MIRACOSTA COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

REGULAR MEETING / WORKSHOP
8:30 A.M. – SATURDAY – JUNE 13, 2015
ROOM 1054 – BUILDING 1000 – OCEANSIDE CAMPUS

AGENDA

I. CALL TO ORDER

II. FLAG SALUTE / ROLL CALL

III. PUBLIC COMMENT ON ITEMS ON AND NOT ON THE AGENDA

ITEMS ON THE AGENDA: Members of the audience may address the Board of Trustees on any item listed on the agenda when that agenda item comes up for discussion and/or action. Comments will be limited to three (3) minutes per agenda item and a total of fifteen (15) minutes of public comment on an item, unless waived by the board. Consent items are considered routine and customary district business, and are voted on in one vote; however, a board member or a member of the audience may request that an item listed on the consent items be removed and considered individually.

ITEMS NOT ON THE AGENDA: Members of the audience may address the Board of Trustees on any topic not on the agenda so long as the topic is within the jurisdiction of the district. Under the Brown Act, the board is not permitted to engage in public discussion or take any action on an agenda item not on the agenda, except that members of the board may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Government Code §54954.3. In addition, on their own initiative, or in response to questions posed by the public, a member of the board may ask a question for clarification. A member of the board or the board itself may provide a reference to staff (superintendent/president) or other resources for information, request staff (superintendent/president) to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff (superintendent/president) to place a matter of business on a future agenda. Comments from visitors shall not exceed three (3) minutes unless the board waives the time limit. The board may also limit the total amount of time for speakers on a particular topic to fifteen (15) minutes.

IV. CHANGES IN AGENDA ORDER

V. DECLARE NEED FOR CLOSED SESSION

A. Public Employee Discipline/Dismissal/Release
(Pursuant to Government Code §54957)

B. Conference with Labor Negotiators
(Pursuant to Government Code §54957.6)
Agency designated representatives: Charlie Ng
Employee organizations: Classified Senate, Academic Administrators, Classified Administrators, Associate Faculty, Faculty Assembly, Vice Presidents

C. Public Employee Performance Evaluation
(Pursuant to Government Code §54957)
Title: Superintendent/President

VI. RECONVENE IN OPEN SESSION – REPORT ACTION FROM CLOSED SESSION

A. Public Employee Discipline/Dismissal/Release
(Pursuant to Government Code §54957)

B. Conference with Labor Negotiators
(Pursuant to Government Code §54957.6)
Agency designated representatives: Charlie Ng
Employee organizations: Classified Senate, Academic Administrators, Classified Administrators, Associate Faculty, Faculty Assembly, Vice Presidents

C. Public Employee Performance Evaluation
(Pursuant to Government Code §54957)
Title: Superintendent/President

VII. WORKSHOP

A. Five-Year Facilities Plan Update
B. 2015/16 Tentative Budget
C. Board Self-Evaluation
   1. 2014/15 Constituent Survey
   2. 2014/15 Goals Assessment (as of June 2015)
   3. Lessons Learned (as of April 2015)
   4. Draft Board Priorities for 2015/16
   5. Draft Self-Evaluation

VIII. ADJOURNMENT

UPCOMING MEETING

3 p.m.
June 24, 2015
Regular Meeting
Oceanside Campus

Board meetings are held in meeting rooms that are accessible to those with mobility disabilities. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Board Assistant Secretary, 760.795.6610, 760.757.2121, extension 6610, or 619.755.5155, extension 6610. The TDD number is 760.439.1060.

In compliance with Government Code §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Board of Trustees in advance of their meetings June be viewed at the Office of the Superintendent/President, One Barnard Drive, Oceanside, California, or by clicking on the Board of Trustee's Web site at http://www.miracosta.edu/OfficeOfThePresident/BoardofTrustees/Agendas.htm. Such writings will also be available at the board meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Evelyn Crogan, Executive Assistant to the Superintendent/President, at 760.795.6610 or by e-mail at ecrogan@miracosta.edu.

2015-2016 Facilities Five-Year Plan Workshop
MiraCosta Community College District
June 13, 2015

Agenda

- 2011 Facilities Master Plan Overview
- Revised Facilities Master Plan
- Focus on the Short Term - Proposed Five-Year Plan Projects, Costs, and Schedules Revision

MiraCosta College

2011 Facilities Master Plan Overview

Key strategic assumptions

- Projected total district growth of 2% per year each year for ten years (p.13)
- District population is projected to grow 11,559 residents (2.6%) from 2011 to 2021 (3.4% in northern section, 1.7% in southern section, p.2.87)
- Enhancements to athletic facilities with similar growth rates in intramural sports as district enrollment and slower growth rates for intercollegiate athletics as district enrollment (p.4.186-188)
- No new programs such as biomanufacturing baccalaureate
- Eliminate nonfunctioning space (p.F.xii)
- Enhance the campus environment (F.xii)

MiraCosta College

2011 Facilities Master Plan Overview

- **New Buildings**
  - Instructional Building 01 (classrooms, allied health, faculty offices, meeting rooms, art gallery)
  - Instructional Building 02 (classrooms, biological science labs, faculty offices, meeting rooms)
  - Instructional Building 03 (gym p.5.44)
  - New Maintenance, Operations and Purchasing Complex

MiraCosta College

2011 Facilities Master Plan Overview

- **Renovate Existing Buildings (Reprogram and Repurpose)**
  - Science Building 4500
  - Automotive Technology
  - Horticulture Building 7100
  - Student Center Building 3400
  - Student Services Buildings 3000, 3100, 3200, 3300, 3700
  - Building 4100
  - Building 4700
  - Administration Building 1000

MIRACOSTA COLLEGE

2011 Facilities Master Plan Overview

- **Modernize Existing Buildings (Upgrade)**
  - Campus Police Building 1100
  - Library Building 1200
  - Theatre Building 2000
  - Art Building 2100
  - Creative Arts Building 2200
  - Art-Music Building 2300
  - Concert Hall 2400
  - Buildings 3500 and 3600
  - Automotive Technology 4000
  - Instructional Building 4600 and 4800
  - Child Development Center 8000
  - Horticulture Complex

MIRACOSTA COLLEGE

2011 Facilities Master Plan Overview

- **Demolition and Removal of Facilities**
  - Temporary Buildings T100, T110, T300, T310, T400, T410, T420, T430, T600
  - Maintenance and Operations Building 4200
  - Facilities Office Building 4300
  - Allied Health Building 4400
  - Gymnasium 5000 and 5100
  - Locker Building 5200
  - Warehouse Building 6100
- **Site Improvements**
  - Sustainability
  - Hardscaping and Signage
  - Parking Lots
  - Landscaping and Fields

Revised Facilities Master Plan

- **Request for Proposal Underway**
- **Select Architect for Facilities Master Plan (FMP) 6/22/15**
- **Negotiate and submit contract to Board at July meeting**
- **Gather Information through October**
  - Board Discussions
  - ADA Transition Plan
  - Facilities Assessment

MiraCosta College

Revised Facilities Master Plan

- Design Facilities Master Plan through March 2016
- Present Facilities Master Plan to Board in March 2016
- Complete Final Facilities Master Plan document in April 2016

MiraCosta College

Revised Facilities Master Plan

- **Expectations of Revised Plan**
  - Alignment with new Educational/Enrollment Master Plan
  - New list and reprioritization of crucial projects
  - Updated costs, implementation, and phasing information

MIRACOSTA COLLEGE

PROPOSED FIVE-YEAR PLAN PROJECTS, COSTS, AND SCHEDULES REVISION

The following facilities plan will require a funding throughout the implementation plan. If projects are funded with a combination of direct funding and long-term financing, the schedule allows for expected increases in district revenues to offset the cash flow and finance payment requirements of the plan.

Project	2015-16	2016-17	2017-18	2018-19	2019-20	Total Project Cost
Renovate 80 Classrooms at OCN and SEC	$2,400,000	$2,450,000	$2,640,000	$2,760,000	$1,410,000	$9,260,000
Renovate Offices (resulting from Carlsbad TCI)	$330,000					$330,000
New Student Support Space	$780,000	$780,000	$3,110,000	$1,560,000		$6,230,000
New Storage Art/Music	$1,040,000	$350,000				$1,390,000
New Theatre/Dance Space	$1,120,000	$3,360,000				$4,480,000
Gym Renovation		$930,000	$1,870,000	$1,870,000		$4,670,000
2015-16 Program Review Needs	$230,000	$230,000				$460,000
Program Contingency	$300,000	$300,000	$300,000	$300,000	$300,000	$1,500,000
Cash Flow Totals	$3,800,000	$8,400,000	$7,920,000	$6,490,000	$1,710,000	$28,320,000

MiraCosta College

QUESTIONS?

MIRACOSTA COLLEGE FACILITIES AND FIVE-YEAR IMPLEMENTATION PLAN
June 2015

In February 2014, the Board of Trustees charged the district to reconsider the 2011 Facilities Master Plan and develop a facilities plan that the district could pursue to meet the projected facility needs without the financial support of a general obligation bond. The vice president of business and administrative services, the director of facilities, and a facilities subcommittee created by the district's shared governance Budget and Planning Committee, began developing a facilities and implementation plan, one that draws on the vision and strengths of the 2011 plan and could be completed in five years given the current and projected fiscal position of the district.

The subcommittee, composed of faculty, staff, and administrators, analyzed the condition of the district's facilities, identified the highest-priority projects for the district, and consulted with the Budget and Planning Committee and superintendent/president. The resulting facilities and implementation plan provides a picture of the capital improvement needs of the college, a suggested schedule for implementation, enabling the Board of Trustees to make informed decisions regarding project priorities.

