 days to protect its and the Certificate or the Bond owners’ (or Noteholders’) interests;

(F) The District files a petition in voluntary bankruptcy or seeking relief under any provision of any bankruptcy, reorganization, arrangement, insolvency, readjustment of debt, dissolution or liquidation law of any jurisdiction, whether now or hereafter in effect, or consents to the filing of any petition against it under such law;

(G) The District admits insolvency or bankruptcy or is generally not paying its debts as such debts become due, or becomes insolvent or bankrupt or makes an assignment for the benefit of creditors, or a custodian (including without limitation a

receiver, liquidator or trustee) of the District or any of its property is appointed by court order or appointed by the State Superintendent of Public Instruction or takes possession thereof and such order remains in effect or such possession continues for more than 30 days, but the Trustee shall have the right to intervene in the proceedings prior to the expiration of such 30 days to protect its and the Certificate or the Bond owners' or Noteholders' interests; and

(H) An "Event of Default" under the terms of the resolution, if any, of the County providing for the issuance of the Notes (and any Series thereof).

Whenever any Event of Default referred to in this Section 14 shall have happened and be continuing, subject to the provisions of Section 17 hereof, the Trustee shall, in addition to any other remedies provided herein or by law or under the Trust Agreement or the Indenture, as applicable, have the right, at its option without any further demand or notice, to take one or any combination of the following remedial steps:

(1) Without declaring any Series of Notes to be immediately due and payable, require the District to pay to the Trustee, for deposit into the applicable Payment Account(s) of the District under the Trust Agreement or the Indenture, as applicable, an amount equal to all of the principal of all Series of Notes and interest thereon to the respective final maturity(ies) of such Series of Notes, plus all other amounts due hereunder, and upon notice to the District the same shall become immediately due and payable by the District without further notice or demand; and

(2) Take whatever other action at law or in equity (except for acceleration of payment on any Series of Notes) which may appear necessary or desirable to collect the amounts then due and thereafter to become due hereunder or to enforce any other of its rights hereunder.

Notwithstanding the foregoing, and subject to the provisions of Section 17 hereof and to the terms of the Trust Agreement or the Indenture, as applicable, concerning exercise of remedies which shall control if inconsistent with the following, if any Series of Notes is secured in whole or in part by a Credit Instrument or if a Credit Provider is subrogated to rights under any Series of Notes, as long as each such Credit Provider has not failed to comply with its payment obligations under the corresponding Credit Instrument, each such Credit Provider shall have the right to direct the remedies upon any Event of Default hereunder, and as applicable, prior consent shall be required to any remedial action proposed to be taken by the Trustee hereunder, except that nothing contained herein shall affect or impair the right of action of any owner of a Certificate to institute suit directly against the District to enforce payment of the obligations evidenced and represented by such owner's Certificate.

If any Credit Provider is not reimbursed on any interest payment date applicable to the corresponding Series of Notes for the drawing, payment or claim, as applicable, used to pay principal of and interest on such Series of Notes due to a default in payment on such Series of Notes by the District, as provided in the Trust Agreement or in the Indenture, as applicable, or if any principal of or interest on such Series of Notes remains unpaid after the Maturity Date of such Series of Notes, such Series of Notes shall be a Defaulted Note, the unpaid portion thereof

or the portion (including the interest component, if applicable) to which a Credit Instrument applies for which reimbursement on a draw, payment or claim has not been made shall be deemed outstanding and shall bear interest at the Default Rate until the District's obligation on the Defaulted Note is paid in full or payment is duly provided for, all subject to Section 8 hereof.

Section 15. Trustee. The Trustee is hereby appointed as paying agent, registrar and authenticating agent for any and all Series of Notes. The District hereby directs and authorizes the payment by the Trustee of the interest on and principal of any and all Series of Notes when such become due and payable from the corresponding Payment Account held by the Trustee in the name of the District in the manner set forth herein. The District hereby covenants to deposit funds in each such Payment Account at the times and in the amounts specified herein to provide sufficient moneys to pay the principal of and interest on any and all Series of Notes on the day or days on which each such Series matures. Payment of any and all Series of Notes shall be in accordance with the terms of the applicable Series of Notes and this Resolution and any applicable Supplemental Resolution.

The District hereby agrees to maintain the Trustee under the Trust Agreement or the Indenture, as applicable, as paying agent, registrar and authenticating agent of any and all Series of Notes.

The District further agrees to indemnify, to the extent permitted by law and without making any representation as to the enforceability of this covenant, and save the Trustee, its directors, officers, employees and agents harmless against any liabilities which it may incur in the exercise and performance of its powers and duties under the Trust Agreement or the Indenture, as applicable, including but not limited to costs and expenses incurred in defending against any claim or liability, which are not due to its negligence or default.

Section 16. Sale of Notes. If the Certificate Structure is implemented, each Series of Notes as evidenced and represented by the applicable Series of Certificates shall be sold to the Underwriter, in accordance with the terms of the Certificate Purchase Agreement applicable to such Series of Notes, in each case as hereinbefore approved. If the Bond Pool Structure is implemented, each Series of Notes shall be sold to the Authority in accordance with the terms of the Note Purchase Agreement applicable to such Series of Notes, in each case as hereinbefore approved.

Section 17. Subordination. (a) Anything in this Resolution to the contrary notwithstanding, the indebtedness evidenced by each Series of Subordinate Notes shall be subordinated and junior in right of payment, to the extent and in the manner hereinafter set forth, to all principal of, premium, if any, and interest on each Series of Senior Notes and any refinancings, refundings, deferrals, renewals, modifications or extensions thereof.

In the event of (1) any insolvency, bankruptcy, receivership, liquidation, reorganization, readjustment, composition or other similar proceeding relating to the District or its property, (2) any proceeding for the liquidation, dissolution or other winding-up of the District, voluntary or involuntary, and whether or not involving insolvency or bankruptcy proceedings, (3) any assignment for the benefit of creditors, or (4) any distribution, division, marshalling or application of any of the properties or assets of the District or the proceeds thereof to creditors,

voluntary or involuntary, and whether or not involving legal proceedings, then and in any such event, payment shall be made to the parties and in the priority set forth in Section 8(F) hereof, and each party of a higher priority shall first be paid in full before any payment or distribution of any character, whether in cash, securities or other property shall be made in respect of any party of a lower priority.

The subordination provisions of this Section have been entered into for the benefit of the holders of the Series of Senior Notes and any Credit Provider(s) that issues a Credit Instrument with respect to such Series of Senior Notes and, notwithstanding any provision of this Resolution, may not be supplemented, amended or otherwise modified without the written consent of all such holders and Credit Provider(s).

Notwithstanding any other provision of this Resolution, the terms of this Section shall continue to be effective or be reinstated, as the case may be, if at any time any payment of any Series of Senior Notes is rescinded, annulled or must otherwise be returned by any holder of Series of Senior Notes or such holder's representative, upon the insolvency, bankruptcy or reorganization of the District or otherwise, all as though such payment has not been made.

In no event may any holder of all or any part of the Series of Subordinate Notes, or the corresponding Credit Provider(s), exercise any right or remedy available to it on account of any Event of Default on the Series of Subordinate Notes, (1) at any time at which payments with respect thereto may not be made by the District on account of the terms of this Section, or (2) prior to the expiration of forty-five (45) days after the holders of the Series of Subordinate Notes, or the corresponding Credit Provider(s), shall have given notice to the District and to the holders of the Series of Senior Notes and the corresponding Credit Provider(s), of their intention to take such action.

The terms of this Section, the subordination effected hereby and the rights of the holders of the Series of Senior Notes shall not be affected by (a) any amendment of or addition or supplement to any Series of Senior Notes or any instrument or agreement relating thereto, including without limitation, this Resolution, (b) any exercise or non-exercise of any right, power or remedy under or in respect of any Series of Senior Notes or any instrument or agreement relating thereto, or (c) any waiver, consent, release, indulgence, extension, renewal, modification, delay or other action, inaction or omission, in respect of any Series of Senior Notes or any instrument or agreement relating thereto or any security therefor or guaranty thereof, whether or not any holder of any Series of Subordinate Notes shall have had notice or knowledge of any of the foregoing.

In the event that a Series of Additional Subordinate Notes is further subordinated in the applicable Pricing Confirmation, at the time of issuance thereof, to all previously issued Series of Subordinate Notes of the District, the provisions of this Section 17 relating to Series of Senior Notes shall be applicable to such previously issued Series of Subordinate Notes and the provisions of this Section 17 relating to Series of Subordinate Notes shall be applicable to such Series of Additional Subordinate Notes.

Section 18. Continuing Disclosure Undertaking. The provisions of this Section 18 shall be applicable only if the Certificate Structure is implemented.

(A) The District covenants, for the sole benefit of the owners of each Series of Certificates which evidence and represent the applicable Series of Notes (and, to the extent specified in this Section 18, the beneficial owners thereof), that the District shall:

(1) Provide in a timely manner not later than ten business days after the occurrence of the event, through the Trustee acting as dissemination agent (the “Dissemination Agent”), to the Municipal Securities Rulemaking Board, notice of any of the following events with respect to an outstanding Series of Notes of the District:

- a. Principal and interest payment delinquencies on such Series of Notes and the related Series of Certificates;
- b. Unscheduled draws on debt service reserves reflecting financial difficulties;
- c. Unscheduled draws on credit enhancements reflecting financial difficulties;
- d. Substitution of credit or liquidity providers, or their failure to perform;
- e. Adverse tax opinions or issuance by the Internal Revenue Service of proposed or final determination of taxability or of a Notice of Proposed Issue (IRS Form 5701 TEB);
- f. Tender offers;
- g. Defeasances;
- h. Rating changes; or
- i. Bankruptcy, insolvency, receivership or similar event of the obligated person.

For the purposes of the event identified in subsection i., the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for the District in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governmental body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District.

(2) Provide in a timely manner not later than ten business days after the occurrence of the event, through the Dissemination Agent, to the Municipal Securities

Rulemaking Board, notice of any of the following events with respect to an outstanding Series of Notes of the District, if material:

- a. Unless described in subsection (A)(1)e., other material notices or determinations by the Internal Revenue Service with respect to the tax status of such Series of Notes and the related Series of Certificates or other material events affecting the tax status of such Series of Notes and the related Series of Certificates;
- b. Modifications to rights of owners and beneficial owners of the Series of Certificates which evidence and represent such Series of Notes;
- c. Optional, contingent or unscheduled bond calls;
- d. Release, substitution or sale of property securing repayment of such Series of Notes;
- e. Non-payment related defaults;
- f. The consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms; or
- g. Appointment of a successor or additional Trustee or the change of name of a Trustee.

Whenever the District obtains knowledge of the occurrence of an event described in subsection (A)(2) of this Section, the District shall determine if such event would be material under applicable federal securities laws. The Authority and the Dissemination Agent shall have no responsibility for such determination and shall be entitled to conclusively rely upon the District's determination.

If the District learns of the occurrence of an event described in subsection (A)(1) of this Section, or determines that the occurrence of an event described in subsection (A)(2) of this Section would be material under applicable federal securities laws, the District shall within ten business days of occurrence, through the Dissemination Agent, file a notice of such occurrence with the Municipal Securities Rulemaking Board. The District shall promptly provide the Authority and the Dissemination Agent with a notice of such occurrence which the Dissemination Agent agrees to file with the Municipal Securities Rulemaking Board.

All documents provided to the Municipal Securities Rulemaking Board shall be provided in an electronic format, as prescribed by the Municipal Securities Rulemaking Board, and shall be accompanied by identifying information, as prescribed by the Municipal Securities Rulemaking Board.

(B) In the event of a failure of the District to comply with any provision of this Section, any owner or beneficial owner of the related Series of Certificates may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section. A default under this Section shall not be deemed an Event of Default under Section 14 hereof, and the sole remedy under this Section in the event of any failure of the District to comply with this Section shall be an action to compel performance.

(C) For the purposes of this Section, a “beneficial owner” shall mean any person which has the power, directly or indirectly, to make investment decisions concerning ownership of any Certificates of the Series which evidences and represents such Series of Notes (including persons holding Certificates through nominees, depositories or other intermediaries and any Credit Provider as a subrogee).

(D) The District’s obligations under this Section shall terminate upon the legal defeasance, prior redemption or payment in full of its Note. If such termination occurs prior to the final maturity of the related Series of Certificates, the District shall give notice of such termination in the same manner as for a listed event under subsection (A)(1) of this Section.

(E) The Dissemination Agent shall not be responsible in any manner for the content of any notice or report prepared by the District pursuant to this Section. In no event shall the Dissemination Agent be responsible for preparing any notice or report or for filing any notice or report which it has not received in a timely manner and in a format suitable for reporting. Nothing in this Section shall be deemed to prevent the District from disseminating any other information, using the means of dissemination set forth in this Section or any other means of communication, or including any other notice of occurrence of a listed event under subsection (A)(1) or (A)(2) of this Section (each, a “Listed Event”), in addition to that which is required by this Section. If the District chooses to include any information in any notice of occurrence of a Listed Event in addition to that which is specifically required by this Section, the District shall have no obligation under this Section to update such information or include it in any future notice of occurrence of a Listed Event.

(F) Notwithstanding any other provision of this Resolution, the District with the consent of the Dissemination Agent and notice to the Authority may amend this Section, and any provision of this Section may be waived, provided that the following conditions are satisfied:

(1) If the amendment or waiver relates to the provisions of subsection (A) of this Section, it may only be made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature or status of an obligated person with respect to the applicable Series of Notes and the related Series of Certificates, or the type of business conducted;

(2) The undertaking, as amended or taking into account such waiver, would in the opinion of nationally recognized bond counsel, have complied with the requirements of the Rule at the time of the original issuance of the applicable Series of Notes and the related Series of Certificates, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances; and

(3) The amendment or waiver does not, in the opinion of nationally recognized bond counsel, materially impair the interests of the owners or beneficial owners of the related Certificates. In the event of any amendment or waiver of a provision of this Section, notice of such change shall be given in the same manner as for an event listed under subsection (A)(1) of this Section, and shall include, as applicable, a narrative explanation of the reason for the amendment or waiver; provided, however, the District shall be responsible for preparing such narrative explanation.

(G) The Dissemination Agent shall have only such duties as are specifically set forth in this Section. The Dissemination Agent shall not be liable for the exercise of any of its rights hereunder or for the performance of any of its obligations hereunder or for anything whatsoever hereunder, except only for its own willful misconduct or gross negligence. Absent gross negligence or willful misconduct, the Dissemination Agent shall not be liable for an error of judgment. No provision hereof shall require the Dissemination Agent to expend or risk its own funds or otherwise incur any financial or other liability or risk in the performance of any of its obligations hereunder, or in the exercise of any of its rights hereunder, if such funds or adequate indemnity against such risk or liability is not reasonably assured to it. The District hereby agrees to compensate the Dissemination Agent for its reasonable fees in connection with its services hereunder, but only from the District's share of the costs of issuance deposited in the Costs of Issuance Fund held and invested by the Trustee under the Trust Agreement.

(H) This section shall inure solely to the benefit of the District, the Dissemination Agent, the Underwriter, any Credit Provider and owners and beneficial owners from time to time of the Certificates, and shall create no rights in any other person or entity.