The plan has revised the 2014-15 plan and conveys the facilities master planning context, current capital outlay needs and objectives, and the list of proposed projects. This plan includes:

- Planning priorities
- A discussion of the state's criteria for funding space needs
- Proposed projects
- Projects, costs, and schedules
- Recommendation
- Facilities needs or projects identified in the 2011 Facilities Master Plan that are not in this plan

The primary drivers of district facility needs include providing safe and secure facilities, improving poor functional conditions, and addressing inadequate physical conditions.

Other drivers include the need to modernize and expand facilities to account for personnel growth and to provide adequate space for required functions. With new legislation driving additional activities related to student success, personnel growth is expected to continue. Many older classrooms were not originally designed to support today's instructional methodologies, are inadequately sized, and often lack the proper mechanical and technology systems to support the best learning in the classroom. In addition, many older offices were not originally designed to support today's office functions and are inadequately sized. Many existing storage facilities that support academic and support functions are in inappropriate facilities.

PLANNING PRIORITIES

The district's planning priorities promote the development and renovation of facilities that support the highest standards in instructional methodology, equity, the protection of the environment, and public health and safety. The following criteria were used in prioritizing the facility needs of the district:

- Facilities alignment with the district's mission, institutional goals, the strategic plan, and college program reviews
- The impact of facilities on the student learning experience
- Health, safety, and security considerations
- Facilities that have lived their useful life are most likely to require replacement

PROPOSED PROJECTS

Modernize 80 Classrooms – Oceanside and San Elijo Campuses
This project will renovate classrooms that have outdated lighting, carpeting, flooring, paint, ceiling finishes, HVAC, electrical infrastructure, technology, and furnishings that have outlived their useful life. The renovated classrooms will provide new lighting, acoustic treatments to absorb sound, new technology, white boards, new flexible furnishings, and improved, contemporary finishes, all with the goal to provide a 21st century learning environment. This project does not include science laboratories. The estimated budget for this project is $11.7 million.

Renovate Offices Resulting from Community Services Move to Carlsbad
This project will renovate the vacated offices, which have outdated lighting, carpeting, flooring, ceiling finishes, and furnishings that have outlived their useful life. The estimated budget for this project is $330,000.

New Student Success Support Space
This project will provide offices and support space to accommodate projected staff growth resulting from the state's Student Success and Support Program (SSSP) initiatives supporting student success, including increases in the number of faculty, counselors, and support staff. The estimated budget for this project is $6.2 million.

Provide Storage for Art/Music – Oceanside Campus
This project will address the program review priority to provide 2,000 additional square feet of storage for the art and music departments. Currently, instructional equipment for both departments is being stored in classrooms or exterior storage containers that are not temperature- or humidity-controlled. As a result, the instructional equipment is subject to external weather conditions and is causing rusting or corroding in in some cases, thus reducing the life expectancy of the instructional equipment. These outside storage containers also require staff to haul equipment over significant distances to get it to the buildings where the equipment will be used. To the extent equipment is being stored in classrooms, instructional space is negatively impacted. The estimated budget for this project is $1.4 million.

New Space for Theatre/Dance – Oceanside Campus
This project will create 6,400-square-feet of new lab space for the Theatre and Dance programs. These programs are still limited to sharing its space with the Kinesiology, Health

and Nutrition Department. This makes it difficult for the performing arts, Music, Theater, and Dance, to interact. The Theatre building's lobby currently has to be used as a lab to teach students, because there is not adequate or appropriate space to accommodate the need that is required from the programs. Additional instructional space for Theatre and Dance will facilitate better collaboration between the programs, not only for faculty, but for students. A new space will give students the ability to participate in classes between the disciplines at the same location. The estimated budget for this project is $4.5M.

Renovate Gym – Oceanside Campus

This project will make essential improvements needed to maintain the Oceanside Campus gymnasium, dance studio, and locker rooms. The project will correct major facility problems, including the gymnasium/dance studio roofs, heating and ventilation system, replacement of bleachers, and a complete renovation of the locker room, which is shared between men's and women's facilities. The original men's locker room building was demolished in 2004 and was not replaced. As a result, the existing women's locker room facility was converted to accommodate both men's and women's facilities. The existing facility is in need of renovation and possible expansion. In addition, the original men's locker room building had one classroom where kinesiology courses were being taught. This facility was not replaced after being demolished, and the classroom was moved to a temporary building at T400. The site on which the buildings sit may need to be improved to meet current American with Disabilities Act (ADA) accessibility requirements. This will have to be determined once the renovation plans are submitted to the Division of the State Architect for review. The estimated budget for this project is $4.6–$7.7 million.

2015-16 Program Review Needs

Multiple projects have been identified through the continuous improvement process, also known as program review, and are aimed at improving facility deficiencies for various academic and support programs, including art, design drafting, music, and the Library.

PROPOSED PROJECTS, COSTS AND SCHEDULES

The following facilities plan will require funding throughout the implementation plan. If projects are funded with a combination of direct funding and long-term financing, the schedule allows for expected increases in district revenues to offset the cash flow and finance payment requirements of the plan.

Project	2015-16	2016-17	2017-18	2018-19	2019-20	Total Project Cost
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Notes

1. Scheduled (deferred) maintenance and instructional equipment and library materials funding from the state can provide assistance with renovating the gym, classrooms, offices, and providing instructional equipment for these spaces. Proposed funding in the Governor's budget for 2015-16 is $1.4 million. These funds vary year to year.

2. ASG Student Services and club room remodel project, fully funded by the Associated Student Government, is scheduled for FY 2015-16 and FY 2016-17 and is budgeted at $966,000.

3. Upon input from the Board of Trustees on the final project list, schedules will be finalized and preliminary project budgets will be updated to account for cost escalation, as well as final program cash flow.

4. The preliminary project budgets for the gym renovation do not include any project costs associated with required temporary housing for the programs that would be displaced during the gym renovation. These costs have not been established, as these logistics are still being worked through with the necessary programs/departments and depend greatly on the option that is selected to move forward with.

FACILITIES NEEDS OR PROJECTS IDENTIFIED NOT IN THIS PLAN

Oceanside Campus

- Three new instructional buildings
- New Student Center/Veterans Annex
- Renovating offices and restrooms
- Replacing temporary modular facilities
- Roadway realignment and parking lot relocation
- Photovoltaic parking structures
- Phase 2 and 3 of parking lot repairs
- One new maintenance and operations building

San Elijo Campus

- Science labs phase 2
- New Student Services building

Community Learning Center

- Classroom modernizations
- New Student Services building

District-wide

- Site ADA improvements
- Repairing parking lots, repair/replace IT underground lines, repair/replace sewer
- Construction of new parking lots
- Green technologies/sustainability projects (i.e. student plaza, rain barrels, photovoltaic energy, wind energy)
- Hardscape/sidewalk/walkway replacement
- Utility infrastructure replacement–domestic water, electrical, irrigation, storm drain, gas, AIS/IT infrastructure

FY2016 TENTATIVE BUDGET

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MIRACOSTA COMMUNITY COLLEGE DISTRICT
FY2016 TENTATIVE BUDGET

In order to appropriately identify and differentiate between those resources available for the general purposes of district operations and support of its educational program from those that are specifically restricted by laws, regulations, donors or other outside agencies, this budget format provides information on unrestricted and restricted general funds separately. The Five-year Fiscal Plan reflects only the district's general unrestricted funds.

NOTES

FY2016 TENTATIVE BUDGET GENERAL FUND – COMBINED GENERAL OBSERVATIONS (Page 8)

The combined General Fund includes both restricted and unrestricted general funds. The FY2016 Tentative Budget reflects the beginning balance and total revenues of $136.5 million and total expenses of $120.0 million. Restricted funds account for 11% of the total combined revenues. More detailed information is provided below.

FY2016 TENTATIVE BUDGET GENERAL FUND – RESTRICTED GENERAL OBSERVATIONS (Page 9)

General Fund restricted resources are specifically restricted by laws, regulations, donors or other outside agencies as to their expenditures. Such externally imposed restrictions do not include internally designated restrictions imposed by governing boards on unrestricted moneys. Matching contributions for categorical programs and other programs are included in the Unrestricted General Fund.

The estimated beginning balance for the Restricted General Fund is $562.4 thousand. This balance consists of allowable carryover amounts from FY2015 to FY2016.

Federal restricted awards include Perkins IV for career and technical education; Adult Basic Education Programs; Small Business Development Center Trade and Commerce funds; and Gaining Early Awareness and Readiness for Undergraduate Programs (Gear Up). The FY2015 grant that will continue in FY2016 from the U.S. Department of Labor, Trade Adjustment Assistance Community College Career Training (TAACCCT), allowed the district to develop a comprehensive training facility that will prepare participants, veterans, and other non-traditional learners for high-wage, high-skill employment.

Major categorical programs include Basic Skills, Student Success and Support Program, Extended Opportunity Programs and Services (EOPS), Disabled Students Programs & Services (DSPS), Board Financial Assistance Program

(BFAP), and California Work Opportunities and Responsibility to Kids (CalWORKS).

Local restricted resources are primarily for health service and parking fees. These fees typically correlate to some extent to enrollment patterns.

State categorical programs have been budgeted at the current apportionment levels due to preliminary information from the Chancellor's Office regarding funding. Fiscal Services will continue to provide updates from the state and make any necessary revisions or adjustments as they become final.

FY2016 TENTATIVE BUDGET GENERAL FUND – UNRESTRICTED GENERAL OBSERVATIONS (Page 10)

The Unrestricted General Fund is the primary operating fund of the district. It is used to account for those transactions that, in general, cover the full scope of operations of the district (instruction, administration, student services, and maintenance and operations).