Section 19. Approval of Actions. The aforementioned officers of the County or the District, as applicable, are hereby authorized and directed to execute each Series of Notes and to cause the Trustee to authenticate and accept delivery of each Series of Notes pursuant to the terms and conditions of the applicable Certificate Purchase Agreement and Trust Agreement or the applicable Note Purchase Agreement and the Indenture, as applicable. All actions heretofore taken by the officers and agents of the County, the District or this Board with respect to the sale and issuance of the Notes and participation in the Program are hereby approved, confirmed and ratified and the officers and agents of the County and the officers of the District are hereby authorized and directed, for and in the name and on behalf of the District, to do any and all things and take any and all actions and execute any and all certificates, requisitions, agreements, notices, consents, and other documents, including tax certificates, letters of representations to the securities depository, investment contracts (or side letters or agreements thereto), other or additional municipal insurance policies or credit enhancements or credit agreements (including mutual insurance agreements) or insurance commitment letters, if any, and closing certificates, which they, or any of them, may deem necessary or advisable in order to consummate the lawful issuance and delivery of each Series of Notes, execution or issuance and delivery of the corresponding Series of Certificates or Series of Pool Bonds, as applicable, and investment of the proceeds thereof, in accordance with, and related transactions contemplated by, this Resolution. The officers of the District referred to above in Section 4 hereof, and the officers of the County referred to above in Section 9 hereof, are hereby designated as "Authorized District Representatives" under the Trust Agreement or the Indenture, as applicable.

In the event that any Series of Notes or a portion thereof is secured by a Credit Instrument, the Authorized Officer is hereby authorized and directed to provide the applicable Credit Provider with any and all information relating to the District as such Credit Provider may reasonably request.

Section 20. Proceedings Constitute Contract. The provisions of each Series of Notes and of this Resolution shall constitute a contract between the District and the registered owner of such Series of Notes, the registered owners of the Series of Certificates or Bonds to which such Series of Notes is assigned, and the corresponding Credit Provider(s), if any, and such provisions shall be enforceable by mandamus or any other appropriate suit, action or proceeding at law or in equity in any court of competent jurisdiction, and shall be irrevocable.

Section 21. Limited Liability. Notwithstanding anything to the contrary contained herein or in any Series of Notes or in any other document mentioned herein or related to any Series of Notes or to any Series of Certificates or Series of Pool Bonds to which such Series of Notes may be assigned, the District shall not have any liability hereunder or by reason hereof or in connection with the transactions contemplated hereby except to the extent payable from moneys available therefor as set forth in Section 8 hereof, and the County is not liable for payment of any Note or any other obligation of the District hereunder.

Section 22. Severability. In the event any provision of this Resolution shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

Section 23. Submittal of Resolution to County. The Secretary or Clerk of the Board of the District is hereby directed to submit one certified copy each of this Resolution to the Clerk of the Board of Supervisors of the County, to the Treasurer of the County and to the County Superintendent of Schools.

SECRETARY'S CERTIFICATE

I, Ron Galatolo, Secretary of the Governing Board of San Mateo County Community College District, hereby certify as follows:

The foregoing is a full, true and correct copy of a resolution duly adopted at a regular meeting of the Governing Board of the San Mateo County Community College District duly and regularly held at the regular meeting place thereof on the ___ day of _____, 2015, of which meeting all of the members of said Governing Board had due notice and at which a majority thereof were present; and at said meeting said resolution was adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

An agenda of said meeting was posted at least 72 hours before said meeting at 3401 CSM Drive, San Mateo, California, a location freely accessible to members of the public, and a brief general description of said resolution appeared on said agenda.

I have carefully compared the same with the original minutes of said meeting on file and of record in my office; the foregoing resolution is a full, true and correct copy of the original resolution adopted at said meeting and entered in said minutes; and said resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect. The Maximum Amount of Borrowing specified in the foregoing resolution is \$30,000,000.

Dated: _____, 2015

Ron Galatolo
Secretary of the Governing Board
of San Mateo County Community College District

IN WITNESS WHEREOF, the governing board of the District has caused this Note to be executed by the manual or facsimile signature of a duly authorized officer of the District and countersigned by the manual or facsimile signature of its duly authorized officer as of the date of authentication set forth below.

San Mateo County Community College District

By _____
Patricia Miljanich
Title: Board President

[(SEAL)]

Countersigned

By _____
Ron Galatolo
Title: Superintendent

4.5 The following named persons are duly elected (or appointed), qualified and acting officers of the District presently holding the offices set forth opposite their respective names below and by execution hereof each certifies that the signatures of the other officers hereto are the genuine signatures of such officers (signatures of the officers executing the Note, the other Documents (as defined herein), Internal Revenue Service Form 8038-G and the Secretary's Certificate attached to the Resolution must appear below):

NAME	OFFICE	SIGNATURE
<u>Patricia Miljanich</u>	<u>Board President</u>	_____
<u>Ron Galatolo</u>	<u>Chancellor- Superintendent/Board Secretary</u>	_____
_____	_____	_____
<u>Kathy Blackwood</u>	<u>Executive Vice Chancellor</u>	_____
_____	_____	_____
<u>Raymond Chow</u>	<u>Chief Financial Officer</u>	_____

District: San Mateo County Community College District

Address: 3401 CSM Drive

San Mateo, CA 94402

County: San Mateo

Executed and entered into on the Purchase Date set forth in Schedule I attached hereto and incorporated herein.

San Mateo County Community College District

By _____

Name: Kathy Blackwood

Title: Executive Vice Chancellor

IN WITNESS WHEREOF, each of the Districts identified in Schedule I hereto has caused this Trust Agreement to be signed in its name by its duly authorized representative, and U.S. Bank National Association, as Trustee, to evidence its acceptance of the trust hereby created, has caused this Trust Agreement to be signed in the name of the Trustee by an authorized officer of the Trustee, all as of the day and year first above written.

U.S. BANK NATIONAL ASSOCIATION,
as Trustee

By: _____
Name:
Title:

San Mateo County Community College
District

By: _____
Name: Kathy Blackwood
Title: Executive Vice Chancellor

BOARD REPORT NO. 15-4-101B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: José D. Nuñez, Vice Chancellor, Facilities Planning Maintenance & Operations, 358-6836

APPROVAL OF CONSTRUCTION CONSULTANTS

To fulfill the requirements of its Capital Improvement Program, the District must retain consulting expertise and various construction consulting services. The professional services required by the District in support of its Capital Improvement Program are temporary or specialized in nature and District employees do not provide such expertise. Services provided include architectural and design, engineering, master scheduling, project management, program information and project controls, building commissioning, construction testing and inspection, environmental testing, construction-related legal services and documentation for construction planning, as required by the State Chancellor's office.

Listed below are prequalified consultants that the District will have under contract in support of CIP3 planning, design and construction efforts.

Firm	Board Approval Requested	Activity/Projects
Advance Soil Technology	\$500,000	Geotechnical Testing and Inspections Services for Cañada College Building 1 and New Building for Math and Science, College of San Mateo Building 3, 8, 17, and 19 and Skyline College Building 1 and New Building for Energy Management.
AECOM Construction Services	\$250,000	Scheduling Services for Districtwide CIP3 Program and Projects
AEDIS Architectural and Planning	\$250,000	Architectural and Programming Services for College of San Mateo Building 8
Alfa Tech Cambridge Group	\$500,000	Mechanical, Electrical and Plumbing Services for Districtwide Projects
Allana Buick & Bers, Inc.	\$500,000	Architectural and Engineering Services for Districtwide Building Envelope, Water Proofing and Energy Efficiency Projects
Artik Art and Architecture	\$250,000	Architectural and Design Services for Cañada College Math and Science Building
Bunton Clifford Associates, Inc.	\$1,600,000	Architectural Services for Cañada College Building 1 and Skyline College Environmental Science
CIS Inc.	\$1,000,000	Construction Inspection Services for Cañada College Building 1 and New Building for Math and Science, College of San Mateo Building 3, 8, 17, and 19 and Skyline College Building 1 and New Building for Energy Management Program