The largest source of revenue in the general fund comes from property taxes. The assumptions used to project the FY2016 property taxes are based on receipts to date and other critical information from locally assessed values provided by the County of San Diego's Assessor's Office. The district expects property taxes to increase by 5.49% of the budgeted amount in FY2015 to $86.6 million in FY2016.

The district will continue to receive temporary revenue from Proposition 30, The Schools and Local Public Safety Protection Act of 2012. This proposition temporarily raises the sales and use tax by 0.25 cents for four years (ends in Dec 2016) and raises the income tax rate for high income earners for seven years (end in Dec 2019) to provide continuing funding for local school districts and community colleges. The Education Protection Account (EPA) is accounted for in the General Fund to disburse these temporary tax revenues. The district is expected to receive $1.1 million from this revenue source in FY2016.

The State's Reimbursement of Mandated Local Programs is expected to increase from $463 thousand to $5.9 million based from the Governor's May revised budget.

Additional revenue generated from Other Local Sources includes the following fees: enrollment fees and nonresident fees, course fees, transcripts fees, testing fees, student ID cards, and business development contracts. The district will continue to receive revenue from Successor Agencies formerly known as Redevelopment Agencies (RDA) for the Cities of Oceanside, Solana Beach, and Carlsbad are considered Other Local Sources.

Expenditures budgeted for the FY2016 Tentative Budget total $104.8 million. The Academic and Classified salaries along with benefits represent 80.4% of total expenses. The combined total of salaries and benefits for FY2016 reflects an increase of $3.2 million from the FY2015 budget. This is primarily due to the ten new full time faculty hires and the increase of classified employees hired in FY2015 that carries over to FY2016 at the full year cost; in addition, the annual increases from the step and column schedules.

The budget for capital outlay will decrease by approximately $1.0 million in FY2016, primarily from the reduction of the program review budget.

The FY2016 Tentative Budget under the Total Other Outgo category represents primarily the transfers out of the General Fund. Interfund transfers from the General Fund go to the following funds: Debt Service, Self-Insurance, and Capital Outlay.

FY2016 TENTATIVE BUDGET – CAPITAL OUTLAY PROJECTS FUND 41 (Page 11)

The Capital Outlay Projects Fund is used to account for financial resources to be used for the acquisition or construction of major capital facilities. Other activities recorded in this fund are improvements or extensions to the life of existing capital facilities, including major repair and remodeling projects such as scheduled maintenance.

The district may provide for the accumulation of moneys over a period of years for specific capital outlay purposes through interfund transfers of general purpose moneys into this fund. The FY2016 income in this fund is generated through yearly interfund transfers from the General Fund. For FY2016, the budget will carryover approximately $9.9 million of the $12.5 million Lease Revenue Bond from March 2015.

The expenditures in the Capital Outlay Projects Fund will vary from one project to another. Some projects will be completed within the fiscal year, while other projects may have various phases that span over several fiscal years. As such, the FY2016 budget is presented in a manner that allocates the total resources to all projects in the fund.

The following projects were completed in FY2015: The San Elijo Science Building project completed construction and opened for classes in fall semester 2014. In addition, a district wide sustainable energy conservation project was completed in the summer 2014 to replace all of the street and parking lot lights at all three campuses with new energy efficient LED light. The district completed many smaller local deferred maintenance projects in FY2015 and anticipates the completion of other local deferred and state scheduled maintenance projects in FY2016.

In addition to this, MiraCosta College is finalizing a proposal to revise the Five-year Facilities Plan that will provide a picture of the capital improvement needs of the college. The proposed plan conveys the facilities master planning context, current capital outlay needs and objectives, and a list of proposed projects. This plan includes:

- Key considerations in prioritizing projects
- Proposed projects, costs and schedules
- Recommendation

The proposed projects include:

- Renovating 80 classrooms at the Oceanside and San Elijo Campuses
- Renovating offices resulting from Community Services moving to Carlsbad
- New offices for additional staff resulting from increased investments in full-time faculty and staff associated with student success initiatives
- Provide Storage for Art and Music – Oceanside Campus
- New Space for Theatre and Dance – Oceanside Campus
- Renovate Gym – Oceanside Campus
- Program Review needs
- Program Contingency

FY2016 TENTATIVE BUDGET – DEBT SERVICE FUND (Page 12)

The Debt Service Fund is used to account for the accumulation of resources for, and the payment of, general long-term debt principal and interest. Transfers from the General Fund are made to the Debt Service Fund for payments of these debts. Debt service for the district includes:

- Energy conservation retrofit project, final payment is scheduled for 2016.
- Capital improvements made at the Community Learning Center (CLC), final payment is scheduled for 2020.
- Major facilities renovation projects associated with the 2015-2019 Five-year Facilities Construction Plan, final payment is scheduled for 2030.

The district is required to maintain a one year payment reserve for the capital improvements made at the CLC. Also, additional income to this fund is generated from a lease agreement between Arby's and the district.

The Debt Service Fund ending balance for FY2016 is estimated to be $415,787.

FY2016 TENTATIVE BUDGET – SELF INSURANCE FUND (Page 13)

The Self-insurance Fund is used for payments of insurance policy deductibles and any uninsured perils. All insurance premium payments are paid from

general funds and are listed under Other Operating Expenses in the Unrestricted General Fund budget. A transfer from the General Fund is processed yearly to cover the anticipated deductibles and uninsured losses when necessary. Insurance for property and liability losses is provided through the San Diego County Schools Risk Management Joint Powers Authority.

The Self-insurance Fund ending balance is estimated at $185,940.

FY2016 TENTATIVE BUDGET- STUDENT FINANCIAL AID FUND (Page 14)

The district is required to establish and maintain a specific fund for certain types of financial aid programs. The allowable expenditures are strictly regulated by the funding sources, and any unused budget must be returned to the funding agency. Due to the regulations requiring the return of any unused student financial aid funds, no beginning or ending balance is reflected. The budget for FY2016 projects a decrease of 27%, to be at $13.1 million. FY2015 was unusually high, at close to $18 million compared to prior year's history of approximately $10 million; thus FY2016 projection was reduced based on history.

FY2016 TENTATIVE BUDGET– STUDENT CENTER FEE FUND (Page 15)

The restricted Student Center Fee Fund is used to account for funds collected from students for the construction, remodel, and operation of the Student Centers. The Associated Student Government and the district administration jointly determine the projects to be funded with a portion of the Student Center fees collected. Recommended projects to be funded are determined at a Student Senate meeting in the coming fiscal year.

The Student Center Fee Fund ending balance for FY2016 is budgeted at $1.1 million.

FY2016 TENTATIVE BUDGET- BOOKSTORE FUND (Page 16)

The FY2015 Final Budget projects $235,000 in commission revenue. The amount projected for the FY2016 Tentative Budget will remain the same until the final numbers are confirmed on June 30.

The bookstore commissions are transferred out of the Bookstore fund and into the Cafeteria Fund and Associated Student Government Fund. All proceeds from this fund will support student based activities.

The District will continue to be reimbursed for equipment, facilities maintenance and replacement, insurance, and fifteen percent of an Accounting Technician's

salary and benefits which are highlighted in the Total Personnel Cost and Total Operating Expenses.

FY2016 TENTATIVE BUDGET- FOOD SERVICE FUND (Page 17)

The agreement for food services includes both the Oceanside Campus (OCN) and San Elijo Campus (SEC). The service offered at SEC historically resulted in a net loss to the Food Service Fund. The projected loss for FY2016 will be offset by a transfer from the Unrestricted General Fund and the Bookstore Fund. The district could eliminate the loss in the Food Service Fund by radically reducing hours of service and reducing the quality of the operations. The district has chosen to maintain its quality food services as an additional incentive for students to remain on campus and, hopefully, enjoy a better chance of educational success. The future loss in this fund may diminish over time as a result of expanded course offerings at SEC.

FY2016 TENTATIVE BUDGET- ASSOCIATED STUDENT GOVERNMENT FUND (Page 18)

The FY2016 Tentative Budget shows a net income of $2,050. The Associated Student Government budget is prepared, approved, and monitored by the Associated Students. All expenditures are approved by a district administrator, and the sub-fund is audited as part of the overall annual district audit.