CSW/Stuber-Stroeh Engineering Group, Inc	\$250,000	Civil Engineering Services for Districtwide Utility Infrastructure Mapping and other Miscellaneous Projects
Dovetail Decisions Consultants, Inc.	\$500,000	Furniture, Fixtures, and Equipment Consulting Services for Cañada College Building 1 and Districtwide Standards Update
FMG Group	\$150,000	Compliance and Consulting Services for Districtwide Design Standards
GRD Energy	\$1,000,000	Energy Efficiency and Monitoring Services for CIP3 Program and Districtwide Projects
Integral Group	\$100,000	Mechanical, Electrical and Plumbing Services for Districtwide Projects
Interface Engineering	\$500,000	Mechanical, Electrical and Plumbing Services for Districtwide Projects
Leland Saylor Associates	\$250,000	Cost Estimating Services for Districtwide CIP3 Program and Projects
Lionakis	\$500,000	Architectural Services for the Cañada College Math and Science project
LPAS, Inc	\$500,000	Architectural Services, Design Build Criteria and Process Support for Skyline College Building 1
McKinstry Essention, LLC	\$100,000	Mechanical, Electrical and Plumbing Services for Districtwide Projects
Netronix	\$250,000	Districtwide Access Controls, Monitoring, and Consulting Services
Ninyo & More	\$250,000	Environmental, Geotechnical Assessment and Hazardous Materials Inspection Services for CIP3 Districtwide Projects
Noll & Tam Architects	\$500,000	Architectural Services for College of San Mateo North Gateway Part II Litigation Support
PAE Consulting Engineering, Inc.	\$250,000	Mechanical, Electrical and Plumbing Services for Districtwide Projects
RGA Environmental	\$250,000	Hazardous Materials Handling and Indoor Air Quality Consulting Services for Districtwide Projects
Sally Swanson Architects	\$700,000	Skyline Energy Management Programs design services
Shannon Leigh Associates	\$250,000	Design Services for Interior and Exterior Way Finding for Districtwide Projects
Siemens	\$250,000	Programming, Testing, Inspection and Consulting Services for Districtwide Centralized Fire Alarm Systems
Spire Consulting	100,000	Mechanical, Electrical and Plumbing Services for Districtwide Projects
STV vbn	\$500,000	Architectural Services for Districtwide ONUMA Integration and other Districtwide Projects
TLCD	\$1,000,000	Architectural Services for the College of San Mateo Building 3 Project.
Transitions Inc.	\$250,000	Space and Move Management Services for Districtwide Projects
ZFA Structural Engineers	\$250,000	Seismic and Structural Review Services for Districtwide Projects

Funding sources for construction consultant services include general obligation bond, State and local funds.

RECOMMENDATION

It is recommended that the Board approve these construction consultant services, as detailed above, in an amount not to exceed \$13,500,000.

BOARD REPORT NO. 15-4-102B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Josè D. Nuñez, Vice Chancellor of Facilities Planning, Maintenance and Operations, 358-6836

APPROVAL OF CONTRACT AWARD FOR THE DISTRICTWIDE EXTERIOR LIGHTING UPGRADE PROJECT

This Design-Build Project will retrofit approximately 1,100 existing exterior pathway, pedestrian, parking lot and road way lights across the District. The new lighting system, integrated with the existing Building Management System (BMS), will send and receive critical data in real time. This will enable the District Facilities staff to more proactively maintain this highly efficient lighting system on the Cañada College, College of San Mateo, and Skyline College campuses. In addition to energy and operational savings, this project will improve lighting levels on campus, resulting in improved safety and security.

This project meets the criteria of Government Code 4217 (Sections 4217.10 through 4217.18) which authorizes the District’s Governing Board, without advertising for bids, to enter into one or more energy service contracts with any person or entity on a best value basis.

The District sought competitive proposals for the design and construction of a fixture retrofit or replacement solution which meets technical criteria developed by NAM and Interface Engineering (IE) through a Request for Proposal (RFP) issued February 13, 2015. Eleven different pre-qualified Northern California Design-Build Entities were sent the RFP and invited to submit proposals. Five of these Design–Build Entities attended at least one of the two mandatory pre-proposal conferences held on February 18 and February 19, 2015. On March 17, 2015, the District received written proposals from two Design-Build Entities as follows:

Design-Build Entity	Total Proposal
InterMountain Electric Company	\$ 2,164,760.00
Atlas-Pellizzari Electric Inc.	\$ 3,594,800.00

This project will qualify for approximately \$870,000 of Proposition 39 funding and earn an estimated \$200,000 in one-time utility incentives. Additionally, the project will save nearly \$120,000 in electricity annually and result in a simple payback period of about nine years.

District staff has reviewed the proposal from InterMountain Electric Company with NAM, Interface Engineering, and Swinerton Management & Consulting, and has determined it to be a responsive and responsible proposal representing best value for the District.

Staff finds it is in the best interest of the District to procure the energy conservation facility system reflected in the proposal at a cost not to exceed \$ 2,164,760.00 as an energy service contract pursuant to Government

Code sections 4217.10 through 4217.18. Pursuant to the code, public notice has been given in a local newspaper publication two weeks prior to this regularly scheduled board meeting regarding the intent to take this action to establish an energy services contract.

This project will be funded by general obligation bond Measure A, local funds, and will leverage \$870,000 of California Proposition 39 funds.

RECOMMENDATION

It is recommended that the Board of Trustees authorize the Executive Vice Chancellor to execute a contract with InterMountain Electric Company for the Districtwide Exterior Lighting Upgrade Project in an amount not to exceed \$2,164,760.00 as an energy service contract pursuant to Government Code sections 4217.10 through 4217.18.

BOARD REPORT NO. 15-4-103B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6510

APPROVAL OF REVISIONS TO BOARD POLICIES:

6.05 ACADEMIC CALENDAR

6.11 REQUIREMENTS FOR DEGREES AND CERTIFICATES

6.14 COURSE PREREQUISITES AND OTHER LIMITATIONS ON ENROLLMENT

6.26 TRANSFER OF CREDIT AND GRADUATION AND/OR CERTIFICATE

**PROGRAM REQUIREMENTS FOR STUDENTS WHO TRANSFER AMONG
THE DISTRICT'S COLLEGES**

6.38 CRITERIA FOR SELECTION OF GUEST SPEAKERS

6.80 POLICY GOVERNING THE USE OF OFF-CAMPUS FACILITIES

6.94 CONTRACT COURSES AND SERVICES

7.67 SEXUAL HARASSMENT INVOLVING STUDENTS

Revisions to the policies are recommended as follows:

Chapter 6 Policies – These policies were last reviewed in 2008. In keeping with the six-year review cycle as specified in Board Policy 2.06, they were recently reviewed by the Academic Senate which recommends the revisions shown on the attached. These policies are within the purview of the Academic Senate; they were shared with the District Participatory Governance Council as information items.

Policy 7.67 – Revised in two places to use “may” instead of “should” to clarify that an individual filing a complaint may, but is not required to, notify the offender as the first step. The revisions were approved by the District Participatory Governance Council at its meeting of April 6.

RECOMMENDATION

It is recommended that the Board approve the revisions to Board Policies as shown on the attached.

CHAPTER 6: Educational Program
BOARD POLICY NO. 6.05 (BP 4010)

BOARD POLICY
San Mateo County Community College District

Subject: 6.05 Academic Calendar

Revision Date: 9/08; ~~xx/xx~~

Policy References: Education Code Sections 70902(b)(12) and 79020; Title 5 Sections 55700 et seq. and 58142

1. Each year, the Board shall establish a Districtwide Academic Calendar.
2. The number of days that define the academic year shall be 175 days of instruction and evaluation.
3. The District will negotiate with the AFT (local 1493), **with consultation by the District Academic Senate and Vice Presidents Council**, to determine the ~~calendar for instruction~~ **first and last days of instruction, holidays and dates of final examinations** for the Fall, Spring and Summer Terms. Flexible Calendar options will be negotiated with the AFT.
4. The Calendar will identify the holidays designated by the State of California and granted by the Board of Trustees. Total or partial closing of the campus shall occur only upon order of the College President or the Chancellor (or their designee).
5. **Other important dates and deadlines, such as for registration, withdrawal and drop, financial aid, petitions for certificates and degrees, that fall with the Calendar that is negotiated by AFT and the District are to be set in consultation with the District Academic Senate and Vice Presidents Council.**
6. **Membership of the Calendar Committee, its meetings and its minutes shall be published and made public to the District.**

**CHAPTER 6: Educational Program
BOARD POLICY NO. 6.11 (BP 4100)**

**BOARD POLICY
San Mateo County Community College District**

Subject: 6.11 Requirements for Degrees and Certificates
Revision Date: 12/08; xx/xx
Policy References: Education Code Section 70902(b)(3); Title 5 Sections 55060 et seq.

1. The Board grants the degrees of Associate in Arts and Associate in Science, **and Associate Degrees for Transfer** to those students who have completed the subject requirement for graduation and who have maintained a **minimum** 2.0 grade point average in subjects attempted. Students must also complete the general education, residency, and competency requirements set forth in Title 5 regulations.
2. Students may be awarded a Certificate of Achievement **or a Certificate of Specialization** upon successful completion of courses of study or curriculum for which the District offers a certificate. The District has certificate programs that upgrade and develop career or technical proficiency.
3. The Colleges, in consultation with the Academic Senate, shall establish procedures to determine degree and certificate requirements and to assure that graduation requirements are published in the Colleges' catalogs and are included in other resources that are convenient and accessible for students.

CHAPTER 6: Educational Program
BOARD POLICY NO. 6.14 (BP 4260)

BOARD POLICY
San Mateo County Community College District

Subject: 6.14 Course Prerequisites and Other Limitations on Enrollment
Revision Date: 12/08; xx/xx
Policy References: Title 5 Sections 55000 and 55003

1. The Colleges, upon the advice of the Academic Senate, are authorized to establish prerequisites, co-requisites and advisories on recommended preparation for courses in the curriculum. All such prerequisites, co-requisites and advisories shall be established in accordance with the standards set out in Title 5.
2. All prerequisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established.
3. All prerequisites, co-requisites and advisories shall be reviewed every six (6) years, **except for CTE course prerequisites and co-requisites, which shall be reviewed every two (2) years.**
4. Prerequisites, co-requisites, and advisories shall be identified in District publications available to students.
5. The Colleges shall establish procedures defining a way in which a prerequisite or co-requisite may be challenged by a student on grounds permitted by law.
6. Each College shall establish procedures by which every attempt shall be made to enforce all conditions a student must meet to be enrolled through the registration process so that a student is not permitted to enroll unless s/he has met all the conditions or has met all except those for which s/he has pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition in accordance with Title 5.

**CHAPTER 6: Educational Program
BOARD POLICY NO. 6.26**

**BOARD POLICY
San Mateo County Community College District**

Subject: 6.26 Transfer of Credit and Graduation and/or Certificate Program Requirements for Students Who Transfer among the District's Colleges
Revision Date: 9/08; ~~xx/xx~~

1. Students may transfer from one College within the District to another without penalty, although differences in curriculum offerings among the Colleges may exist.
2. Individual courses students have taken at a particular College within the District that satisfy an area in the general education pattern, elective, statutory, and specific area requirements at one District College shall be accepted by the other District Colleges as satisfying those same requirements.
3. Students who have completed an entire General Education pattern, electives, residency, competency, statutory and specific area requirements, at one District College shall be determined to have completely fulfilled all area requirements for graduation or certificate programs at any of the District Colleges. Upon transferring to another District College, students shall be required to complete only those courses applicable toward their major for the Associate Degree or Certificate Program.
4. District students who transfer to another College within the District shall receive full transfer credit for instruction completed in their major field but, in order to graduate **with a locally-awarded AA or AS degree**, they shall be expected to meet the major-field graduation requirements established by the College to which they have transferred. **The local major-field graduation requirements do not apply to Associate Degrees for Transfer.**
5. Students who have taken course work at more than one of the District's Colleges shall ordinarily be recommended for graduation by the College in which they have taken the majority of their course work. Students who have completed the majority of their course work at a college outside the District must complete a minimum of twelve (12) units ~~and~~ **or** a minimum of fifty percent (50%) of the total units required (**whichever is less**) for the major at one or more the District Colleges in order to be recommended for graduation with the Associate **of Arts or Associate of Science** Degree or completion of a Certificate Program. **The 50% requirement does not apply to Associate Degrees for Transfer.**

**CHAPTER 6: Educational Program
BOARD POLICY NO. 6.38**

**BOARD POLICY
San Mateo County Community College District**

Subject: 6.38 Criteria for Selection of Guest Speakers
Revision Date: 9/08; xx/xx

1. The following criteria shall apply in the selection of guest speakers:
 - a. The selection of speakers shall be consistent with the commitment to provide an educational center for the free exchange of ideas in an atmosphere of mutual respect among participants and audience.
 - b. ~~Selection of speakers shall be approved by the appropriate administrator of each College. The~~ faculty hosting the speaker shall work with the appropriate administrative office to meet the logistical needs of the speaker for the duration of the visit.

2. The following guidelines shall apply in the selection of guest speakers. ~~Individual speakers shall:~~ Faculty shall invite speakers who:
 - a. Possess a recognized competence relating to the program or class.
 - b. ~~Be~~ **Are** sensitive to the principles of academic freedom, insuring consideration of a variety of viewpoints on any issue.

- ~~2. Speakers on panels or members of a program series shall be selected:~~
 - a. ~~To insure broad representation of a variety of viewpoints on important issues.~~
 - b. ~~To present authoritative information and informed opinions on the selected subjects.~~

- ~~4.~~ 3. Pursuant to the adopted policy on controversial issues (~~Rules and Regulations section~~ Board Policy 6.35), the administration, the faculty, or student organizations may sponsor speakers of any informed opinion and/or authoritative information so long as the speaker is governed by District regulations as to time, place and manner of public presentations (Board Policy 2.31).
 - a. ~~The speakers shall be governed by the regulations of the Colleges as to time, place, and manner of public presentations.~~
 - b. ~~The College Presidents and the Chancellor shall encourage the presentation of the widest possible range of points of view.~~

CHAPTER 6: Educational Program
BOARD POLICY NO. 6.80

BOARD POLICY
San Mateo County Community College District

Subject: 6.80 Policy Governing the Use of Off-Campus Facilities
Revision Date: 9/08; xx/xx

1. The San Mateo County Community College District seeks the community as a partner in the educational process. The District recognizes its responsibility to take the educational offerings of the District to various segments and areas of the County whenever that activity is educationally and fiscally appropriate. The District shall provide the leadership necessary to identify, evaluate, and respond to the educational needs of individuals within its community and shall provide an environment which enables these individuals to realize their potential while maximizing program accessibility through a variety of locations, methods of instruction, scheduling patterns, and support services.
2. The San Mateo County Community College District will use off-campus facilities when such use is required or appropriate for the conduct of programs and services, within available resources. Such off-campus facilities may be needed to:
 - a. Provide specialized facilities for specific programs when such facilities are not available on any of the three College campuses or when such programs by their nature are required to be conducted at a special off-campus site.
 - b. Supplement College facilities when College facilities are not adequate in number and/or kind to meet community needs.
 - c. Establish College programs and services in ~~traditionally~~ underserved areas of the County.
3. The San Mateo County Community College District shall work cooperatively with other public institutions or public agencies in securing the use of off-campus facilities. The District may reimburse the host institution for direct costs incurred by the District's use of other public facilities. In many cases, it is expected that programs and services which the Colleges will provide at off-campus sites will be of sufficient value to the community that the provider of the facility will provide space free of charge.
4. Programs and services offered off campus shall conform to all Rules and Regulations in the same manner as on-campus programs and services.
5. All use of off-campus facilities requiring the expenditure of funds shall be reviewed annually by the Board.
6. All off-campus class facilities will be approved by the College President, who will submit space requisitions to the District Business Office in order to provide for billing and insurance coverage.