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MCCCD FY2016 TENTATIVE BUDGET

MIRACOSTA COMMUNITY COLLEGE DISTRICT
FY2016 Tentative Budget
Board Workshop - June 13, 2015

DESCRIPTION	1 Unaudited Actual FY2014	2 Adopted Final Budget FY2015	As of 5/27/2015 3 Latest Budget FY2015	4 Tentative Budget FY2016	5 <Change> FY16 Tentative Less FY15Latest Budget	6 < % Change> FY16 Tentative Less FY15Latest Budget
-- GENERAL FUND SUMMARY						
-- COMBINED RESTRICTED AND UNRESTRICTED						
BEGINNING BALANCE	19,148,750	18,504,930	18,504,930	13,533,860	(4,971,071)	-26.9%
ADJUSTMENTS	0	0	0	0	0	
ADJUSTED BEGINNING BALANCE	19,148,750	18,504,930	18,504,930	13,533,860	(4,971,071)	-27%
INCOME						
FEDERAL	2,844,015	3,886,152	4,812,908	3,393,703	(1,419,205)	-29%
STATE	8,747,933	9,572,647	12,840,023	19,273,971	6,433,948	50%
LOCAL	91,550,365	95,395,051	95,906,141	100,315,349	4,409,208	5%
TOTAL INCOME	103,142,313	108,853,850	113,559,072	122,983,023	9,423,951	8%
BEGINNING BALANCE AND TOTAL INCOME	122,291,063	127,358,780	132,064,002	136,516,883	4,452,880	3%
EXPENSES						
ACADEMIC SALARIES	39,346,034	39,857,665	40,347,252	42,521,171	2,173,919	5%
CLASSIFIED SALARIES	24,566,935	26,208,245	27,619,864	29,023,093	1,403,229	5%
STAFF BENEFITS	19,153,259	20,110,493	20,778,251	20,770,270	(7,982)	0%
SUPPLIES, PRINTING, COPY CHARGES	1,848,298	2,531,420	2,933,280	2,659,047	(274,233)	-9%
OTHER OPERATING EXPENSES	9,484,878	10,647,532	12,841,320	12,364,899	(476,421)	-4%
TOTAL PROGRAM EXPENSES	94,399,404	99,155,355	104,519,968	107,338,480	2,818,512	3%
CAPITAL OUTLAY	3,079,967	4,817,472	6,823,134	5,434,879	(1,388,255)	-20%
TRANSFERS AND OTHER OUTGO	6,306,762	7,616,156	7,187,041	7,216,156	29,115	0%
TOTAL EXPENSES	103,786,133	111,588,983	118,530,143	119,989,515	1,459,372	1%
ENDING BALANCE	18,504,930	15,769,797	13,533,860	16,527,368	2,993,508	22%
TOTAL GENERAL FUND BALANCE % OF EXPENSES	**17.8%**	**14.1%**	**11.4%**	**13.8%**	**2.4%**	**21%**

MCCCD FY2016 TENTATIVE BUDGET

MIRACOSTA COMMUNITY COLLEGE DISTRICT
FY2016 Tentative Budget
Board Workshop - June 13, 2015

DESCRIPTION	1 Unaudited Actual FY2014	2 Adopted Final Budget FY2015	As of 5/27/2015 3 Latest Budget FY2015	4 Tentative Budget FY2016	5 <Change> FY16 Tentative Less FY15Latest Budget	6 < % Change> FY16 Tentative Less FY15Latest Budget
-- GENERAL FUND DETAIL -- RESTRICTED						
BEGINNING BALANCE	1,575,736	1,019,197	1,019,197	562,416	(456,781)	-45%
ADJUSTMENTS	0	0	0	0	0	
ADJUSTED BEGINNING BALANCE	1,575,736	1,019,197	1,019,197	562,416	(456,781)	-45%
RESTRICTED INCOME						
FEDERAL SOURCES						
Perkins IV-Title IC	228,243	262,651	262,651	284,328	21,677	8%
VTEA-Tech Prep	44,025	43,269	43,269	45,119	1,850	4%
College Work Study Program	172,188	166,757	200,000	195,596	(4,404)	-2%
Pell Administrative Allowance	12,440	10,000	21,475	21,475	0	0%
Adult Basic Education Program	166,401	164,719	160,127	160,127	0	0%
Adult Basic Ed-English Literacy	73,081	88,837	53,926	53,926	0	0%
Veterans Reporting Fee	16,944	6,600	23,625	20,000	(3,625)	-15%
SBDC-SBA	375,900	300,000	300,000	300,000	0	0%
Transitional Assistance to Needy Families (TANF)	56,149	50,643	56,139	56,139	0	0%
Gear Up	1,354,298	1,022,676	1,677,957	1,117,650	(560,307)	-33%
Dept of Labor - TAACCCT	303,988	1,750,000	1,852,147	1,139,343	(712,804)	-38%
Other Federal Grants and Awards	40,358	0	161,592	0	(161,592)	-100%
TOTAL RESTRICTED FEDERAL INCOME	2,844,015	3,886,152	4,812,908	3,393,703	(1,419,205)	-29%
RESTRICTED STATE SOURCES						
Basic Skills	164,405	107,292	347,031	410,371	63,340	18%
EOPS Apportionment	604,451	574,228	604,451	610,616	6,165	1%
EOPS-CARE	57,182	54,323	57,182	57,765	583	1%
Disabled Students Programs & Services	800,192	728,147	989,638	999,732	10,094	1%
CA Work Opportunity & Responsibility to Kids	373,712	231,526	240,912	243,369	2,457	1%
BFAP Administrative Allowance	351,081	373,609	382,938	377,938	(5,000)	-1%
Cal Grant [Moved to Fund 74]	0	0	0	0	0	
Student Success Credit (Matriculation)	387,954	1,011,089	2,214,991	2,821,156	606,165	27%
Student Success Noncredit (Matriculation)	116,045	145,056	219,888	119,888	(100,000)	-45%
Student Success Equity			437,057	1,165,485	728,428	167%
CTE-LVN to RN Step Up Grant/Growth & Retention	317,257	306,287	306,287	306,287	0	0%
CTE Community Collaborative Grant	243,914	0	0	0	0	
CTE Community Pathways Grants	199,586	0	0	0	0	
SBDC-EWD Youth Entrepreneurship	47,767	0	0	0	0	
EWD -Business Entrep Centers	274,569	0	300,000	0	(300,000)	-100%
DSN Business Entrep Centers	0	300,000	300,000	200,000	(100,000)	33%
AB86 Adult Ed Consortium Plann			252,166			
Restricted Lottery	408,004	325,000	325,000	325,000	0	0%
Clean Energy Job Creation Act - Prop 39	372,403	295,774	301,050	387,000	85,950	29%
PT Faculty Reimbursable Prog.		179,786	179,786	179,786	0	0%
Instructional Equip & Library Support		609,709	752,771	692,746		
Physical Plant		609,709	802,450	692,746		
Other Categoricals and Grants	334,081	171,265	276,578	184,979	(91,599)	-33%
TOTAL RESTRICTED STATE INCOME	5,052,603	6,022,800	9,290,176	9,774,864	484,688	5%
LOCAL RESTRICTED SOURCES						
Health Services Fees & User Fees	652,241	600,000	600,000	600,000	0	0%
Parking Fees & Fines	684,981	720,000	720,000	720,000	0	0%
Class Course Fees	21,004	26,450	29,310	26,450	(2,860)	-10%
San Diego County JPA Surplus Reserve	33,879	100,000	100,000	100,000	0	0%
Other Local Grants & Restricted Funds	229,905	83,700	221,930	116,670	(105,260)	-47%
TOTAL LOCAL RESTRICTED INCOME	1,622,010	1,530,150	1,671,240	1,563,120	(108,120)	-6%
TOTAL RESTRICTED REVENUES	11,094,364	11,439,102	15,774,324	14,731,687	(1,042,637)	-7%
RESTRICTED EXPENSES						
TOTAL ACADEMIC SALARIES	1,406,439	1,247,569	1,895,758	1,647,342	(248,416)	-13%
TOTAL CLASSIFIED STAFF	3,114,719	3,263,328	4,259,727	4,861,014	601,287	14%
TOTAL STAFF BENEFITS	1,177,660	1,157,505	1,548,457	1,563,312	14,855	1%
TOTAL SUPPLIES, PRINTING, COPY CHARGES	668,924	700,630	1,052,663	801,865	(250,798)	-24%
TOTAL OTHER OPERATING EXPENSES	1,907,894	1,799,045	3,330,393	**2,498,262**	(832,131)	-25%
TOTAL CAPITAL OUTLAY & LIBRARY COLLECTION	995,944	1,942,341	3,892,070	**3,624,761**	(367,309)	-9%
TOTAL STUDENT AID	803,587	686,151	252,036	286,151	34,115	14%
TOTAL RESTRICTED EXPENSES	10,075,167	10,796,569	16,231,105	15,182,707	(1,048,398)	-6%
ENDING BALANCE	1,019,197	1,661,730	562,416	111,396	(451,020)	-80%

MCCCD FY2016 TENTATIVE BUDGET

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-- GENERAL FUND DETAIL -- UNRESTRICTED						
BEGINNING BALANCE	17,573,014	17,485,733	17,485,733	12,971,444	(4,514,290)	-26%
ADJUSTMENTS	0	0	0	0	0	
ADJUSTED BEGINNING BALANCE	17,573,014	17,485,733	17,485,733	12,971,444	(4,514,290)	-26%
UNRESTRICTED INCOME						
FEDERAL SOURCES	0	0	0	0	0	
TOTAL UNRESTRICTED FEDERAL INCOME	0	0	0	0	0	
UNRESTRICTED STATE SOURCES						
EDUCATION PROTECTION ACCOUNT (PROP 30)	1,086,633	1,088,684	1,088,684	1,076,500	(12,184)	-1.1%
STATE TAXES	687,338	720,000	720,000	720,000	0	0.0%
MANDATED BLOCK GRANT	292,643	292,628	292,628	6,154,072	5,861,444	2003.0%
UNRESTRICTED LOTTERY	1,500,810	1,300,000	1,300,000	1,400,000	100,000	7.7%
OTHER STATE UNRESTRICTED	127,906	148,535	148,535	148,535	0	0.0%
TOTAL UNRESTRICTED STATE INCOME	3,695,330	3,549,847	3,549,847	9,499,107	5,949,260	167.6%
LOCAL UNRESTRICTED SOURCES						
LOCAL PROPERTY TAXES	77,808,222	82,137,861	82,137,861	86,647,229	4,509,368	5.5%
FACILITY USE FEES	24,790	25,000	25,000	25,000	0	0.0%
INTEREST	69,848	80,000	80,000	80,000	0	0.0%
CHILD DEVELOPMENT CENTER FEES	298,254	290,000	290,000	290,000	0	0.0%
ENROLLMENT FEES	6,641,986	6,900,000	6,900,000	6,900,000	0	0.0%
NONRESIDENT FEES	1,717,547	1,680,000	1,680,000	1,680,000	0	0.0%
BOOKSTORE RENT	80,526	0	0	0	0	
COMMUNITY SERVICES CLASSES & CONTRACT ED	2,313,264	2,200,000	2,570,000	2,570,000	0	0.0%
OTHER LOCAL SOURCES	973,918	552,040	552,040	560,000	7,960	1.4%
TOTAL LOCAL UNRESTRICTED INCOME	89,928,355	93,864,901	94,234,901	98,752,229	4,517,328	4.8%
TOTAL UNRESTRICTED REVENUES AND BEGINNING BALANCE	111,196,699	114,900,481	115,270,481	121,222,780	5,952,298	5.2%
EXPENSES						
Regular Classroom Faculty	15,861,009	17,028,599	17,028,599	17,761,903	733,304	4.3%
Regular Non-Classroom Faculty	7,873,307	7,523,014	7,551,332	8,420,118	868,786	11.5%
Hourly Classroom Faculty	12,985,527	12,597,683	12,577,683	13,283,850	706,167	5.6%
Other Non-Classroom Faculty	1,219,752	1,260,800	1,293,880	1,407,958	114,078	8.8%
TOTAL ACADEMIC SALARIES	37,939,595	38,410,096	38,451,494	40,873,829	2,422,335	6.3%
Regular Non-Instructional Staff	16,304,319	17,293,355	17,551,599	18,299,709	748,110	4.3%
Regular Instructional Staff	2,035,728	2,203,627	2,690,883	3,009,049	318,166	11.8%
Hourly Non-Instructional Staff	1,946,343	2,126,894	2,000,636	1,862,742	(137,894)	-6.9%
Hourly Instructional Staff	1,165,826	1,321,041	1,117,018	990,579	(126,439)	-11.3%
TOTAL CLASSIFIED STAFF	21,452,216	22,944,917	23,360,137	24,162,079	801,943	3.4%
TOTAL STAFF BENEFITS	17,975,599	18,952,988	19,229,794	19,206,957	(22,837)	-0.1%
TOTAL SUPPLIES, PRINTING, COPY CHARGES	1,179,374	1,830,790	1,880,617	1,857,182	(23,435)	-1.2%
Consultants & Specialists	146,566	90,184	84,384	77,780	(6,604)	-7.8%
Travel	454,617	703,806	739,979	730,652	(9,327)	-1.3%
Memberships, Entry Fees, Licenses	149,497	159,540	167,859	186,387	18,528	11.0%
Insurance	393,181	429,800	431,800	492,000	60,200	13.9%
Utilities	1,944,439	2,017,672	2,009,252	2,022,674	13,422	0.7%
Contract Services	3,493,149	4,380,944	4,998,477	5,301,173	302,696	6.1%
Legal & Audit Services, Election	189,725	335,400	335,400	283,000	(52,400)	-15.6%
Advertising, Postage, Bank Charges & TRANs	805,810	731,141	743,776	772,971	29,195	3.9%
TOTAL OTHER OPERATING EXPENSES	7,576,984	8,848,487	9,510,927	9,866,637	355,710	3.7%
TOTAL PROGRAM EXPENSES	86,123,768	90,987,278	92,432,969	95,966,684	3,533,716	3.8%
New Sites & Site Improvement	241,264	180,500	180,500	247,280	66,780	37.0%
New Buildings & Building Improvement	312,080	335,939	318,624	232,111	(86,513)	-27.2%
Library Books & Materials	51,637	55,600	67,610	61,143	(6,467)	-9.6%
Furniture & Equipment	1,479,042	1,603,092	1,664,330	1,369,584	(294,746)	-17.7%
Program Review Initiatives * BUDGET ONLY	N/A	700,000	700,000	0	(700,000)	-100.0%
TOTAL CAPITAL OUTLAY	2,084,023	2,875,131	2,931,064	1,910,118	(1,020,946)	-34.8%
Interfund Transfers	5,399,803	6,825,005	6,825,005	6,825,005	0	0.0%
Student Aid	103,372	105,000	110,000	105,000	(5,000)	-4.5%
TOTAL OTHER OUTGO	5,503,175	6,930,005	6,935,005	6,930,005	(5,000)	-0.1%
TOTAL UNRESTRICTED EXPENSES	93,710,966	100,792,414	102,299,038	104,806,807	2,507,770	2.5%
ENDING BALANCE	17,485,733	14,108,067	12,971,444	16,415,972	3,444,529	26.6%
General Reserve @ 5%	5,559,835	5,745,024	5,763,524	6,061,139	297,615	5.2%
Reserves for Emergencies @ 3%	3,335,901	3,447,014	3,458,114	3,636,683	178,569	5.2%
Health Benefits Reserve	3,541,884	3,541,884	3,541,884	3,541,884	0	0.0%
UNAVAILABLE ENDING BALANCE	12,437,620	12,733,923	12,763,523	13,239,706	476,184	3.7%
AVAILABLE ENDING BALANCE	5,048,114	1,374,145	207,921	3,176,266	2,968,345	1427.6%
General Fund Unrestriced End Balance % of Expenses	**18.7%**	**14.0%**	**12.7%**	**15.7%**	**3.0%**	**23.5%**

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MCCCD FY2016 TENTATIVE BUDGET

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-- CAPITAL OUTLAY PROJECTS FUND 41 --						
BEGINNING BALANCE	4,953,987	4,343,910	4,343,910	2,815,126	(1,528,784)	-35.2%
ADJUSTMENTS	0	0	0	0	0	
ADJUSTED BEGINNING BALANCE	4,953,987	4,343,910	4,343,910	2,815,126	(1,528,784)	-35.2%
INCOME						
Scheduled Maintenance	0	0	0	0	0	
Other Income	0	1,000	1,000	1,000	0	0.0%
Lease Revenue Bond Proceeds	0	12,500,000	12,500,000	9,900,000	(2,600,000)	-20.8%
Interest	21,966	40,000	40,000	40,000	0	0.0%
Incoming Transfer - Facilities	2,500,000	3,000,000	3,000,000	3,000,000	0	0.0%
Incoming Transfer-TEC Classrooms	72,598	72,598	72,598	72,598	0	0.0%
Incoming Transfer-Futures Reserve	579,620	589,949	589,949	589,949	0	0.0%
Incoming Transfer-Info-tech	1,491,777	1,491,777	1,491,777	1,491,777	0	0.0%
TOTAL INCOME	4,665,961	17,695,324	17,695,324	15,095,324	(2,600,000)	-14.7%
TOTAL BEGINNING BALANCE & INCOME	9,619,948	22,039,234	22,039,234	17,910,450	(4,128,784)	-18.7%
EXPENSES						
Supplies, Printing, Copy Charges	74,655	42,985	43,006	42,985	(21)	0.0%
Other Operating Expenses	147,299	279,189	454,225	279,189	(175,036)	-38.5%
New Sites & Site Improvements	93,697	41,077	189,125	41,077	(148,048)	-78.3%
New Facilities & Improvements	3,206,015	10,061,298	16,407,386	10,061,298	(6,346,088)	-38.7%
Furniture & Equipment	1,754,372	1,735,527	2,130,366	1,735,527	(394,839)	-18.5%
TOTAL EXPENSES	5,276,038	12,160,076	19,224,108	12,160,076	(7,064,032)	-36.7%
ENDING BALANCE	4,343,910	9,879,158	2,815,126	5,750,374	2,935,248	104.3%
Reserve for Designated Projects	4,343,910	9,289,209	2,225,177	5,160,425	2,935,248	131.9%
Board Futures Reserves	0	589,949	589,949	589,949	0	0.0%
UNAVAILABLE ENDING BALANCE	4,343,910	9,879,158	2,815,126	5,750,374	2,935,248	104.3%
AVAILABLE ENDING BALANCE	0	0	0	0	0	

Board Self-Evaluation Survey
Spring 2015

Prepared by the Office of Institutional Effectiveness
June 1, 2015

Purpose

Each year, the MiraCosta Board of Trustees conducts a self-evaluation of its performance as a way to recognize accomplishments over the past academic year and help set new goals for the coming year. Additionally, the evaluation process helps the Board identify areas of improvement. (BP 2745)

One of the tools that the Board may use in this essential process is an anonymous survey distributed to key college constituents to collect additional information and to provide added perspective from those who work most closely with the Board.

The Office of Institutional Effectiveness (OIE) was charged with the duty of administering the survey, maintaining the integrity of the process, and disseminating the results to the Board. The survey items are based on Board responsibilities and best practices as set forth in the accreditation standards as well as progress on identified Board goals.

Included in the results this year was a comparison of outcomes from the surveys administered for the last three years. Percentages are based on responses of “Exceeds” or “Meets” expectations. Responses left blank and/or “Not Enough Information to Respond” were excluded from the percentages in all years.

Methodology

The research design and sampling strategy is identical to the process used each year since 2012. The survey instrument is one developed by the OIE staff in 2012 based on surveys provided by the Community College League of California. The survey assessed expectations in the following ten areas:

- Mission, Policy and Planning
- Board/CEO Relations
- Community Relations
- Educational Programs and Quality
- Fiduciary Role
- Human Resources and Staff Relations
- Board Leadership
- Board Meetings
- Board Education
- Overall Assessment

The final survey for 2015 included 33 closed-ended responses. Open-ended comments boxes were added at the end of each section of the survey. The content of these comments was summarized for inclusion in this report. Prior to dissemination, the survey instrument and the methodology was submitted to the Board President and Vice President for approval.