CHAPTER 6: Educational Program
BOARD POLICY NO. 6.94 (BP 4400)

BOARD POLICY
San Mateo County Community College District

Subject: BP 6.94 Contract Courses and Services
Revision Date: 9/08; 3/14; xx/xx

1. The San Mateo County Community College District is committed to meeting the educational and training needs of business, industry, government and community agencies within its service area to the maximum extent possible. In addition to offering College courses and services (i.e., counseling and assessment), the Colleges will actively seek opportunities for providing specialized education and training, on a contract basis, to such outside organizations.
2. Contract courses and services shall be planned with the participation of the organization requesting the course. Faculty for these courses and services shall be hired, evaluated and remunerated in the same manner as faculty employed in regular college courses and services.
3. Contract courses may be offered either as credit courses or as not-for-credit classes.
 - a. A contract course for credit requested by an organization may be a closed course and such courses shall meet all District criteria for credit courses. All costs of the course (direct and indirect) shall be paid by the requesting organization; the District may not claim apportionment funding for the course. Such closed courses need not be advertised to the public.
 - b. Contract courses may also be offered open to the public and reported for apportionment under the conditions stated in Education Code Section 78021. The District shall recover, from all revenue sources, including, but not limited to, public and private sources, or any combination thereof, an amount equal to, but not less than, the actual costs, including administrative costs, incurred in providing these programs or services.
 - c. A not-for-credit contract class requested by an organization may be an open or closed class and shall conform to all District Rules and Regulations governing such classes. The requesting organization shall pay all direct and indirect costs of the class.
4. Contract educational services shall be coordinated through the office of the Vice Chancellor of ~~Educational Services and Planning~~ Auxiliary Services and Enterprise Operations.
5. All contracts for courses and services shall be reviewed by the Executive Vice Chancellor and, if deemed necessary, by the District's legal counsel.
6. The Chancellor and/or Deputy Chancellor and/or Executive Vice Chancellor are authorized to approve contracts for instructional courses and services. Such contracts shall be ratified by the Board as part of the quarterly Bills and Salaries Report.

CHAPTER 7: Student Services
BOARD POLICY NO. 7.67 (BP 3430)

BOARD POLICY
San Mateo County Community College District

Subject: BP 7.67 Sexual Harassment Involving Students
Revision Date: 5/09; 8/13; xx/xx
References: Education Code Sections 212.5, 66252 and 66281.5

It is the policy of the San Mateo County Community College District to prohibit, in any and all forms, the sexual harassment of its students and staff. Sexual harassment of students by other students, staff or members of the public while on district property and/or the harassment of staff by students or members of the public while on district property is considered intolerable behavior that will be investigated and acted upon immediately.

According to both State and Federal laws and guidelines issued by the Equal Employment Opportunity Commission (EEOC), sexual harassment is a form of discrimination. Sexual harassment is misconduct that can change the course of careers, disrupt the climate of an entire class, affect academic performance, and undermine the integrity of educational relationships. It is an abuse of power which confuses the boundaries of personal and professional roles and breaches trusting relationships which should exist among members of the College community.

1. It is the policy of the San Mateo County Community College District to provide its students with a learning environment free of sexual harassment and intimidation. This policy addresses interactions between a student and faculty, staff members, or other students. Because of the seriousness of these matters, the District will make every effort to assure that sexual harassment does not occur and will take disciplinary actions up to and including dismissal or expulsion for policy violation. It is the responsibility of each District employee and student to maintain a level of conduct that is in compliance with District policy.
2. For purposes of this policy, sexual harassment is defined as unsolicited and unwelcome sexual advances, requests for sexual favors, and/or other verbal, physical, or visual conduct of a sexual nature which occur under any of four circumstances:
 - a. Submission is made, either explicitly or implicitly, a term or condition of admission to or retention in a course or program;
 - b. Submission or rejection by a student is used as a basis for grading, enrollment, or other educational decisions affecting the student;
 - c. Submission or rejection by a student affects negatively a student's class performance, opportunity to benefit from class participation, or constitutes a disruption of the learning process;
 - d. Such conduct creates, encourages, or condones an intimidating, hostile, or otherwise offensive environment for learning and/or teaching.
3. Sexual harassment includes, but is not limited to, the following:
 - a. Making unsolicited written, graphic, verbal and/or physical contact with sexual overtones. Written examples: suggestive or obscene letters, notes, invitations, or electronic communications (e.g. text messages, emails, videos.) Graphic examples: prurient display of objects, pictures, cartoons, or posters. Verbal examples: derogatory comments, slurs, jokes, innuendos and epithets. Physical examples: indecent exposure, lewd acts, assault, touching, gestures, impeding or blocking movement.

BP 7.67 Sexual Harassment Involving Students (continued)

- b. Continuing to express sexual interest after being informed that the interest is unwelcome. (Mutual attraction is not considered sexual harassment.)
- c. Making reprisal, or implied threats of reprisal, following a negative response. This can include denial of, or actually withholding, support or opportunities normally provided in the form of counseling or other services, suggesting the assignment of a poorer grade than earned.
- d. Engaging in implicit or explicit coercive sexual behavior which has the effect of controlling, influencing, or affecting the enrollment, grade, academic success, and/or learning environment of any student.
- e. Offering favors or preferential treatment such as: assignment of better grades than earned; opportunities for extra credit; recommendations, favorable assigned duties or shifts; or other benefits in exchange for sexual favors.

4. Complaint Procedures

- a. Staff to Student or Student to Student
 - i. If a student complainant feels that a specific act or environment is offensive and in violation of this policy, the complainant ~~should~~ **may** first notify the offender in an effort to stop the offensive behavior. If the behavior does not stop, or the complainant does not wish to confront the offender directly, the student should notify the Vice President, Student Services or designee.
 - ii. Once received, the complaint will be investigated and acted upon in accordance with District Rules and Regulations. The Office of Human Resources and Employee Relations will be notified of all claims of sexual harassment at the time the complaint is received. Investigations involving faculty or staff members will be coordinated by the Vice Chancellor of Human Resources and Employee Relations.
- b. Student to Faculty/Staff
 - i. If a faculty or staff member is the complainant and feels that a specific act committed or environment created by a student is offensive and in violation of this policy, the complainant ~~should~~ **may** first notify the offender in an attempt to stop the behavior.
 - ii. If the behavior continues, or the complainant does not wish to confront the offender directly, the complainant will then notify the Vice President, Student Services or designee. Such continued behavior constitutes a disruption of the learning and teaching environment.
 - iii. Once received, the complaint will be investigated and acted upon in accordance with District Rules and Regulations. The Office of Human Resources and Employee Relations will be notified of all claims of sexual harassment at the time the complaint is received. Investigations involving faculty or staff members will be coordinated by the Vice Chancellor of Human Resources and Employee Relations.
- c. In accordance with the guidelines on sexual harassment of the Equal Employment Opportunity Commission, the District intends: 1) to raise the subject of sexual harassment affirmatively in formal staff training and other arenas; 2) to express strong disapproval for the inappropriate behavior; and 3) to implement this policy fully.
- d. District employees or students found to be in violation of this policy may be subject to full disciplinary measures up to and including dismissal or expulsion, as appropriate, pursuant to any and all established District procedures.
- e. For represented employees, any action taken in response to a complaint under this policy is subject to the provisions of collective bargaining agreements. Upon request by the collective bargaining units, the District will negotiate any issues related to the complaints or investigations under this policy that are mandatory subjects for bargaining.

BP 7.67 Sexual Harassment Involving Students (continued)

- f. Non- represented employees found to be in violation of this policy may be subject to full disciplinary measures up to and including dismissal or expulsion, as appropriate, pursuant to any and all established District procedures.

BOARD REPORT NO. 15-4-4C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Tom Bauer, Vice Chancellor, Auxiliary Services 358-6782

UPDATE ON PROFESSIONAL SERVICES AGREEMENT WITH MEDIFIT CORPORATE SERVICES, INC. TO OPERATE THE SAN MATEO ATHLETIC CLUB IN PARTNERSHIP WITH THE DISTRICT

On January 27, 2010, the Board of Trustees approved the recommendation for the District to enter into an agreement with Medifit Corporate Services to operate the San Mateo Athletic Club and Aquatic Center (SMAC) located on the campus of College of San Mateo. Since opening our doors on April 1, 2010, all of the measures of success one would use to judge the operations of SMAC have been exceeded. Financially, we have exceeded our goal year after year; membership is now just over 5,400 members. Initial projections were for SMAC to have 2,500 members after five years of operation. SMAC members made 288,276 visits last year averaging 24,023 each month. Students enrolled in Kinesiology classes at College of San Mateo made 61,745 visits last year averaging 4,728 each month. The group exercise programming has grown year over year with now over 4,300 classes taught each year with attendance in those classes exceeding 73,000 last year. Our aquatics program boasts the award winning San Mateo Masters Swim Team with now over 300 members, the Bulldog Swim Club with over 200 youth swimming for the team and has two junior Olympic qualifiers and hosts a number of county wide swim meets, clinics, workshops and supports charity events including Swim Across America and the Special Olympics each year.