The selection of respondents focused on the positions or groups that have the most involvement with the Board rather than selecting specific individuals at the College. The rationale for this procedure was to create a more stable process over time and to systematize the categories and positions to be included in the survey sample to provide more meaningful comparisons from year to year. The final selection included 58[1] faculty, staff and two students:

- Academic Senate Council
- Academic Senate Past President
- Administrative Council
- ASG President
- Associate Faculty Past President
- Associate Faculty President
- Associate Faculty Vice President
- Classified Senate Council
- Student Trustee
- Board and Superintendent/President's Assistants

The survey was conducted in an online format and invitations were sent to specific employee e-mail addresses. The survey was launched on Monday, May 1, 2015, and closed on Friday, May 15, 2015. Fourteen responses out of the 59 invitations (24%) were collected during the survey period.

This response rate is lower than it had been in prior years. Reasons for this difference may be due to the increased number of surveys administered during the year, and/or the proximity of the survey to the end of the school year when time is limited.

[1] The Classified Senate past president was no longer employed by the college and was therefore not surveyed.

Survey Composition

	Total Surveyed	Total Responded	% Response
Administrator	25	10	40%
Classified	14	2	14%
FT Faculty	13	1	8%
PT Faculty	4	0	0%
Student	2	1	50%

I. Mission, Policy and Planning

	Exceeds Expectations	Meets Expectations	Improvement Possible	Does Not Meet Expectations	Not Enough Information to Respond
The board regularly reviews the mission and purposes of the institution.	17%	75%	8%		14%
The board spends appropriate time discussing future needs and direction of the district.	23%	54%	23%		7%
The board assures that there is an effective planning process and is appropriately involved in the process.	31%	38%	23%	8%	7%
The board assures that district plans are responsive to community needs.	31%	38%	23%	8%	7%
The board has adopted and monitors the implementation of the district's comprehensive master plan.	23%	54%	15%	8%	7%

	Exceeds Expectations	Meets Expectations	Improvement Possible	Does Not Meet Expectations	Not Enough Information to Respond
The board sets annual goals or priorities in conjunction with the CEO and monitors progress toward them.	36%	55%	9%		21%
The board clearly understands its policy role and differentiates its role from those of the CEO and college staff.	15%	38%	31%	15%	7%

4-YEAR COMPARISON - % of Responses Marked "Exceeds Expectations" and/or "Meets Expectations."

	2012	2013	2014	2015
The board regularly reviews the mission and purposes of the institution.	85%	87%	87%	92%
The board spends appropriate time discussing future needs and direction of the district.	74%	81%	68%	77%
The board assures that there is an effective planning process and is appropriately involved in the process.	51%	70%	52%	69%
The board assures that district plans are responsive to community needs.	68%	74%	69%	69%
The board has adopted and monitors the implementation of the district's comprehensive master plan.	80%	73%	59%	77%
The board sets annual goals or priorities in conjunction with the CEO and monitors progress toward them.	55%	77%	72%	91%
The board clearly understands its policy role and differentiates its role from those of the CEO and college staff.	26%	39%	17%	54%

2015 Comments – Mission, Policy and Planning

The nine comments in this section expressed concern regarding board tendencies toward micromanagement instead of working at the appropriate policy level. A couple of the comments expressed hope that the new board and Superintendent/President will work to minimize micromanagement, but this remains an issue for this group of respondents.

II. *Board – CEO Relations*

	Exceeds Expectations	Meets Expectations	Improvement Possible	Does Not Meet Expectations	Not Enough Information to Respond
The board maintains a positive working relationship with the CEO.	50%	30%	20%		29%
The board clearly delegates the administration of the district to the CEO.	10%	50%	30%	10%	29%
The board regularly evaluates the CEO's performance.	45%	45%	9%		21%

4-YEAR COMPARISON - % of Responses Marked "Exceeds Expectations" and/or "Meets Expectations."

	2012	2013	2014	2015
The board maintains a positive working relationship with the CEO.	20%	61%	27%	80%
The board clearly delegates the administration of the district to the CEO.	53%	52%	23%	60%
The board regularly evaluates the CEO's performance.	48%	82%	77%	90%

2015 Comments – CEO Relations

There were six comments in this section. Again, micromanagement was mentioned as an important factor in Board/CEO relations. The early assessment of responders was that the relationship appears to be positive, but it will be incumbent upon both the Superintendent/ President and the Board to maintain their appropriate roles and hold each other accountable.

III. *Community Relations and Advocacy*

	Exceeds Expectations	Meets Expectations	Improvement Possible	Does Not Meet Expectations	Not Enough Information to Respond
Board members act on behalf of the public in the district when making decisions.	25%	58%	8%	8%	14%
Board members are active in community affairs.	42%	33%	17%	8%	14%

The board advocates on behalf of the district to local, state, and federal governments.	18%	55%	18%	9%	21%

4-YEAR COMPARISON - % of Responses Marked "Exceeds Expectations" and/or "Meets Expectations."

	2012	2013	2014	2015
Board members act on behalf of the public in the district when making decisions.	57%	77%	71%	83%
Board members are active in community affairs.	63%	71%	75%	75%
The board advocates on behalf of the district to local, state, and federal governments.	61%	82%	71%	73%

2015 Comments – Community Relations and Advocacy

The seven comments in this section acknowledged the trustees for their efforts in the community, but some were unsure as to what sort of advocacy took place, and others felt that some board members were more active in the community than others. One comment cited the importance of supporting the district in situations where a tax increase to the community would mean improved facilities for students.

IV. Educational Programs and Quality

	Exceeds Expectations	Meets Expectations	Improvement Possible	Does Not Meet Expectations	Not Enough Information to Respond
The board regularly receives and reviews reports on institutional effectiveness.	18%	82%			21%
The board is appropriately involved in the accreditation process.	17%	83%			14%

4-YEAR COMPARISON - % of Responses Marked "Exceeds Expectations" and/or "Meets Expectations."

	2012	2013	2014	2015
The board regularly receives and reviews reports on institutional effectiveness.	89%	91%	93%	100%
The board is appropriately involved in the accreditation process.	86%	87%	89%	100%

2015 Comments – Educational Programs and Quality

Only three comments were entered into this section. One was unsure of the Board's role, and the other two cited current and upcoming efforts to participate at the appropriate level.

V. *Fiduciary Role*

	Exceeds Expectations	Meets Expectations	Improvement Possible	Does Not Meet Expectations	Not Enough Information to Respond
The board appropriately monitors the implementation of a facilities master plan.	38%	46%	15%		7%
The board maintains an adequate financial reserve.	54%	46%			7%

4-YEAR COMPARISON - % of Responses Marked "Exceeds Expectations" and/or "Meets Expectations."

	2012	2013	2014	2015
The board appropriately monitors the implementation of a facilities master plan.	77%	87%	52%	85%
The board maintains an adequate financial reserve.	90%	92%	88%	100%

2015 Comments – Fiduciary Role

The four comments in this section expressed concern about the budget and planning changing based on board desire, rather than campus planning efforts. Comments cited the need for new space and the implementation of the facilities master plan as being critical for the institution.

VI. *Human Resources and Staff Relations*

	Exceeds Expectations	Meets Expectations	Improvement Possible	Does Not Meet Expectations	Not Enough Information to Respond
The board's human resources policies provide for fair and equitable treatment of faculty and staff.	15%	69%	8%	8%	7%

The board follows protocols regarding communication with college employees.	8%	77%		15%	7%
Board members refrain from attempting to manage employee work.	15%	46%	23%	15%	7%
The board respects faculty, staff, and student participation in college decision-making.	23%	69%		8%	7%

4-YEAR COMPARISON - % of Responses Marked "Exceeds Expectations" and/or "Meets Expectations."

	2012	2013	2014	2015
The board's human resources policies provide for fair and equitable treatment of faculty and staff.	58%	52%	66%	85%
The board follows protocols regarding communication with college employees.	39%	57%	44%	85%
Board members refrain from attempting to manage employee work.	33%	43%	24%	62%
The board respects faculty, staff, and student participation in college decision-making.	53%	48%	43%	92%

2015 Comments – Human Resources and Staff Relations

There were four comments in this section, three of which cited the improved interactions between the board and college employees. The fourth comment focused on the need to improve MiraCosta's Human Resources department.

VII. Board Leadership

	Exceeds Expectations	Meets Expectations	Improvement Possible	Does Not Meet Expectations	Not Enough Information to Respond
The board expresses its authority only as a unit.	31%	54%	8%	8%	7%
Board members uphold and comply with the board's code of ethics.	36%	64%			21%

Board members annually file a statement of economic interests.	29%	71%			50%
Board discussions and relationships reflect a climate of trust and respect.	31%	54%	8%	8%	7%

4-YEAR COMPARISON - % of Responses Marked "Exceeds Expectations" and/or "Meets Expectations."

	2012	2013	2014	2015
The board expresses its authority only as a unit.	44%	55%	24%	85%
Board members uphold and comply with the board's code of ethics.	46%	71%	67%	100%
Board members annually file a statement of economic interests.	100%	94%	100%	100%
Board discussions and relationships reflect a climate of trust and respect.	27%	39%	23%	85%

2015 Comments – Board Leadership

There were six comments in this section. One comment questioned the need for the economic interests question, another felt that the board was still too focused on micromanagement. The remaining comments discussed the improved board interactions and the recent positive progress made by the board as a whole.

VIII. Board Meetings

	Exceeds Expectations	Meets Expectations	Improvement Possible	Does Not Meet Expectations	Not Enough Information to Respond
Board meetings are conducted in an efficient manner.	23%	69%	8%		7%
Board meetings and study sessions provide sufficient opportunity to explore key issues.	8%	83%	8%		14%
Agenda items provide sufficient information to enable good board decision-making.	29%	64%		7%	0%
The board understands and adheres to the Brown Act.	27%	73%			21%
The board maintains confidentiality of privileged information.	23%	62%	15%		7%

4-YEAR COMPARISON - % of Responses Marked "Exceeds Expectations" and/or "Meets Expectations."

	2012	2013	2014	2015
Board meetings are conducted in an efficient manner.	50%	78%	58%	92%
Board meetings and study sessions provide sufficient opportunity to explore key issues.	78%	77%	85%	91%
Agenda items provide sufficient information to enable good board decision-making.	83%	83%	86%	93%
The board understands and adheres to the Brown Act.	59%	71%	86%	100%
The board maintains confidentiality of privileged information.	66%	85%	84%	85%

2015 Comments – Board Meetings

There were only three comments in this section. Two of the comments cited the board's improvement in this area, while the third wondered if the board should be spending more time inquiry rather than simple oversight.

IX. Board Education

	Exceeds Expectations	Meets Expectations	Improvement Possible	Does Not Meet Expectations	Not Enough Information to Respond
The board evaluation process helps the board enhance its performance.	40%	40%	10%	10%	29%
The Board measures its accomplishments against board goals.	30%	50%	20%		29%

4-YEAR COMPARISON - % of Responses Marked "Exceeds Expectations" and/or "Meets Expectations."

	2012	2013	2014	2015
The board evaluation process helps the board enhance its performance.	64%	74%	50%	80%
The Board measures its accomplishments against board goals.	77%	74%	83%	80%

2015 Comments – Board Education

There was only one comment in this section, encouraging more professional development for the board.

X. *Overall Assessment*

	Exceeds Expectations	Meets Expectations	Improvement Possible	Does Not Meet Expectations	Not Enough Information to Respond
Overall Assessment	29%	43%	29%		0%

4-YEAR COMPARISON - % of Responses Marked "Exceeds Expectations" and/or "Meets Expectations."

	2012	2013	2014	2015
Overall Assessment	33%	52%	32%	72%

2015 Comments – Overall Assessment

There were six comments in the final open-ended section. All expressed optimism regarding the new board and Superintendent/President, while some still cautioned against the temptation to micromanage. Some indicated that they believed the board truly had the best interests of the students and the college at heart, and that they would do their best to support the college in the future.

Board 2014/2015 Goals Assessment (June 2015)

1. Ensure a comprehensive student success plan is implemented by November 2014
The district submitted a Student Success and Support Plan and a Student Equity Plan to the state. These were reviewed with the board in November 19 and 12, 2014 (respectively). A comprehensive plan is now targeted for July 2015. An ad hoc committee of the board met with the superintendent/president and identified student completion rates as the key board metric, with metrics associated with specific improvement plans as supporting metrics. The college has now joined "Achieving the Dream" to help develop scalable interventions to increase student completion rates.

Goal partially met

2. Hire a top-quality superintendent/president
Dr. Sunita Cooke was hired as the new superintendent/president starting January 2, 2015. The board developed an efficient and inclusive process to ensure this occurred.

Goal met

3. Receive training on the board's role in maintaining accreditation
The board received training on its role in accreditation on January 14, 2015, in a workshop given by Dr. George Boggs. The administration has a list of topics pertaining to accreditation to be presented at 2015/16 board meetings.

Goal met

4. Ensure a data dashboard is implemented by October 2014
A data dashboard has been developed for the board and was reviewed with the board on October 22, 2014. It will be reviewed again as part of the goal-setting process in June 2015.

Goal met

5. Explore opportunities to collaborate with Oceanside Unified School District regarding the "Oceanside Promise."
This has not yet occurred. Collaboration is occurring between OUSD and MCC staff.

Goal not met

6. By engaging in workshops, develop a better understanding of the processes and controls that are in place for purchase orders, contracts, staffing decisions, and course offerings.
The board received presentations on information technology (October 22, 2014), purchasing procedures (November 19, 2014), and curriculum development (December 10, 2014). The board will receive an update on staffing procedures.

Goal met

7. Ensure the development of a comprehensive diversity and equity commitment that guides plans and actions related to diversity, equity, and inclusion.

Board Lessons Learned
(as of April 2015)

Introduction

Over the past four years, the MiraCosta Community College District Board of Trustees has embarked on a program of continual improvement to improve the way in which it functions. This program has usually involved bringing in outside experts/facilitators to help the board work through specific issues. These are documented below as a reference source for ongoing board development.

There are many resources that describe trustee roles and responsibilities. For the purposes of this document, the following have been taken:

Eight Key Principles for Community College Trustees

1. The most important job of the community college trustee is the selection and support of the college president.

2. It is essential that community college trustees advocate for the college.

3. Community college boards of trustees must manage themselves and ensure that members are fulfilling their roles and participating in an appropriate manner.

4. The community college board of trustees governs the college through broad policies, while the president and his/her staff are responsible for operations.

5. California community college trustees should follow the accreditation standards laid out by the Accrediting Commission for Community and Junior Colleges (Western Association of Schools and Colleges), particularly those in Standard IV: Leadership and Governance.

6. The community college board of trustees is an independent body governing the community college and, by law, the trustees' responsibility is to protect the best interests of the college.

7. Key community college trustee responsibilities, by law, include defining the mission of the college, hiring the president, setting tuition, and approving budgets, new programs, and facilities plans.

8. Community college trustees should abide by the "institutional code of ethics." See Board Policy 2715–Code of Ethics/Standards of Practice.

Board Areas of Development

A. Brown Act

The core principle of the Brown Act is that "the public's business should be done in public." The board and administration had some confusion regarding what constituted a serial meeting and the conditions for closed sessions. The board received training from Warren S. Kinsler of Atkinson, Andelson, Loya, Ruud and Romo on "Open Public Meeting Requirements under the Brown Act and California Education Code." Also,

Laura Schulkind of Liebert Cassidy Whitmore (LCW) provided a quick reference guide on the Brown Act. Both documents are included.

B. Board Member Interactions

Occasionally, highly emotive issues arise (e.g. evaluation of the superintendent/president, pursuing a bond), which can lead to acrimony amongst “factions” within the board. This is seen by the college community and public and leads to a lack of confidence in the board, often undermining the superintendent/president.

To help with a specific situation (evaluation process for the superintendent/president), the board engaged Laura Schulkind of LCW (after an initial session with George Boggs) to help the board develop and follow a process. This was done in the first half of 2013. As part of this process, the board developed the following guidelines:

1. It is taken as a given that each board member and the superintendent/president are dedicated to MiraCosta College.

2. It is understood that how the board and superintendent/president interact and reach decisions affects their effectiveness, the effectiveness of others in the college community, the college's work and educational environments, and potentially accreditation.

3. It is understood that ongoing and regular board development and training is a fiduciary undertaking.

4. Training and development will build on work already done, including the board retreat with George Boggs, and the board’s 2012 self-evaluation and the 2012 constituent survey. It will draw on MiraCosta College's unique strengths, as well as its challenges, both of which are reflected in the evaluation and survey.

5. Training and development will occur largely through application during productive work sessions, rather than in a "training vacuum.” The board will identify and follow best practices in the course of developing the superintendent/president’s evaluation instrument and the board’s evaluation instrument. This process will adhere to the board's timeline for completing these documents.

6. There will be robust, honest, and respectful debate on any matter of concern to a trustee or the superintendent/president.

7. There will be no backtracking. Once the board has heard and considered the views of its members and acted, all members will respect and support the action of the quorum.

8. Decisions will be based on relevant data and other reliable sources of information that have been made available to all members.

9. Trustees will hold each other accountable for following these ground rules. No single trustee can disrupt a board without the board's acquiescence.

10. By engaging in training and development, the board and superintendent/president lead by example.

C. Board Members Role vs. the Administration; Impacts on Accreditation

As part of the board's 2014 self-assessment, the board received feedback that on occasion the board appeared to "micromanage", thus implying a lack of trust in the administration and fostering a negative climate. The board engaged Dr. George Boggs to perform a workshop on January 14, 2015, to discuss these findings in the terms of accreditation (68 percent of accreditation sanctions in 2013 were for board issues). His presentation is attached (see slides 21–23 for discussion on micromanagement), plus the WASC Accreditation Standard IV (Leadership and Governance).

D. Relationship of the Board and the Superintendent/President

Since a new superintendent/president (Dr. Sunny Cooke) started at the beginning of 2015, the board held a workshop on February 28, 2015, facilitated by Dr. Cindra Smith, to develop ground rules for board and superintendent/president interactions. The discussion largely focused on communication protocols and expectations, and the board's policy role. Following is a summary.

Communication Protocols

1. The board is committed to directing the superintendent/president only as a unit, through board meeting consensus and actions, board policies, board-adopted plans, and the budget. Individual trustees may share ideas and thoughts with the superintendent/president, but have no expectation for action other than feedback.

2. The superintendent/president will, to the extent possible, meet with each board member once a month.

3. The superintendent/president will uphold the principle of "no surprises" by alerting trustees via email to issues that will be in the media, may cause community concern, and/or trustees will be asked about.

4. The superintendent/president will continue weekly emails that inform trustees of key policy issues and events.

5. Trustees will uphold the principle of "no surprises" by alerting the board chair and the superintendent/president when they are aware of issues that affect board business.

6. Trustees will listen to community members' concerns and will refer them as appropriate to college processes, including the superintendent/president's office. The superintendent/president will assure a response and will "close the loop" by letting the trustees know about the response.

7. Contacts from media will be referred to the board chair and the superintendent/president's office. If it is an area-based question, the trustee will contact the president's office and/or the board chair.