Our net revenue before other District expenses and program support exceeds \$1.9 million through the end of fiscal year 2014 with a projection of an additional \$1 million added when we close fiscal year 2015. SMAC has absorbed and/or donated a total of \$964,837 in expenses that would have otherwise been charged to Fund 1 last year with a projection of an additional \$400,000 at the close of fiscal 2015. In the years since the initial recommendation to the Board, there have been more than 20 written reports to the Board detailing the success of SMAC as well as Information Reports given at a number of Board meetings. The goals of the District in partnering with Medifit have been achieved and we continue to grow the membership and exceed expectations. SMAC provides our community broader access to the College of San Mateo and demonstrates in a very real way that the District is a community-based organization serving a wide spectrum of educational and training opportunities.

San Mateo Athletic Club is a wholly owned District operation with all assets and liabilities belonging to the District. Medifit, as our partner, is responsible for the daily operations of SMAC. All expenses and operational details are submitted to and approved by the District. In addition, all full time employees are approved by the District before they are brought on to the staff. The Vice Chancellor of Auxiliary Services works directly with the General Manager of SMAC along with senior management of Medifit on all aspects of the operation on a daily basis.

Medifit is compensated with a management fee as well as an annual incentive payment if the goals and objectives are achieved. The goals for the operation are planned, reviewed and approved each year in consultation with the Vice Chancellor of Auxiliary Services as well as the Executive Vice Chancellor.

When the operational goals are met and exceeded, Medifit is compensated with an incentive payment agreed to in advance by the District. Each year of the partnership, Medifit has exceeded its goals and both Medifit and the District have benefitted from this success. When the District decided to enter into a partnership with Medifit, we did so because we felt strongly that our goals and their industry expertise and company culture were perfectly aligned. The benefits of the partnership are many. They include:

- Lower costs due to economies of scale
- Ability to concentrate on core functions
- Greater flexibility and ability to define the requisite service more readily
- Specific supplier benefits: for example, fitness related best practice, industry trend analysis, etc.
- Higher quality service due to focus of the supplier
- Improved internal management disciplines resulting from the exercise itself
- Less dependency upon internal resources
- Control of budget
- Faster setup of the function or service
- Lower ongoing investment required in internal infrastructure
- Greater ability to control delivery dates
- Lack of internal expertise-no need to try to create expertise in a challenging and highly competitive marketplace
- Increase flexibility to meet changing business conditions
- Access to industry best practices
- Improved risk management
- Acquire, share and execute innovative ideas
- Increase commitment and energy in non-core areas
- Improve credibility and image by associating with superior providers
- Gain market access and business opportunities through the supplier's network – Anschutz Center as an example
- Turn fixed costs into variable costs; increased budget and expense control
- Preferred pricing/vendor relationships equipment and supplies
- Expansive national career advancement opportunities for staff
- Industry specific training and professional development
- Exposure and direct engagement with national teams/peer groups
- Dramatically reduce partners direct management time requirements

Key MediFit Partnership Values:

- Executive leadership
- Strategic planning
- Safety & Compliance
- Technology
- Operations support
- Project team support
- Quality assurance
- Evaluation & reporting

Extensive Management tools and support

- Reporting templates customized per site
- Sales tools/Strategies
- Daily sales analysis
- Quarterly analysis
- Usage reports and tracking

- Statistical data compiled monthly tracking of Aquatics, membership, retention, GEX classes, usage, financial performance and comparison, fitness appointments, membership sales, member integration, pool usage, fitness floor usage, GEX attendance, physical and retail inventories

Design & Development

- Industry Leading Expertise: 500+ design projects
- Operations-driven design
- Collaborate on program vision and strategy
- Facility needs assessment & space program
- Fitness equipment layout complementing architectural design
- FF&E budgeting and management
- Procurement

The management fee paid to Medifit has a number of key components. These include:

- Human Resource – Recruitment, Hiring, Training, Employee Administration
- Legal – Contract, HR, Operations Support, Client Support
- Payroll – Administration, Service Fees (Ceridian)
- Finance/Accounting – Monthly P&L, Balance Sheet, Year End Summary Statements, Operations Support/Management of dedicated on-site finance resource
- National Group Exercise Director – Strategic/Operational Support, Best Practice Implementation
- Performance Innovation Team (PIT) – Strategic/Operational Support, Best Practice Implementation
- Marketing Team – Strategic/Operational Support, Best Practice Implementation
- Training and Development – Certification/CEC credits, Annual Training Stipend (\$500-\$1,000 per eligible EE), Complementary EXOS performance certification/training (potential \$1,800+ per participant value)
- Extensive exposure to employment opportunities and career development (global)
- Employee exposure and participation in peer support groups/related fields – Best practices. Weekly and bi-monthly meetings/webinars.
- Regional Account Management - Diana Thomas, Kurt Atherton, Bill Borque
- Design, Development and Procurement Consulting/Support – Matt Cadile
- Direct Pass Through of Preferred Pricing and Product Procurement Discounts
- Discount Employee Purchase Benefit – Thorne Nutrition, Adidas
- Operating Support Services Team – Dedicated to support and new center start-up

It is estimated that it would cost (conservatively) between \$400,000-\$500,000 to recreate a facsimile of this level of support to a single site or small group of sites. It is unlikely that the level of expertise and experience present within MediFit could be acquired and assembled by any single or small group entity. Another consideration in partnering with Medifit was the cost of the member management system alone. Systems vary in price. If procured by a single account user, the member management system would cost roughly \$120,000 to purchase with annual support fees of up to \$36,000.

Another benefit to the partnership with Medifit is the ability to staff the club with highly skilled, trained fitness professionals operating in a facility that is open 364 days each year, 16 hours each day Monday through Friday and 12 hours each day on Saturday and Sunday in a financially responsible manner. This ensures we have the industry's most experienced professionals providing services to our members while maintaining expense control and profitability. If the District were to attempt operating the facility itself with its own employees, the salary and benefit costs would skyrocket. An analysis done by Human Resources in March 2015 analyzed all of the positions we currently have at SMAC along with the hours worked and placed them where they would fit on the District's salary schedule. Without accounting for

other factors including the number of hours each day the club is open among other factors, the total cost of salary and benefits exceeds our revenue before the allocation of any other expenses. The reality is that this type of specialized operation would not fit into the workforce structure of the District – similar to the Child Care Centers and KCSM.

In the spring of 2015, Medifit joined forces with EXOS. Named one of Fast Company’s most innovative companies in 2011 and 2014, EXOS’s mission is to upgrade lives. Since its founding in 1999, EXOS has become a leader in proactive health and performance, trusted by elite athletes, the military, and innovative companies worldwide. With world class partners, facilities, technologies, and specialists spanning six continents, EXOS is progressing the intelligence behind human performance wherever necessary. They design and deliver health and performance game plans that ignite people to realize their potential. EXOS equips people to identify and overcome mental and physical obstacles, creating personal breakthroughs that lead to a healthier, higher performing, and transformed workforce. Like Medifit, EXOS provides education and opportunities to our team members on a global basis.

POWERING ELITE PERFORMANCE

ELITE ATHLETES	MILITARY	CORPORATE	EDUCATION
			
<ul style="list-style-type: none"> + Over 20 professional teams globally + Over 60 medal performances in the 2012 Summer Olympics (9th Place if we were a country) + 94 NFL 1st-Round Draft Picks + World Cup, MLB World Series Champions, MLS Cup Champions, NCAA football Champions + Youth, High School, College Prep, and Club organizations 	<ul style="list-style-type: none"> + 60,000 United States SOCOM Personnel + Over 100,000 Navy sailors through our NOFFS program + Impacted hundreds of lives through The Comeback Initiative™ 	<ul style="list-style-type: none"> + Work with the most forward thinking Fortune 500 companies + Deliver performance solutions across Mindset, Nutrition, Movement, & Recovery + Solutions to reach company campus and remote workforce 	<ul style="list-style-type: none"> + Over 1,200 participants in our industry-leading Mentorship program + Led sessions across 6 continents and 20+ countries + Expanded reach through Digital Education + Industry Certification



The merger with EXOS will open many new doors for our members as well as the academic program at the colleges. We are very excited to be working with such an experienced team of elite performance trainers who proudly provide training protocols and programs for the United States Armed Forces, elite athletes and sports teams, top companies in the United States and abroad including Google, Intel, LinkedIn, Tesla and IBM and a number of educational institutions across the country and abroad.

SMAC, through its partnership with Medifit, has exceeded every expectation we had when we first started down this path back in 2008 with the concept of a community based fitness facility operating side by side with our own exceptional academic program in an active classroom environment. Medifit has brought a wealth of industry experience and specialized club management expertise combined with a firm belief in fitness as a lifestyle. This partnership has resulted in SMAC which is now known to be among the top fitness clubs in San Mateo County and the Bay Area working to improve people’s lives every day. It is for all of these reasons and more that the District will present the Board with a recommendation at its meeting on June 24, 2015 to renew the management agreement for the operation of SMAC as well as the planned facility at Cañada College with EXOS/Medifit for five years.

BOARD REPORT NO. 15-4-5C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6510

DISCUSSION OF ALL-MAIL BALLOT PILOT PROJECT

On August 15, 2014, Governor Brown signed into law Assembly Bill 2028 (Mullin) authorizing San Mateo County to join Yolo County in an all-mail ballot pilot program to conduct up to three elections wholly by mail. It is planned that the November 3, 2015 Consolidated Municipal, School and Special District Election will be the first vote by mail election in San Mateo County under the pilot program. Mark Church, Chief Elections Officer and Assessor-County Clerk-Recorder for San Mateo County, encourages all jurisdictions that will be holding elections to participate in the all-mail ballot election on November 3, 2015. The terms of three San Mateo County Community College District Trustees will expire in 2015 and, therefore, the District will be holding an election on November 3.

The following are key points associated with the all-mail ballot pilot program:

1. Polling Places: On Election Day there will be at least one polling place in each city where voters can request and cast a ballot if they still wish to vote in person. They can also turn in the vote by mail ballot at any polling place in the County on Election Day.
2. Early Ballot Drop Off: There will be ballot drop-off locations in each city and County voting centers beginning 28 days before the election to ensure that voters have plenty of options in casting their ballots.
3. Postage: All San Mateo County registered voters will receive a ballot in the mail along with a return envelope and prepaid postage. Thus, voters will not have to pay any costs for submitting a ballot by mail.
4. Election Cost: Yolo County, the first county in California to conduct a vote by mail election under this pilot program, experienced a cost savings of 43%. Savings are passed on to the participating jurisdictions. San Mateo County is confident that the local jurisdictions will experience substantial cost savings.
5. Other Jurisdictions' Participation: The election will occur wholly by mail only if all overlapping jurisdictions with elections on that date request to participate in the program; therefore, if the Boards opts to not participate, no overlapping jurisdiction may do so.

The governing body of a city, county or district must, by resolution, authorize the all-mail ballot election and notify the Chief Elections Officer and Secretary of State of its intent to conduct an all-mail ballot election at least 88 days prior to the date of the election (August 6, 2015). A sample resolution is attached.

President Miljanich was not able to attend the informational meeting that was held at the County Registration and Elections Division on April 9.

RESOLUTION NO. 15-___
BY THE GOVERNING BOARD OF THE
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STATE OF CALIFORNIA

**RESOLUTION DIRECTING THE SAN MATEO COUNTY CHIEF ELECTIONS OFFICER
TO CONDUCT THE NOVEMBER 3, 2015 ELECTION FOR THE SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT WHOLLY BY MAIL PURSUANT TO THE PILOT
PROGRAM AUTHORIZED BY ASSEMBLY BILL 2028 IF ALL OTHER AFFECTED
JURISDICTIONS ALSO REQUEST APTICIPATION IN THE PILOT PROGRAM AT
THAT ELECTION**

WHEREAS, in 2014 the California Legislature and Governor approved Assembly Bill 2028 (AB 2028), which is a pilot program permitting certain elections in San Mateo County to be conducted wholly by mail if specific conditions are met; and

WHEREAS, pursuant to AB 2028, each jurisdiction may determine whether to participate in this pilot program and whether to authorize its election on a given date to be conducted by mail, provided, however, that the election in question shall not be conducted by mail pursuant to the pilot program unless all overlapping jurisdictions with elections on the same date so request; and

WHEREAS, if the election is authorized by all affected jurisdictions to be conducted pursuant to the AB 2028 pilot program, various actions shall be taken to ensure that voter access and turnout is protected, including but not limited to the following:

- At least one ballot drop-off location shall be provided in each city;
- A ballot drop-off location shall be open during business hours to receive ballots beginning 28 days prior to the lection through 8:00 p.m. on the night of the election;
- At least one polling place shall be provided per city between 7:00 a.m. and 8:00 p.m. on election day for voters to request a ballot if they did not receive a ballot or if they need a replacement ballot for any reason;
- At the request of any city, county or district, the Chief Elections Officer may provide additional ballot drop-off locations and polling places;
- All elections materials, including a prepaid return envelope for the ballot, shall be provided to each voter; and
- Polling places shall be located at an accessible location and equipped with voting machines that are accessible to individuals with disabilities; and

WHEREAS, in general, the cost of conducting an election pursuant to the pilot program described above is expected to be significantly less overall then a typical election, and this cost reduction should translate to lower costs to each jurisdiction that participates in the pilot program election program compared to the typical elections costs borne by each jurisdiction; and

WHEREAS, the San Mateo County Elections Officer has reported that in San Mateo County, 59% of registered voters are permanently registered to vote by mail; in the November 2013 Consolidated Municipal, School, and Special District Election more than 76% of the ballots were cast by mail; and in the June 2014 Primary Election more than 77% of the ballots were cast by mail; and

WHEREAS, the Chief Elections Officer has stated an intention to have the November 3, 2015 Consolidated Municipal, School, and Special District Election be the first mail election conducted pursuant to the AB 2028 pilot program in San Mateo County; and

WHEREAS, the Board of Trustees of the San Mateo County Community College District (SMCCCD) has considered the merits of the proposed pilot election program and desires to participate in the pilot program given the protections for voter access and participation in the election and anticipated cost savings to the SMCCCD;

NOW, THEREFORE, IT IS HEREBY DETERMIEND AND ORDERED that the SMCCCD Board of Trustees authorizes the November 3, 2015 election for the SMCCCD to be conducted wholly by mailed ballots pursuant to AB 2028 and consolidated with all other elections occurring on that date within San Mateo County. Accordingly, the San Mateo County Chief Elections Officer is requested to conduct the November 3, 2015 election for the SMCCCD, including any elections for officials of the SMCCCD, and measures relating to the SMCCCD, as an election conducted wholly by mail pursuant to the AB 2028 pilot program, it being understood that the election shall occur wholly by mail on that date wholly if all overlapping jurisdictions with elections on that date make the same request. If all overlapping jurisdictions with elections on that date do not so request, the SMCCCD election shall occur as normal on that date pursuant to the other provisions of the Elections Code.

BE IT ADDITIONALLY RESOLVED that the Clerk of the SMCCCD is hereby directed to notify the Secretary of State no later than August 6, 2015, of the SMCCCD's intent to conduct an all-mail ballot election as outlined above.

BE IT FURTHER RESOLVED that the SMCCCD Board of Trustees shall separately send information regarding the specifics of its November 3, 2015 election to the San Mateo County Chief Elections Officer.

REGULARLY PASSED AND ADOPTED this _____ day of _____, 2015.

Ayes:

Noes:

Abstentions:

Attest:

Dave Mandelkern, Vice President-Clerk
Board of Trustees