8. Trustees will listen to college employees and will refer them as appropriate to college processes. They will let employees know they will share the information with the superintendent/president.

9. Individual trustees may request information from the superintendent/president; responses will be shared with all trustees. For questions regarding board-agenda packets, these should be sent in writing by Monday noon to give the administration the opportunity to respond by the Wednesday board meeting.

10. Trustees will alert the superintendent/president's office when they are on campus.

11. Trustees will ensure that discussions at board meetings are civil and respectful. They will avoid tone and lines of question that result in staff feeling devalued and/or attacked.

Participants indicated a desired to have a written statement of these protocols.

E. Exploring the Board's Policy Role; Differentiating Policy and Procedure

Participants discussed the difference between policy and procedure. Policy includes board policies, board-adopted plans, and the budget. Directing or suggesting specific actions that implement policy violates the board's role. Board members should explore the values inherent in specific actions and discuss agenda items from that framework (the "30,000-foot" level). Participants discussed a variety of scenarios.

F. Student Success

In November 2013, the majority of the board, plus the superintendent/president, attended the Governance Institute for Student Success (GISS) conference in Long Beach. The board held a meeting with the college leadership on its return with the specific aim of making student success the central theme of the college, leading to a comprehensive plan on student success.

The board concluded from the GISS meeting the following: The "remedial" sequence, (basic skills students successfully completing a college-level ["gateway"] course), should be a focus for the college. This will measure basic skills students getting onto a transfer track. The other metrics were helpful in measuring steps along the way; completion is important, but includes college-ready students as well.

A comprehensive plan focused on improving the completion of underprepared students is still in development, but several actions have already been taken. To help gain momentum in this process, the college has joined "Achieving the Dream", a national reform network to help community colleges succeed. The GISS conference was based on Achieving the Dream. Following are some principles for boards.

What It Takes to Transform a College

1. Leadership matters: board creates the climate for change.

2. Culture of evidence and inquiry is pervasive to the institution.

3. There is broad and continuous engagement by all constituencies in support of student success.

4. Planning and budgeting area aligned with the vision, priorities, and strategies of a student success agenda.

5. A sense of urgency drives the shared vision and communications around a student success agenda with internal and external stakeholders

6. A sustained focus on student success is practiced by the institution and demonstrably influences the policies and practices of the institution.

7. Professional development for all, including associate faculty, is aligned with the institution's priorities.

8. A systematic student success agenda is integrated with other significant planning agendas.

9. Student success is informed by and affected by effectiveness practices.

10. The equity agenda, front and center, is integrated and will raise the bar for everyone.

Building a Strong Governance Foundation for Student Success

What effective boards do:

1. Support a culture of inquiry and evidence.

2. Have a strategic plan with student success at the core.

3. Approve goals for student success and equity.

4. Have key performance indicators (dashboards).

5. Expect to receive a limited set of three to five clear priorities to improve student success.

6. Ask tough questions about progress on student success.

7. Create a culture within which the CEO can engage in needed courageous conversations.

8. Approve allocation/reallocation of resources to support student success.

9. Expect a relentless focus on student success agenda.

10. Consider evidence-based changes in policies affecting student success.

Draft

Board Priorities for 2015/16

1. **Maintain full accreditation status**
   Monitor college preparation and progress.
   Follow the expectations of a board as laid out in Accreditation Standard IV.

2. **Prepare for a 2016 facilities bond.**
   Ensure:
   - *A timetable of events is generated.*
   - *The comprehensive master clan is updated with board input early in the process.*
   - *An information strategy is in place.*
   - *An evaluation of scope and timing of a bond is in place.*

3. **Support efforts to increase student completion rates through Achieving the Dream.**

4. **Support activities to make MiraCosta College a model for inclusion and diversity.**

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Brown Act at a Glance: Information for Trustee Compliance

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1. *When May the Board Meet?*

- **At a properly noticed and agendized regular meeting. (72-hour notice)**
- **At a properly notice and agendized special meeting. (24-hour notice)**
- **At an emergency meeting:**
  - Written not required; one-hour telephone notice to media unless phones inoperable or emergency is "dire"
  - Upon convening: first step is declaration of emergency by a majority of the full board. Without declaration of emergency, do not proceed
  - Emergency: work stoppage, crippling activity, or other activity that severely impairs public health and/or safety
  - Dire emergency: natural disaster, terrorist act, or peril so immediate that one-hour notice may endanger public health and/or safety
  - Closed session only upon 2/3 vote of the body or if less than 2/3 present, by unanimous vote
  - Post minutes for 10 days

2. *Where May the Board Meet?*

- **Meetings must generally be held within the District's boundaries**
- **Emergency locations**
  - Fire, flood, earthquake, etc., makes designated location unsafe
  - Location designated by presiding officer for duration of emergency
  - Notice to the local media
- **Teleconferencing**
  - Post agendas at all teleconference locations
  - Agenda and meeting notice must identify each teleconference location
  - Agenda must provide for attendees at each location to address the Board
  - Each teleconference location must be accessible to the public.
  - At least a quorum of the Board must participate from within District's boundaries

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3. *When May the Board Address Matters Not on the Agenda?*

- **Emergencies:**
  - Declare emergency by a majority vote of the board
  - Definition of "emergency" is the same as for an emergency meeting, above
- **Need for immediate action:**
  - Declare by 2/3 vote of Board, or unanimous vote if less than 2/3 present:
    - a need to take immediate action; and
    - such need came to the attention of the *District* subsequent to posting agenda
  - Exception does not apply where the matter was mistakenly not agendized.
- **Items Continued from a prior regular meeting:**
  - Item was posted on a regular meeting agenda
  - At the regular meeting, the Board acts to continue the item
  - Meeting at which item is addressed is no more than 5 calendar days after the regular meeting
- **Brief Comments:**
  - To public comment/questions that do not involve dialogue, debate, speeches or lengthy discussion
    - Best practice: Board President thanks/responds to public
  - Brief clarifying questions to staff making reports
  - Brief announcements or reports of a trustee's own activities
  - Requests for further factual information.
  - Best practice: direct requests to Board President to manage/delegate.
  - Requests to place a matter on the agenda for a future meeting.

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4. *When should the Board meet in open v. closed session?*

- General principle: default is open, subject to narrow exceptions
- Some common examples:

	Open	Closed (read narrowly)
➢ Discussion and/or action re: budget	√	
➢ Discussion and/or action re: layoffs	√	
➢ Discussion and/or action re: Salary/compensation setting	√	(Exception: disciplinary Reduction)
➢ Discussion and/or action re: ➢ Board member conduct	√	
➢ Contract ratification	√	
➢ Public employment, appointment, evaluation		√
➢ Employee discipline, dismissal, release	(Exception: Employee exercises 24-hour notice rights)	√
➢ Discrimination complaint appeals	(Exception: Employee exercises 24-hour notice rights)	√
➢ Pending litigation—for purpose of conferring with legal counsel		√
➢ Threats to public service or facilities—if meeting with law enforcement officials		√
➢ Conference with Real Property Negotiators		√
➢ Student discipline	(Exception: Student exercises right to open hearing)	√

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5. *What must the Board report out of closed session?*

- **Final actions are the only items that must be reported out of closed session**
- **Unless authorized by action of the majority, disclosure of closed session deliberations by an individual trustee is prohibited.**
- **Comparison of final action /not final action—some examples:**

Final	Not Final
Board approval of a settlement	Board authorization to administration to negotiate a settlement
Appointment of a new hire	Identification of top 3 candidates for interviews
Discipline or termination of an employee. Note: not final until employee has exhausted appeals.	Authorization to initiate discipline

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6. *What constitutes an unlawful meeting of a quorum of the Board?*

- **Any communication among board members (in person, phone, email, etc.) that:**
  - Relates to district business
  - Includes a quorum:
    - In same location, or
    - Through communications that come to include a quorum
  - Outside a properly noticed and agendized meeting.
- **Comparison of lawful/ unlawful communications of a quorum—some examples:**

Lawful Gatherings of a Quorum	Unlawful Meetings/ Serial Meetings
A quorum of the Board attends a conference, meeting or social event, *provided* that they do not discuss district business.	A casual event during which a quorum discusses district business.
Administrator (non-member) provides information or responds to questions from individual trustees that comes to include a quorum, *provided* the administrator doesn't act as a conduit among trustees.	Emails/calls/texts among board members on a matter of district business that comes to include a quorum, *even if* the trustees are not aware of each other's questions or comments.
Quorum attendance at an open publicized meeting to address a concern of an individual or organization other than the agency.	Trustees texting or emailing each other during a regular meeting that comes to include a quorum. Note: even if it does not come to include a quorum, the texts/emails are likely public records.

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7. ***How may the Board regulate public participation?***

- **Ways the Board may regulate public comments**
  - Limit the time allotted per speaker
  - Adjust time allotted based on number of speakers, applied consistently
  - Prohibit disruptive behavior
    - Direct attendee to correct conduct
    - If he/she fails clear the room (except press)
    - Remove press if part of disruption
    - Readmit non-disruptive attendees pursuant
  - Prohibit public comment on matters outside Board's jurisdiction
  - Prohibit public comment on a matter agenized at prior meeting
  - Require completion of a speaker card, though may not require name
- **Ways the Board may NOT regulate public participation**
  - Require attendees to register or provide name as a condition of attendance
  - Impose view-point or content-based restrictions on speech
  - Prohibit criticism of staff, policies, procedures, programs or services, or alleged acts or omissions of the board
  - Prohibit member of the public from recording or video-taping or broadcasting a session unless disruptive

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